FRANKLIN SCHOLARS

OUR IMPACT

7 YEAR REPORT

Welcome

Franklin Scholars was founded in 2013 with a vision to help more young people help each other through tricky transitions in school. We believed fiercely in the power of peer support. Grounding our programmes in the strongest evidence of what works, we hold a commitment to continuous learning and improving through robust monitoring and evaluation. Over the last seven years, working with over 4,400 pupils and 80 schools across nine regions of the country, we have gathered a huge range of insights and lessons learned, which we are eager to share.

2020 has been an unparalleled year for all of us. The crisis facing our country is going to have far-reaching effects on young people and it is expected that the gap between pupils from higher and lower socio-economic backgrounds will widen even further; not just in terms of academic progress but also, and perhaps more devastatingly, in social and emotional development and mental health.

At Franklin Scholars, we have decided to take the opportunity to conduct a strategic review of everything that we have done, and everything that we have learned, over the last seven years. This review has helped us answer a key question, which is: how are we really best placed to support schools and young people, in the broadest, most inclusive and most impactful way possible?

Here, we are pleased to present the results of this review, in the form of a seven-year impact report. We hope this report can be of value to the wider sector and highlights lessons learned through working with thousands of young people. In particular, we are excited to present the results of a large retrospective impact assessment of the Beacon Programme, presented in detail within the Technical Appendix.

Looking forward, we will pause the delivery of our Beacon Programme for the 2020-21 school year, but in its place we are very excited to be piloting a new way of working with schools and supporting young people which we hope, in time, will result in an even greater impact on an even greater number of young people across the country. This includes turning our expertise and lessons learned into an accessible set of open-source tools and resources for schools, young people and the wider sector.

As always, we thank all our schools and partners who have made our work possible. We look forward to continuing to work together with you to ensure that every person, no matter what challenges they might be facing, has the opportunity to succeed in life.

Contents

Welcome	1
Franklin Scholars by the Numbers	4
The Problem	8
Our Solution	11
Our Journey	16
The Beacon Programme	19
Buddies & Bundles	50
Beacon Box	54
Franklin Fellows	57
Our Partner Schools	61
Our Funders and Institutional Partners	62
Appendix	65

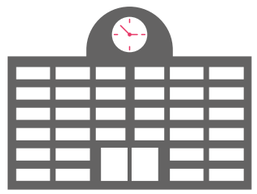
The Numbers

Over the last seven years, Franklin Scholars has worked with over

4,400 pupils

and over

80 schools across nine regions of the country through a number of programmes



6 primary schools and **144** students
– Buddies and Bundles Programme

61 secondary schools and **3,750** students
– Beacon Programme

2 secondary schools and **60** students
– Beacon Box

7 secondary schools and **342** students
– Mentor Training

7 Festivals and **364** students
– Festival of Ideas events

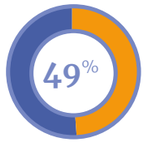
25 teachers from **12** schools mentoring other teachers
– Franklin Fellows Programme

The location of our schools

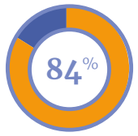
Beacon Programme

Impact Headlines

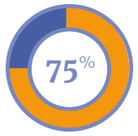
Students:



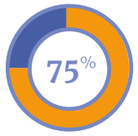
Almost **3,500** students have applied to be a mentor (a 'Franklin Scholar') in the last seven years, of which **49%** were offered the chance to be a mentor on the programme



84% of all students agreed that the Beacon Programme helped them develop useful **skills for the future**



A **75%** increase in the percent of students agreeing they felt **confident to be leaders** at the end of the programme

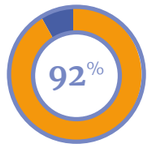


75% increase in the percent of students saying they **wanted to do well in school** at the end of the programme, with positive programme impacts on **attendance, behaviour,** and **enjoyment of school**

Two-thirds of mentees **wanted to be a mentor** in the programme when they were older

A Randomised Controlled Trial across seven schools, involving **487 students**, found that mentors and mentees in the Beacon Programme reported significantly higher self-efficacy than students not on the programme, as measured using the Self-Efficacy Questionnaire for Children (SEQ-C)

Parents:



92% of parents agreed that Franklin Scholars had a positive impact on their child through improved **confidence, leadership, empathy, self-worth, and self-esteem**

Teachers:

100% of schools said they "would recommend Franklin Scholars to another school" giving the programme an average score of **8.9/10**

Awards and Recognition

- Teach First Innovation Award Finalist 2013
- Shackleton Award 2014
- UnLtd Do It Award 2014
- Forward Foundation Grant 2014
- Big Change Grant 2014
- Pupil Premium Awards 2015 for KS4 High Aspirations, awarded to Brentford School for Girls in recognition of their work with us
- UnLtd Grow It Award 2015
- Nesta Maths Mission Grant 2017
- Franklin Scholars mentors were selected as #iwill Ambassadors in 2014, 2015, and 2019 for the Step Up To Serve national campaign for youth social action
- Teach First Innovation Partnership (2014 to 2019)
- Nesta Future Ready Fund Winner 2019
- Spring Impact Scale Accelerator 2019
- The Young Academy Accelerator 2019
- Allen & Overy Small Grant 2019
- Credit Suisse EMEA Foundation Grant 2019
- Beacon Programme becomes the only approved student mentoring activity for the Duke of Edinburgh Awards (volunteering section) 2019

The Problem

Transition points and change – at any point in a young person's life – can be difficult to navigate. In many cases, how a young person handles these moments can have a significant impact on their future success and opportunities.

While at school, we know that too many young people are vulnerable to dips in confidence, mental health and academic progress at certain key transitions. For example, at the transition from primary to secondary school, children report concerns including fear of bullies, being lost, peer relationship worries, and anxiety over coping with increased workloads (Zeedyk et al. 2003). The transition can also directly impact educational attainment, with a reported interruption in students' academic growth during the transition year (Akos, Rose, & Orthner, 2015). For students from lower socio-economic backgrounds, or those already facing mental health challenges or problems at home, these transitions can be even more precarious.

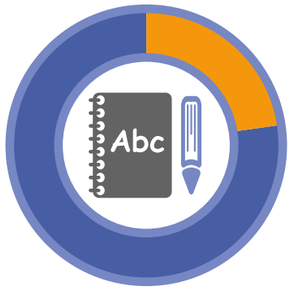
Successful transitions are seen to encompass social, academic and emotional adaptation, with the development of peer relationships, academic abilities, and a stable state of mental health seen as vital components which are often co-dependent (Evans et al, 2018). With instances of mental health challenges, loneliness and social exclusion on the rise, particularly amongst certain demographic groups, we know that it is increasingly crucial to support young people at these transition points.

Across all our programmes – developed initially to support children moving from primary to secondary school, but now expanded to reach both younger and older pupils – we aim to help young people develop important social and emotional skills as they work through tricky transitions. We do this through facilitating meaningful developmental relationships.

> **"Older children who receive free school meals are five times as likely to often feel lonely compared to their peers."**
>
> – Office of National Statistics, 2018

In a Snapshot

A snapshot of some of the contexts and challenges faced by the young people who participated in our Beacon Programme (2013-2020):

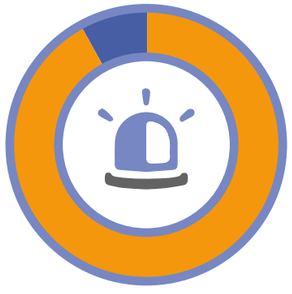


23% spoke English as an Additional Language (EAL)

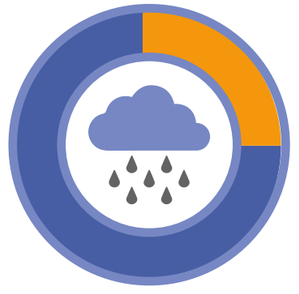
47% were Pupil Premium eligible

38% were BAME (Black, Asian, or from another minority ethnic group)

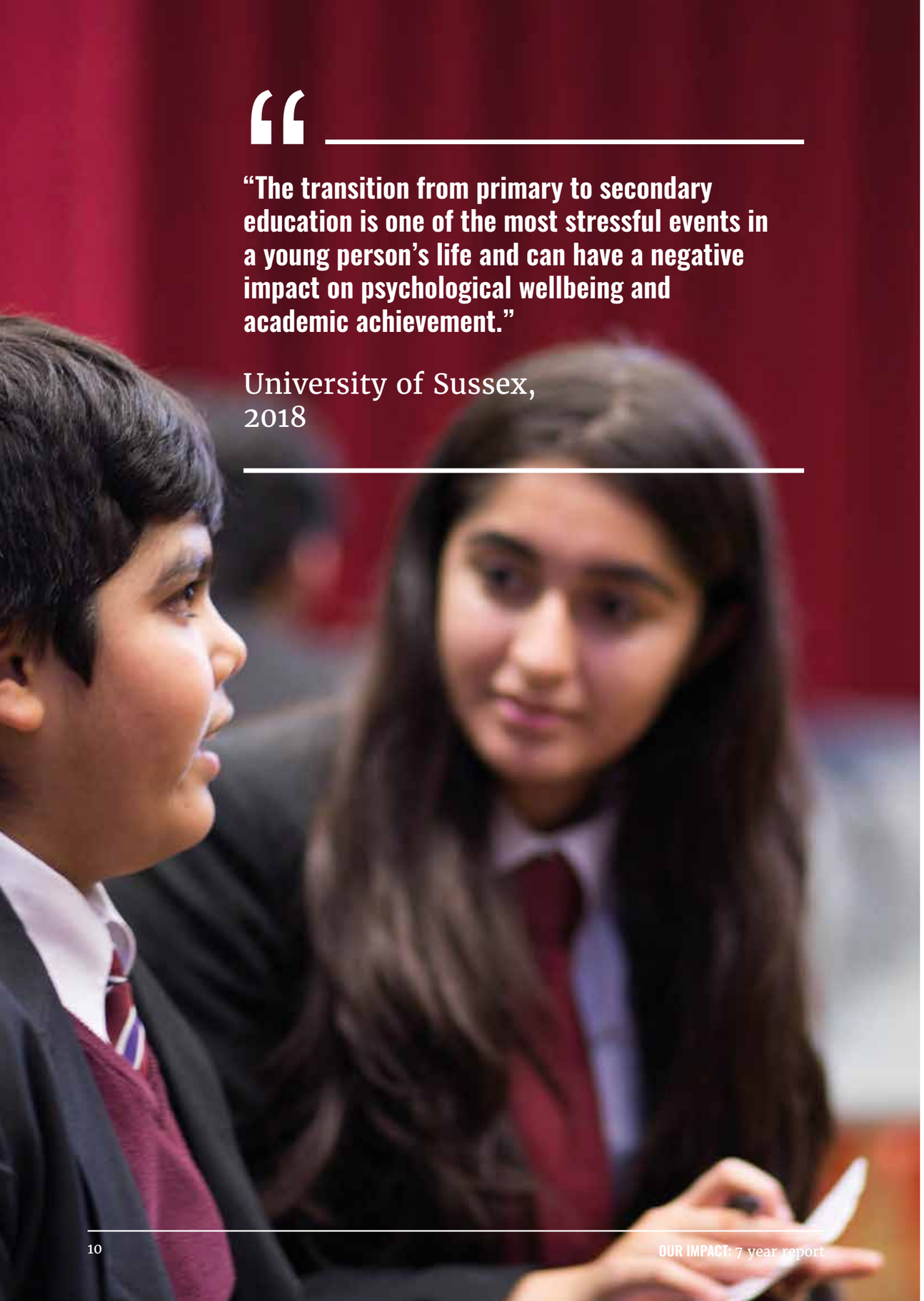
60% were female



91% of mentees could be considered at risk of exclusion or future involvement in criminal activity



at least **25%** of mentees and one out of ten mentors (rising to almost three out of ten) had probable or possible depression during the course of the programme



> **“The transition from primary to secondary education is one of the most stressful events in a young person’s life and can have a negative impact on psychological wellbeing and academic achievement.”**
>
> University of Sussex, 2018

Our Solution

We believe in the power of people helping people to work through tricky transitions. For every young person experiencing a challenging time in school, there is an older pupil in the same school who is very well placed to help, and who can develop their own competencies while they support others.

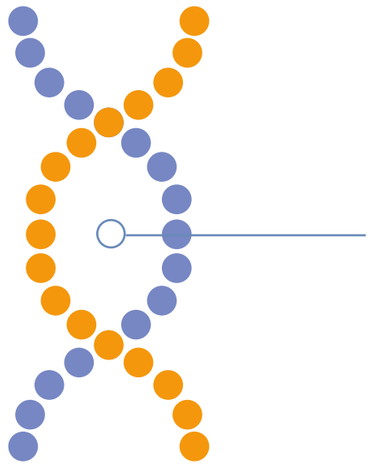
This is because a meaningful developmental relationship – as defined by the Search Institute – can increase sense of belonging and help people develop important life skills.

The evidence of impact of peer mentoring and peer tutoring is clear. Still, schools may lack the resources and expertise to build and implement programmes with adequate training, structure and support for pupils to benefit significantly.

> **“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

The Developmental Relationship



Rapport and care
Direction, challenge and progress
Respect, inclusivity and collaboration

Left:
The mentoring relationship can help both the mentor and the mentee develop important life skills.

The Franklin Scholars Approach

Founded in 2013, Franklin Scholars specialises in high-impact peer mentoring programmes (see page 14); helping organisations – like schools – stop reinventing the wheel. Our programmes help people develop the social and emotional skills and habits important for success in life. In schools, we work to develop the 'whole child', reducing loneliness, increasing sense of belonging, raising confidence, and improving attainment.

Our programmes are different. At the absolute core of the Franklin Scholars approach is the building of a strong relationship between mentor and mentee. For this reason, we focus strongly on the recruitment and training of mentors. It is crucial that mentors put themselves forward rather than being selected, and that they show evidence of the ability to empathise with others, strong communication skills and dependability. Human relationships are not easy and building them takes time. That's why our programmes provide support over longer periods of time, allowing for meaningful relationships to develop over weeks or months.

Our programmes provide mentors and mentees with the structure, training and resources necessary to support each other along a sustained programme. All of our programmes are underpinned by our 'ABCD Framework'. This framework contains 24 skills and habits that are known to be both valuable for future outcomes, and malleable – they can be developed through practice. The Franklin Scholars programmes are designed to give people an awareness of these skills, and an authentic learning experience through which they can grow them. Well-structured and resourced programmes allow for consistency in implementation and make sure that mentors are equipped with all of the tools and materials they need.

Our Programmes are Different

It is not a life coaching programme, nor is it a 'friendship model'

Evidence-based

Structured

Social & emotional measures

Our Programmes

Our signature Programme

- Beacon Programme

  A year-long mentoring intervention designed to support young people in developing a number of social and emotional skills important for success in life and at school. The in-school intervention sees mentors, usually Year 10 students, recruited, trained and supported in organising 40-to-60-minute weekly workshops with their mentees (usually Year 7 students) which comprise group activities, academic tutoring, and mentoring.

Other Programmes

- Buddies & Bundles Programme

  A 10-week mentoring intervention for primary aged children that uses custom illustrated stories to accelerate literacy ability and develop socio-emotional skills and habits.

- Beacon Box

  A teacher-led version of our year-long Beacon Programme, designed to equip a member of school staff with the resources to train and support a cohort of Year 10 mentors in their school, using the Franklin Scholars training method and toolkit.

- Franklin Fellows Programme

  A teacher-to-teacher mentoring initiative, run in partnership with and fully funded by the Fenland & East Cambridgeshire Opportunity Area during the 19/20 school year. This programme sees Qualified Teachers - called the 'Franklin Fellows' - become mentors for other teachers, in a bid to improve teacher retention and staff wellbeing.

Bespoke training and social action events

- Mentor training

  Bespoke training programmes for schools and alternative education providers with existing peer-coaching and mentoring programmes in place.

- Festival of Ideas events

  Half-day innovation workshops bringing together students from across a region, to develop community-focused social action projects and win cash prizes to launch their idea.

Our Journey

The first pressing problem that we set out to solve was the transition from primary to secondary school. The Beacon Programme addresses this by recruiting, training and supporting groups of Year 10 Franklin Scholars as mentors to Year 7s throughout their first year of secondary school. As the first programme to be developed by the organisation, this has now been implemented more than 100 times in schools across all nine regions of England.

Over time, we harnessed our expertise to develop programmes that could support pupils at different stages, and with different challenges, along their journeys through school. This saw our Beacon Programme expanded to include both literacy and numeracy focus areas. We also widened its scope of support to a range of different year groups, though with a strong continued focus on Year 10s mentoring Year 7s. In addition, a number of complementary programmes for secondary schools were developed including mentor training days for schools implementing their own peer support programmes, social action training days called Festivals of Ideas, and the Beacon Box – a school-led version of the Beacon Programme, training teachers to run Franklin Scholars initiatives in their own schools. Two programmes – called Buddies & Bundles and Franklin Fellows – targeting primary school children and teachers, respectively, were launched in the 2019/20 school year.

2013
Franklin Scholars launches with two in-school pilot programmes

2014
Franklin Scholars launches the literacy-focused Beacon Programme in seven schools and begins expansion outside of London

2014
Franklin Scholars becomes a Teach First Innovation Partner, maintaining this partnership until 2019

2015
Brentford School for Girls given a Pupil Premium Award in recognition for their work with Franklin Scholars

2015
Franklin Scholars wins an UnLtd Grow It Award after winning the UnLtd Do It Award in 2014

2016
Franklin Scholars moves into its own offices

2017
Franklin Scholars launches the numeracy-focused Beacon Programme with support from Nesta's Maths Mission

2019
Franklin Scholars wins a Nesta Future Ready Grant

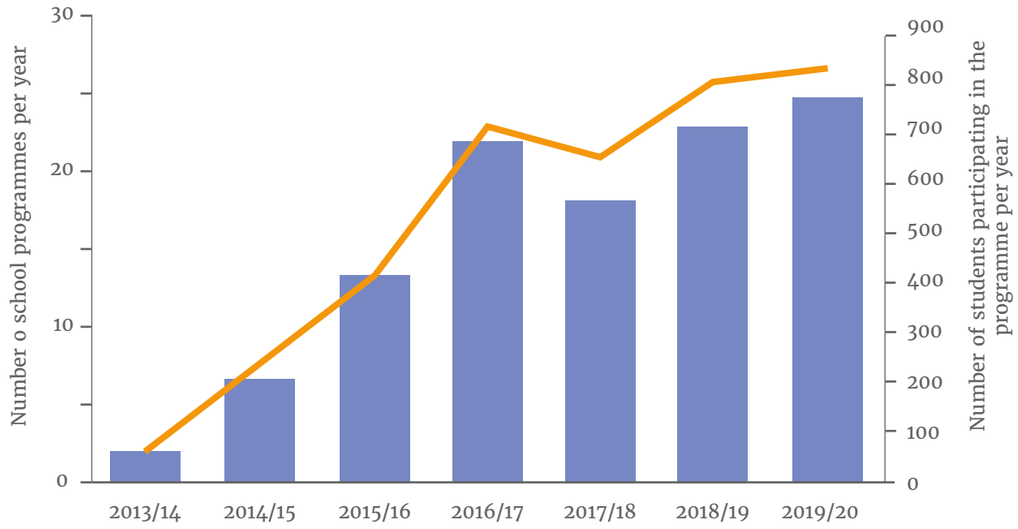
2019
Franklin Fellows programme launched on behalf of the Fenland & East Cambridgeshire Opportunity Area

2020
Buddies and Bundles programme launched in six schools across London and Blackpool

2020
Franklin Scholars seven-year impact report published

2020
Franklin Scholars plans to launch open-source tools and resources for the wider sector

Number of schools and young people participating each year in the Beacon Programme



Number of school programmes per year

Number of students per year

> **“When I had a worry, I could always talk to my Franklin Scholar about it.”**
>
> – Year 7 Junior Scholar

> **“It has improved my attendance as I have a mentee I want to be there for.”**
>
> – Year 10 Franklin Scholar

The Beacon Programme

What we've done from 2013 - 2020

2,618 students interviewed as part of the mentor application process

1,870 hours of training provided by Franklin Scholars

1,875 mentors supporting 1,875 mentees over year-long programmes

46,875 hours of support provided by mentors to mentees

> **"The programme has proved to be an ongoing success, with students gaining valuable experience in responsibility, resilience and reflective practice."**
>
> – Mr Wilmott,
> The Grange School, Runcorn

Our Approach

Since 2013, the Beacon Programme has been delivered over 100 times in 61 secondary schools across nine regions in England (Greater London, South East, South West, West Midlands, North West, North East, Yorkshire and the Humber, East Midlands).

Through the Beacon Programme, we look to help young people develop across four impact areas:

1) social and emotional skills and habits development;

2) academic attitudes;

3) academic progress; and

4) social action.

61 secondary schools

The Beacon Programme Theory of Change at a glance

For the mentees, a positive and consistent relationship with a dedicated older pupil over a sustained period of time can have a significant impact on their emotional wellbeing during a stressful time – and contribute to avoiding more serious mental health challenges and dips in academic progress.

Amongst mentors, our programmes foster empathy, social action, and an increased sense of purpose and self-worth, while also nurturing key employability skills.

Year 1: 2013-14

2 schools

60 young people

London

Year 2: 2014-15

7 schools

240 young people

London, North West

Year 3: 2015-16

14 schools

420 young people

London, North West, South West

Year 4: 2016-17

23 schools

720 young people

East Midlands, London, North West, West Midlands

Year 5: 2017-18

19 schools

660 young people

East Midlands, London, North West, South West, West Midlands

Year 6: 2018-19

24 schools

810 young people

East Midlands, London, North West, South West, West Midlands

Year 7: 2019-20

26 schools

840 young people

East of England, East Midlands, London, North East, North West, South East, West Midlands, Yorkshire and the Humber

Our structure

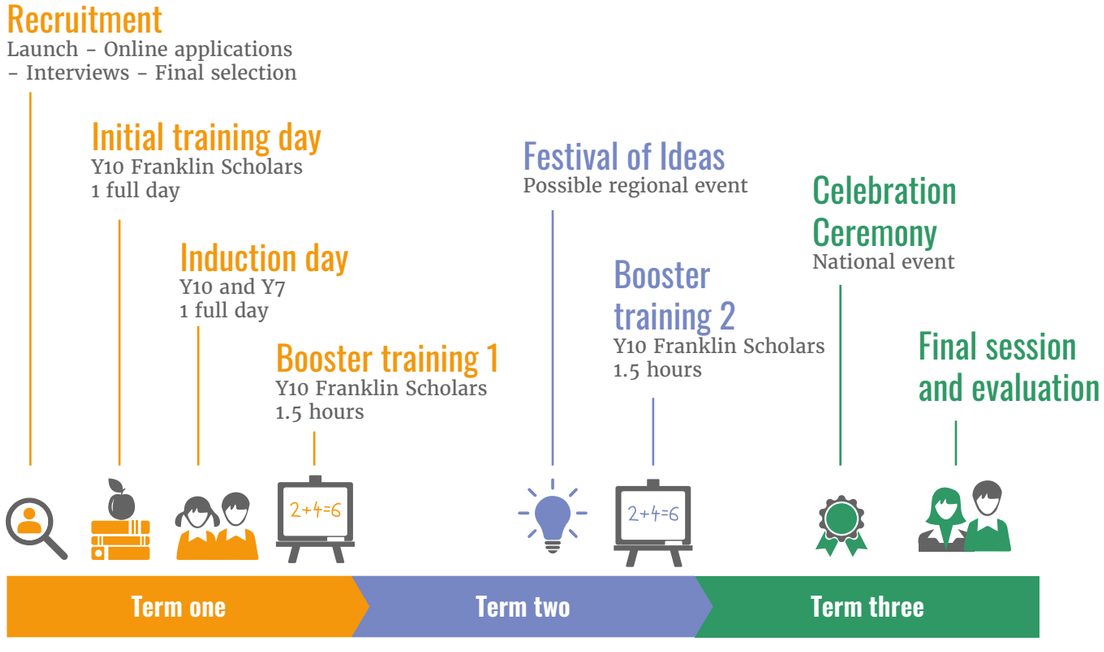
The Beacon Programme is structured to accommodate either 15 or 30 mentoring pairs per school. The mentors – also called Franklin Scholars – are usually Year 10 students. Mentees – also called Junior Scholars – are usually Year 7 students. Mentors are selected through a two-stage application process, including an online application and an in-person interview. Mentees are referred into the programme by their school for social, emotional, or academic reasons. The programme is very popular in schools, with an average of 40% more students applying to be mentors on the programme than we can accommodate.

Taking place across a whole academic year, the programme sees mentors organise 40- to 60-minute weekly workshops with their mentees using group activities, academic tutoring, and mentoring. Each session is divided into three equal parts – supported by our toolkit of resources – that help mentors and mentees build meaningful relationships.

> **"Excellent sessions, engaging speakers, and caring people. The materials and resources are excellent."**
>
> – Teacher

Timeline

The timeline for a typical year-long Franklin Scholars Beacon Programme



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. Each session is divided into three equal parts - supported by a Toolkit of resources that help mentees build a meaningful relationship.

Group Activities

Led by mentors, and 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 Mentoring Support

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

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

The Toolkit

The toolkit of resources provides mentors with the guidance and scaffolds to provide tailored support to their mentees, and provides mentees with engaging resources to set the sessions apart from regular lessons.

This includes:

- A handbook for every mentor
- A scrapbook for every mentee
- A pack of Group Activity Cards
- Packs of literacy or numeracy activity and discussion cards
- Copies of 'Wonder' by R.J Palacio (for schools implementing the literacy-focused programme)

Programme updates over the years

Since launching, we have continued to refine and iterate to ensure we are always applying best practice when it comes to peer-to-peer relationships. Seeking feedback from our programme participants, teachers, and alumni, we have made a number of key changes to the programme – always keeping an eye out for how we could improve impact.

In 2017, and funded by Nesta and Tata under their Maths Mission Project, we conducted a three-school pilot to integrate numeracy into the programme during the 17/18 school year. Through this pilot, we developed a unique, year-long numeracy curriculum that seamlessly integrates into our existing peer-mentoring model by replacing literacy components with an equivalent numeracy task. Following the pilot, numeracy-focused Beacon Programmes scaled up to additional schools in subsequent years.

Additional programme changes were seen in the development of the Beacon Programme toolkit. For example, following focus group discussions with mentors in schools across England in the 17/18 school year, we updated the mentor 'handbook' – which includes information on the ABCD Shield, advice on how to scaffold coaching conversations, and tips for effective paired reading. Following the update, the handbook now includes templates for planning weekly mentoring sessions, top tips such as for managing tricky conversations and running group activities, and revision tasks to be completed in the mentors' own time, to consolidate their understanding of what was covered during training. The revision of the mentor handbooks was followed by the introduction of new activities and resources in 2018, including an updated scrapbook for mentees.

Pilot programmes

Franklin Juniors

Year 8 students (including some former mentees) in an all-through school were trained to run peer-mentoring sessions with Year 4s at one of our partner schools. This format and training were repeated the following year for another school, equipping a cohort of Year 9 mentors to support a cohort of Year 3s in their school.

Peer-Coaching for those At Risk of Exclusion

We provided training and resources for students within a Pupil Referral Unit on two separate occasions so that they could run weekly peer-mentoring sessions with local primary school children who were at risk of exclusion. This pilot helped us examine the impact of peer mentoring in different contexts.

Mentor Training Days

We develop bespoke training programmes to support schools with existing peer-coaching programmes, as well as schools with specific social and emotional outcome focus areas. For example, we provided two full days of mentor training (and an accompanying booster workshop 10 weeks later) to a school looking to support students to develop positive academic attitudes and mindsets.

Double Programmes

For a small number of our schools, we recruited thirty Franklin Scholars to support thirty mentees, with the intention of exploring how we can deepen and broaden our impact within our partner schools. In some cases, this allowed us to work with multiple year groups at once, for example in a school that wished to pair Year 7s with Year 10s, and Year 9s with Year 12s.

Our Scholars

Who are the Franklin Scholars?

The mentors in the Beacon Programme are usually Year 10 students who commit to providing voluntary, targeted support to Year 7s in their school. They are selected through a robust recruitment process made open to the entire year group, consisting of a written online application followed by a face-to-face interview.

During recruitment, an emphasis is placed on ideal candidates being those who can empathise with others and have a desire to contribute to their community. This should be coupled with a willingness to develop new skills, and a commitment to supporting their mentee for at least the duration of the programme. Strong academic ability and the possession of a range of skills – such as leadership, teamwork, or problem solving – are desirable, but not essential. This is because the Franklin Scholars also embark on a journey of self-discovery and personal development as they support their mentee.

We recognise that these students are uniquely placed to support their mentee because of their implicit appreciation of life at their school. This often proves invaluable during sessions, as it equips them with the contextual understanding of the experience their Junior Scholar goes through.

Historically we found that, in comparison to their peers, mentors were more likely to speak English as an additional language (EAL, 28% compared to 22% in the wider school community), and significantly more likely to be female (77% compared to 47%). For EAL students, we believe it may be true that, having perhaps struggled initially to communicate within their school community, they possess a deeper appreciation of the challenges that a young person faces when transitioning from one school to another. They may have also received similar additional support to that which a mentee is given, such as academic coaching and tuition, or being paired with another student to introduce them to their new environment when they first joined the school. In addition, we found that 10% of mentors at the start of the year and 27% of mentors at the end of year, have probable or possible depression. We believe that the increase in rates of depression may be linked to exam-related pressures.

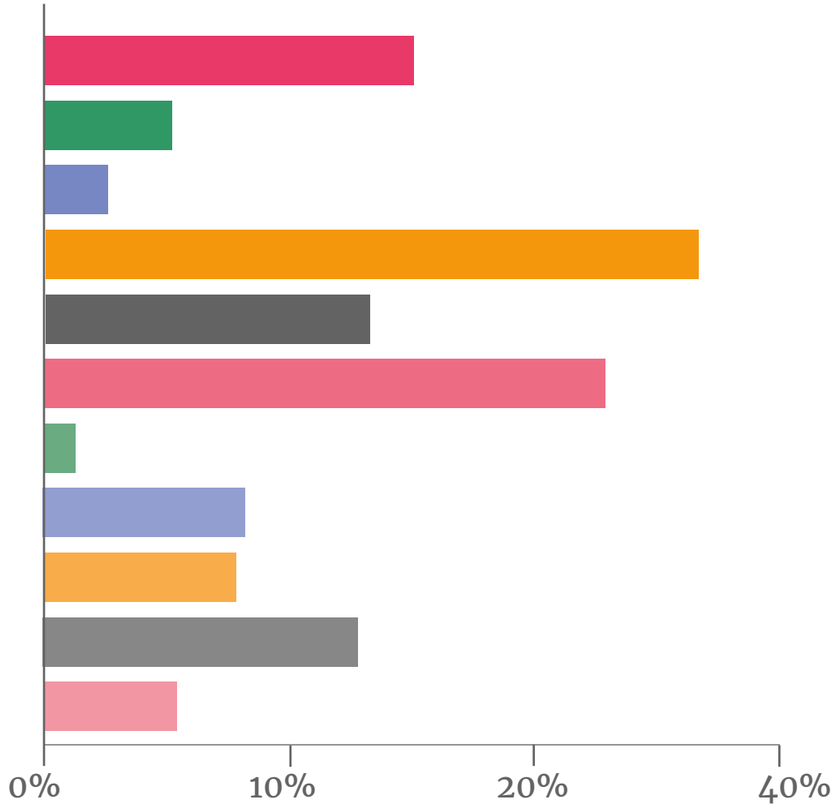
Who are the Junior Scholars?

The mentees in the Beacon Programme are Year 7 or Year 9 students who have been identified as vulnerable to dips in progress or those who could benefit from the additional support. They are referred onto the programme by their teachers for a variety of reasons, ranging from academic concerns to social isolation.

Overall, mentees are significantly more likely to be male (56%) and Pupil Premium eligible (57% of those on programme compared to 33% of those in the wider school population), which we know brings with it a plethora of additional disadvantages. This is likely why more than half of mentees are referred into the programme for more than one reason. Between 25% and 29% of mentees have probable or possible depression while on the programme, and 91% of mentees have risk factors for exclusion or future criminal activity.

Regardless of any pre-existing difficulties, however, these students should still possess a curious and energetic attitude towards their personal development, and be keen to emulate a positive role model (their Franklin Scholar mentor).

Referral reason for 1,067 mentees, as voluntarily reported by schools



- SEN
- Pupil Premium
- EAL
- Academic progress
- Behaviour
- Confidence/self-esteem
- Looked after child
- Problems at home
- Self management
- Social & Emotional concerns
- Social isolation

The 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 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 and 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-efficiency 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.

The Impact

The Beacon programme

The Beacon Programme has positive impacts on students' social and emotional skills development, academic attitude, self-perceived level of academic skills, and agency to participate in social action projects in the future. Based on seven years of data collected from over 100 school programmes,[1] four out of five students agree that Franklin Scholars has made a difference to them, and a similar proportion agreed the programme has helped them develop useful skills for the future.

At the end of the programme, students assess themselves as having significantly higher levels of ability in some non-cognitive skills, including optimism, leadership, and social awareness. In addition, the Beacon Programme positively impacts on academic attitudes, with significant increases in students self-reporting a desire to do well in school. The programme improves student attendance, behaviour, and enjoyment of school for at least one-third of students.

Regarding academic skills, half of all students agree that the Beacon Programme has helped in the development of academic skills, and just under half of mentees agree the programme improved their writing and reading skills.

Finally, for programme impact on social action, two out of three mentees completing the end-of-year survey agree that they would like to be a Franklin Scholar when they are older. Four out of five mentors agree that the programme makes them more likely to help others, and that they have developed leadership skills through the programme.

[1]Including data from 3,433 students who applied to be a mentor on the programme; 1,342 students who completed end-of-year surveys at the completion of the programme; academic progress data from 11,260 students submitted to us by partner schools; and data collected from 217 parents of programme participants.

The seven-year impact assessment found that the Beacon Programme yields positive impacts on participants despite their complex home and life contexts.

Students:

Almost **3,500** students have applied to be a mentor ('Franklin Scholar') in the last seven years

49% were offered the chance to be a mentor on the programme

84% of all students agreed that the Beacon Programme helped them develop useful skills for the future

A **75%** increase in the percent of students agreeing they felt confident to be leaders at the end of the programme

A **75%** increase in the percent of students saying they wanted to do well in school at the end of the programme, with positive programme impacts on attendance, behaviour, an enjoyment of school

Two-thirds of mentees wanted to be a mentor in the programme when they were older

Parents:

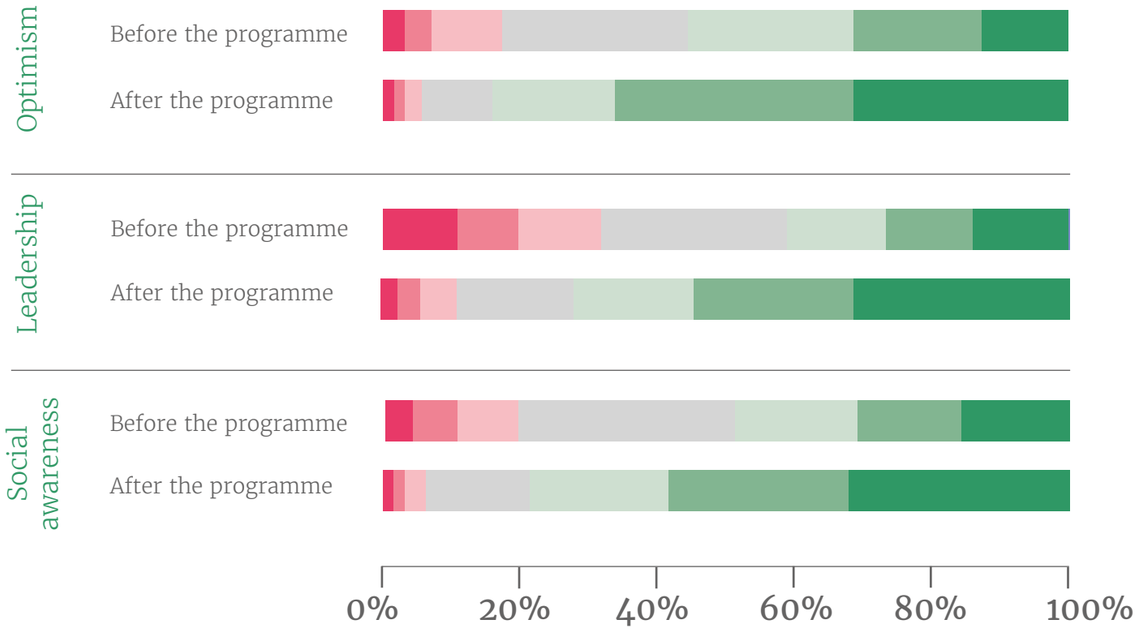
92% of parents agreed that Franklin Scholars had a positive impact on their child through improved confidence, leadership, empathy, self-worth, and self-esteem

Teachers:

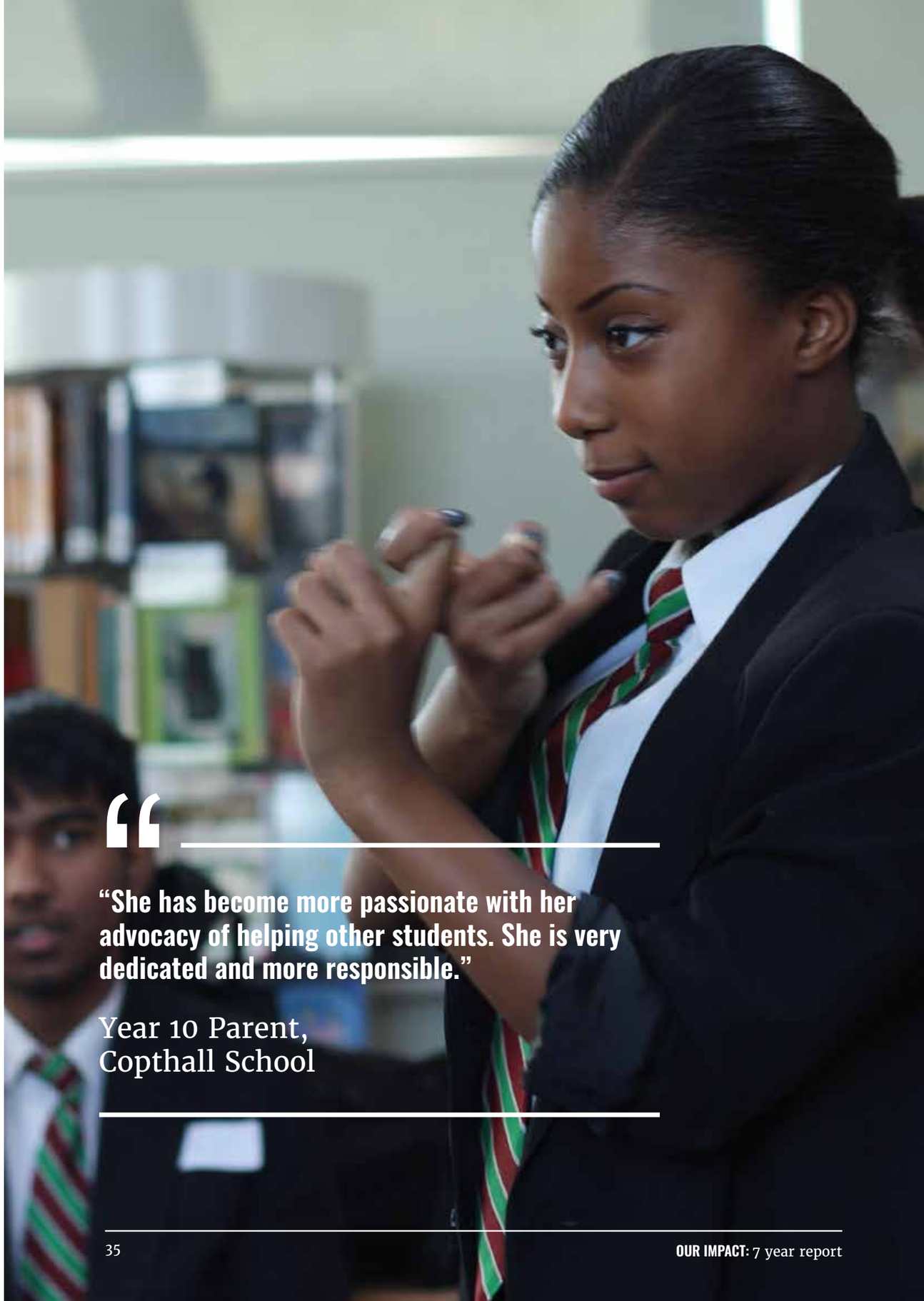
100% of schools said they "would recommend Franklin Scholars to another school" giving the programme an average score of 8.9/10

Optimism, leadership, and social awareness before and after the programme

Average percent of students ranking their agreement on a seven-point scale to questions.



> "Franklin Scholars was our most effective literacy intervention last year."
>
> Programme Leader, Darwen Aldridge Community Academy (2016/17)



> "She has become more passionate with her advocacy of helping other students. She is very dedicated and more responsible."
>
> Year 10 Parent, Copthall School

“My child has become 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.”

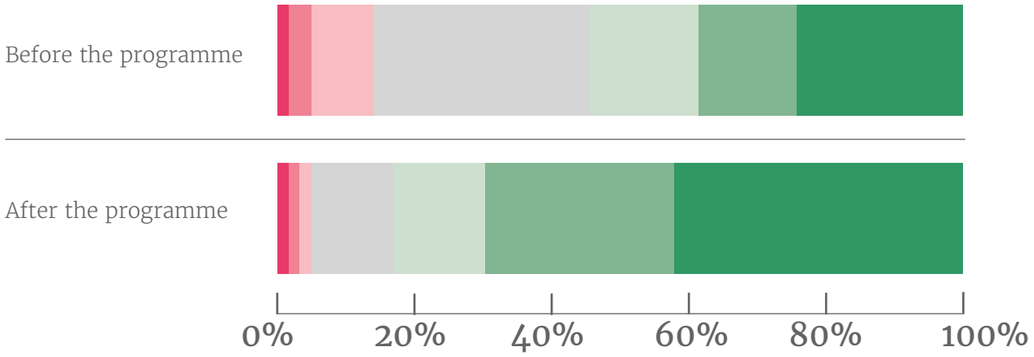
Year 7 Parent,
Ladybridge High School

“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 (2017/18)

Academic Attitudes

Average percent of students ranking their agreement on a seven-point scale to the question “I want to do well in school” before and after the programme.



“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.”

Teacher

Randomised Controlled Trial for the Beacon Programme

In 2019/20, Franklin Scholars initiated a Randomised Controlled Trial (RCT) of the Beacon Programme across seven partner schools, with support from the Nesta Future Ready Fund.

The RCT was designed to assess the impact of the Beacon Programme on mentors and mentees using validated tests for self-efficacy (the Self-Efficacy Questionnaire for Children, SEQ-C) and academic tests benchmarked to the literacy and numeracy curriculum. Almost 500 students were enrolled in the study, which ran from September 2019 to March 2020, when it was interrupted by COVID-19.

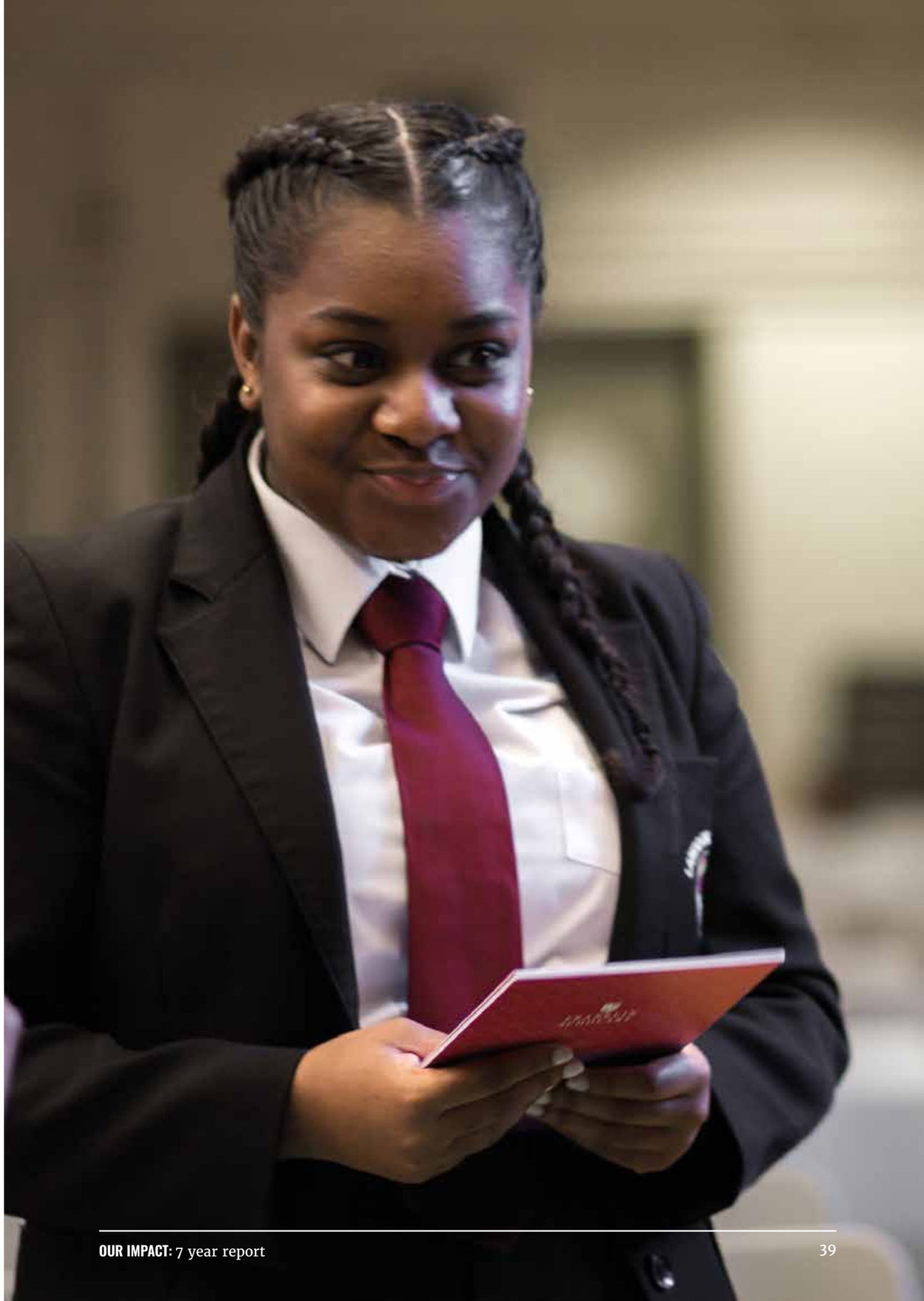
Although the full RCT was not completed, data collected in the first few months of the programme already evidenced an impact of the programme on mentors and mentees. We found that **just five to eight weeks into the programme, self-efficacy scores were significantly higher for students on the programme than those not on the programme (but see footnote).**[1] This, despite there being no difference in scores at the start of the school year.[2] Interestingly, however, additional preliminary analysis of the RCT data found that, for social and academic self-efficacy specifically, students on the programme started at a higher baseline than their peers. This could be due to the 'hype' around the launch of Franklin Scholars, and how mentors in particular are recruited into the programme; similar interventions run by other organisations have also found programme launches can positively impact on students. Finally, preliminary analysis also found dips in self-efficacy across all surveyed students (whether in the programme or not) several months into the school year (compared to the baseline data). For mentees, this could simply be a reflection of the difficulties they face in the transition to secondary school. The findings from the RCT, though incomplete, have helped Franklin Scholars to better understand our impact on both mentors and mentees. In addition, the custom impact assessments tools developed for this study, could be used in the future to assess the impact of the Beacon Programme moving forward.

Thanks to the Nesta Future Ready Fund and the Fund's evaluation partner (University of Sussex) for invaluable advisory support in the development and implementation of the Randomised Controlled Trial.

nesta

[1] Not all of the students who took the test at the start of the year, took the test at the second time point in the programme (5-8 weeks into the programme). Few students took the test at both time points (only 27 students on the programme), which is a sample size too small from which to draw conclusions. Based on all students who took the test, and at the start of the programme, students on the Franklin Scholars programme had a mean self-efficacy score of 85 ± 3 (mean ± 95% CI, scale from 24 to 120, n = 51). Students not on the programme had an average score of 79 ± 2 (n = 157 students). Mean scores were higher for students on the programme than those not on the programme (Wilcoxon Test, Chi-square = 7.73, DF = 1, P = 0.0054).

[2] Students on the Franklin Scholars programme had a mean self-efficacy score of 84 ± 17 (mean ± 95% CI, scale from 24 to 120, n = 52). Students not on the programme had an average score of 81 ± 2 (n = 164 students). Mean scores did not differ between those on the programme and those not on the programme (Wilcoxon Test, Chi-square = 1.50, DF = 1, P = 0.2205.



Case Studies

Dion

2014/15 Year 7
Darwen Aldridge Community Academy

"Dion has made 3 levels of progress in English but what is more significant is his changed attitude towards education. When Dion arrived at school he was quite apathetic towards education and struggled with the transition from primary to secondary school. Through working closely with Dion, Mustafa has allowed him to see the benefits of education and view reading as a pleasure rather than a chore."

Dion's Teacher

"It has been a long journey for Dion but I think he has ended year 7 on a complete turn-around. I will miss seeing him weekly next year."

Mustafa

"Mustafa is great. He's my mate but he's also like a teacher. I tell him stuff and I feel more comfortable with him than a lot of others."

Dion

Ismail

2015/16 Year 7
St Clement Danes School

"At the beginning he was quite reluctant to share his problems and seek advice. He was quite shy and hesitant to participate.

However, with the support of not only myself but also other Franklin Scholars his confidence developed, and he became an active participant in the group sessions.

At the end of the year he made a speech in front of the group about his time being in the programme which I and the other Franklin Scholars know that he wouldn't have done at the beginning."

Ismail's Y10
Franklin Scholar

"I also saw a change in him. He was very quiet and withdrawn but started to come out of his shell both amongst the Franklin Scholars and amongst his peers in class."

Ms Ramsbottom,
Programme Leader

Amir and Jade

2016/17 Year 7
The Discovery Academy

"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 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."

Jade, Amir's Franklin Scholar

"Amir started a little apprehensive but soon built an excellent rapport with Jade. 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

Niamh and Isabelle

2018/19 Year 7
The Reach Free School

"Franklin Scholars was a good experience because it helped me with Maths, particularly with fractions. It was great when we worked in a group to do our learning, because I could work with my friends. I also really liked the cards and playing the games."

Isabelle, Y7 Junior Scholar

"My experience with Isabelle was really good. It was great because I managed to work on my own skills as well as hers. For me, I got to refresh the Maths that I've done before and now I know the basics. We also worked with another pair and we got loads done, particularly as Isabelle was more comfortable talking about things with the support of her friend."

Niamh
Isabelle's Franklin Scholar

Wider Impact

The Beacon Programme is designed to nurture a sense of agency for social action and volunteerism. Every year, we go above and beyond to link our partner schools to a range of opportunities – including one-day social action events called Festivals of Ideas (page 42) and our end-of-year Celebration Ceremonies (page 44), held in central London. Where schools have difficulty in taking part, we try and bring 'wider impact' opportunities to them through organising visits by Members of Parliament or other regional events.

- US Embassy debate competition (2013–16): For several years running, a select group of Year 10 Franklin Scholars took part in a debate competition at the US Embassy, run in conjunction with Benjamin Franklin House.

- #iwill Ambassadors (2014, 2015 and 2019): In three years, Franklin Scholars have been selected as #iwill Ambassadors for Step Up To Serve's national campaign for youth social action.

- Programme participants at Langdon Academy were visited by Princess Beatrice of York and others from the BIg Change Strive Challenge, and given the opportunity to share their experiences of mentoring and overcoming challenges (2014).

- Pupils from the 2014/15 programme at Langdon Academy spoke on national radio about the transition from primary to secondary school, on BBC Radio 4's Call You and Yours (2015).

- Franklin Scholars from St Clement Danes School (2018/19 programme) were awarded tickets to the Nelson Mandela exhibition in London, courtesy of Big Change.

- In 2019 and 2020, several MPs visited groups of Franklin Scholars in their constituency to show support for the great work they were doing each week and to hear about their experiences.

  "I am proud of the Franklin Scholars boys at Carshalton Boys Sports College for their year of hard mentoring and academic work. I am excited to be joining their final training session today to congratulate them on their progress!"

  – Tom Brake (Former Member of Parliament, June 2019)

- Head Boys and Head Girls: Every year, we are delighted to hear that a number of the Franklin Scholars go on to be selected as prefects, head girls and head boys.

"Her confidence has really shone, for her to go for Head Girl is nothing short of a miracle and she would never have thought of this before being a mentor. She's loved being a mentor and it's also helped blossom her caring side. Thank you."

Year 10 Parent,
St Peter's Academy, Stoke-on-Trent.

Festival of Ideas

From 2015 to 2020, Franklin Scholars organised seven, one-day Festival of Ideas events. These social action workshops are open to both Franklin Scholars and pupils from non-Franklin Scholars partner schools.

364
students participated in these seven events,

71%
were mentors on the programme.

97% of students agreed that they enjoyed the event.

93% of students agreed that "today has helped me develop skills from the ABCD shield."

At the end of the event, students also reported feeling:

- more excited to help others in their communities;
- more capable of making a difference within their communities;
- better able to solve complex problems; and
- better able to talk confidently with, and cooperate with, new people

The teachers accompanying students to these events were also surveyed about their experiences, and:

100% agreed that they had enjoyed the event

93% agreed that the event had helped them develop skills from the ABCD shield

84% agreed that they were going back to school with fresh ideas and/or enthusiasm

81% agreed that they were more likely to collaborate with other schools in the future.

Celebration Ceremony

Our annual Celebration Ceremony is an opportunity to bring together Franklin and Junior Scholars from around the country and commemorate the incredible things they have achieved together during their year of service. Initially attended by just 60 young people in 2014, the event grew to host more than 300 students in 2019, with a total of 25 schools participating to date.

We use this event to celebrate the outstanding dedication, generosity and brilliance which the Franklin and Junior Scholars have shown in their support of one another in their schools. Each pupil is awarded a certificate for their academic and personal achievements in one or more areas of the Franklin Scholars' ABCD shield of social and emotional skills and habits.

Whilst much of the event programme is dedicated to the giving of awards, we also invite a number of guest speakers to take the stage. For example, young activists such as Sandy Abdelrahman of Campaign Bootcamp and Ryanvir Singh of Step Up To Serve have been invited to speak on behalf of their respective causes, so that they might inspire the Franklin Scholars to continue on their social action journey. Guest speakers from the world of work and business, such as Richard Wold of 39 Essex Chambers, have also delivered aspirational talks on progression and pathways into rewarding careers.

Lessons Learned

School 'buy in' is critical for the success of the programme.

We found that programme impact has not changed year-on-year, with consistently high approval rates from students and parents. However, programme impact does change depending on the school.

This underscores the importance of having good school 'buy in', in the form of a strong Programme Leader who has the support and backing of the Senior Leadership Team. Programme Leaders are school staff members who take on the responsibility of ensuring that the weekly mentoring sessions run, and are the day-to-day contact point for the Franklin Scholars team. Programme Leaders, when they have enough time and space, can ensure the programme keeps running smoothly even when the school is undergoing shifts or changes. For example, a quarter of the schools who have implemented the Beacon Programme were rated by Ofsted as 'inadequate' or 'requiring improvement' and yet, this has no impact on the percentage of students who say that the Beacon Programme has made a difference to them or helped them develop useful skills. Programme Leaders are so important that, when they leave during the school year, it can disrupt the entire mentoring programme.

We have found that school engagement can be increased in a number of ways. First, setting clear expectations with the school in relation to the role, responsibility, and time commitment of the Programme Leader, is really important. In addition, more thorough training and induction of the Programme Leader at the outset is also key.

Ongoing partner schools see the most impact.

Schools that we work with year-on-year continue to see higher levels of impact from the programme. This is likely due to the familiarity with the programme within school, and the ongoing culture change that the programme encourages.

Structure and timing of the programme.

Programme structure and timing is key to its success. More specifically, over the years we have learned that: 1) programmes have higher impact when they start in September or October and conclude at the end of the school year, instead of starting in January and being split by the summer holidays; 2) programmes seem to run better when sessions take place during the school day, as opposed to after school, though they rarely work well as a lunch-time intervention; and 3) programmes run best when the full mentoring hour is done in one sitting per week, but programme impact remains high even when sessions are split up over the course of the week.

Induction and engagement is key to student retention.

In the first years of the programme, retention of mentees in the programme was an issue. By the 2015/16 school year, however, mentee retention was significantly improved. This was due to an improved mentee induction process, where we dedicated time to engaging and exciting the pupils, and giving them the choice to participate (with 92% of mentees in the 2015/16 year choosing to 'opt in' to the programme).

Proving the programme is having an impact can be difficult.

'Proving' the impact of the programme has been challenging because of difficulties in accessing data, as well as challenges in measuring attitudes to learning and social and emotional skills development. On top of this, the personalised nature of 1:1 mentoring means that individual mentors and mentees may have very different experiences, and benefit from their own mentoring relationships in different ways, making it difficult to demonstrate significant generalised benefits of the programme.

Over time, we found that improved clarity and transparency with schools about what data we need – when, why, and how we will use it – really helped. In addition, we began triangulating data collected from students with information collected from teachers and parents, as this provided valuable insights into the quality and impact of the intervention. In terms of improving our impact measurements, we trialled a number of validated measures and tools over the years (including Angela Duckworth's Resilience Scale, the Growth Mindset Questionnaire, the Warwick-Edinburgh Mental Wellbeing Scale), but many were not fit-for-purpose. As such, we developed our own sets of questionnaires that we used year-on-year to track student perceptions of programme impact. Finally, articulation of our Theory of Change (see Appendix) proved immensely useful in tracking programme impact and led to the development of a Randomised Controlled Trial (RCT), funded by Nesta, in 2019/20. Unfortunately, this RCT was disrupted by the COVID-19 crisis.

Simply facilitating relationships can be enough.

There have been cases where many of our desired elements of the programme have not been fulfilled, including some of the training and structures that we believed to be crucial. However, teachers and students still saw significant benefits from the simple fact of pupils having the dedicated time and space, over a sustained period of time, to build a meaningful mentor-mentee relationship. This may show that, while training, structure and resources can lead to more concrete outcomes for pupils, there is considerable value in simply giving pupils a regular, dedicated time to chat with a consistent and dependable mentor figure, increasing their sense of belonging and self-esteem.

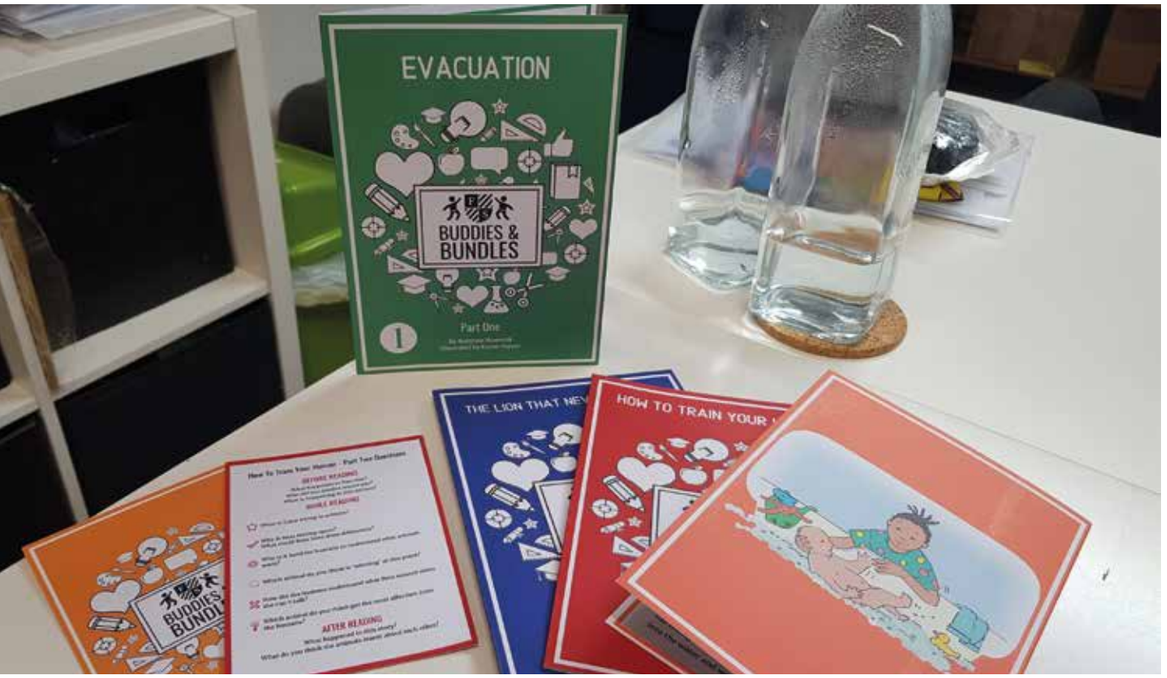
Our other programmes

Buddies & Bundles

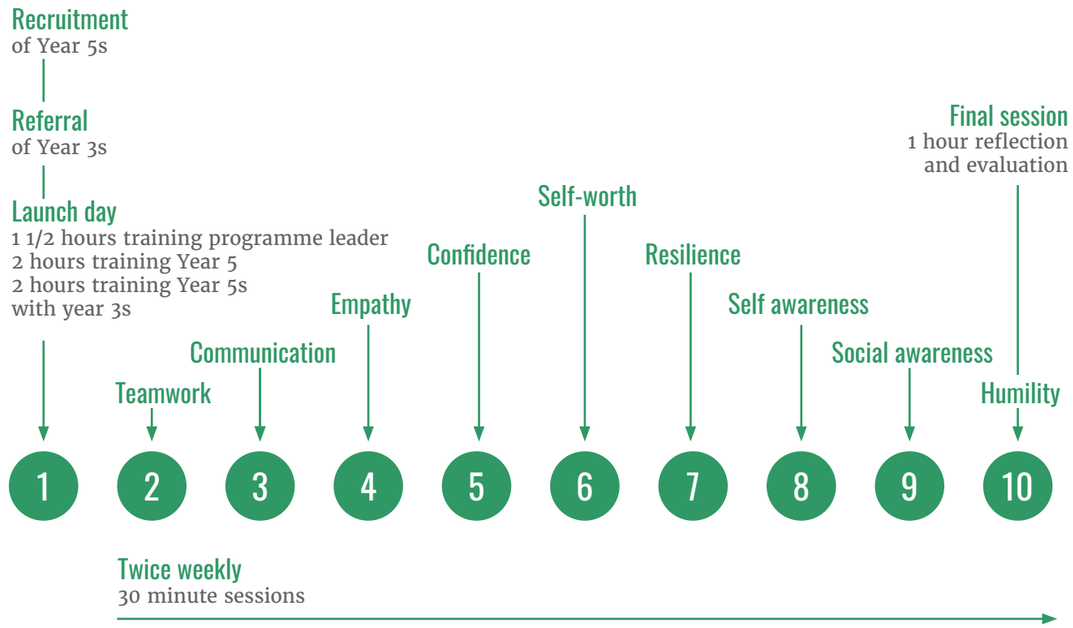
Buddies & Bundles is a 10-week mentoring intervention for primary-aged children that launched in the 2019/20 school year across six schools in London and Blackpool. The programme uses the mechanism of paired reading to accelerate literacy ability and develop socio-emotional skills and habits in children.

Nine original stories, each split into two booklets, were developed in collaboration with teacher and children's writer Matthew Howorth, and accompanying discussion cards crafted with the support of Kingston University linguistics associate professor Dr Marina Lambrou. Child-friendly illustrations were created by illustrator Elaine Nipper, allowing us to produce an engaging and colourful toolkit of resources.

The programme starts with a training day for the children and for the in-school staff member who leads the intervention on a week-to-week basis. Targeted at Year 3 mentees and Year 5 mentors, the programme is designed to accommodate 12 mentoring pairs ('buddies'), grouped into 'bundles' of four. Children are paired at the start of the programme, and read together for up to one hour per week, completing one booklet and its accompanying question card in each session (a total of 18 booklets across the 9 weeks).



Timeline of the programme



Impact of the Buddies & Bundles Programme

Supported by Allen & Overy and Right to Succeed, the Buddies & Bundles Programme was delivered to 144 children across six primary schools in spring 2020. Over two-thirds of children said that the training they received helped make them 'more excited' to be a buddy to another student.

ALLEN & OVERY

"It was very fun and I got to make new friends."

Gaia

"She is helping me read hard words."

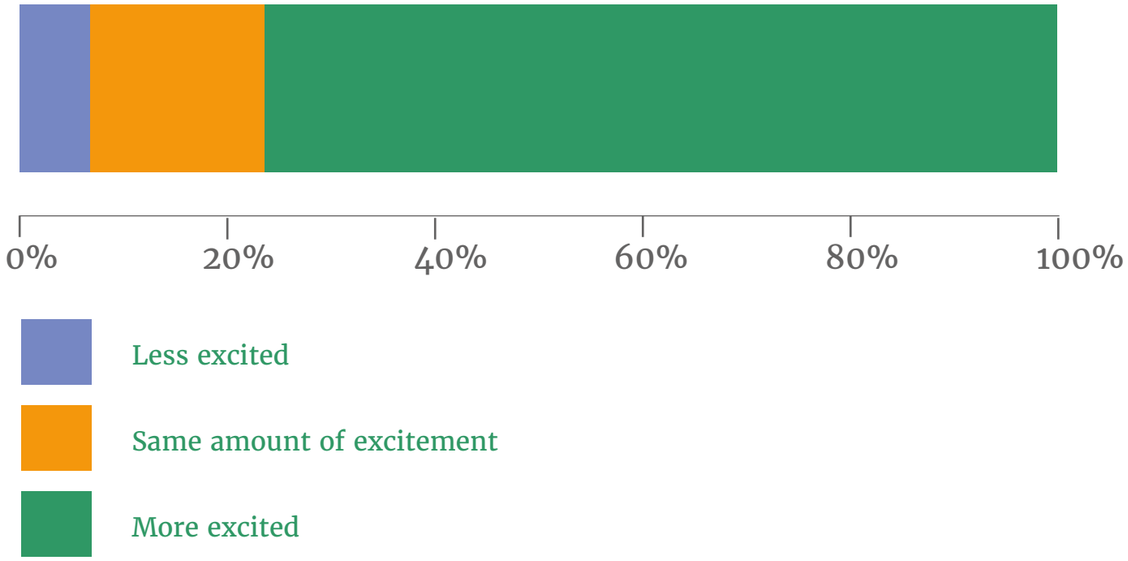
Tommy, Year 3

"I am excited because I can't wait to have fun with my partner."

Rahima

How do you feel about being a buddy with another student?

Question asked after the launch day training.



Who are the buddy pairs?

Jamie, Year 5

"He has a history of just playing computer games at home all the time...and not fulfilling his potential. I hope the scheme will bring him back to stories and real conversations will be beneficial to him."

Sofia, Year 3

"She needs someone who wants to listen to her read. She is in a single parent house and the parent, due to mental health issues, cannot give things like a bedtime story and she is desperate to have that. She could blossom more if she has an opportunity to read. Peer-to-peer support would be very beneficial to her."

Mia, Year 5

"Mia spent time in a hostel...with substance abuse in the building and both older brothers are high risk of exclusion. She doesn't present as a child with significant challenges at school, but could benefit from having social time, playing games. She also lacks self-esteem and confidence."

Hannah, Year 3

"One of five children and parents do not work. She doesn't have much self-sufficiency or organisational skills. She follows the crowd rather than make her own choices, and could be vulnerable to others based on wanting to be liked by everyone. Would like to see her progress with her reading age, have a better self-perception as a learner, and increased self-esteem."

Beacon Box

The Beacon Box is a teacher-led version of our year-long Beacon Programme, targeted at secondary schools. Using the Franklin Scholars training method and the Beacon Programme toolkit, the Beacon Box is designed to equip a member of school staff with the resources to train and run their own in-house peer-mentoring programme.

The Beacon Box has been developed in recognition of a changed funding landscape in the education sector, which has prioritised Continued Professional Development for staff and in-house delivery. We believe that school staff are well placed to identify and train their own mentors if given the appropriate guidance, and so we have adapted our approach in order to achieve this.

With a structure that mirrors the Beacon Programme, the Beacon Box starts with a launch assembly to the entire mentor year group, followed by seven days of training across the academic year for the selected mentors (Interview Day, Initial Training, Induction Day, Boosters 1, 2 and 3, and a Final Session for evaluation), all facilitated by a member of school staff.

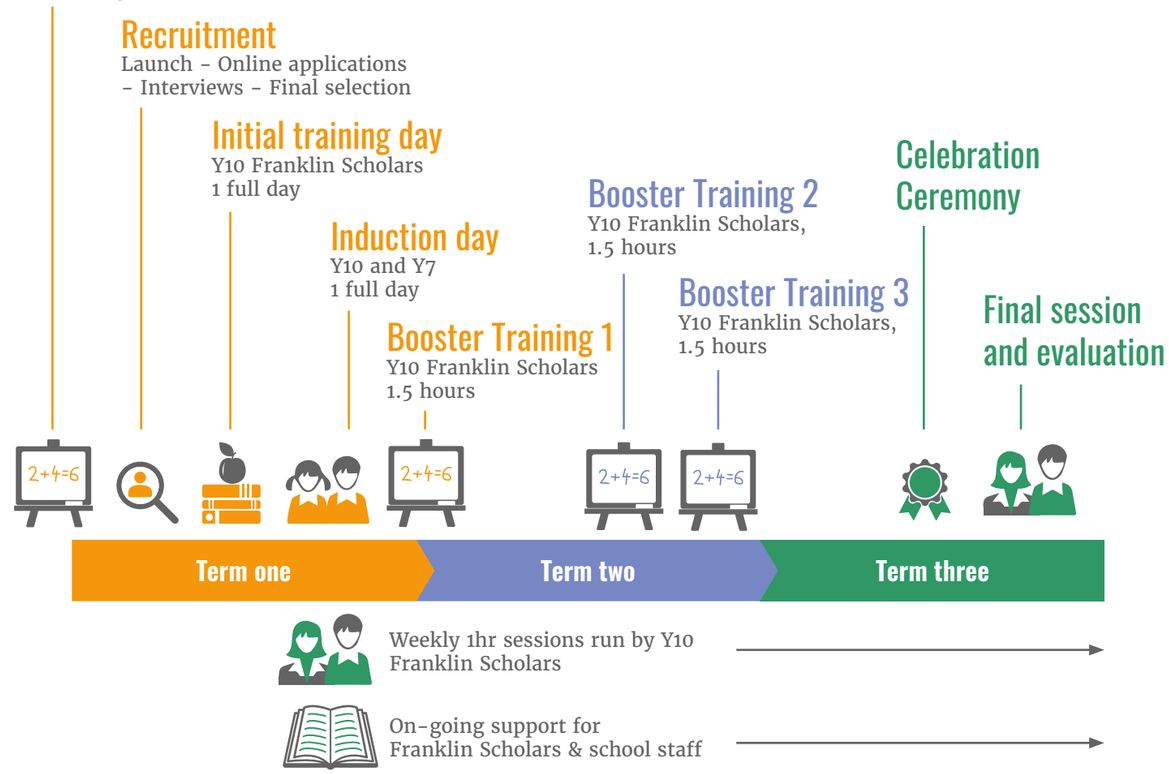
The Toolkit

Unique to the Beacon Box is a toolkit, which builds upon the existing Beacon Programme resources. In addition to most of the Beacon Programme resources, the toolkit includes:

- Training packs for each session, checklists and hints and tips for achieving the most impact at each stage of the programme;
- A guidance pack of documents on how to profile and recruit mentors and mentees that are best placed to benefit from the programme;
- A 'gold standard framework' to help with identifying productive mentoring pairs, and to help guarantee quality assurance of the programme; and
- Resources for an optional Celebration Event, to close out the programme at the end of the year.

Timeline of the programme

The timeline for a typical year-long Franklin Scholars Beacon Programme



The Impact

Beacon Box

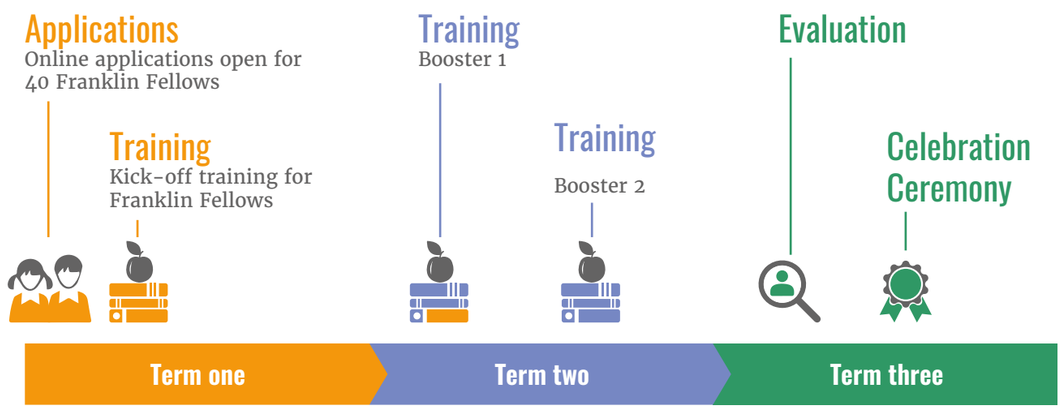
The Beacon Box, which was developed over the course of a year together with the Spring Impact Scale Accelerator, received funding by Credit Suisse EMEA Foundation to launch pilot programmes in eight London secondary schools during spring 2020. Although the pilots were successfully launched in several schools, they were disrupted due to the COVID-19 crisis and were not completed. The resources, however, will be made available to schools for use starting September 2020.

Franklin Fellows

The Franklin Fellows programme is a teacher-to-teacher mentoring initiative, run in partnership with and fully funded by the Fenland & East Cambridgeshire Opportunity Area during the 19/20 school year. This programme sees Qualified Teachers - called the 'Franklin Fellows' - become mentors for trainee teachers, Newly Qualified Teachers (NQTs), and Recently Qualified Teachers (RQTs) in their schools, in a bid to improve teacher retention and staff wellbeing.

Over the course of the academic year, the Franklin Fellows received 10 hours of training to equip them with the mentoring competencies to support a colleague in their school in the form of monthly sessions totalling a minimum of six hours of support. Training took the form of four workshops across a six-month period, scaffolded by themes pinned to the ABCD Shield, supported with bespoke resources such as Strength Cards and mentoring interview frameworks. Initially, the programme was due to end in June 2020. Activities, however, were disrupted due to the COVID-19 crisis and the programme has been adjusted to finish in October 2020. On completion, participants will be awarded an informal accreditation by way of a Certificate of Completion. A total of 25 teacher mentors from 12 schools are taking part.

Timeline of the programme



The Impact

Franklin Fellows Programme

Two validated surveys were selected from the Education Endowment Foundation's SPECTRUM database to measure workplace happiness and empathy towards others, as these were the two main areas that the programme sought to improve. All participants completed both surveys during the initial training day to collect baseline information on the cohort, and they will be completed again at the end of the programme in October 2020.

In addition, attendees were asked to provide feedback on their experience of the initial training day, and their feelings towards supporting a fellow teacher before and after being trained. When asked to rate from 1 to 7 "How confident do you feel about mentoring a colleague?", with 1 meaning *not confident at all* and 7 meaning *very confident*, average scores increased from 3.8 before training to 5.3 after training. And when asked to score how useful they had found the day from 1 to 7, an average score of 5.6 was given.

"Practical advice offered, opportunities to share ideas with others, and love the strength cards."

Teacher participant

"Really enjoyed the games. The role play was great. Really love the strength cards."

Teacher participant

Who are the Franklin Fellows?

Sian

Sian has been a teacher for 17 years, and working in the education sector for 23 years. She is a Year 1 Teacher and the Reading Lead for her school. Working in a Catholic school, Sian's personal experiences of being mentored have been positive to date, involving support preparing for inspections and classroom observations. This has helped Sian to develop an optimism towards Ofsted and meeting targets, viewing them as positive purposeful experiences.

One piece of advice to pass on to a Newly Qualified Teacher:

"Develop resilience – you have to have it (as a teacher)!"

Katharine

Katharine has been teaching for 32 years, and is currently a Year 5 and 6 teacher in a small primary school. Katharine completed a National Professional Qualification for Headship followed by 2 years of Headship and was supported by a mentor throughout. When Katharine chose to return to the classroom, she acquired the support of a coach but found this to be less helpful than mentoring, which she also continued to receive.

One piece of advice to pass on to a Newly Qualified Teacher:

"Don't sweat the small stuff. Prioritise."

Looking forward

The unprecedented circumstances of 2020, while presenting many challenges, have also afforded us the opportunity to look both backwards and forwards. In compiling this report, we have digested, considered and scrutinised everything that we have done over the last seven years, and we emerge feeling immensely proud, but also compelled to do things differently in the future.

In conclusion, we understand that we need to change how we work in order to spread the expertise that we've built up, and the impact that we think we can catalyse, further and wider than we've been able to until now. And so, our next step is to turn our expertise and our highly regarded programme structures and materials into an accessible suite of digital tools and resources that can be utilised by schools, young people and other organisations more widely and more inclusively. Alongside this, we hope to be able to provide training, consultancy and other bespoke services to help schools and other institutions harness the undeniable potential of peer-to-peer support.

We'd like to extend our thanks to every school and every young person that we have had the opportunity to work with over the last seven years, to every funder who believed in our mission, and every partner who has helped us push forward our work and keep on learning, every step of the way.

Our partner schools

Thank you to all of the schools who have partnered with us in some capacity over the last seven years.

Archbishop Ilsley School
Ark Burlington Danes Academy
Ark Kings Academy
Ark John Keats Academy
Bacon's College
Bede Academy
Birches Head Academy
Brentford School for Girls
Burrough Green Primary School
Carshalton Boys Sports College
Casterton College Rutland
Chellaston Academy
Copthall School for Girls
Crest Academy
Cromwell Community College
Darwen Aldridge Community Academy
Discovery Academy
Dover Grammar School for Boys
Eastlea Community School
Ely College
Essa Academy
Frances Bardsley Academy for Girls
Fortismere School
Gainsborough Primary School
George Eliot School
Glebelands Primary Academy
Goresbrook School
Green Spring Academy Shoreditch (now Mulberry)
Hammersmith Academy
Hampton High
Harris Academy Beckenham
Harris Academy Peckham
Hull Trinity House Academy
Hurlingham Academy
Ilford County High School
King Arthur's Community School
Kingsmead Primary School
Ladybridge High School
Lambeth Academy
Langdon Academy
Leeds West Academy
Lilian Baylis Technology School
Lowton High School
Lyng Hall School
Manchester Academy
Mandeville Primary School
Manea Community Primary School
Marton Primary School
Mounts Bay Academy
Murrow Primary Academy
Nicholas Chamberlaine School
Nottingham University Academy of Science and Technology
Oaklands School
Oasis Academy Oldham
Phoenix Academy
Pool Academy
Princess May Primary School
Rainham Mark Grammar School
Rickmansworth School
Royal Greenwich Trust School
St Andrews Primary School
St Clement Danes School
St Edmund Arrowsmith Catholic High School
St John the Baptist Church of England Primary School
St Mark's Church of England Academy
St Mary's and St John's CE School
St Peter's Academy
St Peter's Junior School
The Chalk Hills Academy
The East Manchester Academy
The Grange
The Ravensbourne School
The Reach Free School
The Stockwood Park Academy
The Weatheralls Primary School
Thomas Eaton Primary Academy
Thomas Tallis School
Unity Academy Blackpool
University Academy of Engineering South Bank
Walthamstow Academy
Watford Grammar School for Boys
Weavers Academy
Westwood Community Primary School
Whitefield School
Whitstone School
William Howard School
Witchford Village College
Woodbridge High School

Our donors and institutional partners

Thanks to all of our partners, funders, and supporters in the 2019/20 academic school year.

Allen & Overy
Bootstrap Charity
Credit Suisse EMEA Foundation
Fair Education Alliance
Fenland and East Cambridgeshire Opportunity Area
Nesta
Newby Trust
Right to Succeed
Social Enterprise UK
Spring Impact
TrustLaw
The Young Foundation

Thanks, also, to our partners, funders, and supporters who supported us in the past. Your legacy lives on in our programmes and resources, and the thousands of young people we have served.

Bain Consulting
Big Change
Filanthropy
Forward Foundation
Shackleton Foundation
TATA
Teach First
The Bulldog Trust (now The Fore)
UnLtd

References

Akos, P., Rose, R. A., and Orthner, D. (2015). *Sociodemographic Moderators of Middle School Transition Effects on Academic Achievement.* The Journal of Early Adolescence, 35(2), 170–198. https://doi.org/10.1177/0272431614529367

Durlak, J., Weissberg, R., Dymnicki, A., Taylor, R., and Schellinger, K. (2011). *The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions.* Child development. 82. 405-32. 10.1111/j.1467-8624.2010.01564.x.

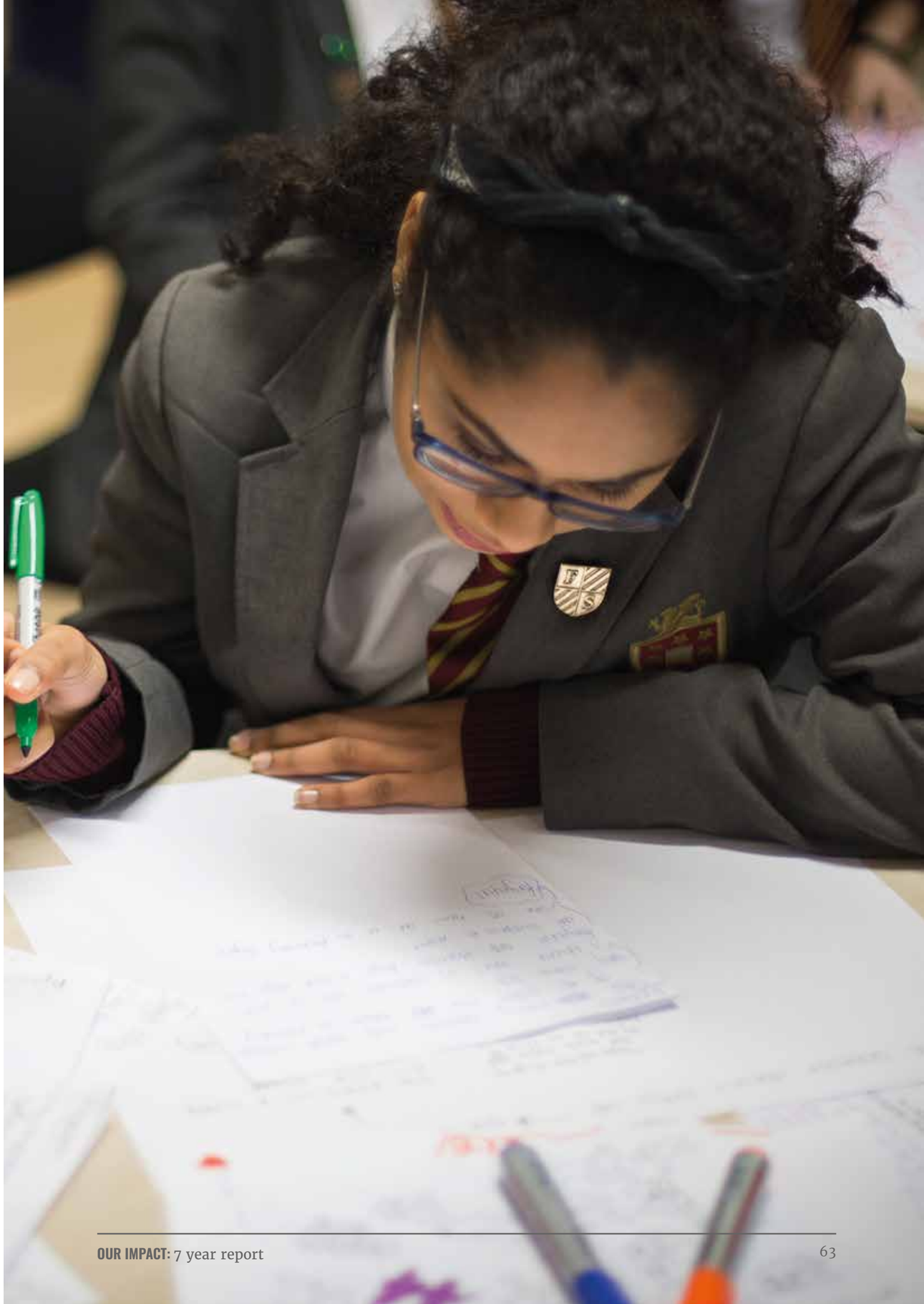
Education Endowment Foundation [EEF] (2018) Mentoring. Available online: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mentoring

Evans, D., Borriello, G., and Field, A. (2018). *A review of the academic and psychological impact of the transition to secondary education.* Frontiers in Psychology, 9 (1482). pp. 1-18.

Office of National Statistics (2018) *Children's and young people's experiences of loneliness: 2018.* Office of National Statistics: London, UK.

Zeedyk, M. S., Gallacher, J., Henderson, M., Hope, G., Husband, B., and Lindsay, K. (2003). *Negotiating the Transition from Primary to Secondary School: Perceptions of Pupils, Parents and Teachers.* School Psychology International, 24(1), 67–79. https://doi.org/10.1177/0143034303024001010

www.franklinscholars.org
hello@franklinscholars.org



Appendix:

Assessing the impact of the Franklin Scholars Beacon Programme: a seven-year retrospective technical report

Executive Summary

Background: **The Franklin Scholars Beacon Programme was designed, in part, to help schools improve their peer-mentoring provision.** Developed over two years of piloting during the 2013/14 and 2014/15 school years, the programme has now been implemented 110 times in 61 schools across nine regions of England. Designed to help vulnerable young people develop a variety of social and emotional skills, the in-school intervention typically accommodates cohorts of 30 students, where 15 mentors are paired with 15 mentees for the duration of a school year. The mentors, usually Year 10 students (14-15 years of age), organise 40- to 60-minute weekly workshops with their mentees (usually Year 7 students, typically 11-12 years of age) using group activities, academic tutoring, and mentoring. In total, 3,750 students have participated in the Programme since 2013/14.

Here, the impact of the Beacon Programme is examined using a seven-year retrospective assessment. This assessment examines impact across four distinct outcome areas in students: 1) social and emotional skills and habits development; 2) academic attitudes; 3) academic progress; and 4) social action. Data were collected from students, programme leaders, school administration, and parents, primarily through paper and electronic surveys, including: data from 3,433 students who applied to be a mentor on the programme; 1,478 students who completed the Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS) at the start and end of the programme; 1,342 students who completed end-of-year surveys at the completion of the programme; academic progress data from 11,260 students submitted to us by partner schools; and data collected from 217 parents of programme participants. The type of data collected differed by year, and only data collected for more than one year of the programme are presented here.

Programme participant demographics: We found that mentees were more likely to be male than female, and more likely to be eligible for the Pupil Premium funding, than students not in the programme. In contrast, mentors were more likely to be female than male and more likely to speak English as an Additional Language (EAL), as compared to their classmates.

The most common referral reason for mentees into the programme was for academic progress concerns (one-third of students), and more than half of mentees were referred into the programme for more than one reason, **including social, emotional, and behavioural concerns as well as home life concerns.**

Based on WEMWBS scores, **many programme participants had probable or possible depression.** For mentees, 25% to 29% of students were categorised as having probable or possible depression at the start and the end of the programme, respectively. For mentors, 10% to 27% of students were categorised as having probable or possible depression at the start and the end of the programme, respectively. The increase in probable or possible depression may have been due to pressures faced by Year 10 students as they move closer to taking examinations in Year 11.

Impact of the Beacon Programme on participants: Four out of five students agreed that Franklin Scholars had made a difference to them, and a similar proportion agreed the Programme had helped them develop useful skills for the future.

At the end of the Programme, students assessed themselves as having significantly higher levels of ability in some **non-cognitive skills,** including optimism, leadership, and social awareness. In addition, the Beacon Programme positively impacted on **academic attitudes,** with significant increases in students self-reporting a desire to do well in school. The Programme also improved student attendance, behaviour, and enjoyment of school for at least one-third of students. Regarding **academic skills,** half of all students agreed that the Beacon Programme had helped in the development of academic skills, and just under half of mentees agreed the programme had improved their writing and reading skills. Nevertheless, academic progress data provided by schools did not show evidence that mentees or mentors achieved expected progress or above expected progress more often than their peers; this is perhaps not unexpected given that mentees referred into the programme are those most at risk of dips in progress. Finally, for programme impact on social action, two out of three mentees completing the end-of-year survey agreed that they wanted to be a Franklin Scholar when they were older. Four out of five mentors agreed that the programme made them more likely to help others, and that they had developed leadership skills through the programme.

For mentors, improvements across different impact areas of the programme were linked. For example, as cohorts of mentors indicated higher levels of resilience and leadership through the programme, so did the average cohort rating of how well they wanted to do in school and the percentage of mentors in the cohort who made Expected or Above Expected Progress. Likewise, the percentage of mentors saying that the programme increased their enjoyment of school and that that they were more likely to help others succeed, correlated with an increase in the percentage of mentors meeting Expected Progress and Above Expected Progress.

Conclusions: Based on data collected from students, parents, and partner schools, **the Beacon Programme appears to yield positive benefits on programme participants,** some of which are evident at the end of the year-long programme, including positive impacts on participants' non-cognitive skills development, academic attitude, self-perceived level of academic skills, and agency to participate in social action projects in the future. **The Programme yields these benefits despite participants' complex home and life contexts; at least a quarter of mentees and one out of ten mentors (rising to almost three out of ten), have probable or possible depression during the course of the programme.** Three out of five mentees are Pupil Premium-eligible students and most are referred into the programme for at least two academic, social, emotional, and behavioural concerns. Meanwhile, one-third of mentors speak English as an Additional Language. Interestingly, key indicators of programme impact did not change over time, even as small adjustments were made each year based on participant feedback (including new resources and improved support to schools to ensure higher programme adherence). In contrast, indicators on programme impact did occasionally vary by school. **These findings suggest that, if certain core criteria are met when putting in place a school-based peer mentoring intervention, programmes can yield many of the same positive impacts on students even in the absence of more time- and resource-intensive programme inputs.** These findings also highlight the importance of school 'buy in' for programmes, even for interventions that are delivered by third parties (such as Franklin Scholars) on school grounds.

There are a number of limitations to this impact study. These include: 1) a lack of data from students not on the Programme (i.e. a control group) related to non-cognitive skills development; 2) use of end-of-year retrospective surveys among students to assess programme impact (as opposed to surveys administered at the start and the end of the programme); 3) inability to assess academic impact in a way that more accurately captures the complexities of academic attainment and progress; and 4) the use of non-validated survey tools to survey parents and students, with the exception of the WEMWBS.

The strengths of this impact study, include: 1) large sample sizes including data collected from schools across a wide geographic region and over several years; 2) consistent data collection over time using the same tools and procedures; and 3) data collection from a range of sources, including students, parents, and partner schools.

Introduction

Up to two-thirds of schools in England run peer-support programmes, investing an estimated £118 million per year into these interventions. Peer mentoring is popular with schools (EEF 2018) as a way to address lack of staff time and skills and growing student wellbeing needs (including loneliness, Mental Health Foundation 2018). For example, only 53% of newly qualified teachers feel that their training has prepared them well for teaching pupils across all ethnic backgrounds, and pupils with special educational needs (reviewed by Graham *et al.* 2019), and because the national curriculum requires schools to develop student confidence, resilience, and self-control. In addition, peer mentoring is a moderately-priced intervention (EEF 2018) that yields positive non-academic and academic outcomes (Sharpe *et al.* 2017) for disadvantaged students.

Peer-mentoring programmes, however, can have negative outcomes if not managed well (Coleman *et al.* 2017). More broadly, there is evidence that schools – particularly secondary schools – need support to develop students' emotional and social competencies (Gray and Weare 2003). As such, the Franklin Scholars Beacon Programme was designed, in part, to help schools improve their peer-mentoring provision. Here, the impact of the Beacon Programme is examined using a seven-year retrospective assessment. This assessment examines impact across four distinct outcome areas in students: 1) social and emotional skills and habits development; 2) academic attitudes; 3) academic progress; and 4) social action.

The Beacon Programme

The Franklin Scholars Beacon Programme was developed over two years of piloting during the 2013/14 and 2014/15 school years. Implemented 110 times in 61 schools across nine regions of England, the Beacon Programme has supported 3,750 students between 2013/14 and 2019/20.

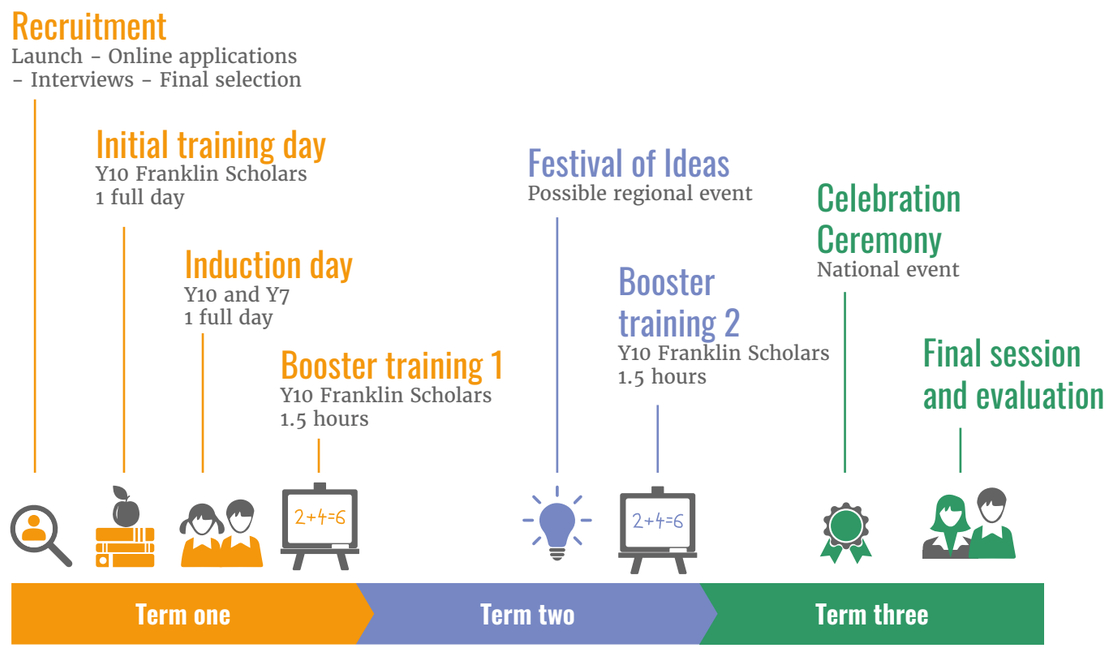
The Beacon Programme is designed to help vulnerable young people develop a number of social and emotional skills important for success in life and at school. The in-school intervention (usually taking place during the school day), typically accommodates cohorts of 30 students, where 15 mentors are paired with 15 mentees for the duration of a school year. The mentors, usually Year 10 students (14-15 years of age), organise 40- to 60-minute weekly workshops with their mentees (usually Year 7 students, typically 11-12 years of age) using group activities, academic tutoring, and mentoring. Mentors are selected through a two-stage application process, including an online application and an in-person interview. Mentees are referred into the programme by their schools for social, emotional, or academic reasons. Initially developed as an intervention to support mentoring of Year 7 students by Year 10 mentors, the programme has since been adapted to other year groups, depending on school context and needs.[2]

The programme has a structured approach that follows the length of the full academic year. The programme starts with the recruitment and training of the mentors, before they begin to lead weekly sessions, supported by a toolkit of resources and with ongoing support from Franklin Scholars staff (Figure 1). Resources include materials for each mentor (a 'Handbook') and mentee (a 'Scrapbook'), and a 'Franklin Scholars Box' for each school (filled with activity cards and other resources). Throughout the programme, Franklin Scholars staff provide 17 in-person hours of training and support to the mentors. When the Franklin Scholars staff are not on school grounds, the programmes are organised with support from a designated staff member (referred to as the 'Programme Leader'). Note that specific training days (a multi-school, one-day 'Festival of Ideas' event or, in its absence, Booster Training 2) are focused specifically on introducing the concept of social action to mentors in the programme (Figure 1).

[2] The Beacon Programme was run 110 times over a seven-year period, including in 26 schools during the 2019/20 year (when COVID-19 resulted in programmes stopping half-way through the year). Of these 110 programmes, most (94%) were implemented as Year 10 students mentoring Year 7 mentees. The intervention has also been used for the following year groups: Year 8 mentoring Year 4; Year 8 mentoring Year 5; Year 9 mentoring Year 3; Year 9 mentoring Year 7; Year 10 mentoring Year 8; Year 12 mentoring Year 9; and Year 12 mentoring Year 11. In addition, 8 programmes were run as so-called 'double programmes' whereby a school would have 30 mentoring pairs instead of the recommended 15 pairs, as per our 'single programme'.

As part of the partnership agreement with Franklin Scholars, schools contribute to the cost of the programme.[3] However, the contribution provided by schools does not cover all of the programme's costs, the remainder being sourced from grants and other income sources.

Figure 1: The timeline for a typical year-long Franklin Scholars mentoring programme



The history of the Beacon Programme

When originally developed in 2013, the Beacon Programme was envisioned as a cost-effective intervention to support young people in England at risk of dips in academic progress due to the transition into secondary school (Department of Education 2011). At the time, evidence suggested that almost 40% of children would fail to make expected progress in reading due to the transition to secondary school (with lower, but still substantial, dips in progress in writing and maths, Department of Education 2011).

With a clearly stated target of supporting Pupil Premium-eligible students,[4] the year-long programme was developed through iterative analysis whereby the first two years of implementation (2013/14 and 2014/15) involved significant changes in programme structure and approach. The ensuing five years of implementation (from 2015/16 to 2019/20) followed a largely unchanged framework and approach to peer mentoring. In 2017/18, academic resources were broadened from literacy to include numeracy and programmes began being implemented in different year groups.

[3] The cost of the programme did not rise significantly over the seven-year period due to a tightening of funding across the educational landscape. Most schools contributed at least £4,500 for a 'single programme' of 15 mentoring pairs, with the programme requesting a contribution of £4,950 in 2019/20 for 15 mentoring pairs and £7,440 for 30 mentoring pairs.

[4] *Pupil Premium* is a grant given by the government to schools in England to decrease the attainment gap between disadvantaged children and their peers, with a small amount of funding being given to schools for each student on roll who has been eligible for free school meals at any point in the last six years.

The evidence base underpinning the Beacon Programme

The Beacon Programme's structure and design was based on a number of key pieces of evidence and research. First, the programme was designed for delivery in school, as this environment can improve peer mentoring outcomes (Department of Education 2011; EEF 2018). Second, participant selection was structured to increase programme impact. Efforts were made to increase participant diversity, so as to improve collective strength across mentoring cohorts. This was achieved by selecting mentors through an application process that was not based on prior academic achievement, and did not consider information regarding a student's behaviour in school nor a student's attitude towards schoolwork. All mentors were selected by Franklin Scholars staff through this application process. Students were only 'hand-picked' for the programme or removed from the list of suggested mentors in exceptional circumstances. It has been demonstrated that students with educational challenges are more effective at tutoring, benefit more from the programme, and form better mentoring relationships (Topping 2005). Mentees, on the other hand, were referred into the programme by schools. Schools were asked to refer mentees into the programme for a range of reasons (academic, social, and emotional), to avoid further division of students by academic ability (OECD 2011). Mentees typically include students presenting symptoms of underlying social and emotional issues. Targeting of students who present social and emotional issues has been shown to improve the success of programmes designed to develop non-cognitive skills[5] (Haney and Durlak 1998). Finally, the matching of mentoring pairs takes into consideration both mentor and mentee preferences (through a 'first impressions' exercise, Rabin and Shrag 1999) as well as Franklin Scholars' staff assessments of mentor strengths and mentee weaknesses (using the organisational ABCD Framework, presented below).

The Beacon Programme includes activities focused on social, emotional, and academic topics, so as to move the programme beyond a 'friendship model' (Jarjoura *et al.* 2018). The use of interesting and challenging activities to develop non-cognitive skills, habits, attitudes and behaviours in students, coupled with monitoring and support, can improve learning and academic performance (Allensworth *et al.* 2012). In addition, short-term interventions that target students' psycho-social beliefs – such as interventions that work to change students' beliefs about their intelligence, promote social belonging, or connect performance to future goals – can have substantial effects on school performance that are sustained over time (e.g., Blackwell *et al.* 2007; Good, Aronson, and Inzlicht 2003; Oyserman, Terry, and Bybee 2002; Walton and Cohen 2007). A focus on non-cognitive development increases the probability that students will be successful in post-16 education (Allensworth *et al.* 2012), while factors (such as self-control and school engagement) are correlated both with academic outcomes and financial stability in adulthood (Gutman and Schoon 2013).

Underpinning the Beacon Programme is the assumption that a meaningful developmental relationship – such as the relationship developed between the mentor and mentee in our programme – is important in fostering a sense of inclusion and belonging. Among pre-school children, one-in-ten say they are lonely and unhappy with their social relationships, as are 20% of children aged 7 to 12 (Action for Children 2017). Older children who receive free school meals are five times as likely to often feel lonely compared to their peers (Office of National Statistics 2018). In children, loneliness often stems from low satisfaction with their relationships with family and friends (34.8% and 41.1% of children, respectively, Action for Children 2017) and can cause sadness. Research suggests that 'seeing friends' makes the biggest difference in how connected children aged 8 to 15 feel to others (Office of National Statistics 2018). Evidence suggests that the development of non-cognitive skills can foster social inclusion and wellbeing, as well as promote economic and social mobility (Heckman 2014); they can also build optimism and hope for the future (Seligman 2014). Until recently, few programmes were available to schools that explicitly targeted the underlying issues of loneliness and social exclusion while pairing these programmes with complementary work around social and emotional skills development and sense of belonging.

[5] Gutman and Schoon (2013) define non-cognitive skills, such as motivation, perseverance and self-control, as the attitudes, behaviours and strategies that are thought to underpin success in school and at work.

Beacon Programme resources

A strength of the Beacon Programme are the resources provided to student participants and Programme Leaders. Academic resources – designed by experts in the English school system, and benchmarked with the Year 7 curriculum – were initially focused on reading and literacy support, using a paired reading and comprehension approach. This focus was in response to evidence of literacy's importance to other subjects in school (Department of Education 2016). The literacy component of the Beacon Programme continues to be popular with schools due to the familiarity of paired reading exercises to students (as opposed to paired work on numeracy activities). The focus on literacy also benefits the high number of mentors in the programme who speak English as a second language.

Beacon Programme resources to support the development of social and emotional skills are built around a framework developed by Franklin Scholars called the 'ABCD shield' (Figure 2). This framework contains 24 non-cognitive skills that are known to be malleable and important for character strength, building on a number of key research studies from the early 2010s (e.g. Farrington *et al.* 2012). Programme resources explicitly include reference to the ABCD shield across the duration of the programme (during the mentor interview process, mentor training, in both mentor and mentee printed resources, and at the end-of-year celebration ceremony). In other words, programme resources are designed to give young people an awareness of these skills, and link this awareness with authentic learning experiences through which these skills can be developed. This approach is supported by a series of studies, which found that non-cognitive skills can be improved through intervention. For example, a meta-analysis of 116 studies found that children's and adolescents' self-esteem and self-concept can improve through intervention, especially when targeted explicitly (Haney and Durlak 1998). Other evidence suggests that youth leaders can teach others to be compassionate, even if the development of compassion takes several steps (Martinek *et al.* 2006). Finally, teaching students that ability is not fixed can have positive impacts on perseverance and growth mindset as it relates to academic tasks (Allensworth *et al.* 2012).

Regarding social action, a number of programme features were designed to encourage increased involvement in social action programmes by mentors in their schools and communities. For example, the programme is framed as a year-long volunteering commitment with mentor achievements recognised at an end-of-year Celebration Ceremony. In addition, and through the third booster training (Figure 1) or one-day Festival of Ideas (attended by students from 5-7 schools), mentors go through mini social action 'workshops' that involve activities in public speaking and Dragons' Den-esque competitions for student solutions to social and environmental problems. These competitions are often judged by volunteer judges from the school (e.g. the headteacher) and the community (including local business leaders).

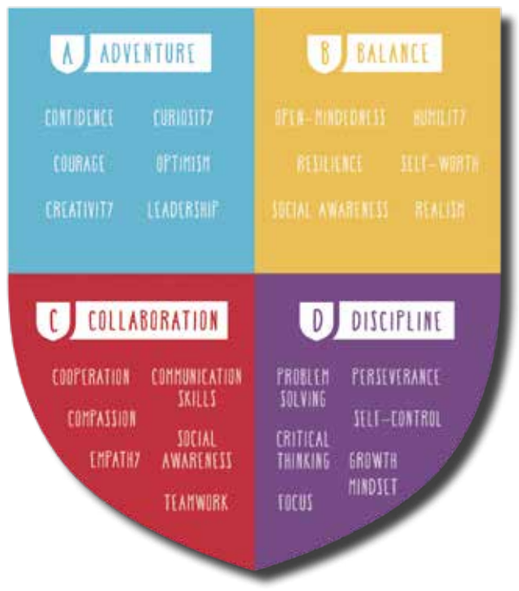
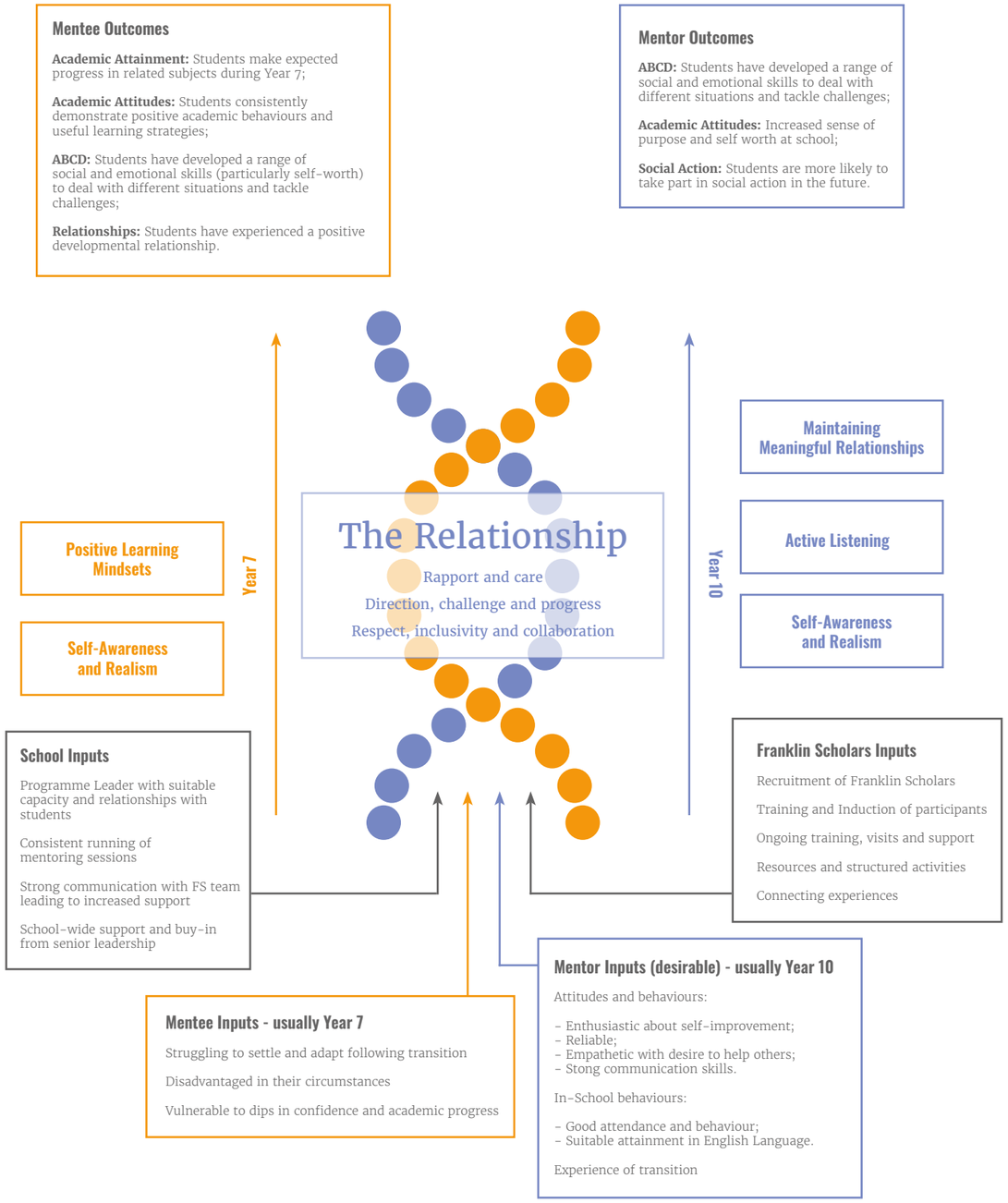


Figure 2: The Franklin Scholars ABCD Shield

The Beacon Programme Theory of Change

The Beacon Programme has been designed to result in positive impact on students in four distinct outcome areas: 1) social and emotional skills and habits development; 2) academic attitudes; 3) academic progress; and 4) social action. These outcome areas require a number of inputs from students, partner schools, and Franklin Scholars, as articulated in the Beacon Programme theory of change (Figure 3).

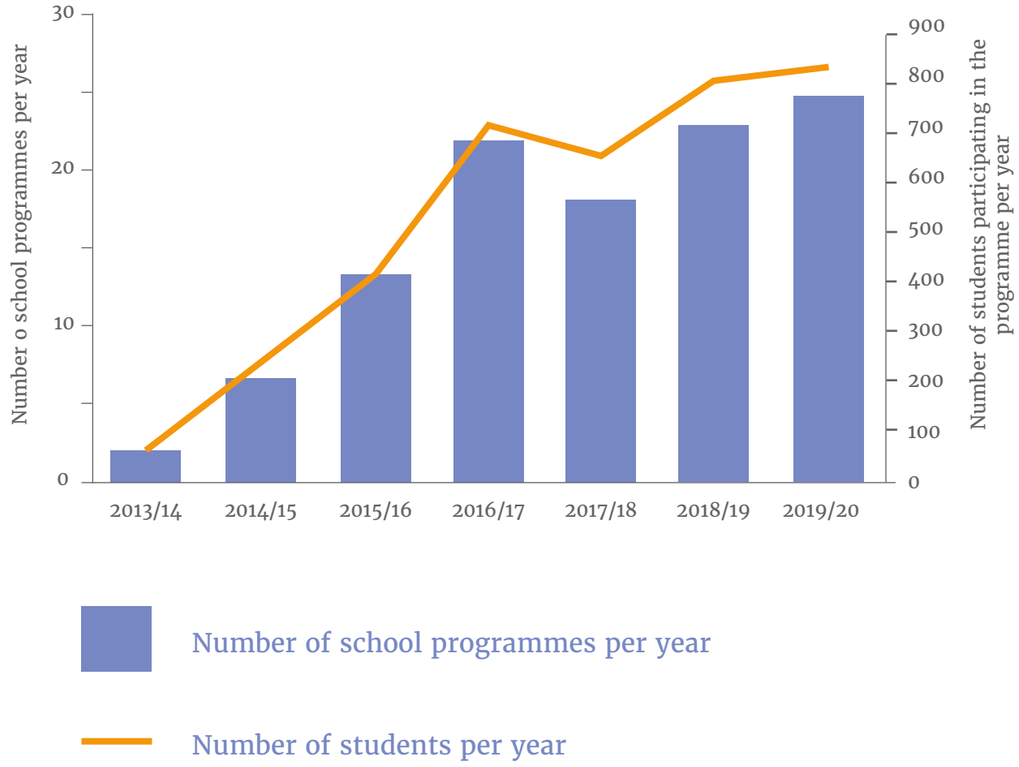


Beacon Programme Impact Assessment

This retrospective seven-year impact assessment is conducted for the Beacon Programme in order to assess programme outcomes on students in the four distinct areas described above. In addition, connections among the four outcome areas are examined, given the hypothesis that social and emotional skills development and improved academic attitudes feed into longer-term academic progress.

The assessment is based on a range of data collected by Franklin Scholars between the 2014/15 and 2019/20 academic years. Over the seven-year period from 2013/14 to 2019/20, the year-long Beacon programme was implemented 110 times in 61 schools across nine regions of England, with 52% of schools from 2013/14 to 2018/19 running the programme for at least two academic years. Altogether, these programmes worked with 3,750 young people of whom 1,875 were mentors and 1,875 were mentees (Figure 4). Programmes in 2019/20 were disrupted due to the COVID-19 crisis and were not completed.

Figure 4: Number of schools and young people participating each year in the Beacon Programe.



Ethical research approvals and consent

Data were collected from students, school staff members in charge of organising the Beacon Programme in their schools ('Programme Leaders'), school administrations, and parents. In the United Kingdom, there is no central mechanism for ethical review of survey- or test-based research on in-school behavioural interventions. The National Health Service Research Ethics Committee confirmed that, in the absence of such a central mechanism, individual schools have the right to allow data collection for educational programmes implemented on their school campuses, and responsibility for ensuring data collection adheres to legal and ethical guidelines. As such, all data collected by Franklin Scholars during the Beacon Programme implementation were governed by a Partnership Agreement signed between Franklin Scholars and each partner school. The Partnership Agreement gave Franklin Scholars permission to deliver questionnaires and surveys to programme participants (students under the age of consent) as part of the intervention, and requested school administrations to submit to Franklin Scholars academic and demographic data regarding the year groups from which mentors and mentees were selected. All data requests to Programme Leaders and school administrations, as well as to parents, were described as voluntary. No programmatic benefits were withheld to schools and parents that did not respond to data or survey requests. However, schools were made aware that the quality of their end-of-year impact reports depended on Franklin Scholars having data available to analyse. Programme leaders, school administrators, and parents were not compensated for their assistance in securing data.

For data collected from programme participants, multiple tiers of consent procedures were followed. In addition to the Partnership Agreements described above, parents of programme participants were notified of their child's participation in the programme. This notification included a description of the data that would be collected. Parents could elect to remove their children from the programme. Finally, students could elect not to complete surveys, which were always given as paper surveys as part of programme activities. Students across a wide range of schools and years (and across a range of questions), chose to occasionally leave questions unanswered; non-response rates to questions ranged from 1.03 ± 0.6% to 3.4 ± 1.4% (n = 55 school programmes, mean ± 95% CI) for the end-of-year survey completed by students. Students were not compensated for completing the surveys and questionnaires.

For all surveys and data collection methods, data were converted to electronic formats and password-protected, with paper documents shredded. Most data were not linked to individual student records, meaning that – in most cases – discrete datasets do not refer to each other and individual surveys are not attributable to individual students. It is for this reason (among others), that schools are often treated as replicates in analyses. In addition, and to protect anonymity, data are presented only in aggregated formats and where case studies are provided in this report, the names of children have been removed or changed. Photographs of children were always taken with parental consent and vulnerable children are not depicted in photographs at all throughout this report.

Data collection tools

Data were collected from students, programme leaders, school administration, and parents, primarily through paper and electronic surveys. The type of data collected differed by year, and only data collected for more than one year of the programme are presented here. In most cases, mentors in the programme were Year 10 students and mentees on the programme were Year 7 students. Occasionally, the Beacon Programme was run for other year groups, as noted above. We have included data for those other year groups in some aspects of the analysis below, though where data from other year groups are excluded, this is clearly stated. Data collection sources and instruments are summarised in Table 1 and described in more detail, below (following the same order in which they are presented in the table).

Table 1: Summary of data sources and tools used to collect data presented within this impact report

Purpose of data collection	Data collection instrument	Description	Year data collected	Sample size
Data collected from programme participants (mentors and mentees within the programme)				
Improved understanding of programme participants	Mentor interview data	Students interested in being mentors in the Beacon Programme were asked to go through an application process. Franklin Scholars tracked the total number of students who applied and the total number of students whose applications were successful.	2014/15 to 2019/20 (six years; Year 2 to Year 7)	3,433 student applicants to be mentors from 105 school programmes (across 60 schools)
Improved understanding of programme participants	The Warwick-Edinburgh Mental Wellbeing Scale (WEBMBS)	The WEBMBS is a tool used to measure mental wellbeing in the general population.	2016/17 to 2018/19 (three years; Year 4 to Year 6)	1,478 students (though only 803 students took the WEBMBS at two time points) from 35 schools
Programme impact on social and emotional skills and social action	Festival of Ideas surveys	Some Franklin Scholars participated in one-day Festival of Ideas events as part of their programme. Surveys were given at the end of the event to collect self-reported data from student attendees.	2015/16 to 2019/20 (seven Festivals of Ideas run over five years, Year 3 to Year 7)	348 students
Programme impact on social and emotional skills development, academic attitudes, perceived impact on academic progress	End-of-year surveys	Survey produced by Franklin Scholars that was completed by all participants at the end of the programme.	2014/15 to 2018/19 (five years; Year 2 to Year 6)	1,342 students from 35 schools
Data collected from teachers in charge of the Beacon Programme (called 'Programme Leaders')				
Improved understanding of programme participants	Mentee referral reasons	Programme Leaders were asked to voluntarily provide information on the reasons why schools referred mentees into the programme. This included sensitive data regarding SEN and Pupil Premium status, academic performance, and information about whether the young person was a looked after child, for example.	2015/16 to 2019/20 (five years; Year 3 to Year 7)	1,067 students from 42 schools
To ensure programme delivery was on track	Mid-point survey	Three-question online survey that asked Programme Leaders to rate the programme on a ten-point school, whether they would recommend the programme to another scale, and what they found most useful about the programme.	2017/18 to 2018/19 (two years; Years 5 and 6)	20 Programme Leaders from 20 schools
Programme impact on social and emotional skills and social action	Festival of Ideas surveys	Some partner schools participated in one-day Festival of Ideas events as part of their programme. Surveys were given at the end of the event to collect self-reported data from Programme Leaders/teachers chaperoning students.	2015/16 to 2019/20 (seven Festivals of Ideas run over five years, Year 3 to Year 7)	43 teachers/ chaperones
Data collected from school administrations				
Improved understanding of programme participants	Demographic data	Schools provided demographic data for year groups from which mentors and mentees were selected including for: gender; race; Pupil Premium and FSM eligibility; SEN and EAL status.[6] Schools were asked to indicate which students were participating in the Beacon Programme or not.	2014/15 to 2018/19 (five years; Year 2 to Year 6 of implementation)	12,838 students, including 994 who participated in the Beacon Programme
Programme impact on academic progress	Academic progress and attainment data	Schools were requested to provide academic progress or academic attainment data for the entire year groups from which mentors and mentees were selected. Schools submitted information using their existing academic tracking systems.	2014/15 to 2018/19 (five years; Year 2 to Year 6 of implementation)	11,260 students, including 851 Beacon Programme participants
Data collected from parents of programme participants				
Programme impact on students on all outcome areas	Text message survey to parents with children participating in the Beacon Programme as either a mentor or mentee	Short text-message surveys with two to four questions, depending on the year, were sent to parents at the mid-point or end-point of the programme in four years. The voluntary surveys were sent to any parent that had provided us with their phone number on returned student consent forms for the programme.	2016/17 to 2019/20 (four years; Year 4 to Year 7)	217 parents from 35 different schools

[6] SEN = Special Educational Needs; EAL = English as an Additional Language; FSM = Free School Meals

Mentor interview data:

In order to become mentors within the Beacon Programme, students were asked to go through a two-stage application process (a short online application, followed by a 10-minute face-to-face interview). Mentor interview data were collected from 105 school programmes in 60 schools across six years for 3,433 students who applied to be Franklin Scholar mentors in the programme. Data presented, below, are limited to looking at application success rates (e.g. the proportion of applications successful in being asked to be mentors in the programme).

Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS):

In three years (16/17, 17/18, and 18/19), students were asked to complete the Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS). The WEMWBS is scored by summing across 14 items, such that a total score can range from 14 to 70 for each individual who completes the survey. The tool is widely used, and UK population norms have been published: individuals scoring 60-70 are considered to be in the top 15% of wellbeing scores and individuals scoring from 14-42 are considered to be in the bottom 15% of wellbeing scores (Warwick Medical School 2020). In addition, results can be interpreted for probable depression (scores lower than 40) and possible depression (scores between 41 and 44), with NHS direct using scores of 40 and below as being indicative of low mental wellbeing (Warwick Medical School 2020). The WEMWBS was initially used by Franklin Scholars to measure whether the Beacon Programme had any impact on general wellbeing. Data are presented here, however, as context on the general wellbeing of mentors and mentees at the start and end of the programme.

Festival of Ideas surveys:

From 2015/16 to 2019/20, Franklin Scholars organised seven one-day Festival of Ideas events, which were designed as social action workshops for Year 10 students. These events were open to both Franklin Scholars and non-Franklin Scholars partner schools. In total, 364 students participated in these seven events, of which 71% were mentors on the programme. Mentors that did not participate in Festival of Ideas events (because, for example, their school did not opt to attend a Festival) were still given training on social action topics as part of the second Booster Training in the programme (Figure 1). At the end of each Festival of Ideas event, students were asked to complete 13-question paper surveys about their perceptions on how the event helped prepare them to become more involved in social action projects. In total, 348 students completed these surveys, including students from schools that were not partnered with Franklin Scholars.

End-of-year survey given to students:

End-of-year retrospective surveys (Table 2), were given to students in the programme. The surveys were designed to collect information on the impact of the programme on students' self-reported social and emotional skills development and academic attitudes, building on a number of existing tools (for example, the Character Strengths Inventory for Children; Shoshani and Shwartz 2018). Students were given 10 to 15 minutes to complete the paper surveys, which included up to 27 sets of questions for mentees in the programme and 28 sets of questions for the mentors. None of the questions were mandatory to complete. Survey questions listed in Table 2, are bolded if the data collected from those questions are presented in this impact report.

Table 2: 34 questions included in end-of-year surveys given to programme participants. Questions in bold are those for which data are presented in this impact report.

Question n.	Question	Answer options	Interpretation	Asked in all years?
N/A	Name	Free response	Name	Year 4 onwards (2016/17 onwards)
N/A	Year Group	Year Groups	Mentor or Mentee	Yes
N/A	Gender	Male, Female	Gender	Year 2 and Year 3
1	**Do you think Franklin Scholars has made a difference to you?**	**Yes, No**	**Enjoyment of the programme**	**Yes**
1a	Do you think Franklin Scholars has made a difference to your: Academic skills	Yes, No	Academic skills	Year 4 onwards (2016/17 onwards)
1b	Do you think Franklin Scholars has made a difference to your: Behaviour	Yes, No	Behaviour	Year 4 onwards (2016/17 onwards)
1c	Do you think Franklin Scholars has made a difference to your: Attendance	Yes, No	Attendance	Year 4 onwards (2016/17 onwards)
1d	Do you think Franklin Scholars has made a difference to your: Enjoyment of school	Yes, No	Enjoyment of school	Year 4 onwards (2016/17 onwards)
2	**Do you think Franklin Scholars has helped you develop useful skills for the future?**	**Yes, No**	**Enjoyment of the programme; general programme impact**	**Yes**
3	What difference has Franklin Scholars made to you?	Open response	General programme impact	Yes
4	How has Franklin Scholars helped you at school?	Open response	General programme impact	Yes
5	What are the top five skills you have developed through Franklin Scholars?	Selection from the 24 ABCD social and emotional skills and habits	Social and emotional skills development	Yes
6a	**I want to do well in school because it is worthwhile (before Franklin Scholars)**	**Eight-point Likert scale; seven-point Likert scale**	**Academic attitude**	**Yes**
6b	**I want to do well in school (now)**	**Eight-point Likert scale; seven-point Likert scale**	**Academic attitude**	**Yes**
7a	I know what skills I am good at and what I need to improve (before Franklin Scholars)	Eight-point Likert scale; seven-point Likert scale	Social and emotional skills development	Yes
7b	I know what skills I am good at and what I need to improve (now)	Eight-point Likert scale; seven-point Likert scale	Social and emotional skills development	Yes
8a	**I am optimistic about the future (before Franklin Scholars)**	**Eight-point Likert scale; seven-point Likert scale**	**Optimism before the programme**	**Yes**
8b	**I am optimistic about the future (now)**	**Eight-point Likert scale; seven-point Likert scale**	**Optimism after the programme**	**Yes**
9a	I am willing to have a go at new things (before Franklin Scholars)	Eight-point Likert scale; seven-point Likert scale	Confidence/courage before the programme	Yes
9b	I am willing to have a go at new things (now)	Eight-point Likert scale; seven-point Likert scale	Confidence/courage after the programme	Yes

[6] SEN = Special Educational Needs; EAL = English as an Additional Language; FSM = Free School Meals

Question n.	Question	Answer options	Interpretation	Asked in all years?
10a	I am interested in learning new things (before Franklin Scholars)	Eight-point Likert scale; seven-point Likert scale	Curiosity before the programme	Yes
10b	I am interested in learning new things (now)	Eight-point Likert scale; seven-point Likert scale	Curiosity after the programme	Yes
11a	**I am confident being the leader of a team or project (before Franklin Scholars)**	**Eight-point Likert scale; seven-point Likert scale**	**Leadership before the programme**	**Yes**
11b	**I am confident being the leader of a team or project (now)**	**Eight-point Likert scale; seven-point Likert scale**	**Leadership after the programme**	**Yes**
12a	I am able to stay calm when I face problems (before Franklin Scholars)	Eight-point Likert scale; seven-point Likert scale	Resilience before the programme	Yes
12b	I am able to stay calm when I face problems (now)	Eight-point Likert scale; seven-point Likert scale	Resilience after the programme	Yes
13a	**I am capable of more than I realised (before Franklin Scholars)**	**Eight-point Likert scale; seven-point Likert scale**	**Self-worth before the programme**	**Yes**
13b	I am capable of more than I realised (now)	Eight-point Likert scale; seven-point Likert scale	Self-worth after the programme	Yes
14a	I am able to understand other people's opinions (before Franklin Scholars)	Eight-point Likert scale; seven-point Likert scale	Self-awareness before the programme	Yes
14b	I am able to understand other people's opinions (now)	Eight-point Likert scale; seven-point Likert scale	Self-awareness after the programme	Yes
15a	I am able to put my ideas forward and explain things clearly (before Franklin Scholars	Eight-point Likert scale; seven-point Likert scale	Communication before the programme	Yes
15b	I am able to put my ideas forward and explain things clearly (now)	Eight-point Likert scale; seven-point Likert scale	Communication after the programme	Yes
16a	**I am able to understand other people's feelings and points of view (before Franklin Scholars)**	**Eight-point Likert scale; seven-point Likert scale**	**Social awareness before the programme**	**Yes**
16b	**I am able to understand other people's feelings and points of view (now)**	**Eight-point Likert scale; seven-point Likert scale**	**Social awareness after the programme**	**Yes**
17a	I am able to work well with other people (before Franklin Scholars)	Eight-point Likert scale; seven-point Likert scale	Teamwork before the programme	Yes
17b	I am able to work well with other people (now)	Eight-point Likert scale; seven-point Likert scale	Teamwork after the programme	Yes
18a	I am able to learn from my mistakes (before Franklin Scholars)	Eight-point Likert scale; seven-point Likert scale	Growth mindset before the programme	Yes
18b	I am able to learn from my mistakes (now)	Eight-point Likert scale; seven-point Likert scale	Growth mindset after the programme	Yes
19b	I am able to keep going with something even when I find it hard (now)	Eight-point Likert scale; seven-point Likert scale	Perseverance after the programme	Yes
20a	I am able to stay focused in class and concentrate on what I am doing (before Franklin Scholars)	Eight-point Likert scale; seven-point Likert scale	Focus before the programme	Yes
20b	I am able to stay focused in class and concentrate on what I am doing (now)	Eight-point Likert scale; seven-point Likert scale	Focus after the programme	Yes

Question n.	Question	Answer options	Interpretation	Asked in all years?
21a	What do you enjoy most about coming to Franklin Scholars?	Free response	Enjoyment of the programme	Yes
21b	If you could change two things about Franklin Scholars, what would they be?	Free response	Enjoyment of the programme	Yes
Questions only asked of mentees				
22	**I feel more comfortable in my new school because of Franklin Scholars**	**Eight-point Likert scale; seven-point Likert scale**	**Comfortable in school**	**Yes**
23	Franklin Scholars has helped me enjoy reading more	Eight-point Likert scale	Enjoy reading	Year 4 onwards (2016/17 onwards)
24	**Franklin Scholars has helped me improve my reading skills**	**Eight-point Likert scale; seven-point Likert scale**	**Reading skills**	**Yes**
25	**Franklin Scholars has helped me improve my writing skills**	**Eight-point Likert scale; seven-point Likert scale**	**Writing skills**	**Yes**
26	**Franklin Scholars has helped me improve my speaking and listening skills**	**Eight-point Likert scale; seven-point Likert scale**	**Listening**	**Yes**
27	**I want to be a Franklin Scholar when I am in Year 10**	**Eight-point Likert scale; seven-point Likert scale**	**Enjoyment of the programme**	**Yes**
Questions only asked of mentors				
28a	I think that helping others benefits me too (before Franklin Scholars)	Eight-point Likert scale; seven-point Likert scale	Social action before the programme	Yes
28b	I think that helping others benefits me too (now)	Eight-point Likert scale; seven-point Likert scale	Social action after the programme	Yes
29a	**I enjoy helping others (before Franklin Scholars)**	**Seven-point Likert scale**	**Social action before the programme**	**Year 2 and 3**
29b	**I enjoy helping others (now)**	**Seven-point Likert scale**	**Social action after the programme**	**Year 2 and 3**
30a	I feel able to help others tackle challenges (before Franklin Scholars)	Eight-point Likert scale; seven-point Likert scale	Social action before the programme	Yes
30b	I feel able to help others tackle challenges (now)	Eight-point Likert scale; seven-point Likert scale	Social action after the programme	Yes
31a	I am likely to help other people in the future (before Franklin Scholars)	Seven-point Likert scale	Social action before the programme	Year 2 and 3
31b	I am more likely to help other people in the future (now)	Eight-point Likert scale; seven-point Likert scale	Social action after the programme	Yes
32	Franklin Scholars has made me more resilient	Eight-point Likert scale	Resilience after the programme	Year 4 onwards (2016/17 onwards)
33	Franklin Scholars has helped me develop my leadership skills	Eight-point Likert scale	Leadership after the programme	Year 4 onwards (2016/17 onwards)
34	Franklin Scholars has helped me with my academic work at school	Eight-point Likert scale	Academic impact	Yes

The end-of-year survey contained a number of questions asking students to rate their levels of agreement, using a Likert scale, to a set of statements designed to measure levels of development for 13 different social and emotional skills across the four quadrants of the ABCD Shield (question sets 8 through 20, Table 2). Student responses to different question sets were correlated with each other (Linear Regressions, $P < 0.05$, with schools as a random effect and individual students as replicates). Therefore, these 13 social and emotional skills and habits were grouped (Table 3) under three skills and habits: Optimism, Leadership, and Social Awareness. In other words, analyses presented below for Optimism also serve as proxies for examining confidence/courage, curiosity, resilience, self-worth, communication and perseverance, Leadership serves as a proxy for confidence/courage, curiosity, resilience, self-worth, communication, and teamwork, and Social Awareness serves as a proxy for self-awareness, communication, teamwork, growth mindset, perseverance, and focus. Responses to questions aimed at measuring levels of optimism, leadership, and social awareness did not correlate with each other.

Table 3: Social and emotional skills and habits included in the end-of-year retrospective survey. Analyses are presented for optimism, leadership, and social awareness, with the other skills and habits listed under each being strongly correlated with that skill/habit.

Optimism	Leadership[7]	Social awareness
Confidence/courage	Confidence/courage	Self-awareness
Curiosity	Curiosity	Communication
Resilience	Resilience[8]	Teamwork
Self-worth	Self-worth	Growth Mindset
Communication	Communication	Perseverance
Perseverance	Teamwork	Focus

Mentee referral reasons:

From 2015/16 to 2019/20, school Programme Leaders were asked to voluntarily report to Franklin Scholars the reason for mentee referral into the programme. This information request served both a safeguarding role (e.g. as a way for Franklin Scholars to be aware of student needs) and also to monitor programme impact. The voluntary reporting asked schools to provide information on: 1) Special Educational Needs (SEN) status of each students; 2) whether students were Pupil Premium-eligible; and 3) the top two referral reasons (from a list of suggested categories) to provide context as to why the young person was being referred into the programme. A space was also provided for schools to provide additional information on the reason for referral.

Referral reasons were grouped into 14 categories as follows: 1) SEN (including all students with SEN status and any student with a noted medical condition without SEN status); 2) Pupil Premium eligibility; 3) English as an Additional Language (including all students with EAL status, and any student with a noted lack of fluency in English); 4) Academic progress concerns (including students eligible for 'catch up funding'); 5) Behavioural concerns (including attendance concerns); 6) Confidence/self-esteem concerns; 7) Known or suspected gang affiliation; 8) Immigrant or refugee status; 9) Looked after child; 10) Problems at home (including parents with mental health or language barrier issues; lack of parental engagement in school; involvement of social services; death of a parent); 11) Self-management concerns; 12) Social and emotional concerns; 13) Social isolation concerns (including bullying concerns); and 14) students who were young carers. Some students were referred into the programme as part of an extension opportunity but no more specific reason for referral was given.

[7] For mentors, self-reported score of leadership (after the programme; question 11b in Table 5) was correlated with the responses to the question about whether the programme had improved their leadership skills (question 33 in Table 5; Standard Least Squares Regression, DF/DFDen = 1/473.7, F-Ratio = 116.6392, $P < 0.0001$; $R^2 = 0.17$; individual students as replicates with school as random effect).

[8] For mentors, self-reported score of resilience (after the programme) was correlated with the responses to the question about whether the programme had made them more resilient (Standard Least Squares Regression, DF/DFDen = 1/499.7, F-Ratio = 70.0851, $P < 0.0001$; $R^2 = 0.14$; individual students as replicates with school as random effect).

Mid-point survey to Programme Leaders:

Programme Leaders were asked to complete a voluntary online survey mid-way through the school year, which also coincided with the mid-way point of the programme. The three-question online survey asked for Programme Leaders to: 1) rate the programme on a ten-point scale (10 being the highest/best score; 1 being the lowest/worst score); 2) to provide an open response explanation of the score they had chosen; and 3) provide a 'Yes' or 'No' response to the question of "whether they would recommend Franklin Scholars to another school". Due to small sample sizes, responses from Programme Leaders are pooled together in analyses (e.g. Programme Leaders are replicates).

Demographic data:

End-of-year demographic data were collected for a total of 12,838 students, including 994 who participated in the Beacon Programme over a four-year period (Table 4). Schools were asked to submit information for entire year groups from which the mentors and mentees were selected, including gender, Special Educational Needs (SEN) status, ethnicity/race, Pupil Premium status, eligibility for Free School Meals (FSM), and whether the student spoke English as an Additional Language (EAL). Not all schools submitted information and when they did, it was sometimes incomplete.

Table 4: Sample sizes for demographic data submitted by Beacon Programme partner schools to Franklin Scholars.

	Number of schools	Beacon Programme participants (n. students)	Students not in the programme (n. students)	Total number of students
Year 7 Mentees				
Year 3 (2015/16)	3	52	719	771
Year 4 (2016/17)	7	112	1,437	1,549
Year 5 (2017/18)	10	153	1,694	1,847
Year 6 (2018/19)	11	167	21,124	2,291
Total	31 programmes	484 students	5,974 students	6,458 students
Year 10 Mentors				
Year 3 (2015/16)	4	41	726	767
Year 4 (2016/17)	7	108	1,312	1,420
Year 5 (2017/18)	11	181	1,816	1,997
Year 6 (2018/19)	11	180	2,016	2,196
Total	33 programmes	510 students	5,870 students	6,380 students

Academic progress data:

End-of-year academic data were collected for a total of 11,260 students, including 851 Beacon Programme participants (Table 5). Schools submitted academic progress and/or attainment data for students using their existing tracking systems. The tracking systems used vary widely by school and by school year, and can also change over time. Therefore, academic data – whether on attainment or progress – were converted from school-specific attainment and progress tracking scales to a three-point scale. This three-point scale categorised each student as having finished the school year Below Expected Progress, at Expected Progress, or Above Expected Progress. This three-point scale is a simplification of academic progress, but allows for a comparison across schools and across years. Only academic data for Year 10s and Year 7s were included.

Table 5: Sample sizes for academic data submitted by Beacon Programme partner schools to Franklin Scholars.

	Number of schools	Beacon Programme participants (n. students)	Students not in the programme (n. students)	Total number of students
Year 7 Mentees				
Year 3 (2015/16)	2	29	410	439
Year 4 (2016/17)	6	96	1,371	1,467
Year 5 (2017/18)	7	104	1,388	1,492
Year 6 (2018/19)	10	153	2,062	2,215
Total	25 programmes	382 students	5,231 students	5,613 students
Year 10 Mentors				
Year 3 (2015/16)	1	15	196	211
Year 4 (2016/17)	7	108	1,312	1,420
Year 5 (2017/18)	10	166	1,654	1,820
Year 6 (2018/19)	11	180	2,016	2,196
Total	29 programmes	469 students	5,178 students	5,647 students

Text message surveys to parents:

Short, text-message surveys were sent to parents of programme participants in four years of the programme (from 2016/17 to 2019/2020). In 2016/17 and 2017/18, the surveys were sent out at the end of the programme. In contrast, in 2018/19 and 2019/2020, the surveys were sent out in the mid-point of the school year (from January to March). The surveys consisted of two to four questions, depending on the year, with questions 3 and 4 asked only in the first two years of the survey: 1) Do you think Franklin Scholars has had a positive impact on your child? *(answer responses: yes or no)*; 2) What change/what difference have you noticed as a result of Franklin Scholars? *(free response)*; 3) 'Franklin Scholars has helped prepare my child for the future' – how much do you agree with that statement? *(scale of 1 to 5, with 5 being 'strongly agree' and 1 being 'strongly disagree')*; and 4) Is there anything else you'd like to say about Franklin Scholars? *(free response)*.

Over the four years, the survey was sent out to 671 parents who had provided phone numbers on parental consent forms collected from students at the start of the year. In total, 217 parents from 35 different schools responded (ranging from one to 21 parents per school, pooling different years of data together). Due to small sample sizes, parents are pooled together across schools.

Data analysis

As student responses to surveys and questionnaires were more similar for students in the same school than across schools, schools or school programmes were used as a random effect or as a replicate for most analyses, unless otherwise noted. Results are presented as mean values with 95% confidence intervals. Information is aggregated to protect anonymity. All analyses were completed using JMP statistical software (JMP, Version 14. SAS Institute, Cary, NC, 1989-2007).

Data are often presented by school year, and with reference to the number of years that the Beacon Programme was run in schools. Data for 2013/14 is Year 1 of the programme; 2014/15 is Year 2; 2015/16 is Year 3; 2016/17 is Year 4; 2017/18 is Year 5; 2018/19 is Year 6; and 2019/20 is Year 7 of programme implementation.

Data on the demographics of students are presented for context. Note that schools – and Franklin Scholars – collected binary gender information (male vs. female). We acknowledge that this does not capture all of the gender identities that programme participants may have had. Likewise, demographic data from schools on race and ethnicity were reported to Franklin Scholars using race/ethnicity categories as approved by the Department of Education for school use.[9]

Differences within the datasets – including differences across years of programme implementation, differences between schools implementing the programme, differences before and after the programme, and differences between different types of students on the programme – were tested using a non-parametric Wilcoxon/Kruskal-Wallis Rank Sum Tests, a Pearson Chi-squared Test (or a Fisher's Exact Test when sample sizes were low), and linear least squares regressions, depending on the input variables. Data were not normalised or transformed prior to analysis. Test types are indicated throughout the results section, below. Sample sizes varied because of the voluntary nature of data collection, and are indicated.

Given the number of statistical analyses performed, we have applied a Bonferroni correction and use a $P < 0.0007$ as the threshold for significance. Where a P-value of < 0.05 was calculated, results are described as 'marginally' significant.

[9] Summarised, for example, in this document from the Haringey Council website: Codes: https://www.haringey.gov.uk/sites/haringeygovuk/files/ethnicity_codes.pdf [accessed 2nd June 2020].

Results

Programme participant demographics and profiles

Mentees:

From demographic data provided by partner schools, mentees were marginally more likely to be male than female, compared to students not in the programme (Table 6). They were also more likely to be Pupil Premium (PP) eligible than students not in the programme. However, they were not more likely to speak English as an Additional Language (EAL) than their classmates. Of the mentees on the programme for which we had race and ethnicity data (n = 442 mentees), 63% were white, 15% were Black, 9% were of more than one ethnic background, 8% were Asian, and 5% were of other ethnic backgrounds not listed above. The percentage of mentees who were white did not differ from the percent of students in the rest of the year group who were white.[10]

Table 6: Demographics of mentees and mentors on the programme, compared to classmates in their year group, based on data provided to Franklin Scholars by school administrations. Students are replicates, with data from all schools pooled across four years.

	Students on the programme	Students not on the programme	Significant difference (Pearson Chi-square Test)
Mentees on the programme (n = 483 mentors on the programme; n = 5,973 students not on the programme)			
Percent female (%)	44%	49%	P = 0.0280
Percent Pupil Premium (%)	57%	33%	P < 0.0001
Percent with English as an Additional Language (%)	19%	19%	-
Mentors on the programme (n = 469 mentors on the programme; n = 5,177 students not on the programme)			
Percent female (%)	77%	47%	P < 0.0001
Percent Pupil Premium (%)	32%	31%	-
Percent with English as an Additional Language (%)	28%	22%	P = 0.0132

Information was received from Programme Leaders on mentee referral reasons over a five-year period (n = 1,067 students from 42 schools). More than half of mentees (55% of n = 1,067) were referred into the programme for more than one reason, with the average mentee being referred into the programme for 1.72 ± 0.05 reasons (see Methods for the list of 14 categories for mentee referral). Though the average number of referral reasons for a student differed by year,[11] there was no upward or downward trend in the number of referral reasons over time.[12] Schools did not, however, always disclose student SEN, Pupil Premium, or EAL status.

The most common referral reason for mentees was concern over academic progress (Figure 5). But academic progress concerns were rarely the only reason for a mentee's referral into the programme. When students were referred for academic progress concerns, 70% of the time (199 out of 284 students) they were also referred for another reason. Schools differed in the proportion of mentees that they referred into the programme for academic reasons,[13] with a range of 0% to 100% of mentees referred into the programme for academic reasons.[14]

[10] Pearson Chi-square Test, Chi-square = 0.09, DF = 1, P = 0.76.

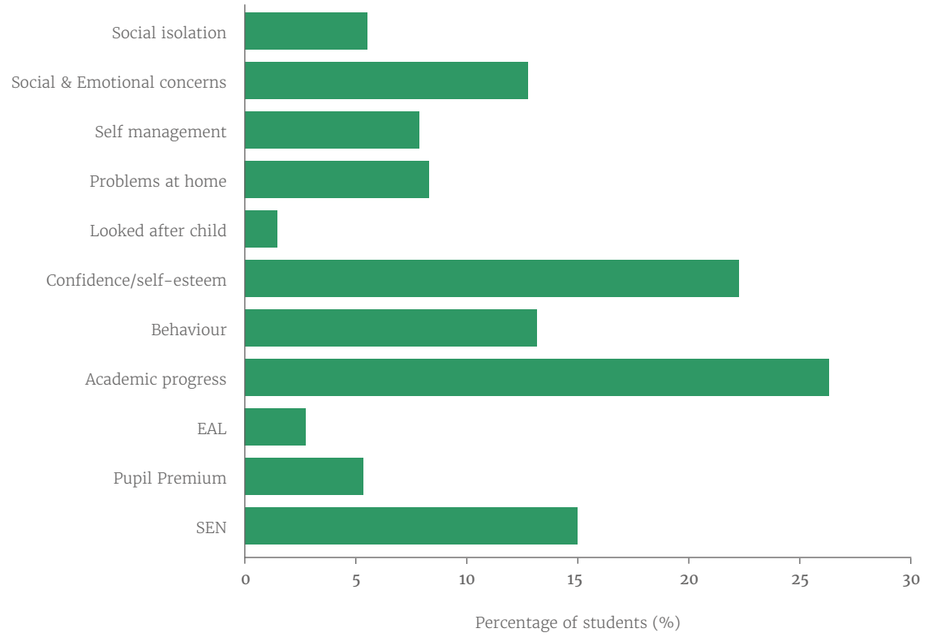
[11] Range: 1.52 ± 0.05 to 2.15 ± 0.05 reasons, depending on the year; Kruskal-Wallis Rank Sums Test, Chi-square = 79.02, DF = 4, P < 0.0001.

[12] Linear Regression, F-Ratio = 1.54, P = 0.22, R^2 < 0.01.

[13] Pearson Chi-square Test, Chi-square = 451.43, DF = 2, P < 0.0001; all years of data aggregated together.

[14] Average of 29 ± 12% of students (n = 42 schools).

Figure 5: Referral reason for 1,067 mentees, as voluntarily reported by schools (showing only referral reasons where at least 1% of students were referred in for the reason). Students are replicates.



Information on mentee wellbeing was collected using the WEMWBS tool, with 255 mentees answering all questions on the test at both the beginning and the end of the programme. More mentees were considered to be in the bottom 15% of wellbeing scores at the start and end of the programme (20% and 24%, respectively) than in the top 15% of wellbeing scores (16% and 15%, respectively). There was no significant difference in the proportion of students being categorised as being in the bottom 15%, midrange, or top 15% of wellbeing at the beginning or the end of the programme. [15] In other words, overall wellbeing in mentees did not change across the school year. WEMWBS scores also suggest that at least a quarter of mentees (25% at the start of the programme and 29% at the end of the programme) were categorised as having probable or possible depression. There was no significant difference in the proportion of students who were categorised as having probable or possible depression at the start and end of the programme.[16]

Mentors:

From demographic data provided by partner schools, mentors were significantly more likely to be female than male, compared to all students not in the programme (Table 6). Mentors were not more likely to be Pupil Premium eligible than students not in the programme. Mentors were, however, marginally more likely to speak English as an Additional Language (EAL) than their classmates. Of the mentors on the programme for which we had race and ethnicity data (n = 510 mentors), 61% were white, 15% were Black, 12% were Asian, 8% were of more than one ethnic background, and 4% were of other ethnic backgrounds not listed above. The percentage of mentors who were white did not differ from the percentage of students in the rest of the year group who were white.[17]

[15] Pearson Chi-square Test, Chi-square = 1.84, DF = 2, P = 0.40.

[16] Pearson Chi-square Test, Chi-square = 0.99, DF = 2, P = 0.61.

[17] Pearson Chi-square Test, Chi-square = 0.35, DF = 1, P = 0.55.

Across six years, 3,433 students applied to be a mentor in the programme. Of these applicants, 76% (2,618 students) were interviewed by Franklin Scholars staff and 49% (1,683 students) were offered a place as a mentor in the programme. There were, on average, 40% ± 6% (n = 104 school programmes) more applicants than spaces in the programme and 66% ± 3% of interviewed candidates were successful in being given a space as a mentor on the Franklin Scholars programme. In only one instance, out of 105 school programmes, were there less applicants than spaces available in the programme. The percentage of successful applications did not differ by year[18] nor did the number of applicants, relative to the number of spaces available.[19]

Information on mentor wellbeing was also collected using the WEMWBS tool, with 548 mentors answering all questions on the test at both the beginning and the end of the programme. More mentors were considered to be in the bottom 15% of wellbeing scores at the end of the year (22%), as compared with the start of the year (7%). Fewer students were in the top 15% of wellbeing scores at the end versus the start of the year (9% and 14%, respectively). In other words, mentors' overall wellbeing changed over the year.[20] At the same time, there was a significant increase in the proportion of mentors who had probable and possible depression from the start to the end of the year (10% at the start of the year and 27% at the end of the year).[21]

The Beacon Programme and Pupil Premium Students

The Beacon Programme was initially designed as an intervention to support Pupil Premium students in the transition from primary to secondary school, with a focus on non-selective state schools. From 2013/14 to 2019/20, our programme was implemented 110 times in 61 partner schools across nine regions of England. Based on data published in 2018/19 by the Department of Education, our partner schools had an average 39% of students classified as Pupil Premium, 14% average rate of persistent absence,[22] 30% of students with English as a second language (EAL), and 12% of their students requiring special educational needs (SEN) support. For comparison, and across all state schools in England in 2018/19, 28% of all students were eligible for free school meals, the average rate of persistent absences was 14%, 17% of students in England speak English as a second language, and 11% of students require SEN support.

Programme enjoyment:

Using end-of-year survey data over a five-year period, almost four out of five students,[23] including mentors and mentees, agreed that Franklin Scholars had made a difference to them (question 1, Table 2). Mentors were marginally more likely to agree that the programme had made a difference to them than mentees.[24] The percentage of students surveyed that agreed with this statement did not differ by year,[25] though it did differ by school.[26] The percentage of programme participants that agreed that Franklin Scholars had made a difference to them did not change when schools had a higher percentage of Pupil Premium-eligible students or students requiring SEN support in the student body.[27]

[18] Range: 63% to 68% of applicants, depending on the year, schools as replicates; Kruskal-Wallis Rank Sums Test, DF = 5, Chi-square = 3.00, P = 0.70.
[19] Range: 35% to 44% more applicants than there were spaces, depending on the year, schools as replicates; Kruskal-Wallis Rank Sums Test, DF = 5, Chi-square = 1.45, P = 0.92.
[20] Pearson Chi-square Test, Chi-square = 16.69, DF = 2, P < 0.0001.
[21] Pearson Chi-square Test, Chi-square = 28.07, DF = 2, P < 0.0001.
[22] The percentage of pupils missing 10% or more of the mornings or afternoons they could attend, meaning that if a pupil's overall rate of absence is 10% or higher across the full academic year they will be classified as persistently absent.
[23] 79 ± 4% of all students across n = 58 school programmes.
[24] Wilcoxon Rank Sums Test, Chi-square = 4.93, DF = 1, P = 0.026, n = 55 school programmes.
[25] Range: 72% to 85%; Pearson Chi-square Test, P = 0.53.
[26] Range: 43% to 100%; Pearson Chi-square Test, P < 0.0001.
[27] Linear Regression, P > 0.50, schools as replicates with data across multiple years aggregated by school.

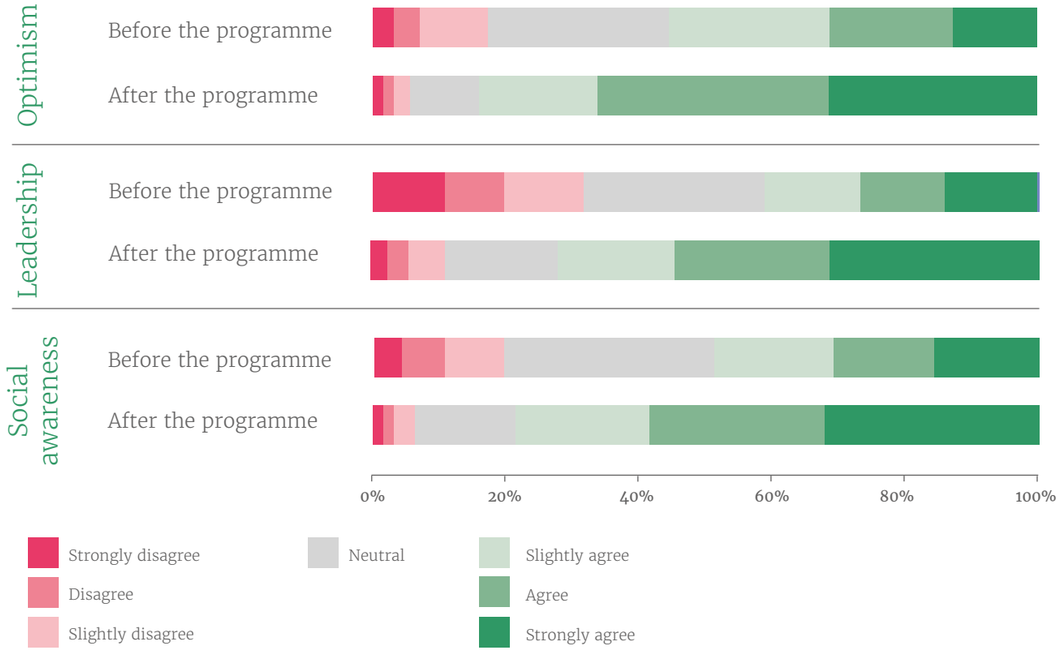
In addition, four out of five students (84 ± 3%, n = 58 school programmes) agreed that Franklin Scholars had helped them develop useful skills for the future (question 2, Table 2). Mentors were more likely to agree that the programme had helped them develop useful skills than mentees.[28] The percentage of students surveyed that agreed with this statement did not differ by year,[29] though it did differ by school.[30] The percentage of programme participants that agreed that Franklin Scholars had helped them develop useful skills did not change when schools had a higher percentage of Pupil Premium-eligible students or students requiring SEN support in the student body.[31]

Outcome Area 1: Social and Emotional Skills and Habits

Student perception of social and emotional skills and habits development:

In the end-of-year survey, students were asked – using a Likert scale – to answer questions related to their levels of optimism, leadership, and social awareness (questions 8, 11, and 16, Table 2). The proportion of students agreeing that they were optimistic about the future increased from half of students at the start of the programme (48 ± 4%) to more than three-quarters of students (77 ± 4%) after the programme (Figure 6).[32] The proportion of students agreeing that they felt confident to be leaders increased from 41 ± 4% before the programme to 72 ± 4% after the programme. [33] Finally, the proportion of students agreeing to statements related to their levels of social awareness increased from 55 ± 4% before the programme to 83 ± 2% after the programme.[34]

Figure 6: Average percent of students (using n = 55 school programmes as replicates) ranking their agreement on a seven-point scale to questions related to optimism, leadership, and social awareness before and after the programme.



[28] Wilcoxon Rank Sums Test, Chi-square = 29.69, DF = 1, P < 0.0001, n = 55 school programmes.
[29] Range: 80% to 88%; Pearson Chi-square Test, P = 0.21.
[30] Range: 48% to 100%; Pearson Chi-square Test, P < 0.0001.
[31] Linear Regression, P > 0.50, schools as replicates with data across multiple years aggregated by school.
[32] Wilcoxon Rank Sums Test, Chi-square = 54.03, DF = 1, P < 0.0001, n = 55 school programmes.
[33] Wilcoxon Rank Sums Test, Chi-square = 62.16, DF = 1, P < 0.0001, n = 55 school programmes.
[34] Wilcoxon Rank Sums Test, Chi-square = 60.29, DF = 1, P < 0.0001, n = 55 school programmes.

In end-of-year surveys, mentors were also asked directly whether they felt the Beacon Programme had made them more resilient (question 32, Table 2). Most mentors (80 ± 5%, Table 7) agreed that the programme had made them more resilient. Mentors in Year 3 (2016/17) were more likely to agree that the programme had made them more resilient (91%) than mentors in Year 4 (73%) and Year 5 (75%).[35]

Table 7: Data captured in end-of-year surveys, using school programmes as replicates.

Percent of students agreeing with statement:	All Students	Mentees	Mentors
Franklin Scholars has made a difference	79 ± 5% (n = 56)	75 ± 5% (n = 56)	92 ± 3% (n = 56)
Franklin Scholars has given me useful skills	83 ± 3% (n = 56)	76 ± 5% (n = 56)	84 ± 4% (n = 56)
Franklin Scholars has improved my attendance	34 ± 5% (n = 44)	40 ± 6% (n = 42)	30 ± 5% (n = 42)
Franklin Scholars has improved my behaviour	49 ± 4% (n = 44)	51 ± 5% (n = 42)	47 ± 6% (n = 42)
Franklin Scholars has improved my academic skills	46 ± 5% (n = 44)	53 ± 5% (n = 42)	39 ± 5% (n = 42)
Franklin Scholars has increased my enjoyment in school	57 ± 6% (n = 44)	62 ± 6% (n = 42)	55 ± 8% (n = 42)
Questions only asked of mentees			
I feel more comfortable in my new school because of Franklin Scholars	N/A	59 ± 5% agree (range: 20% to 100%, n = 49)	N/A
Franklin Scholars has helped me improve my reading skills	N/A	47 ± 6% agree (range: 0% to 83%, n = 43)	N/A
Franklin Scholars has helped me improve my writing skills	N/A	44 ± 5% agree (range: 0% to 100%, n = 49)	N/A
Franklin Scholars has helped me improve my speaking and listening skills	N/A	63 ± 5% agree (range: 20% to 100%, n = 49)	N/A
I want to be a Franklin Scholar when I am in Year 10	N/A	65 ± 5% agree (range: 10% to 100%, n = 49)	N/A
Questions only asked of mentors			
I am more likely to help other people in the future	N/A	N/A	82 ± 4% (range: 45% to 100%, n = 48)
Franklin Scholars has made me more resilient	N/A	N/A	80 ± 5% (range: 36% to 100%, n = 42)
Franklin Scholars has helped me develop my leadership skills	N/A	N/A	77 ± 5% (range: 18% to 100%, n = 42)
Franklin Scholars has helped me with my academic work at school	**N/A**	**N/A**	42 ± 8% (range: 0% to 100%, n = 48)

[35] Kruskal-Wallis Rank Sums Test, Chi-square = 15.62, DF = 2, P = 0.0004; Each Pair Wilcoxon Test, P < 0.0009.

Parental perspectives on their children's social and emotional skills development:

Most parents (92% of 217 parents) agreed that *'Franklin Scholars had had a positive impact'* on their child, and this did not change by year.[36] In Years 6 and 7 (2018/19 and 2019/20), parents were asked to indicate whether their child was a mentor or a mentee in the programme. Among these parents, there was no difference in the percent of parents who felt the programme was having a positive impact on their children who were mentors and those whose children were mentees.[37] When asked to provide details on what difference or change they had observed in their child due to the Franklin Scholars programme, 42% of the parents who provided a response[38] said that they had noticed improved confidence. Other common responses included parents observing improved leadership and role model skills (through responsibility of caring for someone else), empathy, and self-worth/self-esteem in their children.

In Years 3 and 4 (2016/17 and 2017/18), parents were also asked to rate – on a scale of 1 to 5 (5 = strongly agree; 1 = strongly disagree) – whether *'Franklin Scholars has prepared my child for the future'*. Most parents[39] provided a response to this question, with 75% rating the Franklin Scholars programme a 4 or 5 out of 5. Only 7% of parents gave Franklin Scholars a rating of 1 ('strongly disagree'), 2% gave a rating of 2 ('disagree') and 16% gave Franklin Scholars a rating of 3 ('neutral'). The average rating given by parents was 4 ± 0.3.

[36] Range: 88% to 95% of parents per school year, Pearson's Chi-square Test, DF = 3, Chi-square = 2.72, P = 0.44.

[37] 95% of n = 109 parents with children who were mentors; 88% of n = 33 parents whose children were mentees (Pearson Chi-square Test, Chi-square = 1.69, P = 0.19).

[38] Percentage calculated from 178 parents.

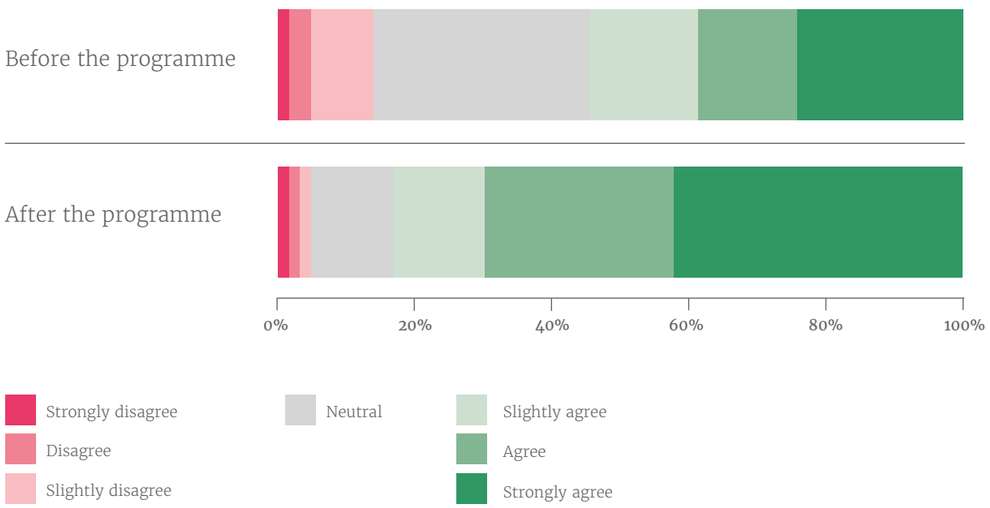
[39] 81% of parents surveyed, or n = 58 of 72 parents.

Outcome Area 2: Academic Attitudes

Wanting to do well at school:

In the end-of-year survey, all students, including mentors and mentees, were asked – using a Likert scale – how well they wanted to do in school before the programme and after the programme. More than half of students (55 ± 5%) agreed that they wanted to do well in school before the programme, and this rose to 84 ± 15% after the programme (Figure 7).[40]

Figure 7: Average percent of students (using n = 55 school programmes as replicates) ranking their agreement on a seven-point scale to the question "I want to do well in school" before and after the programme.



Attendance:

One-third of all students (31.3 ± 5%) reported that the Beacon Programme had improved their attendance at school (Table 7). The average percentage of students saying Franklin Scholars had improved their attendance did not change over the three consecutive school years for which data were collected (Years 4, 5 and 6).[41]

Behaviour:

One-half of all students (49 ± 4%) agreed that the Beacon Programme had improved their behaviour at school (Table 7). The average percentage of students saying Franklin Scholars had improved their behaviour did not change over the three consecutive school years for which data were collected (Years 4, 5 and 6).[42]

[40] Wilcoxon Rank Sums Test, Chi-square = 49.84, DF = 1, P < 0.0001, n = 55 school programmes.

[41] Range: 25% to 40% of students within a Beacon Programme cohort; Kruskal-Wallis Rank Sums Test, P = 0.1234.

[42] Range: 41% to 54% of students within a Beacon Programme cohort; Kruskal-Wallis Rank Sums Test, P = 0.0748.

Enjoyment of school:

More than half of all students (57 ± 6%) agreed that the Beacon Programme had improved their enjoyment of school (Table 7). The average percentage of students saying Franklin Scholars had improved their enjoyment of school marginally differed over the three years (Years 4, 5 and 6).[43]

Feeling comfortable at school:

In the end-of-year survey, mentees were asked – using a Likert scale – how much they agreed with the statement that they felt more comfortable in their new school because of Franklin Scholars (question 22, Table 2). More than half of mentees (59 ± 5%, n = 49 school programmes) agreed with this statement (Table 7). The proportion of mentees agreeing with this statement did not differ over five years of the programme where data were collected (Years 2 to 6).[44]

Outcome Area 3: Academic Progress

Perceived improvement in academic skills:

In three of the five years where end-of-year surveys were collected (Years 4, 5, and 6), both mentors and mentees were asked to specify whether the Beacon Programme had helped them develop academic skills (question 1a, Table 2). Almost half of all students (46 ± 5%) agreed that the Beacon Programme had helped in the development of academic skills. The average percentage of students saying Franklin Scholars had improved their academic skills did not change over the years for which data were collected.[45]

As part of the end-of-year survey, and for three to four years (Years 3, 4, 5, and 6) of the programme (depending on the question), mentees were asked – on a Likert scale – whether the programme had helped them improve their reading skills, writing skills, and speaking and listening skills (questions 24-26, Table 2). Just under half of students agreed that the programme had improved their reading and writing skills (47 ± 6% and 44 ± 5%, respectively, n = 49 school programmes) while two out of three felt the programme had improved their speaking and listening skills (63 ± 5%, n = 49 school programmes; Table 7). The proportion of mentees that agreed that the programme had improved their reading skills, writing skills, and speaking and listening skills, did not differ between the different years where data were collected.[46]

Academic progress data:

End-of-year academic data were collected for a total of 11,260 students, including 851 who participated in the programme. For mentees, there was no difference in the proportion of programme participants who were considered to have achieved Expected Progress or Above Expected Progress as compared to their peers.[47] Likewise, for mentors, there was no difference in the proportion of programme participants who were considered to have achieved Expected Progress or Above Expected Progress compared to their peers.[48]

[43] Range: 47% to 68% of students, schools as replicates (Kruskal-Wallis Rank Sums Test, Chi-square = 6.8698, DF = 2, P = 0.0322), with Years 4 and Years 6 having a higher proportion of students agreeing with the statement than Year 5 (Wilcoxon Each Pair Test, P < 0.0376).

[44] Kruskall-Wallis Rank Sums Test, Chi-square = 0.55, DF = 3, P = 0.91, schools as replicates within years.

[45] Range: 36% to 54% of students within a school programme; Kruskal-Wallis Rank Sums Test, P = 0.11.

[46] Kruskal-Wallis Rank Sums Tests, P > 0.44, schools as replicates within years.

[47] 50% ± 12% on the programme versus 58% ± 11% not on the programme, n = 25 school programmes, Wilcoxon Rank Sums Test, Chi-square = 0.65, DF = 1, P = 0.42.

[48] 57% ± 8% on the programme versus 54% ± 8% not on the programme, n = 29 school programmes, Wilcoxon Rank Sums Test, Chi-square = 0.42, DF = 1, P = 0.52.

Link between self-reported academic skills and academic progress:

The percentage of mentors saying they developed academic skills within a school programme (question 1a, Table 2), was not correlated with the proportion of mentors on that programme meeting Expected Progress and Above Expected Progress at the end of the school year.[49]

For mentees, however, the higher the percentage of mentees agreeing that the programme had helped them develop academic skills, the lower the percentage of mentees in a cohort meeting Expected Progress and Above Expected Progress at the end of the school year.[50]

Outcome Area 4: Social Action

Mentees:

The programme did not explicitly target increased social action for mentees, but did include a question in the end-of-year survey asking whether the mentee would like to volunteer as a mentor in the programme in the future (question 27, Table 2). Two out of three mentees completing the end-of-year survey (65 ± 5%, n = 49 school programmes) agreed that they wanted to be a Franklin Scholar when they were in Year 10 (Table 7). The proportion of mentors who said they wanted to be a Franklin Scholar when they were in Year 10 did not differ across the years where these data were collected.[51]

Mentors:

The Beacon Programme was designed to empower mentors to help give back to their schools and their communities. As captured in end-of-year surveys (questions 28 through 33, Table 2), most mentors agreed that the programme made them more likely to help others (82 ± 4%, Table 7) and that they had developed leadership skills through the programme (77 ± 5%, Table 7). The proportion of mentors who said the programme made them more likely to help others did not differ by year,[52] nor did the proportion of mentors who said the programme helped develop their leadership skills.[53]

Festival of Ideas events:

From 2015/16 (Year 3) to 2019/20 (Year 7), 348 students completed surveys about their experiences participating Festival of Ideas (FOI) events. Of these students, 97% (n = 337 out of 348 students) agreed that they enjoyed the event. The percent of students who agreed that they enjoyed the FOI did not differ by year.[54] In addition, 93% (n = 323 out of 348 students) of students agreed that *"today has helped me develop skills from the ABCD shield"*; the percentage of students agreeing with this statement did not differ by year.[55]

Students were asked to rate themselves before and after the one-day event on a number of statements linked to social action on a Likert scale of 1 to 6 (6 being the highest level of agreement with a statement). Student ratings increased for the statement, *"I am excited to help others in my community"* from an average of 4.5 ± 0.1 (n = 338) before the event to 5.8 ± 0.1 after the event.[56] Likewise, student ratings increased significantly when asked: *"I think I can make a difference within my community"*;[57] *"I am able to solve complex problems"*;[58] *"I am able to talk confidently with new people"*;[59] and *"I am able to cooperate and work well with new people"*.[60]

[49] Linear Regression, F-Ratio = 0.06, P = 0.80, R^2 < 0.01, n = 22 school programmes.
[50] Linear Regression, F-Ratio = 5.89, P = 0.03, R^2 = 0.27, n = 18 school programmes.
[51] Kruskal-Wallis Rank Sums Test, Chi-square = 5.59, DF = 3, P = 0.13, schools as replicates within years.
[52] Range: 64% to 93%, Kruskal-Wallis Rank Sums Test, Chi-square = 18.75, DF = 3, P = 0.0003, schools as replicates within years.
[53] Kruskal-Wallis Rank Sums Test, Chi-square = 4.25, DF = 2, P = 0.12, schools as replicates within years.
[54] Range 96% to 100% of students depending on the year, Pearson Chi-square Test, Chi-square = 1.71, DF = 1, P = 0.79.
[55] Range 88% to 96% of students depending on the year, Pearson Chi-square Test, Chi-square = 6.57, DF = 1, P = 0.16.
[56] Wilcoxon Test, Chi-square = 135.77, DF = 1, P < 0.0001.
[57] From 3.9 ± 0.2 before the event to 5.4 ± 0.1 after the event, Wilcoxon Test, Chi-square = 153.31, DF = 1, P < 0.0001, n = 338 students.
[58] From 4.4 ± 0.2 to 5.6 ± 0.1, Wilcoxon Test, Chi-square = 96.54, DF = 1, P < 0.0001, n = 277 students.
[59] From 4.0 ± 0.2 to 5.3 ± 0.2 (Wilcoxon Test, Chi-square = 83.33, DF = 1, P < 0.0001, n = 277 students.
[60] From 4.3 ± 0.2 to 5.7 ± 0.1 after (Wilcoxon Test, Chi-square = 103.24, DF = 1, P < 0.0001, n = 277 students.

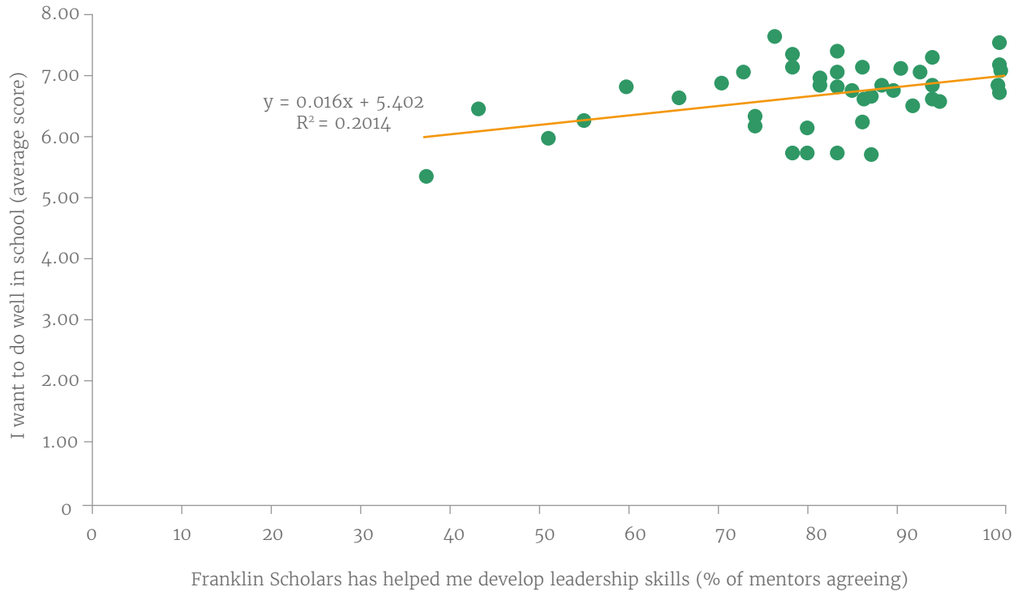
Linkages between Outcome Areas

Link between Outcome Area 1 (social and emotional skills development) and Outcome Area 2 (academic attitudes):

Mentees: There was no relationship between average ratings of optimism after the programme, and the proportion of mentees in the cohort agreeing that the programme had improved their behaviour in school,[61] their enjoyment of school,[62] or their school attendance.[63]

Mentors: There was a marginal increase in the average cohort rating of how well mentors wanted to do in school (Figure 8), as the percentage of mentors in a cohort saying they had 'developed resilience through the programme' increased.[64] Likewise, as the percentage of mentors in a cohort saying they had developed leadership skills through the programme increased, there was a marginal increase in the average cohort rating of how well they wanted to do in school (Figure 9).[65]

Figure 8: Percent of mentors agreeing that Franklin Scholars had developed their resilience and the average ratings to the statement 'I want to do well in school'. School programmes are replicates.



[61] Question 8b, Table 2; Linear regression, F-Ratio = 0.45, P = 0.51, R^2 = 0.01, n = 41 school programmes.
[62] Linear regression, F-Ratio = 1.60, P = 0.21, R^2 = 0.04, n = 41 school programmes.
[63] Linear regression, F-Ratio = 0.19, P = 0.66, R^2 < 0.01, n = 41 school programmes.
[64] Question 32 and Question 6B, Table 2; Linear regression, F-Ratio = 10.09, P = 0.003, R^2 = 0.20, n = 42 school programmes.
[65] Question 33 and Question 6b, Table 2; Linear regression, F-Ratio = 10.70, P = 0.002, R^2 = 0.21, n = 42 school programmes.

Figure 9: Percent of mentors agreeing that Franklin Scholars had developed their leadership skills and the average ratings to the statement 'I want to do well in school'. School programmes are replicates.

Link between Outcome Area 1 (social and emotional skills development) and Outcome Area 3 (academic progress):

Mentees: There was also no relationship between average ratings of optimism after the programme, and the proportion of mentees in the cohort who made Expected or Above Expected Progress.[66]

Mentors: There was a marginal increase in the proportion of mentors in the cohort who made Expected or Above Expected Progress (Figure 10), as the percentage of mentors in a cohort saying they had developed resilience through the programme increased.[67] Likewise, as the percentage of mentors in a cohort saying they had developed leadership through the programme increased, there was a marginal increase in the proportion of mentors in the cohort who made Expected or Above Expected Progress (Figure 11).[68]

[66] Question 8b, Table 2; Linear regression, F-Ratio = 0.06, P = 0.81, $R^2 < 0.01$, n = 19 school programmes.
[67] Question 32, Table 2; Linear regression, F-Ratio = 6.64, P = 0.02, $R^2 = 0.25$, n = 22 school programmes.
[68] Question 33, Table 2; Linear regression, F-Ratio = 9.23, P = 0.0065, $R^2 = 0.32$, n = 22 school programmes.

Figure 10: Percent of mentors agreeing that Franklin Scholars had developed their resilience and percent of mentors meeting Expected Progress (EP) or Above Expected Progress (AEP). School programmes are replicates.

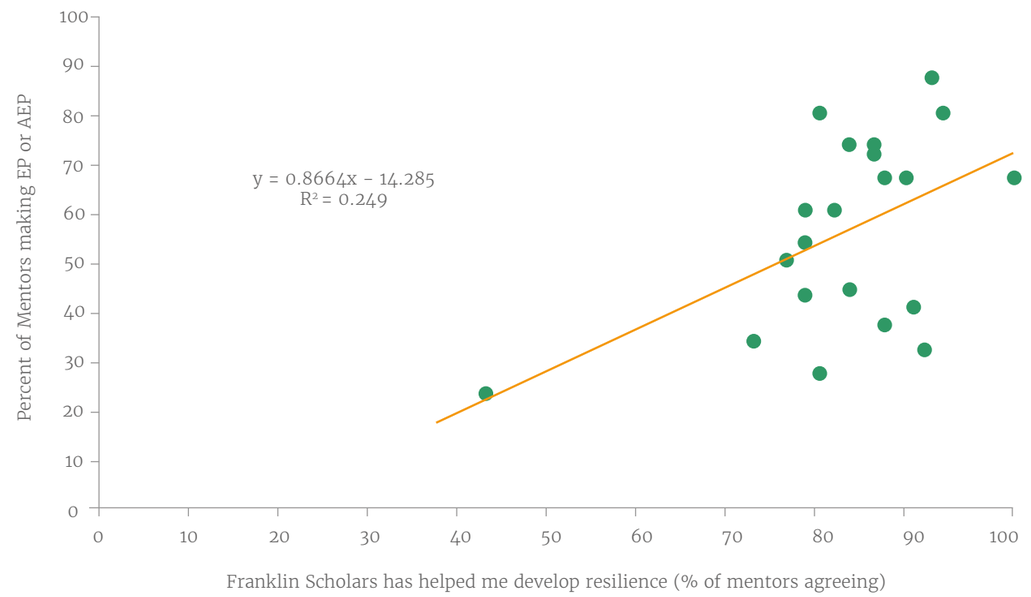
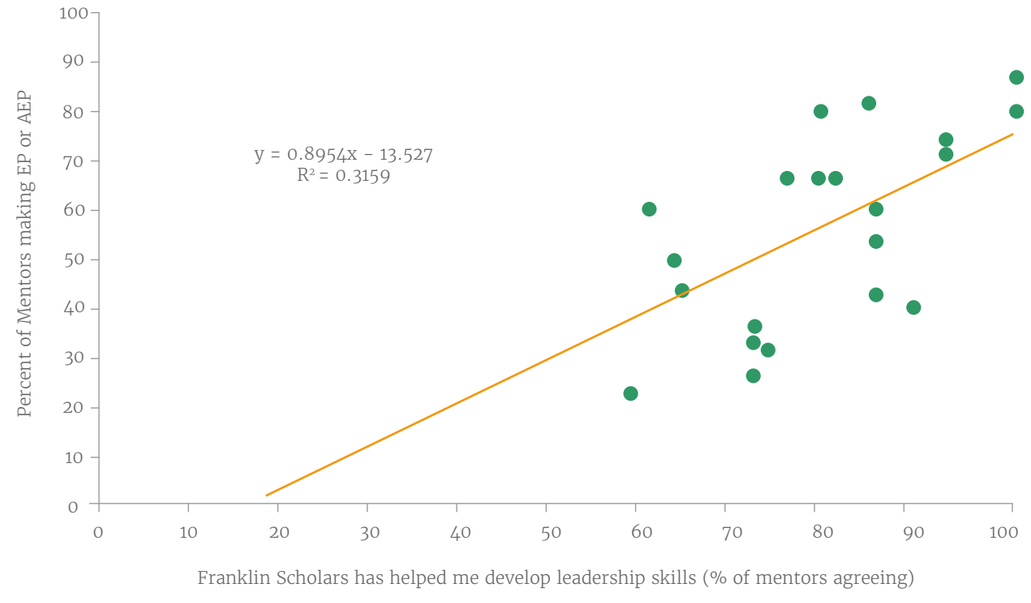


Figure 11: Percent of mentors agreeing that Franklin Scholars had developed their leadership skills and the percent of mentors meeting Expected Progress (EP) or Above Expected Progress (AEP). School programmes are replicates.



Link between Outcome Area 2 (academic attitudes) and Outcome Area 3 (academic progress):

Mentees: There was no relationship between the percent of mentees in a cohort saying the programme had improved their school attendance,[69] behaviour,[70] and enjoyment of school,[71] and the proportion of mentees in the cohort who made Expected or Above Expected Progress. There was also no relationship between the percent of mentees in a cohort saying the programme had made them feel more comfortable in school, and the proportion of mentees in the cohort who made Expected or Above Expected Progress.[72]

Mentors: There was no relationship between the percent of mentors in a cohort saying the programme had improved their school attendance,[73] behaviour,[74] and enjoyment of school,[75] and the proportion of mentees in the cohort who made Expected or Above Expected Progress.

Link between Outcome Area 3 (academic progress) and Outcome Area 4 (social action):

Mentees: There was no relationship between the likelihood of mentees saying they would like to be Franklin Scholars when they are in Year 10, and the percentage of mentees meeting Expected Progress and Above Expected Progress at the end of the school year.[76]

Mentors: As the percentage of mentors saying they are more likely to help others increased, there was a marginal increase in the percentage of mentors meeting Expected Progress and Above Expected Progress at the end of the school year (Figure 12).[77]

[69] Question 1c, Table 2; Linear regression, F-Ratio = 2.15, P = 0.16, R^2 = 0.12, n = 18 school programmes.
[70] Question 1b, Table 2; Linear regression, F-Ratio = 2.59, P = 0.13, R^2 = 0.14, n = 18 school programmes.
[71] Question 1d, Table 2; Linear regression, F-Ratio = 0.20, P = 0.65, R^2 = 0.01, n = 18 school programmes.
[72] Question 22, Table 2; Linear regression, F-Ratio = 1.52, P = 0.23, R^2 = 0.08, n = 20 school programmes.
[73] Question 1c, Table 2; Linear regression, F-Ratio = 0.36, P = 0.55, R^2 = 0.02, n = 22 school programmes.
[74] Question 1b, Table 2; Linear regression, F-Ratio = 0.30, P = 0.59, R^2 = 0.01, n = 22 school programmes.
[75] Question 1d, Table 2; Linear regression, F-Ratio = 0.53, P = 0.48, R^2 = 0.03, n = 22 school programmes.
[76] Linear Regression, F-Ratio = 0.0449, P = 0.8365, R^2 = 0.004, n = 20 school programmes.
[77] Linear Regression, F-Ratio = 8.04, P = 0.01, R^2 = 0.29, n = 22 school programmes.

Figure 12: Percent of mentors agreeing that they are more likely to help people in the future, and the percent of mentors meeting Expected Progress (EP) or Above Expected Progress (AEP). School programmes are replicates.

Discussion

Impact of the Beacon Programme on young people

Based on data collected from students, parents, and partner schools, **the Beacon Programme appears to yield positive benefits on programme participants,** some of which are evident at the end of the year-long programme, including positive impacts on participants' non-cognitive skills development, academic attitude, self-perceived level of academic skills, and agency to participate in social action projects in the future.

We found that at the end of the Programme, students self-assessed themselves as having significantly higher levels of ability in some **non-cognitive skills,** including optimism, leadership, and social awareness. In addition, the Beacon Programme positively impacted on **academic attitudes,** with significant increases in students self-reporting a desire to do well in school. The Programme also improved student attendance, behaviour, and enjoyment of school for at least one-third of students. Regarding **academic skills,** half of all students agreed that the Beacon Programme had helped in the development of academic skills, and just under half of mentees agreed the programme had improved their writing and reading skills. Nevertheless, academic progress data provided by schools did not show evidence that mentees or mentors achieved expected progress or above expected progress more often than their peers. Finally, for programme impact on **social action,** two out of three mentees completing the end-of-year survey agreed that they wanted to be a Franklin Scholar when they were older. Four out of five mentors agreed that the programme made them more likely to help others, and that they had developed leadership skills through the programme.

Impacts of the Beacon Programme on mentors

Although programme enjoyment appeared to be high for both mentees and mentors, **mentors were more likely to state that the Programme had made a difference to them and that the Programme had helped them develop useful skills.** In addition, while both mentees and mentors showed similar levels of positive impact from the programme across the four outcome areas, analyses indicated that **for mentors (but not for mentees), improvements across different impact areas of the Programme were linked.** For example, as cohorts of mentors increased higher levels of resilience and leadership through the programme, so did the average cohort rating of how well they wanted to do in school and the percentage of mentors in the cohort who made Expected or Above Expected Progress. Likewise, the percentage of mentors saying that the Programme increased their enjoyment of school and that that they were more likely to help others succeed, correlated with an increase in the percentage of mentors meeting Expected Progress and Above Expected Progress. **The positive impact on mentors may be unexpected to schools, who often assume that mentoring programmes are implemented for the benefit of mentees only. Here, we show that mentoring programmes can yield positive benefits for mentors that are as high – or higher – than those seen in mentees.**

The higher impact on mentors could be explained by a number of factors, including that mentors are selected into the programme through a competitive process. In addition, Franklin Scholars staff provide 17 hours of in-person support to mentors over the course of the school year, and only provide 3 hours of support for mentees (the remaining support being provided by mentors during their weekly workshops). Another assumption behind the greater impact on mentors could be that 'giving' (supporting and teaching others) is a more effective way of consolidating and developing knowledge and skills, than 'receiving' (being taught).

The comparatively lower impact on mentees, as compared to mentors, could be explained by a number of factors. First, although the programme is structured so that mentees 'opt in' at the start of the year, they are nevertheless referred into the programme by their schools, and may interpret this as 'punishment'. Mentee retention and engagement was a noted area of difficulty (see Lessons Learned in the main report, above) and programme improvements were brought about that included more support for mentees. For example, a training session for mentees was introduced in Year 3 of the programme and in Year 6, they started being invited to the end-of-year Celebration Ceremonies, so that we could better acknowledge their achievement of finishing the programme. In addition, the complex range of circumstances and issues faced by mentees (see Programme Participant Demographics and Profiles, above and Demographics of Beacon Programme participants, below) suggest that they could be vulnerable to more extreme challenges, including significant dips in confidence, academic progress, behaviour and attendance. Therefore the apparent lack of improvement could be interpreted as a significant achievement if, in fact, more serious dips have been avoided.

Demographics of Beacon Programme participants

It is notable that positive programme impacts were apparent, despite the complex home and life contexts within which Programme participants were living. At least a **quarter of mentees and one out of ten mentors (rising to almost three out of ten), had probable or possible depression during the course of the programme.** Three out of five mentees were Pupil Premium-eligible students and most were referred into the programme for at least two academic, social, emotional, and behavioural concerns. Given the referral reasons provided by schools, **91% of mentees could be considered at risk of exclusion or involvement in criminal activity.**[78] Meanwhile, one-third of mentors spoke English as an Additional Language.

It was notable that mentors were more likely to be female and mentees were more likely to be male. We cannot fully account for why the majority of mentors were female, however national trend has shown that women are more likely to volunteer than their male peers. A survey by the Department for Digital, Culture, Media and Sport (2019) found that 40% of women had volunteered compared to 35% of men, and as much as 67% of voluntary support for any sector being provided by women. Regarding mentees, the higher referral rates of boys into the programme may be because of gender norms being expressed through challenging behaviour (Graham *et al.* 2019). It may be for this reason the fixed period exclusion rate and permanent exclusions rates are six times and three times higher for boys than for girls, respectively (Graham *et al.* 2019).

Importance of Franklin Scholars' and school inputs on programme impact

Surprisingly, when aggregating data by schools, programme impact did not change over time, across most measures of programme impact. This, despite adjustments being made each year based on participant feedback. For example, the mentor 'handbook' and mentee 'scrapbooks' were re-designed in 2018/19 and efforts were made to ensure higher programme adherence (e.g. more consistent implementation of booster training for mentors by schools). In contrast, indicators on programme impact did occasionally vary by school. **These findings suggest that, if certain core criteria are met when putting in place a school-based peer mentoring intervention, programmes can yield many of the same positive impacts on students even in the absence of more time- and resource-intensive programme inputs.** These findings also highlight the importance of school 'buy in' for programmes, even for interventions that are delivered by third parties (such as Franklin Scholars) on school grounds.

Study limitations

There are a number of limitations to this impact study. These include: 1) a lack of data from students not on the Programme (i.e. a control group), particularly related to non-cognitive skills development; 2) use of retrospective surveys among students to assess programme impact; 3) inability to assess academic impact in a way that more accurately captures the complexities of academic attainment and progress; and 4) the use of non-validated survey tools to survey parents and students, with the exception of the WEMWBS. In addition, the academic progress and attainment data provided by schools, and the process of converting these tracking systems to a three-point scale of progress, likely masks the specific impacts of the programme on student literacy and numeracy. Limitations of the data sets have been acknowledged by Franklin Scholars in years past (e.g. in prior impact reports), and were the motivation for the launch of a Randomised Controlled Trial (RCT) across nine schools at the start of the 2019/20 academic year. This RCT saw hundreds of students across several regions of England take literacy and numeracy tests at the start of the year (as well as validated tests to measure social, emotional, and academic self-efficacy), so that we could better understand the programme impact on these two subject areas. Unfortunately, the RCT was halted following the

[78] This is based on a definition for risk as articulated by the Mayor of London's Young Londoners Fund (2019), which defined 'young people at risk of exclusion or involvement in criminal activity' as students identified as having potential to be *"excluded from school, dropping out of college or not in employment. It also includes [students]…at risk of social exclusion or isolation due to mental ill health, learning difficulties, bullying, harassment, etc., or living in a disadvantaged neighbourhood, having a low socioeconomic status, having a disrupted family, having a convicted parent or sibling, having low educational attainment etc."* (Young Londoners Fund 2018).

closure of schools due to the COVID-19 pandemic, and these data will not be available to assess the impact of the programme.

Despite the study limitation noted, above, there are a number of the strengths of this study. These include: 1) large sample sizes including data collected from schools across a wide geographic region and over several years; 2) consistent data collection over time using the same tools and procedures; and 3) data collection from a range of sources, including students, parents, and partner schools.

Conclusions

The Beacon Programme has been designed to help vulnerable young people develop a number of social and emotional skills important for success in life and at school. With a focus on supporting young people experiencing challenges that often lead to them being at greater risk of exclusion, the programme uses in-school mentors to increase a sense of belonging and help avoid drops in progress that are known to occur during school transitions. Here, data collected from 110 programmes suggest that the programme helps students develop important non-cognitive skills, and improve their academic attitude, self-perceived level of academic skills, and agency to participate in social action projects. These impact areas are important given that a **'sense of belonging' is critical to student success in school, especially among those at risk of exclusion** (Graham *et al.* 2019) and that exclusions rates increase in secondary schools, often due to poor transitions from primary to secondary school (Graham *et al.* 2019).

The positive programme impact documented here, provides further evidence of the cost-effectiveness of peer mentoring as an intervention tool for schools (EEF 2018). For context, the per-student cost of the Beacon Programme intervention to schools ranged from £124 to £165 in 2019/20 (for the entire year-long intervention and associated resources), or between £5 to £7 for every hour of mentoring that a mentee received. As such, even a single avoided exclusion as a result of the Beacon Programme, could result in a positive return-on-investment for a partner school, given that a single student exclusion can cost schools – and broader society – thousands of pounds a year (Brookes *et al.* 2007). **Promisingly, the evidence documented here suggests that – if structured well – peer-mentoring programmes can consistently result in high impacts on students, as long as a core mentoring framework is in place.** Such a framework should include having a strong Programme Leader in school, a thoughtful mentor selection and mentoring pairing process, support scaffolds for the mentoring relationship spread over the duration of the programme, and allow for the relationship to be structured so that it has a natural start, middle, and end. Building on a range of other case studies from across the education sector (e.g. EEF 2018), **the evidence presented here confirms that well-structured peer mentoring programmes are a cost-effective intervention for schools looking to support vulnerable young people, particularly those going through a tricky transition.**

Contributors

This report was authored by (in alphabetical order): Jessica Barratt; Georgia Brown; Laina Pattni; and Kim Reuter, PhD.

Acknowledgements

Thanks to Marni LaFleur, PhD (University of San Diego, USA), Peter Reuter, MD, PhD (Florida Gulf Coast University, USA), Melissa Schaefer, PhD (University of Utah, USA; Salt Lake Community College, USA) for providing feedback that improved the quality of this technical report. Thanks to Olly Offord for his diligent work on building the Beacon Programme monitoring and evaluation framework during his time at Franklin Scholars and to Yasmin Ibison for background research. Thanks also to the Teach First Innovation Unit, Fair Education Alliance, and Nesta, for providing critical expertise on monitoring and evaluation from 2013/14 to present. Many thanks to all partner schools, and their staff, for supporting Franklin Scholars' efforts in data collection, and for being implementation partners for the Beacon Programme. Thanks to all donors, supporters, and partners of Franklin Scholars Limited and Franklin Scholars Charitable Trust.

Conflict of Interest statement

The production of this impact report was authored by staff of Franklin Scholars Limited. Production of the impact report was funded using organisational resources earmarked for impact evaluation, including a Nesta Future Ready Grant.

Literature Cited

Action for Children (2017) *It starts with Hello.* Action for Children & Jo Cox Loneliness: Watford, UK.

Allensworth, E., Beechum, N., Farrington, C., Johnson, D., Keyes, T., Nagaoka, J., and Roderick, M. (2012) *Teaching Adolescents To Become Learners: The Role of Noncognitive Factors in Shaping School Performance: A Critical Literature Review.* Chicago: University of Chicago Consortium on Chicago School Research.

Blackwell, L.S., Trzesniewski, K.H., and Dweck, C.S. (2007) Implicit theories of intelligence predict achievement across an adolescent transition: A longitudinal study and an intervention. *Child Development.* 78(1): 246-263.

Brookes, M., Goodall, E., and Heady, L. (2007) *Misspent youth: the cost of truancy and exclusion.* New Philanthropy Capital: London, UK.

Coleman, N., Sykes, W., Groom, C., and Independent Social Research (ISR) (2017) *Peer support and children and young people's mental health.* Department for Education: London, UK.

Department for Digital, Culture, Media and Sport (2019) *Community life survey and taking part survey 2017-18: Focus on volunteering by age and gender.* Department for Digital, Culture, Media and Sport: London, UK.

Department of Education (2011) *How do pupils progress during Key Stages 2 and 3? Research Report DFE-RR096.* Department of Education: London, UK.

Department of Education (2016) *DfE Strategy 2015-2020: World-class education and care.* Department of Education: London, UK.

Graham, B., White, C., Edwards, A., Potter, S., and Street, C. (2019). *School exclusion: A literature review on the continued disproportionate exclusion of certain children.* Department of Education: London, UK.

Education Endowment Foundation [EEF] (2018) Mentoring. Available online: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mentoring

Farrington, C.A., Roderick, M., Allensworth, E., Nagaoka, J., Seneca Keyes, T., Johnson, D.W., and Beechum, N.O. (2012) *Teaching adolescents to become learners: The role of noncognitive factors in shaping school performance, a critical literature review.* University of Chicago Consortium on Chicago School Research: Chicago, USA.

Gray, G., and Weare, K., (2003). *What Works in Developing Children's Emotional and Social Competence and Wellbeing?* Department for Education and Skills.

Gutman, L., and Schoon, I. (2013) The impact of non-cognitive skills on outcomes for young people. *Education Endowment Foundation* London: England, 1-57

Heckman, J. (2014) Skills and Scaffolding. In: *Essays on Character and Opportunity.* Center on Children and Families at Brookings: Washington, USA.

Haney, P., & Durlak, J.A. (1998) Changing self-esteem in children and adolescents: a meta-analytic review. *Journal of Clinical Psychology.* 27: 423-433.

Jarjoura, G.R., Tanya, M., Forbush, J., Herrera, C., and Keller, T.E. (2018) *Evaluation of the mentoring enhancement demonstration program: Technical Report.* American Institutes for Research: Washington, DC, USA.

Martinek, T., Schilling, T., and Hellison, D. (2006) The development of compassionate and caring leadership among adolescents. *Physical Education and Sport Pedagogy.* 11: 141-157.

Mental Health Foundation (2018) 70% of Scotland's teachers lack training to address mental health problems in schools. Available online: https://www.mentalhealth.org.uk/news/70-scotlands-teachers-lack-training-address-mental-health-problems-schools

Office of National Statistics (2018) *Children's and young people's experiences of loneliness: 2018.* Office of National Statistics: London, UK.

OECD (2011) *Equity and quality in education – supporting disadvantaged students and schools.* OEC: Paris, France.

Oyserman, D., Terry, K., and Bybee, D. (2002) A possible selves intervention to enhance school involvement. *Journal of Adolescence.* 25: 313-326.

Rabin, M., and Schrag, J. L. (1999) First impressions matter: a model on confirmatory bias. *The Quarterly Journal of Economics.* 114: 37-82.

Seligman, M. (2014) Free Will: *The Missing Link Between Character and Opportunity in Essays on Character and Opportunity.* Center on Children and Families at Brookings: Washington, USA.

Sharpe, R., Abrahams, I., and Fotou, N. (2018) Does paired mentoring work? A study of the effectiveness and affective value of academically asymmetrical peer mentoring in supporting disadvantaged students in school science. *Research in Science & Technological Education.* 36: 205-225.

Shoshani, A. and Shartz, L. (2018) From character strength to children's well-being: development and validation of the character strengths inventory for elementary school children. *Frontiers in Psychology.* 9:2123.

Topping, K. J. (2005) Trends in peer learning. *Educational Psychology.* 25 631-645.

Young Londoners Fund (2019) *Young Londoners Fund: Helping children and young people make positive choices. Round 2 Prospectus.* Mayor of London: London, UK.

Walton, G.M., and Cohen, G.L. (2007) A question of belonging: Race, social fit, and achievement. *Journal of Personality and Social Psychology.* 92: 82-96.

Warwick Medical School (2020) The Warwick-Edinburgh Mental Wellbeing Scales. Available online: https://warwick.ac.uk/fac/sci/med/research/platform/wemwbs

www.franklinscholars.org
hello@franklinscholars.org