



# IMPACT REPORT

## 2018

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# WELCOME

We started Franklin Scholars because we knew that too many young people were coming up against many challenges as they passed through school. But we also knew some people who might be able to help. And we had a hunch that giving young people the opportunity to help each other could produce magical results.

Over the last few years, we have grown in numbers, in geography, and in confidence. It is with great pride that we present our Impact Report for 2017. We are still learning but each year we are able to say with a little more conviction that Franklin Scholars works. It does narrow the gap in attainment. It does support the improved wellbeing of some of our more vulnerable young people. And it does develop those skills such as resilience, courage and empathetic leadership that are so crucial to our future workers, future parents, and future politicians.

A huge thank you to all our partner schools for giving us the opportunity to work with their wonderful young people and to all our partners and supporters who help make all this possible.



Jessica Barratt, CEO

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# THE HEADLINES

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The Franklin Scholars programme continues to be **highly effective at reducing the attainment gap** in English Language – both with Year 7 and Year 10 participants.

**64%** of Pupil Premium eligible Year 7s make expected levels of progress, compared to 60% in the wider school population. *(page 12)*

**96%** of Year 10s said that Franklin Scholars has made them more resilient. *(page 19)*

**90%** of parents think that Franklin Scholars has had a positive impact on their child. *(page 21)*



**I CONTRIBUTE IN LESSONS  
MORE BECAUSE I FEEL MORE  
CONFIDENT IN MYSELF.**

Year 10 Franklin Scholar,  
Langdon Academy

**BEFORE I USED TO WORRY A  
LOT. BUT NOW I BARELY  
WORRY ABOUT ANYTHING.**

Year 7 mentee,  
Cophall School

**42% of students make no progress or regress in English during Year 7.**

No More Marking, 2017

**Problems with the move to secondary school last years longer than thought.**

GL Assessment, 2016

**The introduction of peer tutoring has a positive impact on learning - approx. 5 months additional progress.**

Education Endowment Foundation,  
2018

**Peer education has been shown to increase the likelihood that interventions and approaches to well-being are effective and sustained.**

Aldi et al, 2007

# WHAT WE DO

Franklin Scholars was established as a social enterprise in 2013, on a mission to help every child get the best possible start to secondary school.

To do this, we harness the power and knowledge of peers within their new school. We recruit and train cohorts of older pupils to be their personal tutors and mentors through that tricky first year.

These older pupils are the Franklin Scholars.

While the Franklin Scholars support the Year 7s, we continue to support the Franklin Scholars to develop the academic, social and emotional skills that they need to continue to grow as outstanding students and compassionate young people.

# OUR PROGRAMME

Over the last 4 years, we have been continually refining our beacon peer-coaching programme – what we believe to be best practice when it comes to effective peer-to-peer relationships.

The Franklin Scholars programme takes place across a whole academic year in each of our partner schools. It starts with the recruitment of the Franklin Scholar mentors, before commencing weekly sessions, with ongoing training and support.

Most commonly our programmes recruit fifteen Year 10 students to help support fifteen Year 7s in their first year of secondary school.

## MENTORING vs COACHING vs TUTORING

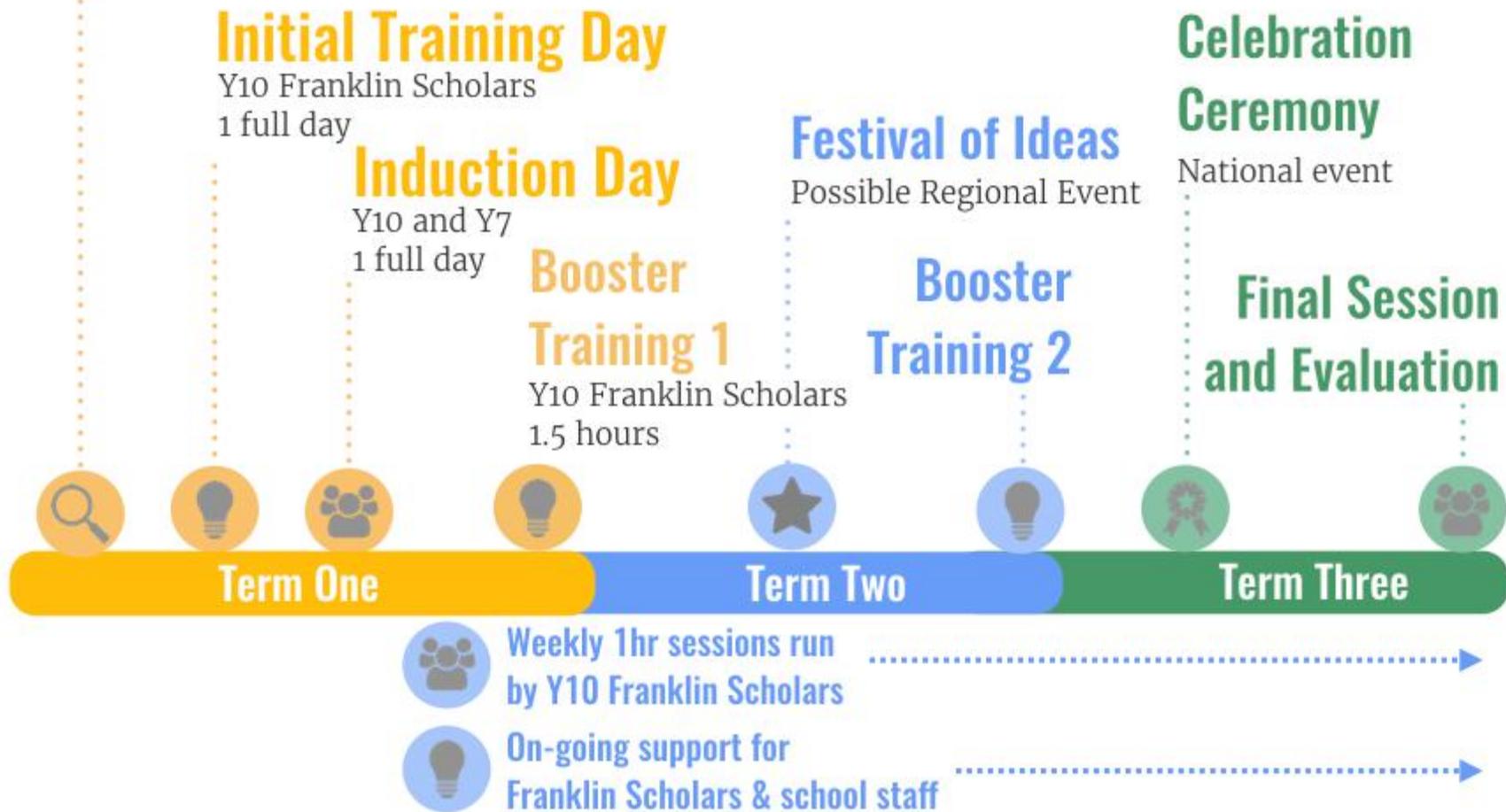
Over a year, the Franklin Scholars play all three roles of mentor, coach, and tutor so that they can have a fuller impact on their mentees.

During their training, we equip them with the skills and resources to explicitly tutor literacy, to scaffold coaching conversations, and empathise as mentors.

# WHAT IT LOOKS LIKE

## Recruitment

Launch - Online Applications  
- Interviews - Final Selection



# WHAT OUR PEER COACHING LOOKS LIKE

Every week, the Y10 Franklin Scholars lead hour-long sessions with their Y7s.

Each session is divided into 3 equal parts - with a Toolkit of resources provided for each.

## GROUP INTERACTION ACTIVITIES

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

## 1:1 LITERACY SUPPORT

To ensure that the Y7s have the fundamental academic skills to access the curriculum at school.

## 1:1 MENTORING SUPPORT

For the Franklin Scholars to provide personalised coaching and guidance.



# WHAT WE DID IN 2016/17

360

We recruited and supported 360 Franklin Scholars, giving them **21 HOURS** of specialist training.

They, in turn, provided over 25 hours of 1:1 support during in-school session to **360** Year 7s.

25  
HOURS

This represents a 71% increase in the number of young people supported compared to 2015/16, and means that, to date, we have powered up 785 in-school peer mentors.

785

## PILOT APPROACHES:

During this academic year, we also ran exploratory programmes involving:

### **DOUBLING OUR COHORT SIZES**

In one of our partner schools we recruited thirty Franklin Scholars to support thirty Y7s, with the intention of exploring how we can deepen and broaden our impact within our partner schools.

### **MENTOR TRAINING DAYS**

We continued to develop bespoke mentor training programmes to support schools with existing peer-coaching programmes in place, or schools with specific outcome focuses.

### **PEER-COACHING FOR THOSE AT RISK OF EXCLUSION**

We conducted a further pilot training & support programme for a Pupil Referral Unit – recruiting KS3 students to mentor at-risk KS2 students.

This was to further examine the use of peer tutoring in different contexts.

# OUR OUTCOMES

Too many young people suffer dips in progress around the primary-secondary transition. We therefore harness the power of peer coaching, not only because we think that older students are particularly well placed to help solve this problem, but because those older students can gain substantially from the experience too. We expect to see the following outcomes for both our Y7 participants, and our Franklin Scholars:

## ACADEMIC PROGRESS

Year 7s: at least the expected level of academic progress needed for their age group, so that they can catch up with their peers.  
Year 10: an increase in academic confidence and attainment.



## SOCIAL & EMOTIONAL SKILLS AND HABITS

Development of key working skills – such as empathy, resilience, leadership, and communication – to successfully interpret and interact with the world around them.



## ACADEMIC ATTITUDES

A change in the beliefs, mindsets, and self-efficacy so students are more motivated to take on academic challenges. A growing sense of purpose, self-worth and responsibility in relation to their studies.



## SOCIAL ACTION

Enhanced knowledge, experience and commitment to help others more in the future.

*You can find out more about our Theory of Change, our ABCD Framework, and how we measure outcomes in the appendices.*

# OUR PARTNER SCHOOLS

During 2016/17 we worked with 23 partner schools across Greater London, the Midlands and the North West.



# OUR IMPACT:

## ACADEMIC PROGRESS - YEAR 7

% of students making progress in English Language

	Expected Progress	Above Expected Progress
Whole School	64%	28%
Franklin Scholars	61%	31%

% of PP\* eligible students making progress in English Language

	Expected Progress	Above Expected Progress
Whole School	60%	24%
Franklin Scholars	64%	38%

### INTERPRETATION AND CONCLUSIONS:

- Franklin Scholars is particularly effective at accelerating students' progress above what is expected of them.
  - The underperformance of Y7 participants as a whole can likely be explained by a referral bias – those less likely to meet academic expectations are more likely to be referred to our programme. We also think that this leads to a greater scope for improvement (demonstrated by the high proportion making above expected progress).
    - Franklin Scholars is particularly effective for students eligible for Pupil Premium funding. This is especially encouraging as these are the students most likely to underachieve in Y7 and KS3.

*\*PP = Pupil Premium eligible students. For more information see page 24*

## HOW HAVE THINGS CHANGED?

- The attainment gap between Y7 participants and their peers has reduced since 2016.
- We have become a more effective intervention for Pupil Premium students with a greater proportion making expected progress over other PP students (2% gap last year, to 4%)
- This is especially true for those making above expected progress (6% -> 14%)

## WHY?

As more of our young people are referred for academic concerns (p 24), there is more scope for academic improvement. More students like this are being referred because of the improving evidence of our academic impact.

As our structures and resources have improved, we also believe that the power of 1:1 attention has been allowed to have a particularly stark effect on Pupil Premium students, leading to accelerated outcomes for these students.

## EFFECTIVE AT REDUCING THE GAP

Gap in progress between Pupil Premium eligible students and their non-eligible peers

	Expected Progress	Above Expected Progress
Whole School	-5%	-3%
Franklin Scholars	2%	7%

Pupils eligible for Free School Meals, or otherwise disadvantaged in their circumstances, progress slower than their peers at school.

Across our partner schools, 64% of students make expected levels of progress. However, for disadvantaged students only 60% meet that level, a gap of 5% (rounding).

On the Franklin Scholars programme, however, 2% more Pupil Premium students make expected progress than participants not eligible.

When looking at those making above expected progress, 7% more Pupil Premium students make accelerated progress compared to others. Outside of our programme, they do worse.

# OUR IMPACT:

## ACADEMIC PROGRESS - YEAR 10

Change in predicted GCSE grade for Y10 students

	Change in Predicted Grade
Whole School	0.22
Franklin Scholars	0.57

*Significant difference at 99% confidence interval*

Change in predicted GCSE grade for Y10 students eligible for Pupil Premium

	Change in Predicted Grade
Whole School	0.08
Franklin Scholars	0.46

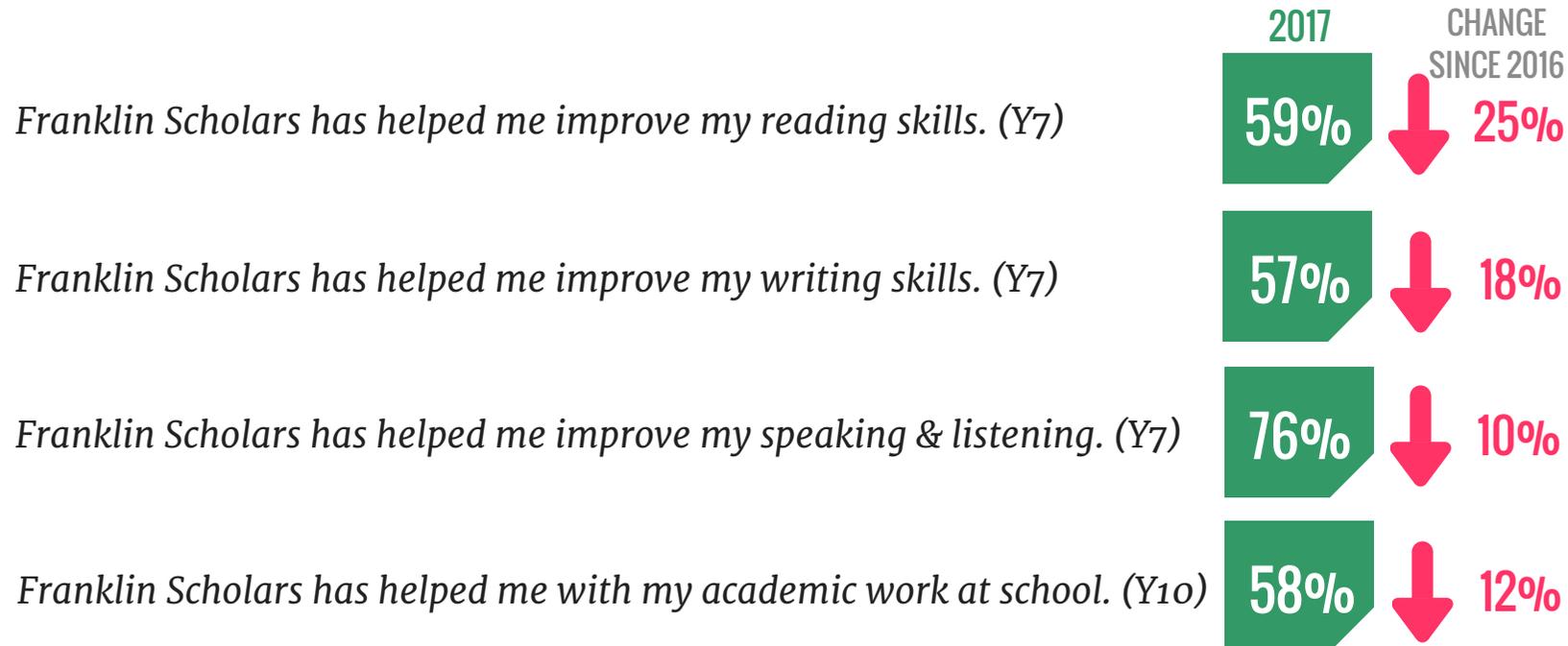
*Significant difference at 95% confidence interval*

### INTERPRETATION AND CONCLUSIONS:

- Those on the Franklin Scholars programme see a much greater positive change in their anticipated GCSE grades than those not on the programme.
  - There is also the risk of referral bias amongst our Y10 participants. Those more likely to make academic progress may be more likely to apply to become a Franklin Scholar.
  - Franklin Scholars does slightly reduce the attainment gap between Pupil Premium students and their peers. There is a 0.14 gap in average grade change amongst the wider population of our partner schools. This gap is 0.12 for Franklin Scholars.
    - Our confidence in these conclusions is significantly stronger than last year. Our sample size has almost doubled, with the sample of Pupil Premium participants increasing six fold.

# OUR IMPACT: PERCEPTIONS OF ACADEMIC PROGRESS

We also ask for the students' perception of how Franklin Scholars has helped their academic work.



## INTERPRETATION AND CONCLUSIONS:

- Interestingly, as we have become more confident in the accelerated academic progress of participants, this appears to be less apparent to students themselves.
- This is a double-edged sword - we are able to have an academic impact on participants, even without them being biased towards change, however, could we have had greater academic impact if more participants had anticipated and been open to seeing progress?

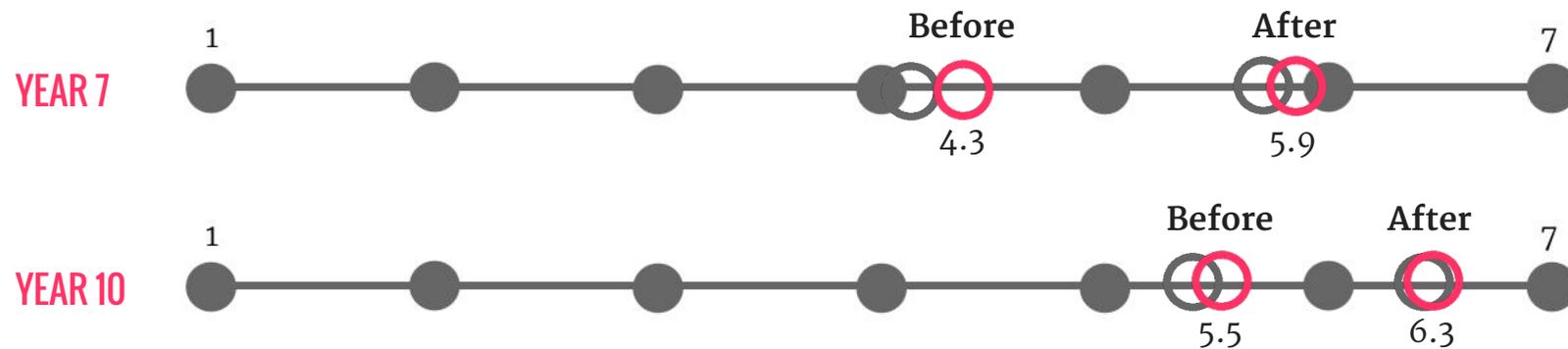


**FRANKLIN SCHOLARS WAS  
OUR MOST EFFECTIVE  
LITERACY INTERVENTION  
LAST YEAR.**

Programme Leader,  
Darwen Aldridge Community Academy

# OUR IMPACT: ACADEMIC ATTITUDES

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



## INTERPRETATION AND CONCLUSIONS:

- Our participants report a strong jump in academic attitudes, especially amongst Y7s.
- The higher baseline for Y10 is demonstrative of the fact that we usually recruit Y10 students who are already engaged in school.

### HOW HAVE THINGS CHANGED?

- As can be seen, there has been limited change in impact since 2016.

### WHY?

As impact remains high, we have made very few changes in this area.

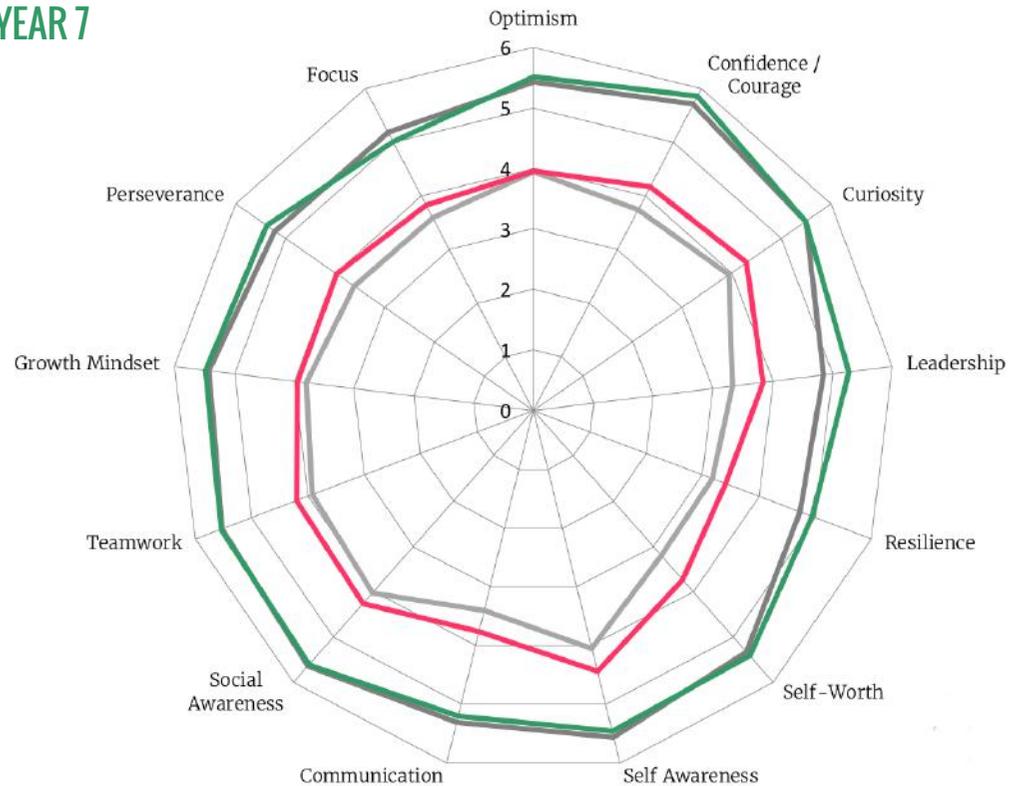
- = 2017 results (numerical values given)
- = 2016 results

# OUR IMPACT: SOCIAL & EMOTIONAL SKILLS & HABITS

Based on the end-of-year reflective survey, our participants reported the following growth in a selection of our ABCD Skills and Habits (see appendix).

- █ = 2017 Before
- █ = 2017 After
- █ = 2016 Before
- █ = 2016 After

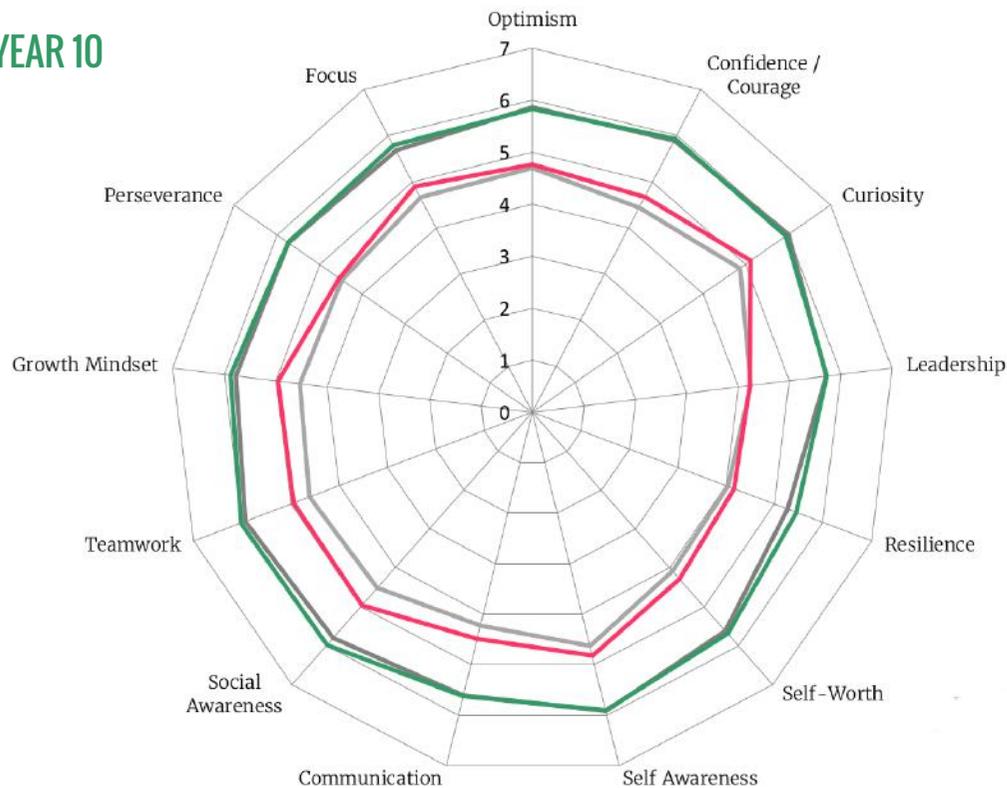
**YEAR 7**



## INTERPRETATION AND CONCLUSIONS:

- Y7s, on average, reported a greater difference over time.
- Y10s reported the greatest differences in Leadership, Self-Worth, and Resilience.
- Y7s reported the greatest differences in Resilience, Self-Worth, and Confidence / Courage

## YEAR 10



## HOW HAVE THINGS CHANGED?

- Our impact on Resilience has grown in prevalence since 2016 – featuring in both year group's top 3 most improved skills.
- Both year groups have reported a better initial starting point than 2016 participants – represented by the pink radar being larger than the 2016 grey.

## WHY?

While we do believe that increased structure and rigour to the programme has impacted on Resilience – we also recognise that our work likely complements schools' increasing focus and support for the area. There are likely a variety of undetectable factors impacting the growth in starting points. These could include a greater general awareness of the skills and what they mean as we work with schools year-on-year, and the introduction of January programme starts meaning that Y7s have shaken off some of their initial self-consciousness about starting school. We should also recognise weaknesses in sampling bias and measurement tools in this hard-to-quantify area.

## OUR IMPACT:

# SOCIAL & EMOTIONAL SKILLS & HABITS

We asked participants: what are the top skills you have developed through Franklin Scholars?



*The size of each word corresponds to the frequency it was mentioned. (Confidence came up 170 times, teamwork 105, leadership 98.)*

*My child has become even more confident in the activities that he participates in. His handwriting has significantly improved as well as his reading. He has progressed greatly and this is an amazing result.*

*She is showing more problem-solving skills and being empathetic in situations.*

*V has really enjoyed being a Franklin Scholar, it's a good idea and seems to work well for all students involved. It teaches them organisation, planning, thinking about other people and gives them something to be proud of.*

## OUR IMPACT: WHAT PARENTS SAY

**90%** think Franklin Scholars has had a positive impact on their child.

**76%** think Franklin Scholars has helped prepare their child for the future.

*Thank you for giving my child this opportunity to be a Franklin Scholar.*

# CASE STUDY: TAYLA

When Franklin Scholars was first proposed to the Year 10s last year, I was surprised that the first student to approach me was Tayla, a renowned troublemaker throughout Key Stage 3. She told me that she wanted to help someone to stop them making the same mistakes that she had, and from that point she stunned us in her maturity.

Her behaviour around the academy improved, she became polite to adults, and actually began to smile. In the sessions she was quick to realise when her mentee was losing his patience and removed him from situations. She has grown to be a greater leader, thanks in great part to the opportunity given to her by Franklin Scholars.

– Programme Leader, Walthamstow Academy

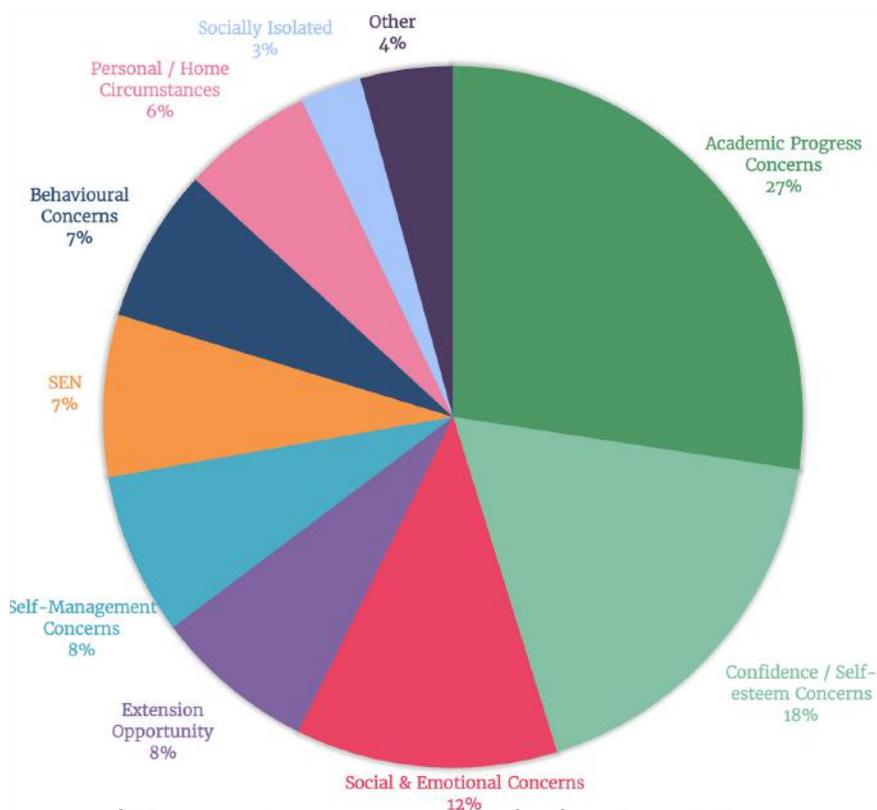




# OUR PARTICIPANTS

## YEAR 7

Year 7 participants are referred by their schools for the following reasons:



62% of Y7 participants qualify for Pupil Premium\* support.

*\*a student qualifies for Pupil Premium if they have been eligible for Free School Meals (FSM) in any of the last 6 years, have recently left care, or have been a service child within the last 4 years. Nationally, around 27% of students qualify.*

## HOW HAVE THINGS CHANGED?

- Many more of our Y7 participants, more than 1 in 4, are referred to the programme due to academic concerns. This is up from a fifth the year before.
- We also saw a small jump in the proportion of students being referred with social and emotional concerns.
- Outside of these two areas, there has been a greater spread of referrals across the other categories.

## WHY?

As we continue to work with more schools, year on year, and they witness our impact, we think that the quality of their referrals improve.

There has also been a higher regard for student wellbeing and non-academic support, as a result of legislative changes.

## YEAR 10

The Franklin Scholars are selected through a recruitment process made open to the whole year group.

In the academic year 2016/17, 22% of Y10 students in our partner schools applied to be a Franklin Scholar.

During selection, we are aiming to curate a cohort of Y10s who:

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

35% of Franklin Scholars qualify for Pupil Premium support

## HOW HAVE THINGS CHANGED?

- A slightly smaller proportion of Y10 students applied to be Franklin Scholars this year (down from 25% last year).
- More of our Y10 participants are eligible for Pupil Premium (up from 9% last year).

## WHY?

Without specific targeting of mentors, we haven't been able to determine why we've worked with significantly more Pupil Premium eligible students. However, the change is welcome.

The change in recruitment is too small to draw conclusions from this year. However, we will be reviewing our recruitment processes over 2018.

# LESSONS LEARNED

## **STAFF ENGAGEMENT IS CORRELATED WITH THE SUCCESS OF A PROGRAMME**

The schools in which our programmes run best, and closest to our gold standard, have been the schools with engaged and responsive Programme Leaders as well as SLT advocates.

Such engagement not only leads to a smoother running core programme, but also means that they are able to take advantage of further support and opportunities (such as external ceremonies and competitions) which contribute further to students' development. We will therefore:

- Improve our communications and relationships with relevant staff in order to improve the success of each programme in school.
- Engage each school in at least one external opportunity each year.

## **ONGOING PARTNER SCHOOLS SEE THE MOST IMPACT**

Schools that we work with year on year, continue to see some of our greatest levels of impact. This is likely due to the familiarity with the programme within school, and the ongoing culture change that results (people expect to see more positive outcomes following a positive programme). We will therefore:

- Focus attentions on retaining existing school partners in order to maximise the impact of the organisation.
- Make new partner schools more aware of this from the outset.

## **... HOWEVER, VOLATILITY WITHIN SCHOOLS STILL AFFECTS OUR PROGRAMMES REGULARLY**

Retention of staff and changing roles continue to influence the success of our programmes, as it makes it harder to build a consistent, stable platform for mentoring sessions and training.

- While there is little we can influence about the sector-wide trend, we can do more to make more staff suitably aware of us in school.
- We can also do more to ease handover from one staff member to the next.

# NEXT STEPS FOR 2018

## (PROGRAMMES)

### **NUMERACY PILOT**

42% of Year 7s don't make progress in English. However, the situation is equally as worrying with maths – where 38% of students don't make progress in their first year of secondary school. In 2018, we will be designing a numeracy curriculum that could substitute the literacy elements of our current programme – depending on the context – and complement the Franklin Scholars programme.

### **IMPROVED HANDBOOKS AND SCAFFOLDS**

We hope to improve the rigidity of our programme by developing a new Franklin Scholar handbook to support their planning and coaching of their Y7 partners. This will coincide with the development of more structured mentoring resources to make sure that most conversations are productive.

### **MORE DOUBLE PROGRAMMES**

Following a small trial during 2016/17, we would like to operate more programmes with 30 mentors and 30 mentees to see if we can put the logistics in place to support more students in an individual school – and therefore to have a greater impact within a school community.

### **EXPANDED EVENTS - FESTIVAL OF IDEAS**

With a successful Festival of Ideas in 2017 – where 80% of participants saw a jump in their levels of self-efficacy – we would like to run more of these with strategic partner schools during the next academic year.

### **ITERATED TRAININGS**

We will continue to regularly evaluate our training days so that they continue to harness the latest research and improve their effectiveness.

# NEXT STEPS FOR 2018

## (MEASUREMENT & EVALUATION)

### WELLBEING MEASURE

Following an examination of the most relevant validated measures (see page 35), next year we will be using the Warwick-Edinburgh Mental Wellbeing Survey with all participants, as this measure more closely aligns with our Theory of Change.

### EVALUATION FOR QUALITY ASSURANCE

Over the coming year, we will be developing frameworks and resources to better evaluate and support the ongoing success of a programme. These will include 'gold standard' frameworks and more consistent monitoring of programmes.

### DEVELOPED THEORY OF CHANGE FOR MENTORS

In order to better ascertain the desired impact on our Franklin Scholars, we will be re-examining our Theory of Change for mentors. We know the benefits of mentoring are far-reaching, but we would like to more clearly define the outcomes we hope to see in our Franklin Scholars.



**IT HAS IMPROVED MY  
ATTENDANCE AS I HAVE A  
MENTEE I WANT TO BE THERE  
FOR.**

Year 10 Franklin Scholar  
The Ravensbourne School

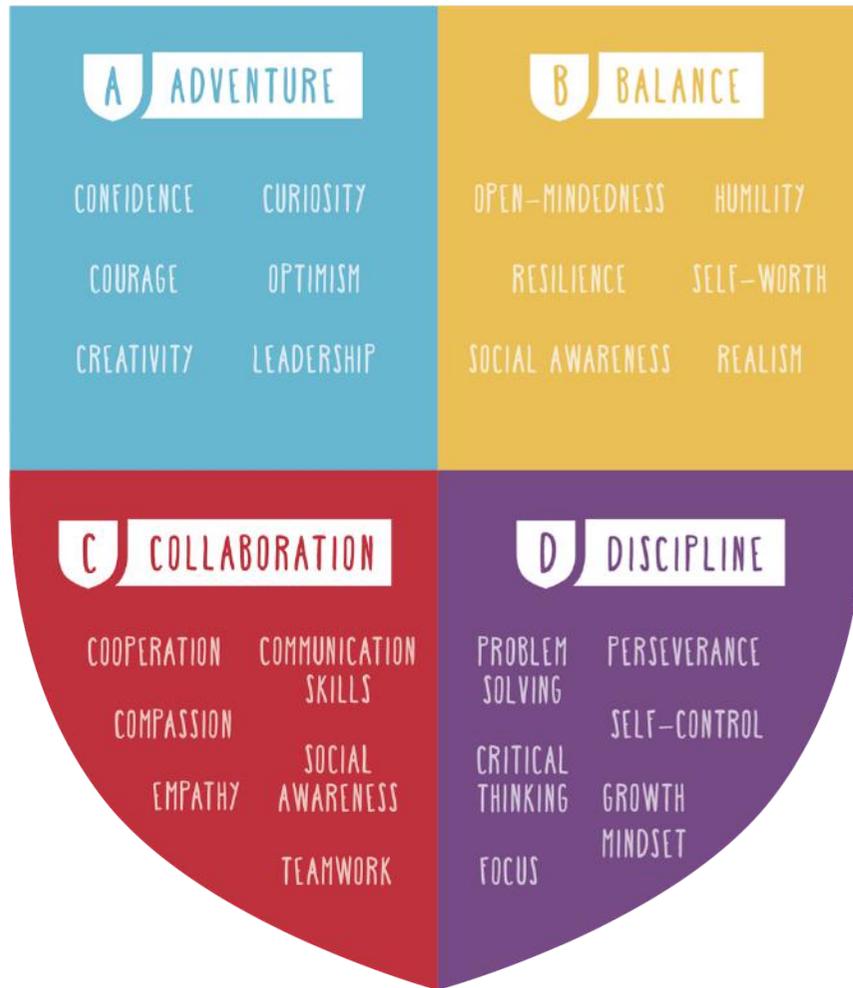
**IT CALMED ME DOWN AND  
HELPED ME TO KEEP CONTROL  
OF MY BEHAVIOUR.**

Year 7 mentee  
The Ravensbourne School

A young man in a dark grey school blazer and white shirt is leaning over a purple desk, writing in a notebook with a white marker. The background shows a classroom with other students and bookshelves. A green diagonal graphic is in the bottom-left corner.

# APPENDICES

# OUR ABCD FRAMEWORK



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

It contains the 24 skills and habits that are known to be both valuable and malleable – i.e. 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.

It is this framework that we also use to evaluate students' social and emotional progress.



**IT HAS HELPED ME BE MATURE  
MORE AND GIVEN ME THE SKILLS  
TO ASSESS AND DEAL WITH NEW  
SITUATIONS.**

Year 10 Franklin Scholar,  
DACA

**FRANKLIN SCHOLARS HAS  
MADE ME MORE EAGER TO  
COME TO SCHOOL.**

Year 7 mentee,  
St Clement Danes School

# HOW WE MEASURE OUTCOMES

As a result of the change we aim to see through our programme, we evaluate 4 outcome areas using a range of tools.

FOR MORE INFORMATION ABOUT OUR USE OF VALIDATED MEASURES, PLEASE SEE PAGE 35

## ACADEMIC PROGRESS

Y7 English Language attainment - baseline & end of programme / annual progress

Y10 English Language attainment - baseline & end of programme / annual progress

End-of-programme questionnaire

## SOCIAL & EMOTIONAL SKILLS AND HABITS

Warwick-Edinburgh Mental Wellbeing Scale (2007) - baseline & end of programme

Mid-point student reflections

End-of-programme comparative survey

End-of-programme survey of parents

## ACADEMIC ATTITUDES

Carol Dweck's Growth Mindset Quiz (2006)

or

Angela Duckworth's Grit Scale (2013)

or

Strengths and Difficulties Questionnaire (1998) - baseline & end of programme

## SOCIAL ACTION

End-of-programme comparative survey

# METHODOLOGY

## END OF YEAR SURVEY

Completed by **144** Year 10 & **160** Year 7 participants from 15 of our partner schools.

## ACADEMIC DATA

### YEAR 7

English Language attainment or progress scores were obtained for **127** Year 7 participants from 8 of our partner schools, of which **69** are Pupil Premium eligible.

They were compared against **1,592** fellow Year 7s in their schools, of which **569** are Pupil Premium eligible.

### YEAR 10

English Language predicted GCSE grades or attainment were obtained for **124** Year 10 participants from 8 of our partner schools, of which **44** are Pupil Premium eligible.

They were compared against **1,398** fellow Year 10s in their schools, of which **532** are Pupil Premium eligible.

## PARENTS SURVEY

Completed by **39** parents from 8 of our partner schools.

## VALIDATED MEASURES

### GROWTH MINDSET & GRIT SCALE

Completed by **121** Year 10 & **80** Year 7 participants from 11 of our partner schools.

### WARWICK-EDINBURGH MENTAL WELLBEING SCALE

Completed by **11** Year 10 & **17** Year 7 participants from 2 of our partner schools.

### STRENGTHS & DIFFICULTIES QUESTIONNAIRE

Completed by **20** Year 10 & **17** Year 7 participants from 2 of our partner schools.

# VALIDATED MEASURES

As an establishing programme, we have always sought the use of validated measures in order to build a robust evidence base for our work. However, our experiences to date have been mixed – often measures are burdensome for participants and don't align to our intended outcomes.

We aim to use validated measures to help support our evaluation of Social and Emotional Skills and Habits. This year, we therefore decided to test four different tools across our cohorts:

- Dweck's Growth Mindset Quiz (2006)
- Strength and Difficulties Questionnaire (Goodman et al 1998)
- Duckworth's Grit Scale (2013)
- Warwick-Edinburgh Mental Wellbeing Scale (2007)

## INTERPRETATIONS & CONCLUSIONS

- As can be seen below, none of the measures show enough discernable difference with enough participants to be able to draw too many conclusions – other than 'not much can be seen to have changed.'
- Going forward we will be using the WEMWBS universally as it most closely aligns with outcomes within our Theory of Change (page XX) concerned with self-worth and sense of value.

	Growth Mindset Quiz	Grit Scale	Warwick and Edinburgh Mental Wellbeing Survey	Strength and Difficulties Questionnaire
Sample Size	216	216	39	37
Average Before	66%	66%	3.553	19.86
Average After	63%	64%	3.386	19.57
Proportion Showing a Positive Change	35%	37%	51%	43%

# LIMITATIONS

## ACADEMIC COMPARISONS

As progress measures become more prevalent amongst our partner schools, and those measures become more distinct from each other, comparisons become trickier to negotiate. We attempted to normalise all academic data from our programmes this year – but the analysis does therefore contain some prominent assumptions and possible errors.

## TRIANGULATING WITH TEACHERS

This year we were able to include the views of parents to corroborate the opinions of our participants. However, a key stakeholder who we still need to develop useful feedback from is teachers. We receive informal feedback from the Programme Leaders, and/or SLT advocates. Beyond this we find it very difficult to consult teachers on individual students, as teachers' time is already spread very thinly.

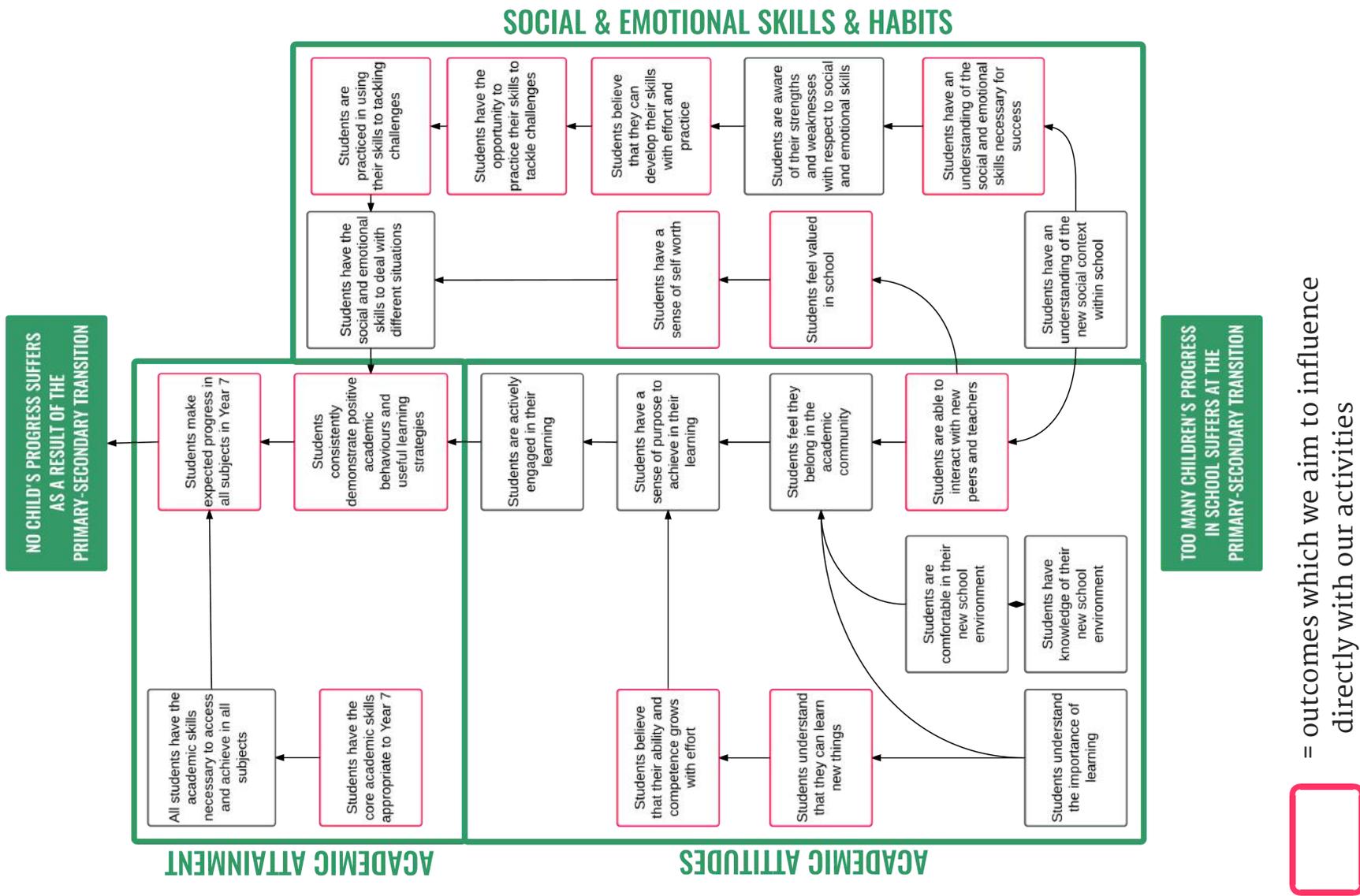
## SAMPLE BIAS

The schools for which we were able to garner evaluation feedback and data are some of our more engaged partners. We think that school engagement is positively correlated with the success of a programme – we therefore recognise that the samples from which we have drawn analysis could be more representative of our more successful programmes.

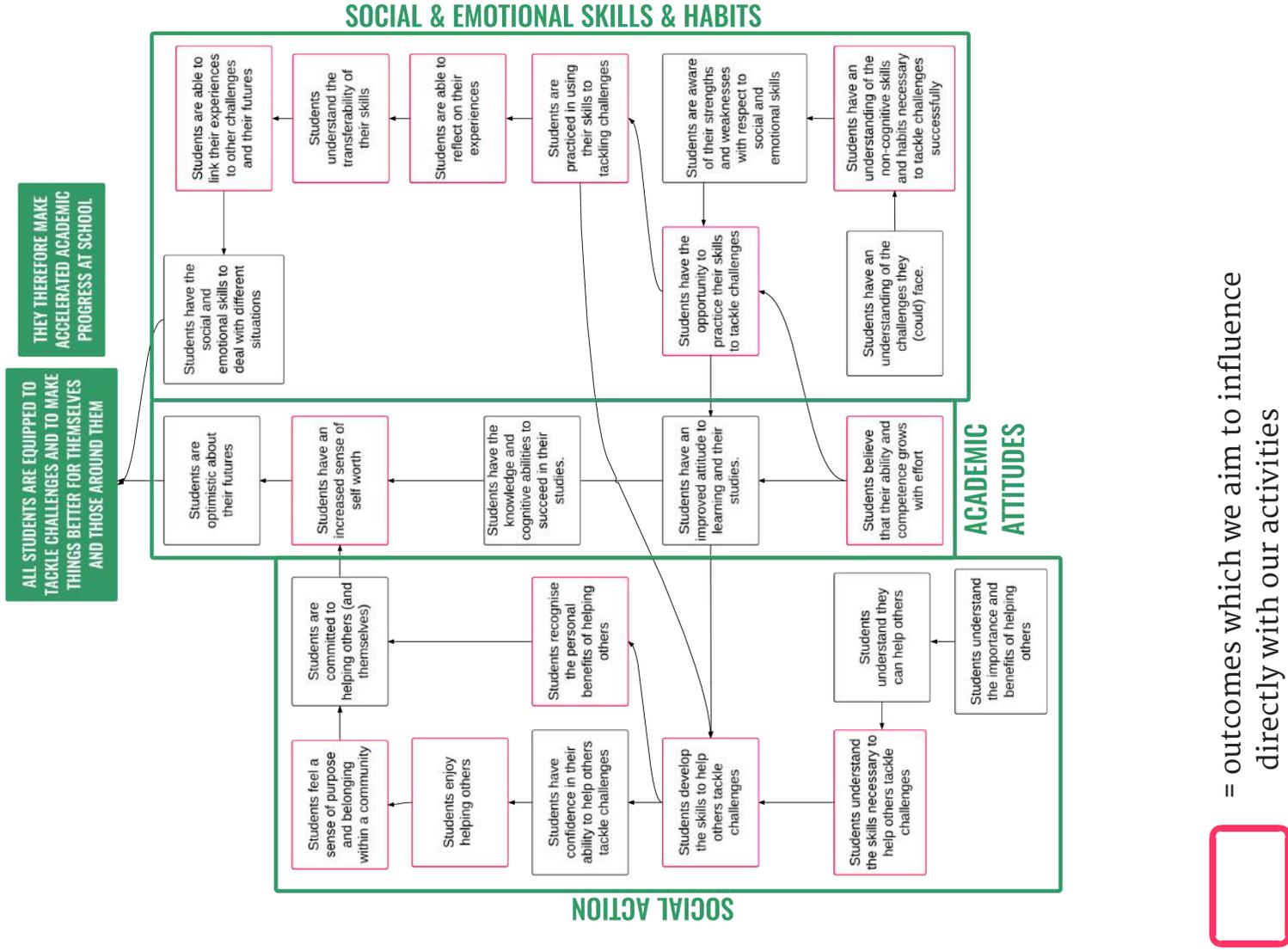
## SELF-AWARENESS BIAS

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. This is especially prevalent with measures where we take baseline measurements.

# THEORY OF CHANGE - YEAR 7s



# THEORY OF CHANGE - FRANKLIN SCHOLARS



*There has been lots of support from the Franklin Scholars team, as well as the autonomy to run things how we would like to. The resources provided are of a very high quality.*

## **OUR IMPACT: WHAT TEACHERS SAY**

*The Year 10 students loved the training and feel confident leading the sessions. The resources provided are great. Communication and support have been great throughout and the Year 7 students are really engaging with the programme.*

*Excellent sessions, engaging speakers, and caring people. The materials and resources are excellent.*

*The structure and delivery of the programme have had a positive impact.*

# PARTNERS & SUPPORTERS

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



Find out more at [franklinscholars.org](http://franklinscholars.org) or email [hello@franklinscholars.org](mailto:hello@franklinscholars.org)

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