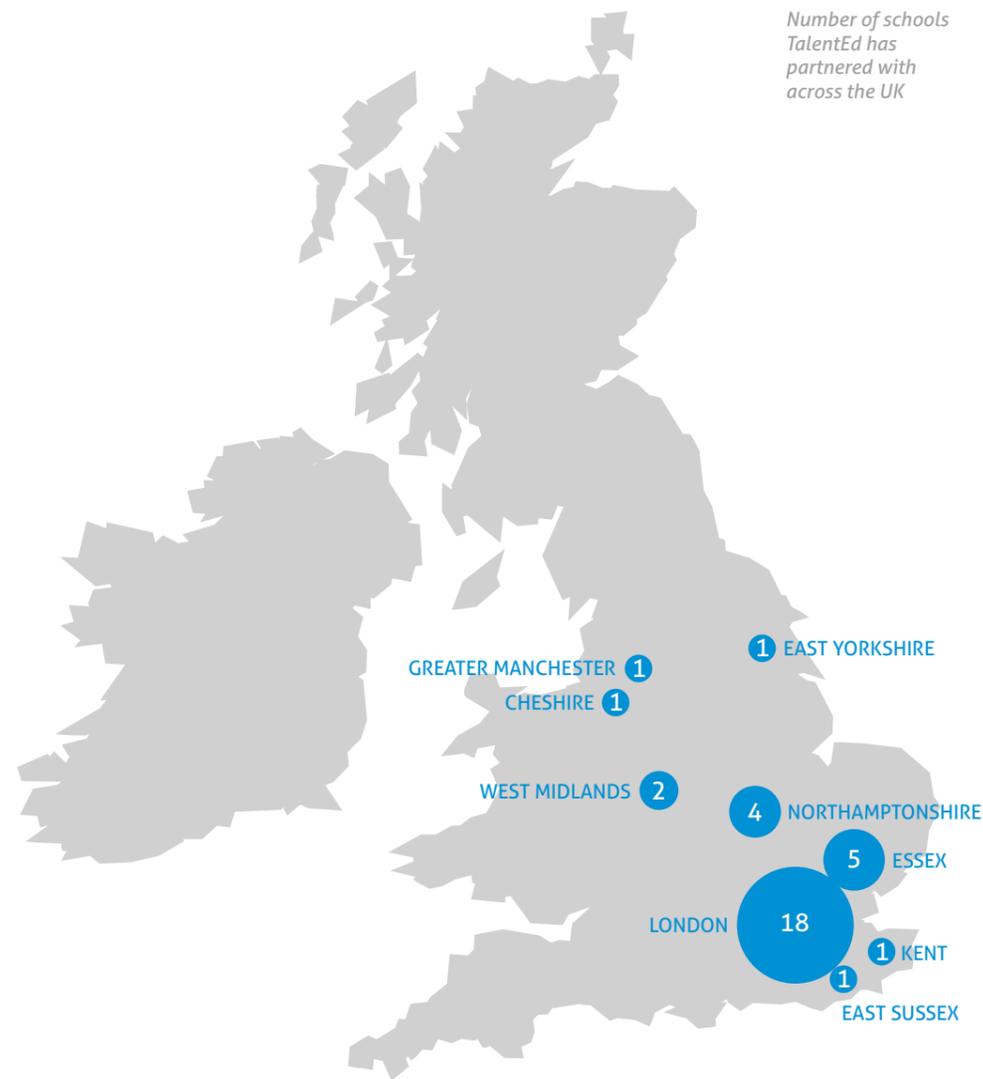




# Partner Schools



## London

ARK Burlington Danes Academy  
 ARK Elvin Academy  
 ARK Walworth Academy  
 Capital City Academy  
 Fulham College Boys' School  
 Fulham Cross Girls' School  
 Harrow High School  
 Kantor King Solomon High School  
 Kensington Aldridge Academy  
 Kingsley Academy  
 Kingsdale Foundation School  
 Oasis Academy Hadley  
 Petchey Academy  
 Phoenix Academy  
 Pimlico Academy  
 Sacred Heart High School  
 Totteridge Academy  
 West London Free School

## Essex

Gateway Academy  
 Harris Academy Chafford Hundred  
 Hassenbrook Academy  
 Hathaway Academy  
 St Clere's School

## Northamptonshire

Kettering Buccleuch Academy  
 Kingswood Secondary Academy  
 Southfield School for Girls  
 Weston Favell Academy

## West Midlands

Shenley Academy  
 Shire Oak Academy

## Cheshire

The Heath School

## East Sussex

ARK Helenswood Academy

## East Yorkshire

Bridlington School

## Greater Manchester

Collective Spirit Free School

## Kent

Victory Academy

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"Students have made improved academic progress, confidence and self-esteem."

Paul, Head of Year  
 Kantor King Solomon High School



"I have gained determination, motivation and boosted my mind into more creative thinking."

Hibba\*  
 TalentEd student



"My bright students have gained social skills, learned from each other and gained confidence in a number of key areas: considering alternative solutions to problems, working out ideas collectively, expressing ideas publicly, organising their study time and generally reflecting more critically on the learning process."

Richard  
 TalentEd Tutor



"I have learned to speak to different people and audiences. I also started revising, which I thought would never happen!"

Harry  
 TalentEd student

\*All student names have been changed throughout

# What we do and why

A year-long programme of weekly focused small group sessions



TalentEd is a registered charity that offers high-ability disadvantaged young people a **year-long programme of weekly focused small group sessions**. Our qualified teachers and inspirational role models improve grades and academic and career options.

**High ability students from low income backgrounds do not fulfil their academic potential.** Bright but poor pupils in England and Scotland (in the top 10% of achievement nationally, but the lowest quarter socio-economically) are substantially behind bright well-off pupils academically – a gap of around 2 years and 8 months (Sutton Trust, 2017).



**These students also miss out on university and career opportunities.** The 2014 Social Mobility and Child Poverty Commission Report tells us that the most advantaged children are six times more likely to go to university than the most disadvantaged. In addition, those from low income backgrounds are more than twice as likely to be unemployed.

We work with bright students who are eligible for Free School Meals or who attend schools with higher than average levels of Free School Meals. **Together with the school, we select a cohort of high prior attainers who are no longer on track for top grades.** For example, secondary school pupils who achieved level 5s at Key Stage 2, but who are no longer on track for three 7-9/A-A\* grades at GCSE.



To contribute to our costs, **we charge schools dependent on the size of the cohort** that need support. Schools often consider this to be a good use for parts of their Pupil Premium or Aim Higher budgets. As a registered charity, **we also receive grant funding** to help subsidise our processes, reducing the cost to schools.

2014 Social Mobility and Child Poverty Commission Report

THOSE FROM **LOW INCOME** BACKGROUNDS ARE **TWICE** AS LIKELY TO BE **UNEMPLOYED**



## Our small groups

TalentEd tutors build a nurturing relationship with their small group of the same 4 students each week. The evidence in the Education Endowment Foundation Toolkit (2014) states that smaller groups allows for more sustained engagement from pupils and work that is more closely matched to learners' needs which builds more effective feedback.



## Our expert teachers

TalentEd's expert teachers are all qualified, with years of experience in schools. Ofsted's 2012/2013 Annual Report confirms, as you might expect, that stronger teaching comes from experienced teachers. The 2014 EEF evidence shows the quality of teaching increases the effectiveness of small group tuition. TalentEd is therefore committed to quality. In addition to our tutors' qualifications and experience, we have a rigorous recruitment process, ongoing support and regular appraisals.



## Our partnerships

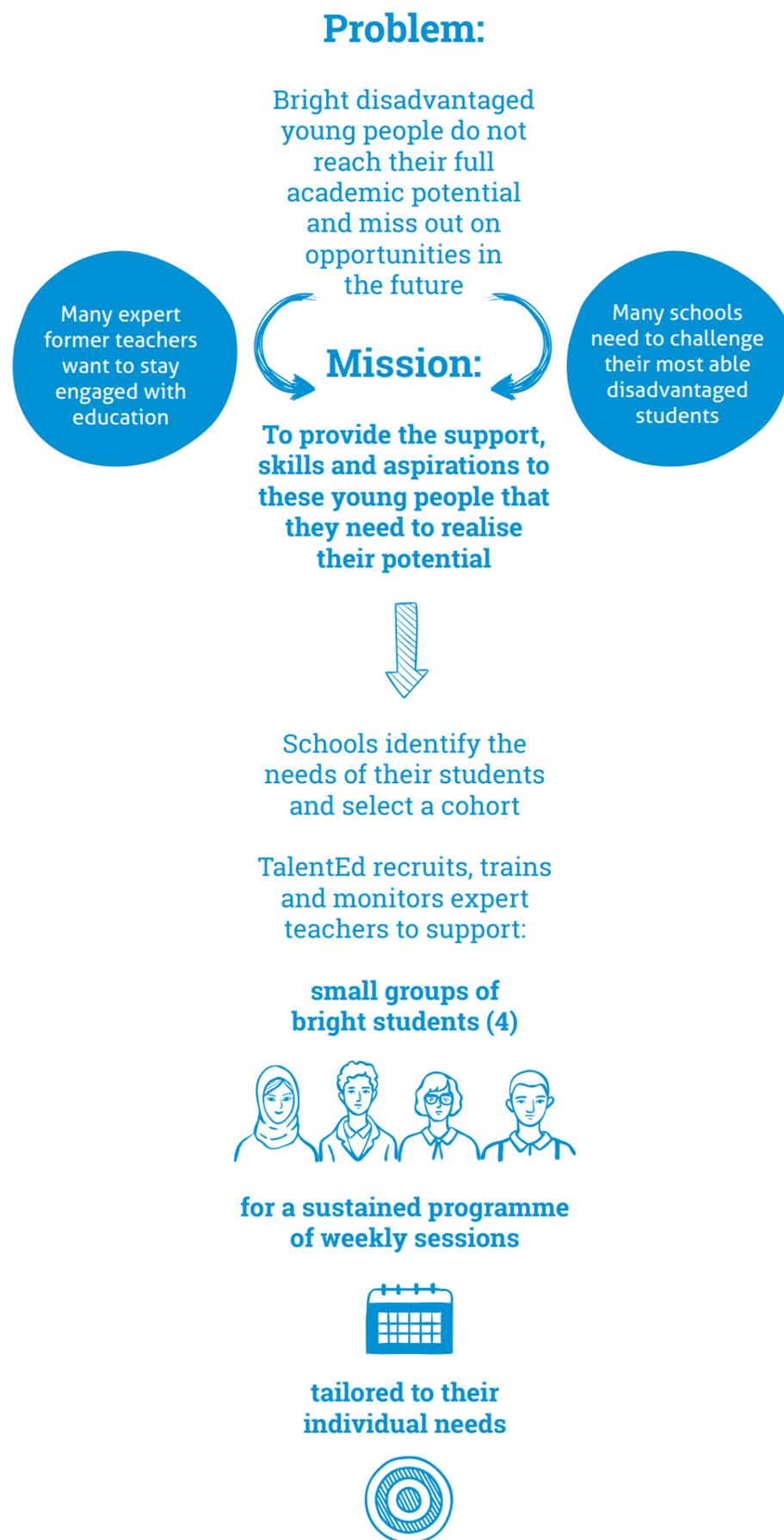
Each TalentEd partner school is assigned a TalentEd School Relations Manager. Our School Relations Manager will work closely with a Link Teacher (a member of school staff) to deliver the programme.

The most advantaged children are **6x more likely to go to university** than the most disadvantaged

2014 Social Mobility and Child Poverty Commission Report



Sutton Trust, 2017



## Programme Outcomes:

### Our bright students:

- increase their confidence 
- are better able to set goals & evaluate their progress 
- develop self-awareness & a growth mindset 
- improve their subject knowledge & understanding 
- develop good revision techniques 
- improve their exam techniques 
- are inspired about different options 
- understand the progression routes available 
- develop good application & interview techniques 
- Improve GCSE grades & future options 

### Vision:

Every young person has the support, skills & aspirations to realise their potential



"Our pupils are excited and challenged by the TalentEd programme. TalentEd's tutors use a range of engaging activities to close the learning gap and develop higher order thinking. Our TalentEd pupils apply what they learn; they are more resilient and more autonomous learners as a result of taking part in the programme."

Kevin, Assistant Principal  
Hathaway Academy



"I now have career plans and I know how to achieve them. I have interview skills and an expert CV ready for the summer. Plus I've got more confidence in my own skills!"

Kayla  
TalentEd student



"TalentEd has helped our students to develop their communication and critical thinking skills. It has helped them learn how to organise their thinking and develop lines of inquiry. These skills have transferred to the classroom and have been instrumental in helping them improve their attainment."

Ala, Head of year  
ARK Elvin Academy



"TalentEd tutors helps those pupils sitting comfortably on Bs who could do even better with additional intervention, support, guidance and resilience – all those things you need to become an A\* student."

Annabel, Principal  
ARK Elvin Academy

TalentEd programmes run for 21 sessions for an hour a week during school term-time. Our partner schools select from one of the following three programmes, depending on the needs of their bright students:

### Example Programme Overview

## Study skills, confidence & aspirations

- 1 Introduction
- 2 Mindsets
- 3 Problem solving
- 4 Analysing Information
- 5 Metacognition
- 6 Planning & structuring arguments
- 7 Debate
- 8 Medical scenarios
- 9 Oil Trading challenge
- 10 Mock Trial
- 11 Essay writing
- 12 How to improve (redrafting)
- 13 Reflection and goal-setting
- 14 Future options (1-2-1s)
- 15 Applications, personal statements & CVs
- 16 Interview techniques
- 17 Group revision activities
- 18 Revision techniques
- 19 Revision & 1-2-1s
- 20 Exam technique
- 21 Graduation & reflection

### Example Programme Overview

## Study skills & revision

- 1 Introduction
- 2 Mindsets
- 3 Metacognition (how to plan, monitor & evaluate progress)
- 4 Revision techniques
- 5 Resilience (Problem solving in Maths)
- 6 Science challenge (Medical scenarios)
- 7 Independent revision & 1-2-1s
- 8 Planning & structuring arguments
- 9 Debate
- 10 Essay writing
- 11 How to improve (redrafting)
- 12 Reflection and goal-setting
- 13 Maths challenge (Oil Trading)
- 14 Revision & 1-2-1s
- 15 Group revision activities
- 16 Exam techniques
- 17 Group revision activities
- 18 Revision & 1-2-1s
- 19 Revision & 1-2-1s
- 20 Exam practice & 1-2-1s
- 21 Graduation & reflection

### Example Programme Overview

## Subject-specific

Targeted support in a particular subject such as Science, English or Maths.

## Improved study skills

In 2016-17, our bright students worked with their tutors to improve the skills they need to reach their academic potential, including their ability to solve problems, write essays, revise, answer exam questions, plan and evaluate their progress.

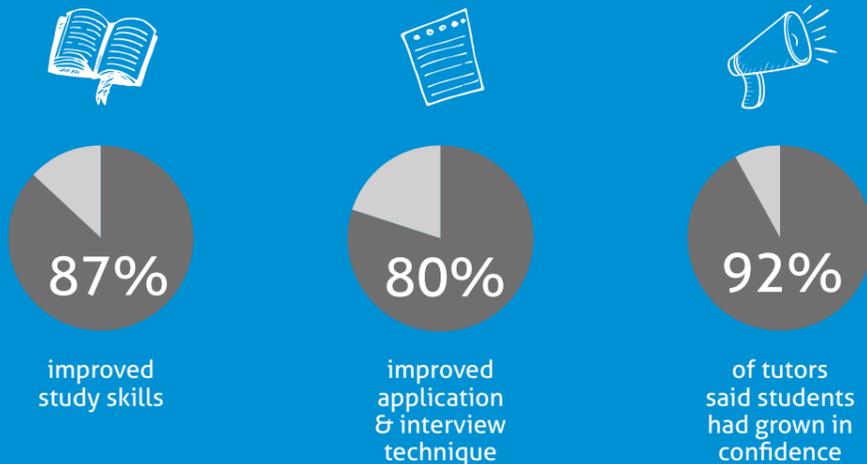
In our end of programme surveys, the majority of students reported that their study skills had improved: 87% felt they had improved their study skills.

## Improved future options

In preparation for the future, our students explored post-16 options and developed their application and interview techniques. By the end of the programme, 80% of students felt they had improved their application and interview technique.

## Improved confidence

Our tutors could see their students growing in confidence as they improved in other areas: 92% of tutors reported their students had grown in confidence. We asked school staff what their students had gained from the programme, and confidence was often high on the list.



## Improved grades

In one school in London, Progress 8 scores improved by an average of 7 points.

In another school in Hastings, Attainment 8 scores improved by an average of 8 points.



## Praise from Ofsted for 'targeted support'

A number of our partner schools have been inspected by Ofsted. These schools had chosen to use some of their Pupil Premium budget to partner with TalentEd and Ofsted Inspectors reported that this was an effective use of the funds:

*"The pupil premium is used effectively by providing targeted support for those pupils who need it [...] Targeted support and enrichment opportunities have helped those eligible students make gains in their learning."*

**Kingsley Academy Ofsted report**

Our students made a wide range of improvements because our tutors provided targeted support to meet the needs of their students. This image shows the most common answers to the question, 'what did you achieve with TalentEd?':



In 2016-17 we delivered:  
**1,728**  
hours of personalised support



# Our Impact

## Case Study – Debbie



Debbie was a high achiever at Primary school but had lost confidence since moving to Secondary school and her attainment had slipped. She completed her work and behaved well but was capable of much more.

Debbie's trajectory is typical of bright students from disadvantaged backgrounds in the UK. Debbie is eligible for free school meals (FSM) because her family's income is below £16190, and she attends a school with above average levels of FSM students.

Debbie needed to be supported and challenged to reach her potential. During her time on the TalentEd programme, her tutor challenged her to improve her academic skills and explore her future options and as result her confidence improved. Her grades have improved and her tutor reported that she was 'blossoming' as a result of the weekly support.

At home, Debbie had been told a career in Medicine was out of reach but with the support of her tutor, Debbie now knows what she needs to do to achieve her ambition and is excited for the future.

*Debbie's tutor reported that she was 'blossoming' as a result of the weekly support.*



## Debbie's progress

**+1.14  
POINTS**



PROGRESS 8  
SCORE

**+9  
POINTS**



ATTAINMENT 8  
SCORES

LEVELS  
**6-8**  
in all  
GCSE  
subjects

Her self-assessment survey answers reveal the progress she has made. For example, before the programme she said she was 'not at all' able to revise, but by the end of the programme she felt she could revise 'extremely well'.

Similarly, she described her understanding of the application process as 'very poor' before the programme and by the end of the programme she said that her understanding was 'very good'. Debbie felt she had really benefited from the support she received:

*"I feel like I have achieved a great deal in terms of my knowledge and abilities."*

Debbie's school teacher said that TalentEd had an 'outstanding' impact on the attitude and confidence of Debbie and her peers. Debbie agreed and attributed improvements in the following areas to working with TalentEd:



**Applications & interviews**



**Study skills**



**Growth Mindset**



**Communication**

*Debbie now knows what she needs to do to achieve her ambition and is excited for the future.*



*Debbie's school teacher said that TalentEd had an 'outstanding' impact on the attitude and confidence of Debbie and her peers.*



# Our Supporters

Since 2012, TalentEd has helped hundreds of bright young people from low income backgrounds. This would not have been possible without support from:



# Acknowledgments

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