

Royal SpringBoard Impact Report

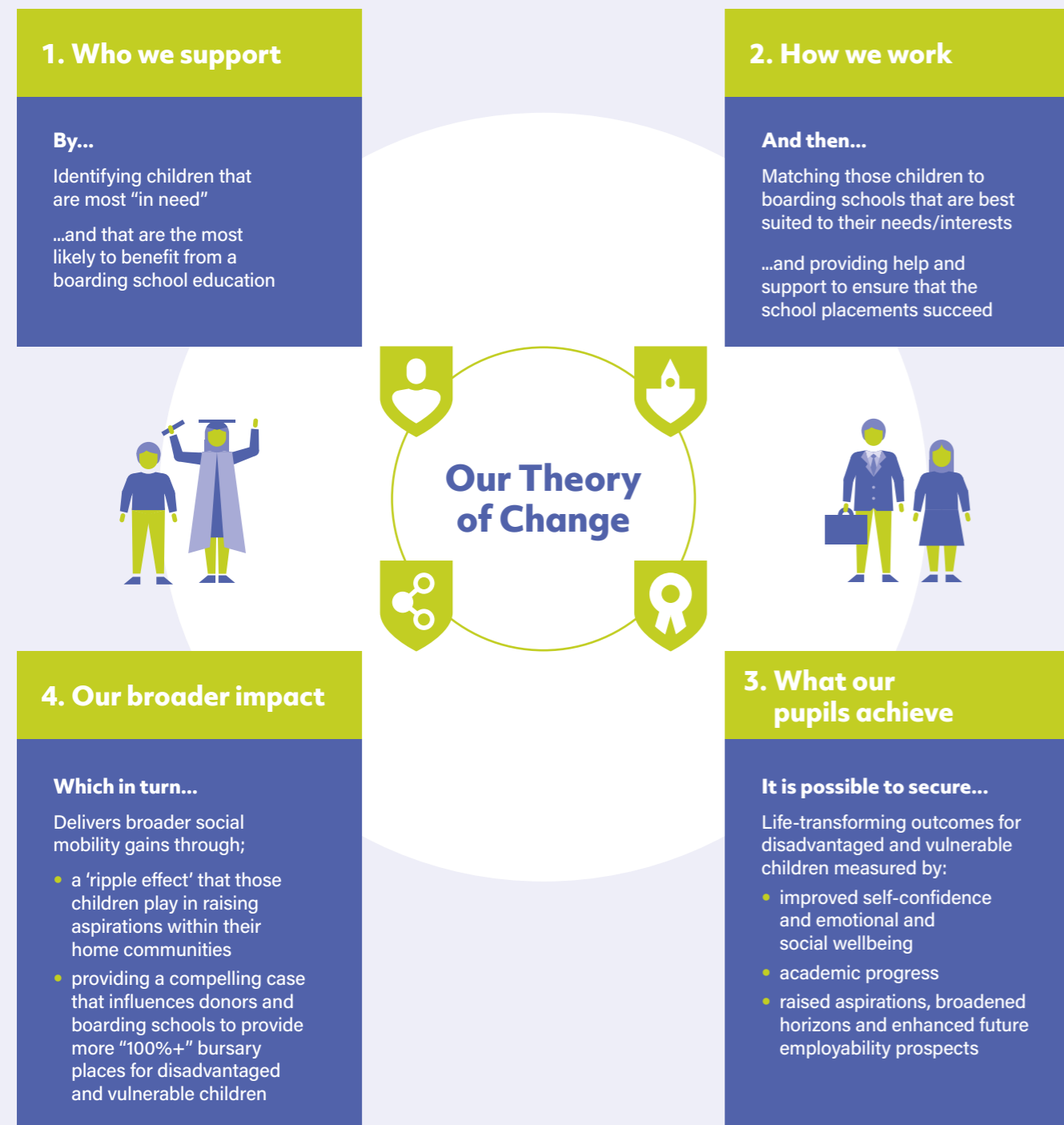
Robust evidence to show that the opportunity of a boarding school education can be genuinely life-transforming for disadvantaged and vulnerable children.



Our approach to transforming lives



This 'theory of change' informs the measures and analysis contained in this report and is central to helping us to understand whether we have achieved the changes we intended to achieve.



Welcome

Royal National Children's SpringBoard Foundation is the UK's largest boarding school bursary charity helping disadvantaged and vulnerable children across the UK. It was formed in 2017 with the merger of The SpringBoard Bursary Foundation and Royal National Children's Foundation.

In this report we set out to demonstrate our impact by showing how boarding school bursaries can not only provide life-transforming opportunities for disadvantaged and vulnerable children and young people, but also make a significant contribution to broader social mobility in the UK.

The report was prepared by Ali Henderson (Assistant Director, Impact Assessment). The findings are based on an analysis of 716 pupils supported by Royal SpringBoard to date, of whom approximately 300 have taken GCSEs and/or A-levels during their bursary placements; and 200 have progressed to post-school destinations. Data on their public exam results and Higher Education progression are compared with relevant benchmarks from Department for Education publications; extensive interviews undertaken with alumni and schools' staff; and an evaluation survey completed by a representative sample of more than 100 current pupils. The impact assessment approach builds on the earlier evaluation into The SpringBoard Bursary Foundation's work, conducted between 2013-18 by the National Foundation for Educational Research.¹

Index

Foreword, Highlights & Introduction	4
Why We Exist	7
Our approach to transforming lives:	
Who we support	8
By identifying children that are the most in need of, and most likely to benefit from, a boarding school education	
How we work	11
Matching those children to boarding schools that are best suited to their needs, as well as providing help and support to ensure that the school placements succeed	
What our pupils achieve	16
It is possible to achieve life-transforming outcomes for disadvantaged and vulnerable children in terms of both academic progress and future employability prospects	
Our broader impact on social mobility in the UK	23
Which in turn delivers broader social mobility gains through a 'ripple effect' that those children's successes play in raising aspirations within their home communities, and by providing a compelling case for more "100%+" bursary places for disadvantaged and vulnerable children	
Our plans for the future	27

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Foreword

Royal National Children's SpringBoard Foundation provides children and young people with life-transforming opportunities through access to fully-funded places at boarding schools across the UK.

The charity was formed in 2017 with the merger of The SpringBoard Bursary Foundation (SpringBoard) and Royal National Children's Foundation. This is our first Impact Report since the merger and charts the outcomes achieved since 2012 (the year SpringBoard was founded), including those achieved by the merged charity since 2017.

Since 2012, we have worked with more than 700 children and young people and 90 schools to ensure that genuinely deserving children and young people from low-income families have access to bursaries at leading schools. Now, as a stronger combined charity, we aim to have directly transformed over 2,000 lives through full bursaries by 2024.

For us, impact is about ensuring that every pupil we support makes the most of the life-transforming opportunities that a fully-funded boarding school place opens up to them. It is also about building a 'ripple effect' out into these children and young people's home communities, so that we help to shift the aspirations and achievements of a growing number of children born into poverty or facing disadvantage within the UK.

We work with children from areas of high social deprivation. Many lack strong role models, support and stability at home and a large number are at risk of being taken into the care system. For children like this, a boarding school education provides the opportunity to access a future not tied to where they started in life.

Ian Davenport

CEO, Royal National Children's SpringBoard Foundation

Hereafter referred to in this Report as 'Royal SpringBoard'

Our work is unique in that it fully embraces a 'Whole Child' approach,² which avowedly does not cherry-pick the best and the brightest from the state sector. Instead, we seek to find appropriate boarding school places for all children who will benefit, whatever their educational profile.

Beyond securing boarding school places we work with a range of community and mentoring organisations, state schools (typically those without their own Sixth Form provision) and Local Authorities to provide each child with significant pastoral support throughout their school years. It is now wonderful to have robust evidence that shows this approach is helping to transform lives.

This report draws on both qualitative and quantitative evidence to give you a picture of how we are making an impact. Both sources are equally relevant; the individual stories of our children are just as important to us as the metrics of exam success.

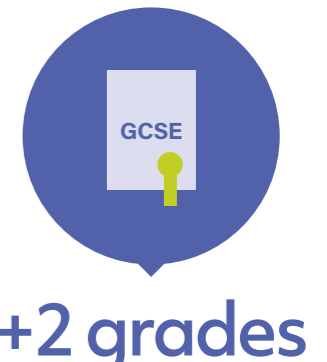
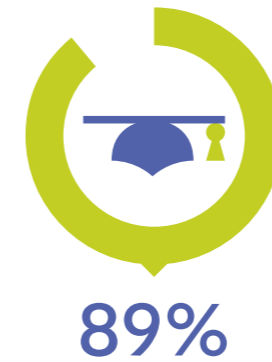
Perhaps the finding I am most proud of is that such a large proportion of the pupils that we have supported to date are in some form of sustained employment, education or training. We have record numbers attending top universities, as well as alumni who are optimistic about the apprenticeship places that they have secured. Others are entering the armed forces or taking up secure employment – and all of this makes me unimaginably proud.

The next step for us is to build on these findings with even more sophisticated analysis in future reports. This is fundamental to our ability to reflect on both the strengths and weaknesses of our approach – and keep on improving it. We also hope that this analysis will drive further changes across the education sector – and ensure that more children and young people can access the life-transforming opportunities of a boarding school education.



'We are dealing with the lives of young people and feel keenly our obligation to monitor our impact and adapt as required. We are delighted that the analysis shows that for the vast majority of the pupils that we support, the impact is overwhelmingly positive - and that our efforts to have a broad impact on both the lives of individual children and the communities they come from, are bearing fruit.'

Our highlights



3. Throughout the report we compare our pupils' performance against two Department for Education benchmarks: (1) 'disadvantaged pupils nationally' (defined as those pupils that are known to have been eligible for Free School Meals in the past six years, or are recorded as having been looked after for at least one day; and (2) 'Children in Need (defined as those pupils who are 'unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired without the provision of services'. See page 16 for a full explanation of when relevant benchmarks are selected. Comparison figures quoted are taken from the most recently available statistics, which are 2018 unless otherwise specified.

2. A 'Whole Child' approach to education moves away from a focus on narrowly defined academic achievement to one that promotes the long term development and success of children – making sure that they are healthy, safe, supported and engaged, as well as being academically challenged.

A message from our Royal Patron...

My Great Grandmother, Queen Mary, became the first Royal Patron of the Royal Wanstead Foundation,⁴ the founding charity which merged with The SpringBoard Bursary Foundation in 2017. I am delighted, as Patron, to be following her and her successors' commitment to, and enthusiasm for, Royal National Children's SpringBoard Foundation.

The charity enables many children, who through no fault of their own, are facing considerable difficulties in their lives, to access the life-transforming opportunities provided by both independent and state boarding schools.

This report confirms that disadvantaged and vulnerable children who are supported to attend boarding schools, working closely with the charity and community partners, can achieve considerable success. It demonstrates that academically, pastorally and socially, these children flourish in their schools and beyond. It shows that those who are supported by bursaries feel a responsibility to encourage their friends and peers at home to raise their aspirations. Community partners estimate that each child that the charity has supported has a positive effect on at least twenty young people in their community.

The charity has ambitious plans to help many more children over the coming years. I hope this report will encourage people to support our highly worthwhile cause.



**HRH
The Princess Royal**
Patron,
Royal SpringBoard

Introduction from our Chair

For all of us involved in the role of education in enhancing social mobility in the UK, this report gives many reasons to be encouraged.

It shows that boarding school placements increase the likelihood of significantly improved educational attainment and employment chances for disadvantaged and vulnerable children and young people.

The findings are based on an analysis of more than 700 children and young people, made up of both legacy pupils from Royal National Children's Foundation and those from The SpringBoard Bursary Foundation. This includes 300 who have taken public exams to date and 200 who have left school for employment or higher education. They prove that boarding school placements really can help to transform lives.

I hope that this report will form a valuable source of reference for all boarding schools – those that

we work with and others – and for professionals involved in seeking to improve the lives of children and young people across the UK.

"It is our ambition to increase substantially the number of children from disadvantaged backgrounds who are able to receive these life-transforming bursaries. This report gives us well-researched facts to demonstrate the power of these bursaries to individual children and their communities."

A heartfelt thanks, on behalf of all the Trustees and staff, to Credit Suisse for supporting this report, and to the many generous individual donors, Trusts, Foundations, schools and other funders who support our work.

You make possible all that we and the children and young people achieve and we are very grateful.



**Robert
Swannell CBE**
Chair of Trustees,
Royal SpringBoard

A message from our corporate supporter...

The Credit Suisse EMEA Foundation is pleased to have been able to support Royal SpringBoard in this, its inaugural Impact Report.

Credit Suisse has been involved with Royal National Children's Foundation since 2013, and with the merger to create 'Royal SpringBoard', we were able to build on that support with funding for the 'Whole Child' agenda work which helped to shape the operating model during the merged charity's first year.

We were delighted to be able to help fund the rigorous data analysis needed to not only demonstrate Royal SpringBoard's impact, but also help them to further improve their programmes.

Too little is known about whether bursary provision can make a marked impact on social mobility in the UK. The depth of analysis in this Impact Report makes a valuable contribution to this – providing the evidence to support the role of bursary funding and the boarding school sector more broadly in improving the educational attainment, aspirations and employability of young disadvantaged people.

We are proud of the work we are doing together, not just in offering financial support, but also in being able to offer work experience and other opportunities to the children and young people supported through the Royal SpringBoard bursary programme. We are looking forward to working with the charity as it develops its ambitious scaling plans.



**Colin
Hely-Hutchinson**
Chairman,
Credit Suisse
EMEA Foundation

Why we exist

Every child deserves the chance to fulfil their potential and achieve the best educational outcomes possible, whatever their background and whatever their path.

For many years, government efforts to improve social mobility have failed to deliver progress in reducing the gap between the richest and poorest in Britain.

Today, more than a fifth of the population live on incomes below the poverty line and nearly one in three children live in poverty. Inequality has become deeply entrenched, with the income of the top 20% of households now six times that of those of the bottom 20%.⁵

Despite significant reforms to schools in recent years and some success in improving results and raising standards, disadvantaged and vulnerable children are still failing to achieve their potential in school.

This has a lasting impact. Poor educational performance remains one of the main barriers to children moving out of poverty.

Education is the key that unlocks opportunity

A good education, in its broadest sense, with the qualifications to show for it, can transform lives for the better.

For those born into circumstances of disadvantage or deprivation, a boarding school education offers more than high-quality teaching and learning; it can also provide a supportive and stable pastoral environment where expectations are high and aspiration is encouraged. As a result, children flourish.

The evaluation of our work undertaken by the National Foundation for Educational Research over a five-year period from 2013-2018 found that pupils' aspirations 'had been raised by being in an environment of ambitious and competitive individuals where high expectations were the norm'. It also noted that pupils were 'being made aware of the vast array of opportunities open to them, through careers activities [and] making connections with people who would help them succeed in life' and that as a result, they were 'reporting positive developments in their social skills, interactions, confidence and wellbeing'.

This chance to thrive should be available to all children and young people, regardless of their family circumstances. That is what our work sets out to achieve.

A story of widening inequality



37%

of disadvantaged pupils leave school without having achieved 5 'strong' GCSEs (graded A*-C/9-5)⁶



16%

only 16% get the equivalent of 2 A-levels⁷



5%

only 5% gain places at the most selective Universities⁷



-11.5%

Going to university is no guarantee of achieving a well-paid career if you are born into disadvantage. Five years after leaving university, graduates from disadvantaged families earn on average 11.5% less than their less disadvantaged peers⁵

'Being born privileged means you are likely to remain privileged. But being born disadvantaged means you may have to overcome a series of barriers to ensure you and your children are not stuck in the same trap.'

Social Mobility Commission
'State of the Nation' Report, 2019⁵

⁵ Source: State of the Nation 2018-19: Social Mobility in Great Britain, August 2019

⁶ Source: Children's Commissioner briefing: 'The children leaving school with nothing', September 2019

⁷ Source: Department for Education "Destinations of Key Stage 4 and Key Stage 5 students, England, 2016/17" Official Statistics, November 2017

Who we support



Since 2012, the combined charities that now make up Royal SpringBoard have supported more than 700 children and young people that are most in need of, and most likely to benefit from, a bursary.

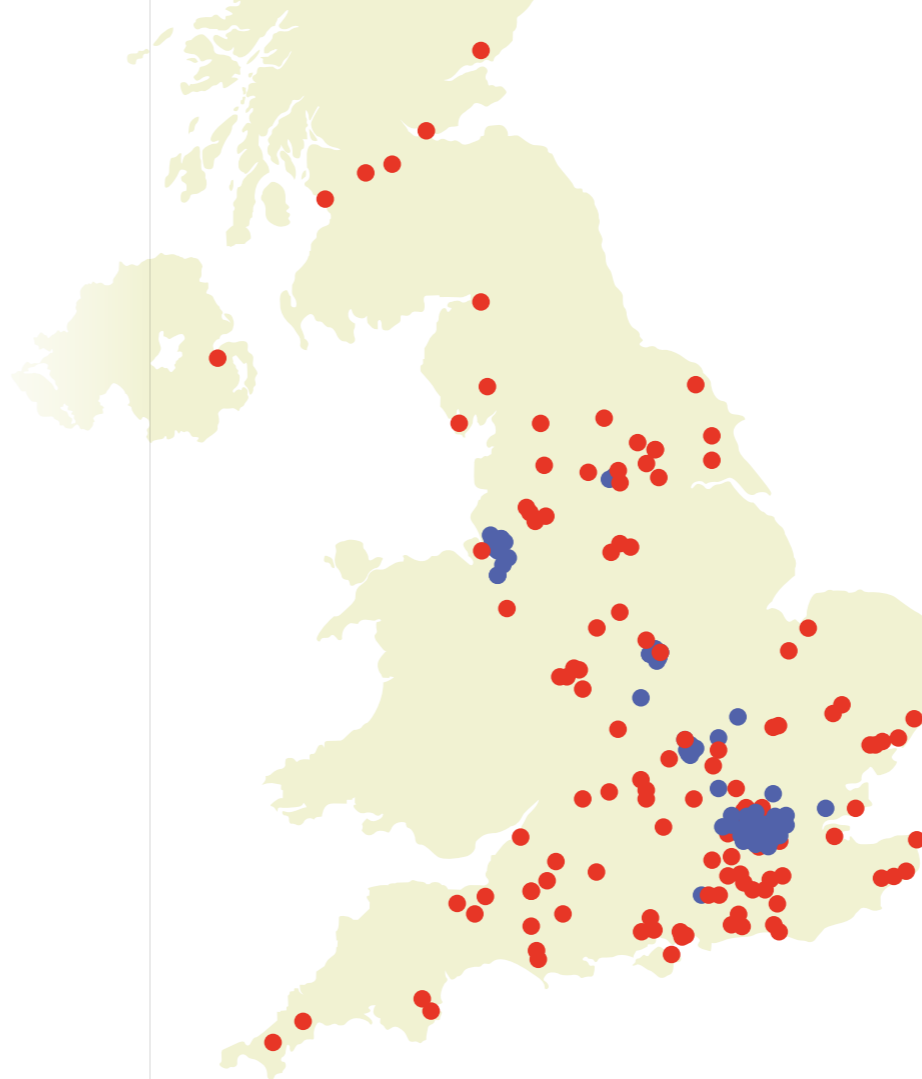
By 2024 we aim to have transformed the lives of more than 2,000 disadvantaged and vulnerable children and young people.

All of the children and young people that we support are either currently, or have been, looked after in the care system; vulnerable and on the 'edge of care' due to difficult home lives, or are from areas with high levels of social deprivation. All are from families where the household income has been assessed as being well below that needed to fund a boarding school education.⁸

Some pupils are referred directly to us by families, who must have their application endorsed by two professional referees (e.g. Children's Social Services). Others are referred to us by one of our partner organisations (listed on page 11).

How we identify which children and young people to support

	Who the children are	How we hear about them	How we assess suitability
 	Children/young people facing significant vulnerabilities. The majority have been in contact with Children's Social Services and face circumstances that can be characterised as being 'on the edge of care'.	Often families and extended families approach us directly. Applications have to be endorsed by at least two professional referees (e.g. Children's Social Services).	<ul style="list-style-type: none"> Evidence of lack of appropriate available parental care Review of financial circumstances Discussions with professional referees Home visit Academic report and interview
 	Children/young people from low socio-economic backgrounds, for whom the case for a boarding school bursary centres around their circumstances of disadvantage.	Recommended to us by one of our partners, which are either: <ul style="list-style-type: none"> Community organisations/ mentoring charities Maintained schools/ Academies/ Free schools (usually 11-16yrs schools) 	<ul style="list-style-type: none"> Partners work with families to complete our application pack, which provides us with information to assess socio-economic, financial and other circumstances of disadvantage Academic assessment and interview
	Children who are looked after in the care system.	Referred to us by Local Authorities.	<ul style="list-style-type: none"> Liaison with Children's Social Services Academic assessment and interview



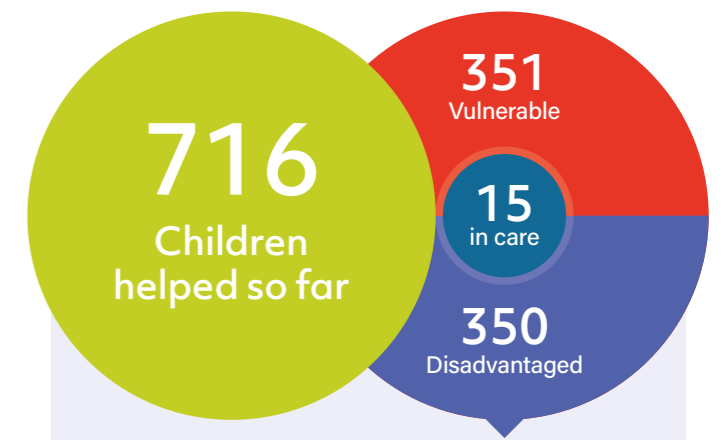
Map key

- Directly referred pupils
- Partner referred pupils
- Children in care
(locations not disclosed for reasons of protecting their anonymity)

Who we support and where they come from

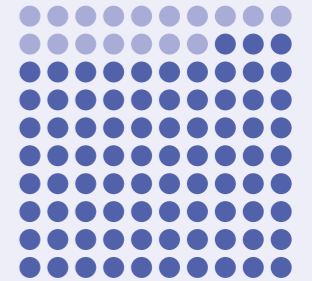
The majority of the children and young people that we support are awarded bursaries to begin their boarding school placements at the natural school entry points of Year 7 (age 11), Year 9 (age 13) and Year 12 (age 16). We do place some children who are younger than 11 years old. Typically these placements relate to children who would otherwise be at risk of being looked after in the care system.

Our directly referred pupils (those whose bursaries are awarded given their vulnerable home circumstances) and those referred by Local Authorities come from across the UK. Our partner referred pupils tend to be concentrated in areas of high social deprivation. That is because most of our partner referred pupils have been awarded bursaries on the basis of their socio-economic, financial and/or other circumstances of disadvantage. Of these partner referred pupils, 83.1% live in areas classified as being in the three most deprived quintiles of the Income Deprivation Affecting Children Index (IDACI).⁹



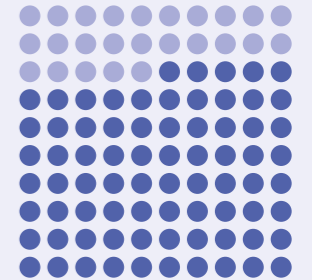
83%

of the disadvantaged children we have supported to date have come from the three most deprived quintiles of the IDACI (Income Deprivation Affecting Children Index)⁹

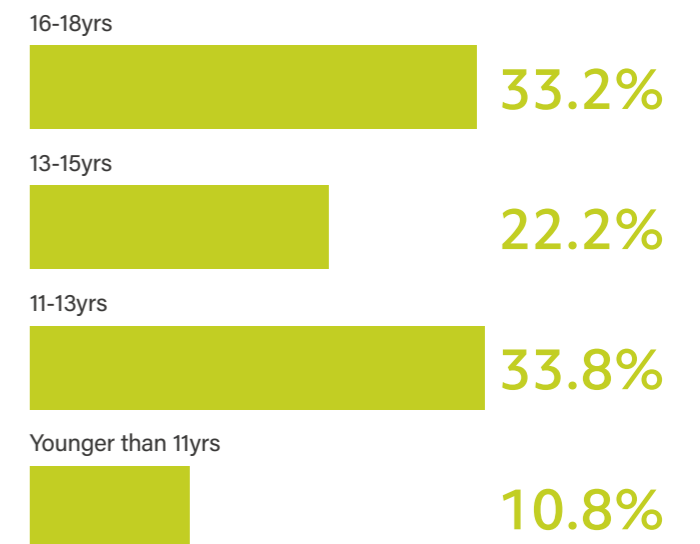


75%

of the disadvantaged children we have supported to date are from families living in temporary, rented or social housing



Ages of children when placements start



8. All families complete a rigorous means-testing assessment process with income levels judged using Free School Meals (FSM) or Pupil Premium eligibility and the Joseph Rowntree Trust Minimum Income Calculator, which takes into account the cost of living, number of family members and other factors that affect income poverty.

9. The Income Deprivation Affecting Children Index (IDACI) categorises areas by the proportion of children/young people living in income deprived households into 9 quintiles, with 1 being the most deprived and 9 being the least deprived. 83% of our partner referred pupils are from households living in postcodes classified as quintiles 1, 2 or 3.



● ● —————

‘There’s a lot of things that I got to experience in just 2 years at Millfield. I am so grateful that it allowed me to turn my life around.’



Yuriel’s story...

From the edge of expulsion to an inspiration for others

Yuriel was awarded a bursary to study at Millfield School in Somerset. He is now studying Mathematics & Statistics at Queen Mary’s University London.

All parents would feel justifiably proud of their son on hearing he had been appointed Head Boy after just a year at a boarding school, but for Yuriel’s Mum, Joykel, this news was particularly poignant.

Just three years earlier Yuriel had nearly been expelled from his state secondary school: ‘We were fighting, shoplifting, vandalising, playing with knives, just doing very anti-social things,’ he explains. It was his sister who encouraged him to knuckle down. She was doing really well at school, and Yuriel began to see what he could achieve if he focused on his studies, especially as his teachers had said he was ‘a dream to teach’.

His teacher encouraged him to consider a boarding school placement, and despite some initial reservations about what life there would be like, Yuriel immediately thrived:

‘I thought that I would face snobby people, but the students were all really lovely. Right from the start, I felt like I had great relationships with everyone – the teachers, other students and all the staff. My house parents instilled in me from the beginning the importance of being kind and open to all opportunities.’

Yuriel made great friends quickly, and was soon playing sports at a high level as well as pushing himself academically.

‘The small class sizes make a massive difference,’ he says; ‘I think my biggest class had nine pupils in it, compared to my friends back home in Sixth Form Colleges where there could be 30 or more students in each tutorial. But also the one-to-one time with your teachers. They all made you feel like their doors were always open. And because you saw them on the sports field and in the House in the evening as well as in class it makes it so simple to seek their advice and for them to guide you.’

Yuriel also acted as a role model within Millfield, busting stereotypes for the other pupils:

‘He helped us to understand a lot about other people’ says one classmate; ‘Hearing him speak and becoming his friend has helped us to think differently about how lucky we are.’

Yuriel is now at Queen Mary’s University in London studying Mathematics & Statistics. He is hoping to build on his gap year experience as an intern at an insurance firm to begin a career in the insurance industry.

And just like his sister was a role model to him, Yuriel is now an inspiration to others.

In 2017, his own younger brother joined Millfield in Year 9 thanks to a Royal SpringBoard bursary. But Yuriel’s influence doesn’t stop there. He regularly talks in Assemblies at his old school, helping to raise awareness about what boarding placements can offer and the importance of having bigger dreams than might be visible in the immediate environment. A close mentoring relationship with one particularly disadvantaged pupil helped that boy to completely turn his life around and become Deputy Head Boy of his state school, just as Yuriel himself had years before.

How we work



Our aim is to develop confident, independent, positive and resourceful young people well prepared to achieve high aspirations for their university or apprenticeship placements and the workplace beyond.

Our approach is informed by the ‘Whole Child’ agenda and reflects the aspirations captured in the following anonymous quote:

‘There are two gifts we can give our children: the first is roots and the second is wings.’ - Anon

To give our pupils strong ‘roots,’ we have formed partnerships across the UK - with Local Authorities, state-funded 11-16yrs schools, charities, community organisations and others – not only to identify children and young people who might benefit from a boarding school bursary, but also to provide essential support for pupils throughout their school career.

Staying in touch to ensure successful settling in; liaising with families to smooth the transition; working with our boarding schools if issues arise; and supporting the children and young people throughout the holidays to encourage them to continue to grow in confidence; these partnerships ensure strong pastoral links between families, home communities and our boarding schools.

To give our pupils ‘wings,’ our growing network of 90 state-funded and independent boarding schools provide life-transforming opportunities. We focus on boarding schools as we know that these close-knit, round-the-clock school communities, with the house system at their heart, give pupils the opportunity to flourish in a rich culture of learning, friendship, arts, sports and intellectual discourse.

In all cases, we work hard to understand each child or young person so that we can match them to the school that is best suited to their needs. Throughout the course of their bursary placement we and our partner organisations provide help and support to ensure each pupil adapts and thrives in their new school environment.

Our partner organisations

Numbers of children supported by each partner organisation to date	
Community/mentoring organisations	319
Clarion Education Foundation (Midlands)	36
Clavis Aditum (South London)	12
Eastside Young Leaders’ Academy (East London)	159
England Cricket Board	3
Hope Opportunity Trust (Chester)	22
Hope Opportunity Trust (Liverpool)	31
Into University (pupils supported by various centres in London, Leeds & Nottingham)	26
SIEVEMK Gateway (Milton Keynes)	9
Southside Young Leaders’ Academy (South London)	21
11-16yrs state-funded day schools	54
Gladesmore Community School & Park View School	53
Kelmscott School	1
Gardners Lane & Oakwood Federation ¹⁰	0
North Cambridge Academy ¹⁰	0
Local Authorities	15
7 Local Authority partnerships to date	15

● ● —————

‘A strong partnership between the parent, school and community organisation, with the pupil at the centre, is key to successful placements. At EYLA we identify young people who will best benefit from a boarding experience and prepare them for the social, cultural, academic and environmental adjustments that they may face. This includes classes in communication, self-expression, self-management and identity; along with boarding school taster visits and residential taster weekends.’

Ray Lewis
Chief Executive of Eastside Young Leaders’ Academy (EYLA), Newham

What our Boarding Schools say...

% of Boarding Schools who report that Royal SpringBoard pupils:



Demonstrate a greater awareness of their own potential



Show growth in confidence in their interactions with staff



Demonstrate raised aspirations from being in an environment of high expectations

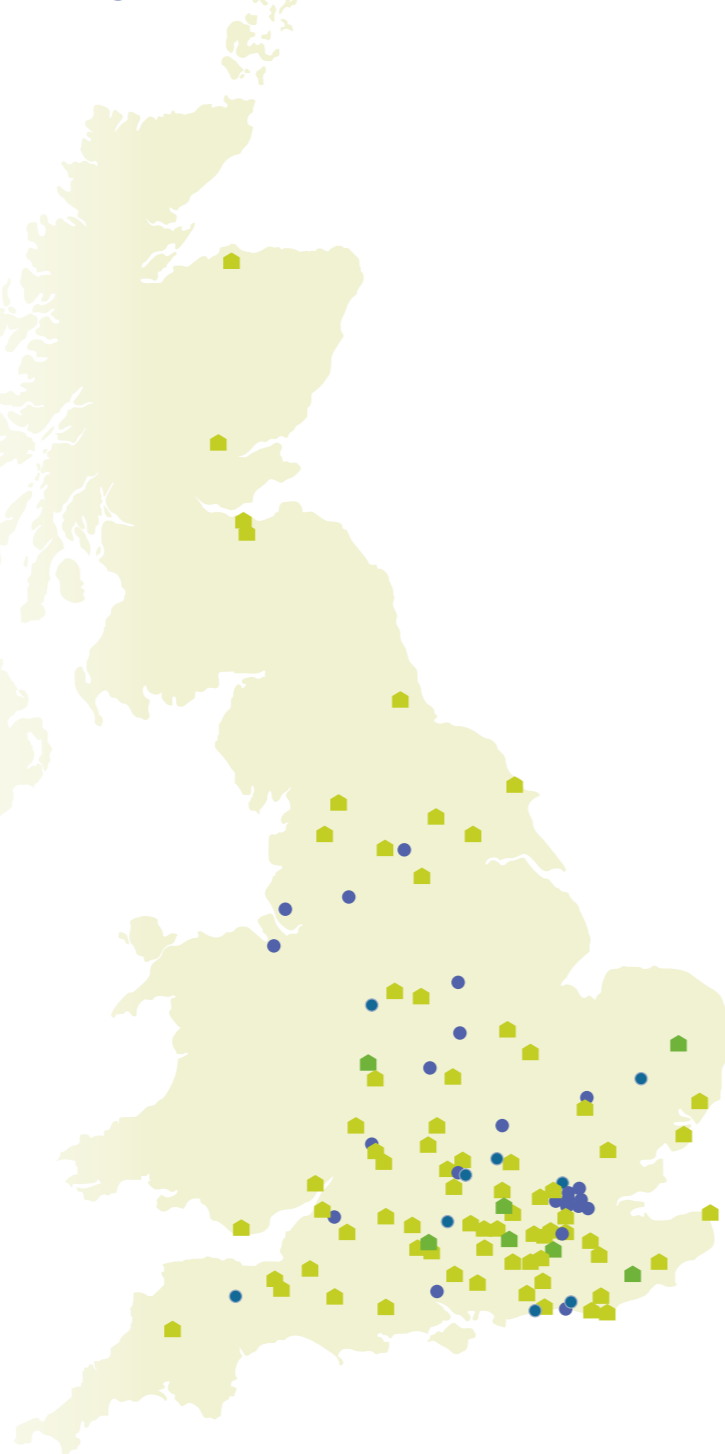


Positively contribute to life at their school

'The layer of support that the young people get from their partner organisations and Royal SpringBoard team has a big impact on their ability to flourish in the boarding environment. At Wymondham College we have a large number of families on assisted boarding places. The experience of Royal SpringBoard bursary pupils stands out because they have the wrap-around care of their partners as a link to their home life. The partners and Royal SpringBoard team help pupils with their confidence, to manage their and their families' expectations and if any behavioural or attitude issues arise they are there to mentor and advise pupils and their families towards successful outcomes. This extra level of support is so important to help pupils to adjust and make the most of all the opportunities that are available for them.'

Becky Arnold
Royal SpringBoard representative,
Wymondham College (state boarding school)

Our Boarding School and Partner Organisation network



Key

Boarding Schools in which pupils are placed

- Independent
- State

Our Partner Organisations (who refer pupils and support their transition)

- Community groups/ mentoring organisations and 11-16yrs state day schools
- Local Authorities

Supporting successful placements

Our rigorous commitment to a 'Whole Child' approach is reflected in the way we track the effects of boarding school placements on each pupil's personal development and wellbeing, and then work with families and partner organisations to support them throughout their time at boarding school.

We have built a strong relationship with STEER¹¹ to provide vital information for us, our boarding schools and our partner organisations on our pupils' emotional and social wellbeing. Since 2017, all new pupils placed in our boarding school network use STEER's pioneering online, interactive AS (Affective Social) tracking tool which generates data based on patterns of bias linked to mental health risks. This provides us with specific guidance to support each pupil in a targeted way.

We are hugely proud of the success of this strong pastoral approach.

The vast majority of pupils remain in their placements through to completing their A-levels. And we have strong evidence to show that our efforts to embed the 'Whole Child' approach in all placements since the merger have further improved this retention rate.

But very occasionally, complex circumstances have resulted in some pupils having to leave their placements mid-term (6% of pupils placed so far). When this happens, we work tirelessly to support these pupils to find places in alternative schools best suited to their needs.

We are committed to self-reflection and always conduct an exit interview to ensure we learn lessons from their experience.

Evidence

Proof of positive impact – and insights for further improvement

Excerpts from STEER evaluation of Royal SpringBoard pupils' emotional and social wellbeing tracking profiles:

'Using AS (Affective Social) tracking for a second year, we can evidence with more reliable data, the positive impact that boarding schools are having on Royal SpringBoard pupils, especially within their first year at school. We can see that pupils are generally becoming better able to self-regulate during their time at boarding school.'

'The tracking data provides the charity and its boarding school network with insights to reflect on as they develop their work. Some examples:

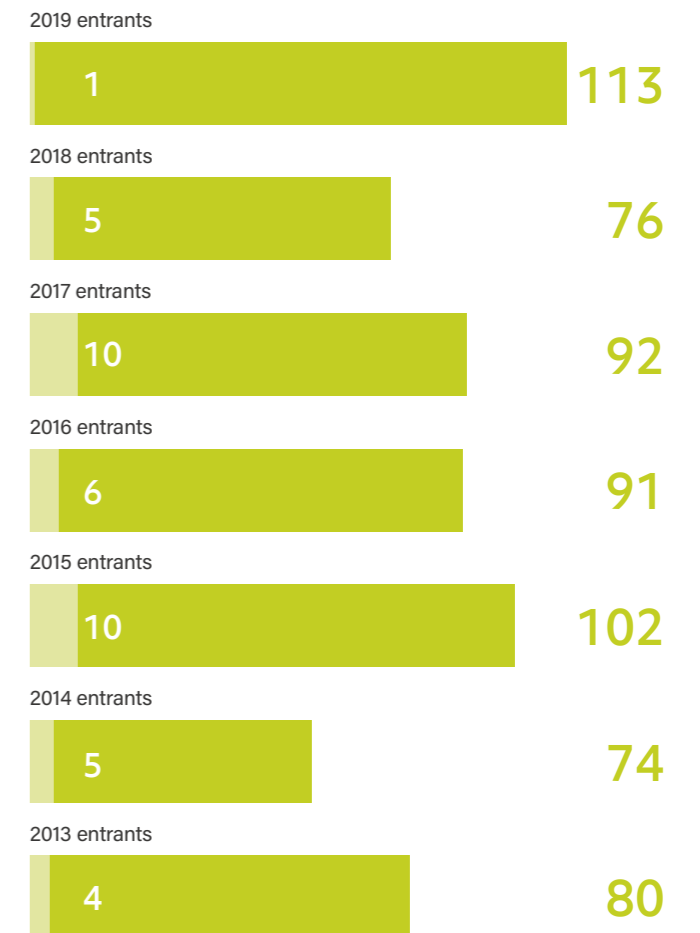
...'Whilst Royal SpringBoard pupils 'tend to overcommit,' and 'feel the pressure of the bursary, which can lead to burnout if not addressed, it is positive to see that this is gradually becoming moderated by the work of schools and partners.'

...'Results also continue to show that Royal SpringBoard's 6th Form/Year 12 placements are the most fragile... [but] schools provide fantastic pastoral support [and] STEER action plans can ensure that the support is focused and targeted.'

'...encouraging findings, which continue to show the overwhelmingly positive, and life-transforming work that schools are doing with Royal SpringBoard pupils.'

Retention: Number of pupils remaining in their placements through to the end of their school journey

- Number of Royal SpringBoard pupils placed in that year
- Number of Royal SpringBoard pupils placed in that year whose placements subsequently fell through



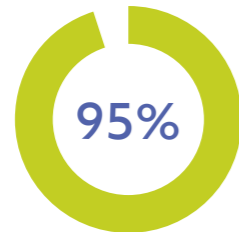
(There are 47 pupils included in the analysis within this Report, whose placements started prior to 2013 on bursaries awarded by Royal National Children's Foundation before the merger.)

Our commitment to learn from the children and young people that we support

Each year we ask a representative sample of our pupils to complete an anonymised online survey giving us feedback on our work. The approach builds on that designed by the National Foundation for Educational Research in their evaluation of The SpringBoard Bursary Foundation's first five years of operation. The survey asks pupils to reflect on the quality of their partner relationships, their boarding school experience, and the support provided by Royal SpringBoard. We use the findings to continue to improve our work.

What our pupils say...

% pupils who state that their Royal SpringBoard bursary has:



Opened up opportunities they would not have had before



Given them a broader outlook on life

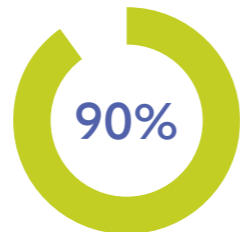


Changed their lives for the better

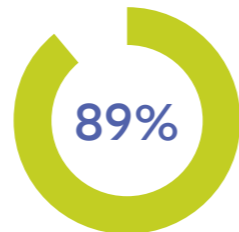


% pupils who state that as a result of attending boarding school they:

Have had more chances to excel in things they are good at



Work harder now



Now have greater confidence that they will succeed in life

I love boarding school. I really enjoy the atmosphere and the fact that I can have a home at school makes the community feeling even stronger. I have been able to make friends in the boarding house with my year group and the year above, which I have really benefitted from and would have been unusual in my old school as we don't have lessons together. The teachers are always around to help out with whatever I need help with.

Emillie
Year 12, Reed's School



Daniel's story...



From passive pupil to outspoken, independent advocate

Daniel was awarded a bursary to study at Merchiston Castle School in Scotland. He is now studying Law at Newcastle University.

Daniel has been looked after by his Auntie since he was 3 years old. He describes Dingle, where he is from, as 'not exactly a treasure of a place'. He was proud of his secondary school but says the regular shortage and turnaround of teaching staff made learning a struggle sometimes.

Daniel had a good relationship with his Head of Year who knew about his home situation, and it was she who first suggested that he consider a boarding placement. 'At first I didn't think that I'd want to do it - I didn't think I'd be smart enough. I wasn't doing that great at GCSEs and I always thought I was just an average student. But after visiting Merchiston I decided it was definitely what I wanted to do. I knew it would help me to get where I wanted to get to in life.'

The whole atmosphere on my visit was really amazing and I realised that, although I'd miss my family, the experiences I would have, the connections I would make and people influencing me would make it much easier for me to achieve my ambitions.'

He made friends quickly despite initially feeling as though he was really different to others in the school. He had always had an interest in athletics and with access to Merchiston's facilities and coaching staff was soon able to take this interest more seriously.

'My achievements in athletics helped me to fit in quite quickly. If I hadn't gone to Merchiston I wouldn't have pursued athletics but sport is such a big part of boarding school life. Being there meant I could get a really good balance of focusing on my school work at the same time as my running'. He soon excelled - becoming School Captain for Athletics and participating in the Scottish Nationals and Scottish Schools' relay championships. The experience at boarding school helped him to appreciate how important having a healthy balance is, which he is hoping to continue at Newcastle.

'Since being at Newcastle University, keeping athletics going is something I really value - being able to keep healthy, and have sport as a way of making friends and relaxing is really important to me and I hope I can carry on with it at a decent level!'

Daniel achieved ABB at A-level and credits his academic progress to the 'fantastic' teachers at Merchiston. 'I enjoyed all my subjects from day one. The learning environment was just great - the small class sizes, the amount of contact you have with the teachers, both face-to-face as you're living in their same community, but also the culture of them responding to emails meant I could be constantly in contact with teachers, which really helped my learning.'

'My English teacher in particular really stood out for me - he was engaging, funny, had a huge passion for his subject, and he really helped me to excel. If I look at what others achieve in the 6th Form Colleges near where I'm from, I don't think I would have achieved the grades I did.'

Daniel says he would recommend a boarding placement to anyone thinking of it. 'You think initially that it might be lonely, but with the House system you become really close to people. With the House staff it felt like a little family, and I know I'm going to stay in contact with them now I've left - they've become such an important part of my life.'

Driven from a young age to become a lawyer, Daniel secured a place at Newcastle University to read Law and hopes to become an advocate or a barrister. He's benefitting from many of the skills he learnt at boarding school. 'It's enabled me to adapt to anything that comes my way. Before I was a really passive student, but now I feel a lot more outspoken, and independent. I'm used to living in a dorm room and being responsible for my own studies and I can see that this has been a bigger step for other students at Newcastle than it has been for me.'

'Boarding school has really set me up. Not only what I experienced when I was there, but also now I feel confident that nothing can stop me from realising my dream to become a lawyer.'

What our pupils achieve



The opportunity to attend boarding school for all, or even just part of their school career makes a huge difference to the academic attainment levels of disadvantaged and vulnerable children.

The nature of the rigorous academic offering, with smaller class sizes, excellence in teaching and learning, high expectations and pastoral support enables pupils to make significant progress – and in many cases, to surpass academic expectations.

Achievements at Key Stage 4 – GCSEs

Nationally, children from disadvantaged backgrounds do significantly worse than others at GCSE. In 2018, the average Attainment 8 score for disadvantaged pupils' was 36.7, compared to an average score of 44.4 for all other (non-disadvantaged) pupils. And only 25% achieved 9-5/A*-C in English and Maths in 2018, compared to 50% of all other (non-disadvantaged) pupils.¹²

And for children in or on the edge of care, the figures are even more discouraging. In 2017, the average Attainment 8 score for children defined by their Local Authorities as being 'in need' (see definitions box below) was 19.0, and 'Children in Need' were around one third as likely to achieve 9-5/A*-C in English and Maths at the end of KS4 than all other children.¹³

How our pupils compare

Of the disadvantaged pupils supported by Royal SpringBoard who have taken GCSEs to date, 91.4% have achieved at least 5 strong passes at GCSE, compared to 63% of disadvantaged pupils nationally.¹⁴

Of the vulnerable pupils we have supported so far, (i.e. those on the 'edge of care'), 58.6% have achieved at least 5 good GCSEs.

As only two of the Looked After Children that we have supported so far have taken GCSEs, and only eight have taken their A-levels, it is not yet possible to summarise their data. We hope to draw conclusions relating specifically to the Looked After Children that we support in future reports.

Attainment 8 scores achieved by each of our pupils

The average Attainment 8 score achieved by Royal SpringBoard's 'disadvantaged' pupils who have taken GCSEs in their bursary placements to date is 66.3. When compared to the performance of other disadvantaged pupils attending state schools within a 3 mile radius of their home postcodes, this corresponds to an increase of nearly 2.5 GCSE grades for each subject taken.

The average Attainment 8 score achieved by Royal SpringBoard's 'vulnerable' pupils who have taken GCSEs in their bursary placements to date is 48.9. When compared to the performance of equivalent peers, this corresponds to an increase of more than 2 GCSE grades for each subject taken. (In 2017, the average Attainment 8 score for Looked After Children was 30.3, and for children officially classed by local councils as 'in need' it was 31.1 – as compared to 49.3 for non-Looked After Children).

Achieving 'strong passes' A*-C/9-5 in both English & Maths GCSEs

For disadvantaged pupils



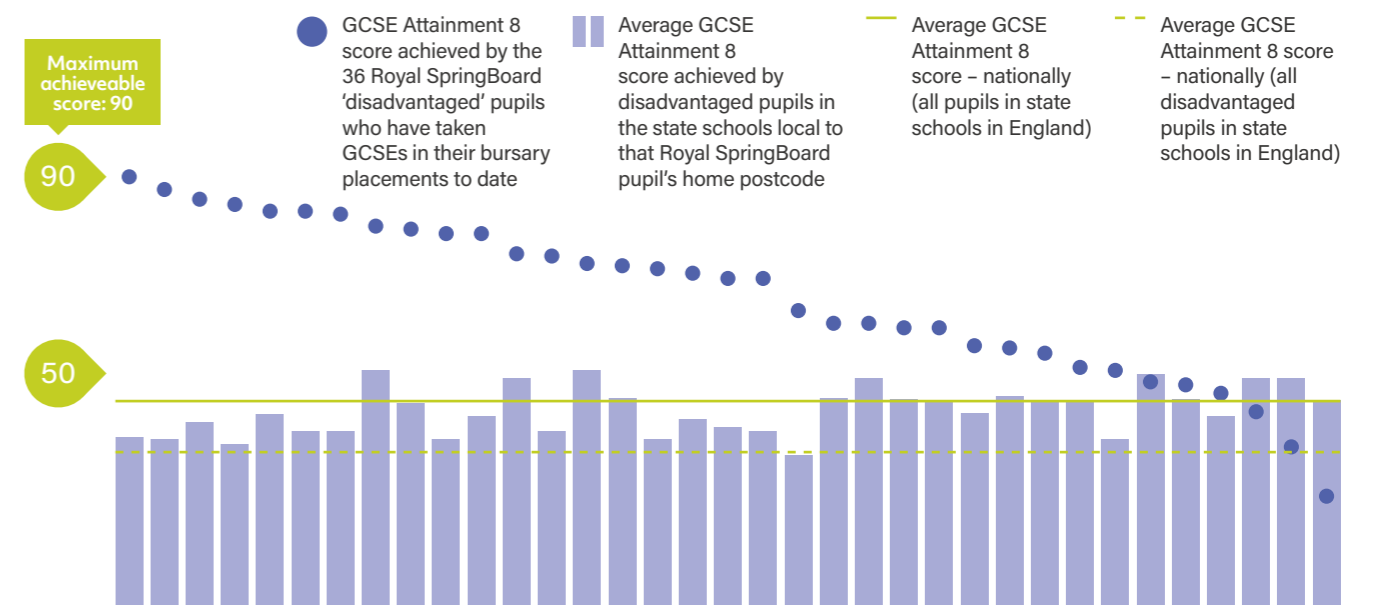
All pupils



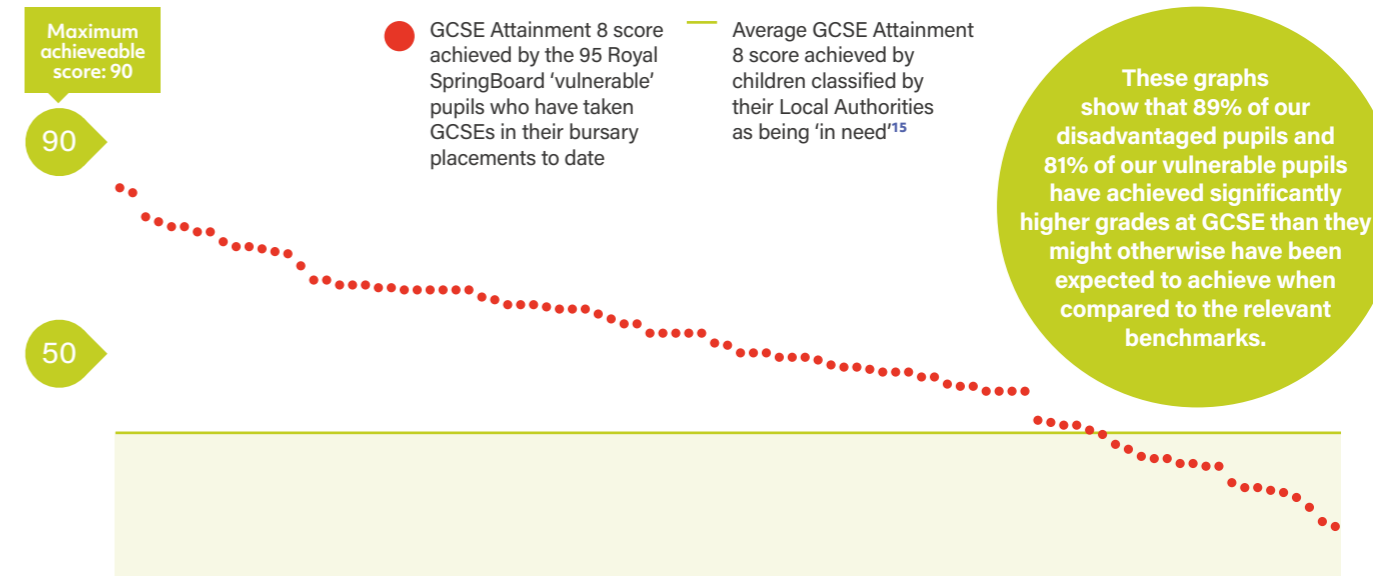
For vulnerable pupils



Comparison of GCSE Attainment 8 scores achieved by each of Royal SpringBoard's disadvantaged pupils with scores achieved by other disadvantaged pupils in their home areas



Comparison of GCSE Attainment 8 scores achieved by each of Royal SpringBoard's vulnerable pupils to the national average scores for children classified as being 'in need'



Definitions

What is "Attainment 8"

Attainment 8 is a measure introduced by the government in 2016 as the headline indicator of school performance. It captures a pupil's best 8 GCSE scores in specific subjects (Maths, English language, English literature and up to five additional subjects). An individual's Attainment 8 score is calculated by adding together all the points allocated per subject with double weighting for Maths and both English exams. As 9 is the highest possible score per subject, the highest Attainment 8 score possible is 90.

What do we mean by performance of 'disadvantaged' pupils?

Pupils are defined by the DfE as 'disadvantaged' if they are known to have been eligible for free school meals in the past six years (from Year 6 to Year 11), if they are recorded as having been looked after for at least one day or if they are recorded as having been adopted from care.

We compare the performance of our pupils for whom bursaries have been awarded for reasons of disadvantage, with the performance of disadvantaged pupils attending state schools within a 3 mile radius of their home postcodes. The 3 mile area is the DfE mainstream schools admissions guidance of 'statutory walking distance' for those over 8 years old. We use

this benchmark as a reasonable proxy to compare the outcomes of Royal SpringBoard pupils to those with similar characteristics attending the state schools that they would otherwise have been likely to attend were it not for their bursary placement.

What do we mean by performance of 'vulnerable children in need' pupils?

We compare the performance of our pupils for whom bursaries have been awarded for reasons of vulnerability (i.e. they have professional references from Children's Social Services and/or mental health professionals raising significant concerns as to the availability of appropriate parental care), with the performance of those officially classified by Local Authorities as being 'in need'¹⁴.

Pupils are defined as being a 'child in need' under the Children's Act of 1989 as those who are 'unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired without the provision of services; or a child who is disabled'.

All comparisons are made with figures for performance achieved by pupils in state schools in England (statistics for pupils educated in the state sector in Scotland & Wales are not available) in 2018 (the latest available DfE statistics), unless stated otherwise.

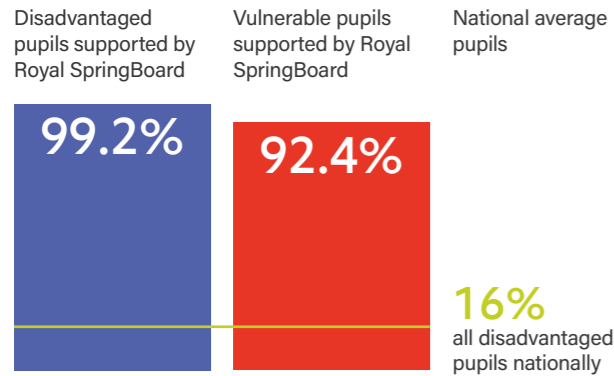
12. Source: Department for Education Key Stage 4 including Multi-Academy Trust performance, 2018 (revised)

13. Source: Department for Education "Children in Need of help and protection: data and analysis", March 2018

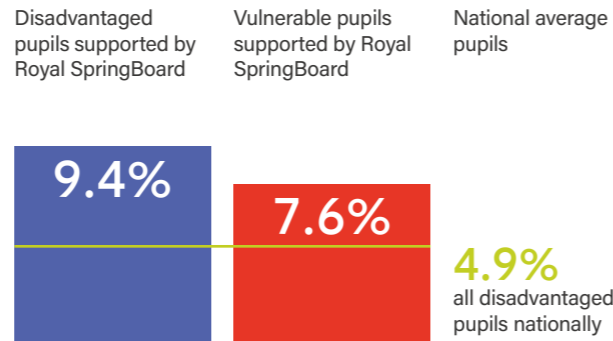
14. Source: Children's Commissioner briefing: "The children leaving school with nothing", September 2019

15. We compare the GCSE performance of our vulnerable pupils to those of children facing similar characteristics of vulnerability and disruption ('Children in Need') as opposed to local averages, since their bursaries were awarded for reasons of avoiding a lack of appropriate available parental care, and not the levels of deprivation in their home area

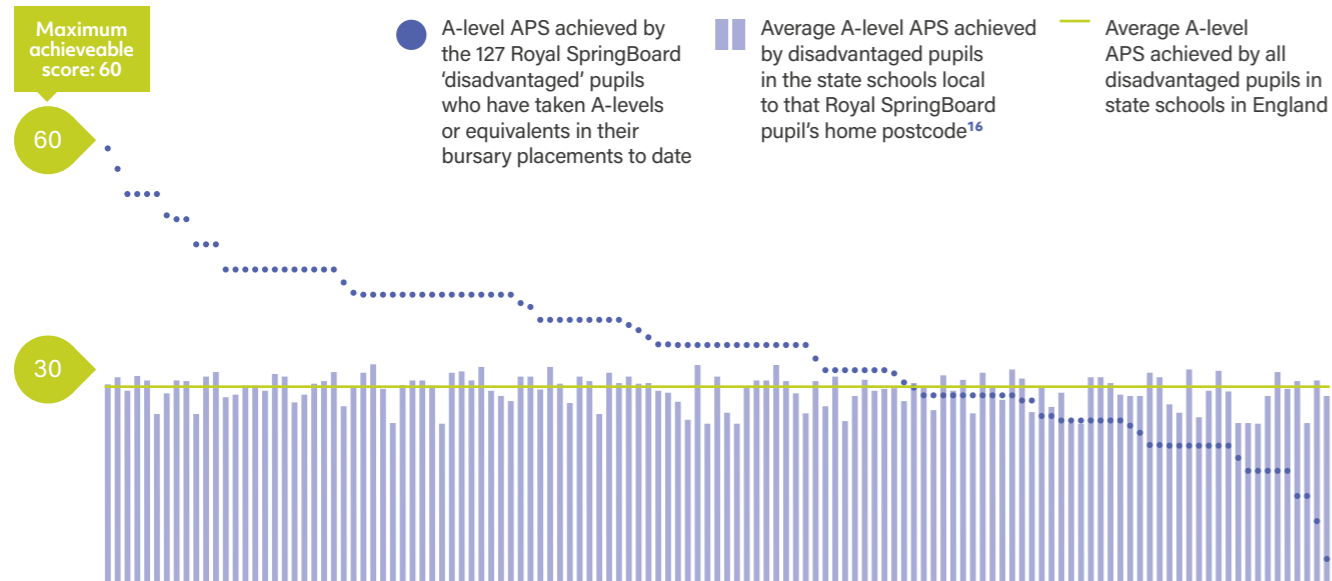
Achieving 2 A-levels



Achieving AAB or higher in at least 2 facilitating subjects



Comparison of A-level Average Point Scores (APS) achieved by each of Royal SpringBoard's disadvantaged pupils with those achieved by disadvantaged pupils in their home areas



Comparison of A-level Average Point Scores (APS) achieved by Royal SpringBoard's vulnerable pupils with those achieved by disadvantaged pupils in their home areas¹⁶



16. The Government does not publish statistics on A-level performance for Looked After Children or those classified by Local Authorities as being 'in need'. So we can only compare the performance of our vulnerable pupils with that of disadvantaged pupils. This comparison does not reflect the complexities and disruption that so many of our vulnerable pupils have faced.

*There are also 6 vulnerable pupils for whom local comparison data is not available. 5 are from Scotland, and one pupil whose bursary was awarded by Royal National Children's Foundation prior to the merger for whom the home postcode is not known.

Achievements at Key Stage 5 – A-levels or equivalents

Nationally, attainment levels for disadvantaged and vulnerable pupils fall well behind those of all other pupils at A-level.

In 2017, only 16% of young people eligible for Free School Meals gained the equivalent of 2 A-levels,¹⁷ compared with 38.9% of all other pupils. And only around 80% of pupils from disadvantaged backgrounds progressed to completing a 16-18 years education of any kind, compared with 90% of all other pupils.

The government does not publish statistics on A-level performance for Looked After Children or those classified by their Local Authorities as being 'in need'. So we can only compare the performance of our vulnerable pupils with that of disadvantaged pupils. This comparison does not reflect the complexities and disruption that so many of our vulnerable pupils have faced.

How our pupils compare

All of our pupils are encouraged to continue through to completing Year 13 at their boarding schools. Virtually all (97%) of those who have taken A-levels in their bursary placement so far have gained at least two A-levels or equivalent Key Stage 5 academic qualifications, against a national benchmark of only 16% of disadvantaged pupils. These individual achievements are remarkable given the complexities and disruption that so many of these young people have faced throughout their childhood.

Of the disadvantaged pupils who have taken A-levels in their bursary placement so far, 55% have achieved the higher benchmark of 3 A-levels graded A*-C.

Statistics are not available for the number of children classified by Local Authorities as being 'in need' achieving AAB or higher at A-level. However, against a national benchmark of 4.9% of all disadvantaged pupils educated in the state sector in England achieving AAB or higher, both our disadvantaged and vulnerable pupils have exceeded expectations.¹⁸ 9.4% of disadvantaged pupils supported by Royal SpringBoard, and 7.6% of vulnerable pupils supported so far, have achieved the government's new stretch benchmark of AAB or higher.

A-level average point scores achieved by each of our pupils

The graphs on page 18 show the average A-level point score/grade for each Royal SpringBoard pupils' best 3 A-levels or equivalent qualifications.¹⁹

The data shows us that, despite the spectrum of academic ability that is to be expected by our commitment not to cherry-pick the brightest pupils, the majority are achieving results at Key Stage 5 that far exceed those they might otherwise be expected to achieve.

The mean average point score/grade of all Royal SpringBoard pupils that have so far sat A-levels is 32.51 (equivalent to C+). This is the average across all our disadvantaged, vulnerable and children in care. It compares to a nationwide average of 27.7 (equivalent to C-) for disadvantaged pupils, and 33.6 (equivalent to C+) for non-disadvantaged pupils.

Definitions

What is the Average Point Score ("APS")?

The Average Point Score (APS) per entry for A-level or equivalent academic qualification is the key measure used by the Department for Education when comparing Key Stage 5 performance for school accountability. It is the only measure available to compare qualifications of different sizes and grading systems at KS5 (given the wide array of 16-18 qualifications including International Baccalaureate, BTEC, Pre-U etc.). It only applies to qualifications completed by students in England and Wales, but there is a calculation that can be used to show approximate equivalence of Scottish Highers.

How does the Average Point Score translate to the A*-E grading?

The Average Point Score (APS) takes the average of the best 3 of a pupils' A-levels or equivalent qualifications. In the DfE

accountability measures, the Average Point Score per entry is also expressed as a grade, using the grading per A-level of: A* - 60, A - 50, B - 40, C - 30, D - 20, E - 10. Hence an overall mean of 32.80 works out as a "high C" or C+.

What is a 'facilitating subject'?

Since 2017, Government statistical bulletins have also reported the percentage of students achieving grades AAB or higher in at least 2 facilitating subjects. Facilitating subjects are those most valued by the most selective Universities: maths and further maths, English literature, physics, biology, chemistry, geography, history, languages (modern and classical).

All comparisons are made with figures for performance achieved by pupils in state schools in England (statistics for pupils educated in the state sector in Scotland & Wales are not available) in 2018 (the latest available DfE statistics), unless stated otherwise.

17. Source: Department for Education "A level Attainment by pupil characteristics", December 2017.

18. Comparisons statistics only available for 2017. Source: Department for Education, *ibid*.

19. Most of our pupils sit traditional A-levels. But slightly more than 10% of our pupils have taken alternative academic qualifications (such as the Pre-U and International Baccalaureate). A small number have taken a combination of A-levels and BTecs. We have also supported 5 pupils in Scottish schools who have taken Scottish Highers. For all non-A level qualifications taken, their results have been equated to A-level Average Point Scores using the DfE guidance 'Performance points for qualifications counting in the 2018 16-18 performance tables'.

Entry into higher education and employment

Pupils from independent schools are considerably more likely to gain a place at universities which feature repeatedly at the top of league tables - and which go on to open doors in the job market.

For most pupils from disadvantaged and vulnerable backgrounds, attending a first rate university remains out of reach.

Care leavers and those on the 'edge of care' are even less likely than other young people to make a direct transition from school or college into Higher Education,²⁰ and according to Department for Education statistics, only 6% of care leavers under nineteen go to university.

How our pupils compare

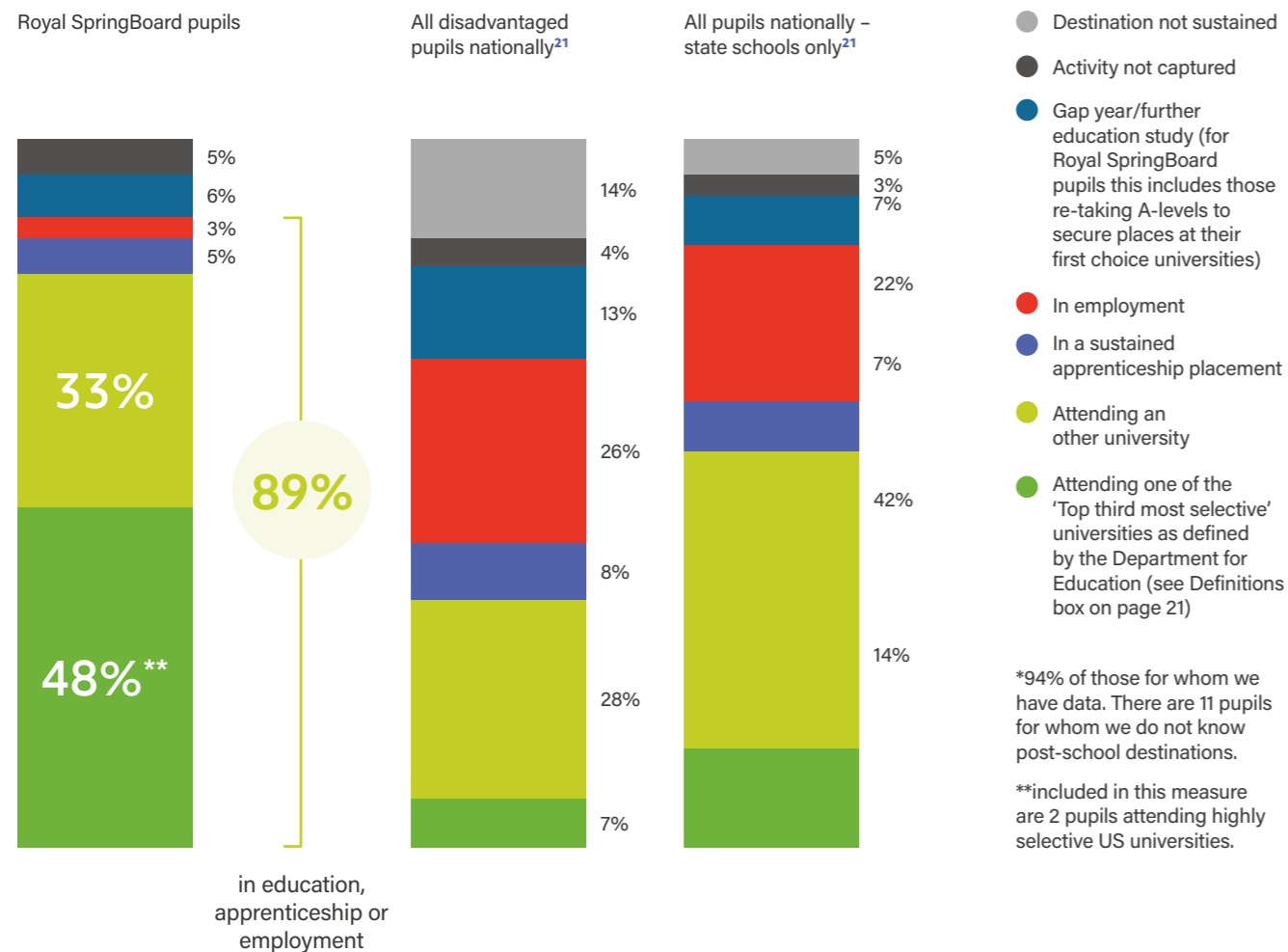
Royal SpringBoard pupils totally confound these statistics, and we are immensely proud of them all.

To date, 89% of Royal SpringBoard's school leavers have continued through to some form of sustained higher education destination - to universities, other recognised Higher Education providers or to competitive apprenticeships.

82% of Royal SpringBoard school leavers have secured places at university, with 48% (99 pupils) now studying at a 'Top third most selective university' as defined by the DfE, and 62 of our pupils securing places at Russell Group universities. This compares to just 26% of disadvantaged pupils nationally attending university, and only 5% of all disadvantaged pupils nationally attending the most selective universities.

9% of Royal SpringBoard school leavers have chosen the apprenticeship route, and we have noticed a growing interest in apprenticeships amongst our pupils. This is understandable given the significant financial challenges that remain for our alumni and the attraction of being able to 'earn as they learn' when they leave their boarding schools to live and study independently.

89% of Royal SpringBoard alumni are in sustained Higher Education, apprenticeships or employment*



Definitions

What is a 'Top third most selective university'?

Government statistics for the Higher Education destinations of school leavers use the definition 'Top third most selective university', which is the top third of Higher Education Providers when ranked by mean UCAS tariff score from the top three A level grades of entrants. Statistics for the number of disadvantaged pupils securing places at Russell Group universities are not available.

What about the 'Russell Group' definition?

The Russell Group is a set of research intensive universities, with strong links to graduate employers. They also provide a substantial earnings boost to their graduates; attending a Russell Group university increases earnings around 10% more than the average degree. However, membership of the Russell Group is not defined by any set criteria, and does not include some universities which feature highly on league tables, are highly regarded by employers and

who receive considerable amounts of research funding. Comparison statistics are also not available for numbers of disadvantaged pupils entering these institutions.

What do we mean by Higher Education destinations of disadvantaged pupils?

We compare the higher education destinations of pupils supported by Royal SpringBoard to DfE statistics for those Key Stage 5 (KS5) leavers who had Free School Meals (FSM) in year 11 (generally aged 15 at the start of the year). The government also produces statistics under the 'Widening Participation in Higher Education' (WPHE) measures that look at progression by FSM status of all 15 year olds, not just those who go on to complete KS5. The WPHE measures shows that 15 year old pupils with FSM are substantially less likely to progress to Higher Education than non-FSM pupils. We have chosen to use the comparison with those that go on to complete KS5 as a closer proxy for the journey of our pupils.



Esther's story...

From low expectations to high aspirations



Esther was awarded a bursary to study at Wellington College in Berkshire. She is now studying Theology & Philosophy at Magdalene College, Cambridge University.

Teachers at Gladesmore, Esther's school in Tottenham, were so impressed with her conscientious, self-confident nature and enthusiasm for learning that when it came time for her to leave, they encouraged her to think about going to boarding school instead of the local Sixth Form College.

As an only child with a single-parent mum working six days a week, Esther's close relationships with the school community at Gladesmore had been extremely important to her. So while it seemed like a big leap, when her teachers advised her to set no limits to her ambitions and apply for a bursary, she trusted them.

With help from Royal SpringBoard, Esther was able to take up a place at Wellington College, which she now describes as the best part of her life:

'The bursary set me on a path that would otherwise have been impossible. The whole environment, from being surrounded by people who have such high expectations

of what they can achieve, to being forced to go out of my comfort zone and learn new skills through sports and other clubs... It has completely changed my life.'

Before long, Esther - who had 'never really played any sports before' - was vice captain of the basketball team. She says this was one of many examples where being encouraged to do new things helped her to think that anything was possible.

Originally considering Leeds University, the Head of Sixth Form at Wellington encouraged Esther to set her sights higher and apply to Cambridge.

When she went for her first interview, Esther says she didn't feel overawed like many of the other candidates she chatted to that day. She took it in her stride and found she could talk freely about why she was passionate about the course; something she attributes to the teachers at Wellington who had given her such confidence.

Only afterwards did she realise that the 'Dr Williams' who she met at interview was in fact the eminent former Archbishop of Canterbury.

Esther wasn't nervous about starting either: 'I feel like I did that transition to living and working independently when I arrived at Wellington', she says. 'I feel really happy about what to expect and can focus on my course and making the most of all the opportunities that I know Cambridge will throw my way.'

²⁰Source: Centre for Social Justice "12 by 24" pledge, March 2019

²¹Source: Department for Education "Destinations of Key Stage 4 and Key Stage 5 students, England, 2016/17" Official Statistics, November 2018



From shy and distracted to confident and career-minded

Tia was awarded a bursary to study at Royal Hospital School in Ipswich. She is now an apprentice at Jones Lang LaSalle, studying part-time to become a Chartered Surveyor.

Tia describes her home as 'manic.' With four younger siblings and nowhere to do her homework, she found it difficult to concentrate on studying. She was being bullied at school where it was hard not to be distracted by 'bad influences.'

Tia's mum encouraged her to attend the Eastside Young Leaders' Academy (EYLA). They provided her with a space and support to study at weekends and also put her forward for a placement at Royal Hospital School.

Tia says she was always quite shy before, and going to boarding school was a turning point for her in helping her to believe in herself.

'At first it was scary, going into a new environment, where people are from really different backgrounds. But I was surprised at how easy it was to get to know people. The small class sizes mean you're thrown together, and the House environment helped as you're encouraged to be sociable with all different years.'

By the end of her time at school, Tia had formed really strong friendships with people from many different cultures. She says that academically the school was 'really, really supportive; the staff helped me to become more confident in my abilities, as well as making learning fun.'

After school she applied for an apprenticeship at Jones Lang LaSalle who are now supporting her through her Chartered Surveyors exams.

Moving between different parts of the business as part of her training, Tia has found she can mix well with colleagues at all different levels: 'Before I was so shy and introverted. I never would have had the confidence to join in discussions,' she says. Now she is not only confident in herself but enthusing others: 'I think more people should consider an apprenticeship instead of assuming that they should go to University on leaving school. I am getting incredible hands-on experience across lots of different kinds of work, whilst still gaining a degree, being paid, and learning so much from colleagues about how to succeed in business.'

'I wouldn't be on the career path that I am on now if it hadn't of been for the skills and confidence I gained at boarding school. I only realise now how invaluable it is to learn how to adapt to different social situations.'



Tia's story...

Providing young people with the skills to build successful careers

We know that social immobility doesn't end with a good education – but can continue throughout people's lives.

Even going to a good university is no guarantee of achieving a well-paid and fulfilling career. Graduates from disadvantaged backgrounds remain much more likely to be unemployed and on lower incomes than their better-off counterparts, with the pay gap rising over time. Five years after graduation, disadvantaged graduates are being paid on average 11.5% less than their peers.²²

Boarding school placements provide our young people with vital skills to build character, resilience and achieve broad and ambitious career aspirations, as well as invaluable advice and work experience.

To date, too few Royal SpringBoard alumni have entered the workplace for us to draw any meaningful conclusions about longer-term outcomes of a bursary placement on employment chances and progression to advantaged occupations. However, we are committed to continuing to track the employment prospects of all of our alumni up to at least age 25 and we should be in a position to share what this tells us in future reports.

'Our careers fairs and workshops and close association with alumni who can provide advice and work experience is incredibly useful – especially to pupils going into careers that are unknown to them.'

Alex Balls
Deputy Head (Pastoral),
Reed's School

Our broader impact on social mobility in the UK



We are passionate, not only about supporting individual disadvantaged and vulnerable children, but about influencing wider societal change.

Promoting inclusion

Our combined charities have a long and well-respected history of working with disadvantaged and vulnerable children. We are able to contribute our knowledge and experience to the national social mobility debate – and to help shape national policy.

We work with the Department for Education to promote boarding school places for genuinely in-need children. We provide advice to Local Authorities and schools on the issues to consider in placing Looked After Children in boarding schools. In addition to the fifteen Looked After Children that have been placed through our bursary programme, we have helped to broker boarding school places for a number of others.

We also work with the Independent Schools Council to promote 100%+ bursaries; those that not only cover the fees but also contribute to additional costs such as uniform, books and trips. Although more than £400m is spent by the independent sector annually in means-tested fee remissions, and one in three pupils are on some form of fee assistance, currently only 1.3% of all means-tested bursaries and scholarships are 100%+ bursaries.²³

For families that are not eligible to be considered for a Royal SpringBoard bursary, we operate a Grants Advice line (on behalf of the Independent Schools Council). Through this we provide advice and support to around 500-600 families per year, signposting them to a range of options for financial assistance to support the payment of school fees.

We aim to create:



Life-long transformational change for the pupils we support, which has...



A 'ripple effect' on others in the communities that they are from and secures...



More opportunities for more young people to access a boarding school education in the future

'Royal Springboard has made a profound impact on the Gladesmore community school and wider Tottenham communities. Not only has it facilitated life-changing opportunities for dozens of young people over the last few years, enabling them to gain experiences that they could only have dreamed about, but [it] is having a much broader impact to help inspire the aspirations of many others.'

Tony Hartney CBE
Headteacher, Gladesmore Community School

Building hope and self belief across the whole community

Marcel (Eton College) and Charlie (Repton School), who played against each other in a Year 12 football fixture, proudly hold their old school (Blacon High) football shirt. Both boys come from a very deprived area on the outskirts of Chester and were encouraged to apply to boarding school and aim high by their former Headteacher, Sue Yates.

'We often use this photo to show other young people from our area that if they work hard, and are encouraged to believe that their ambition should be unlimited, doors will open', says Sue. Retired from Blacon High, Sue is now a Trustee of Hope Opportunity Trust; a charity set up to facilitate more boarding school placements for young people from the Liverpool and Chester area.

'Schools like Blacon that have embraced the bursary programme have used its impact to build a sense of pride, expectation and self-belief across the whole school', says Sue: 'We see every day that providing a boarding opportunity to one child is changing those of the whole community. When we arranged for a minibus to take a number of

Blacon High pupils to Eton to understand what a boarding school might offer, the whole of the outside of school was filled with their, and many other, parents lined up to wave them off. It shows the need for hope in our communities.'

Pupils referred by Hope Opportunity Trust now act as mentors – going back to their old schools and talking to friends, families and other pupils about the impact the experience has had on them: 'The hope and pride provided by the bursary scheme has been one of the levers in change that has resulted in schools in the area becoming more successful and forward looking', says Sue: 'It benefits every student, not only those on the bursary and the 'ripple effect' is palpable across the school.'



Partner story

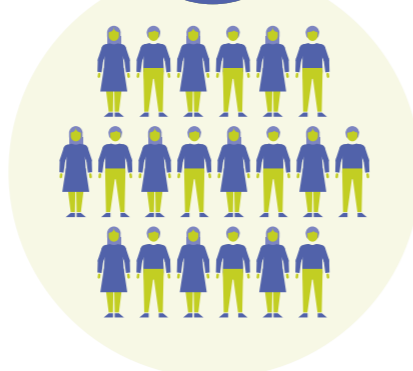
Creating a 'ripple effect' in home communities

Our pupils not only receive a first-class education; they are imbued with a determination to act as mentors and role models. They consistently inspire their peers and help to raise aspiration in their local communities.

In 2018/19, 73% of pupils whose bursary placements were set up with one of our partner organisations have been involved in activities to raise awareness in their home communities.

As a result, we estimate that more than 4,000 children and young people have been indirectly affected to raise their aspirations and work hard to achieve good academic results, thanks to hearing about the journeys taken by pupils on Royal SpringBoard bursaries.²⁴

For the vulnerable pupils that we support, whose bursaries are awarded to provide them with respite from a challenging home environment, we do not have the same expectations that they will achieve the direct 'ripple effect' in their home communities.



On average, each disadvantaged pupil on a Royal SpringBoard bursary will talk to 20 other children or young people about their experiences, helping to raise their aspirations too.

²⁴ Examples of activities that Royal SpringBoard pupils undertake to raise aspirations include: 1:1 mentoring relationships with young people from their old schools, speaking in front of Assemblies or other small groups, engaging in media activity to raise awareness etc. The figure of 4,000 is an estimate based on data on these activities, collected by our partner organisations.

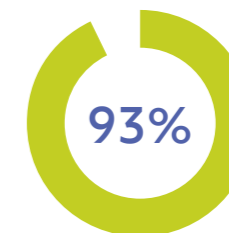
Benefitting the broader boarding school community

We know that the boarding schools in our network also find that the presence of Royal SpringBoard pupils helps strengthen their ethos of tolerance, and build a greater awareness amongst their boarding school community of disparities within the UK, especially with regard to social and ethnic diversity.

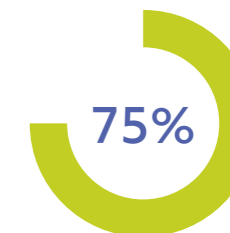
The evaluation of The SpringBoard Bursary Foundation, conducted between 2013-2018 by the National Foundation for Educational Research found that SpringBoard pupils have 'definitely broken down barriers, prejudice or ignorance' and that this supported the work of staff in 'strengthening an accepting tolerant ethos' and 'challenging disparaging and unhealthy beliefs in a direct, though tactful way... [ensuring] peers become more aware of their privileged situation and develop a greater sensitivity towards others.'²⁵

What our Boarding Schools say

% of schools who state that the presence of Royal SpringBoard pupils in the school has:



Had a positive impact on the school community



Raised awareness amongst pupils and staff about socio-economic diversity



Boarding School story

Oundle School's experience

Our partnership with Royal SpringBoard has allowed us to create the strongest possible pastoral structure to support these pupils. Each Royal SpringBoard pupil has thrived in Oundle's environment of high aspirations and academic rigour, and has contributed a great deal to the life of the School. One boy, for example, has played a central role as a young leader for our 'Change Makers' programme – taking children from the Peterborough community to the Lake District and acting as a role model to others in his house as Deputy Head Boy of the boarding house. His experience has led directly to offers of significant donations to support further pupils.

Beyond the positive impact that we see on each bursary pupil, the whole community has benefitted hugely from their presence – building a wide appreciation for the opportunities that boarding school has to offer. The young people that we have helped to date have brought an infectious positivity about the opportunity of being part of our community that rubs off on their peers. It has also had a positive impact on our staff body, who say that it has permeated into Oundle's strong culture of taking each pupil's background and individuality into account in the range of support and care provided by our framework of pastoral care.

Tony Burrows
Deputy Head (Admissions)



²⁵ Source: NFER Evaluation: The SpringBoard Bursary Foundation Impact Assessment: Year 4, January 2018



Our plans for the future

We aim to have transformed the lives of more than 2,000 disadvantaged and vulnerable children and young people by 2024. In order to achieve this ambition, over the coming years we will work tirelessly to:



Secure an increase in the number of "100%+" bursaries available at leading schools



Extend the number, and geographic reach, of our partnerships with community/mentoring organisations, state-funded 11-16yrs schools and Local Authorities



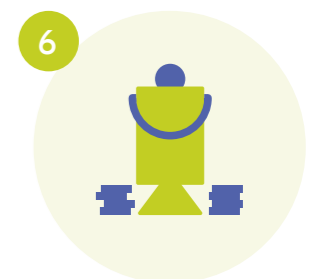
Further embed the wraparound pastoral support system that we, our boarding schools and our partner organisations provide, including through the use of innovative wellbeing monitoring tools to support each individual pupil to thrive in their bursary placement



Build the Royal SpringBoard alumni movement to champion social mobility and provide support for future generations



Continue to be driven by a focus on impact and learning, developing new ways to measure our pupils' educational progress, employability and aspirations and shaping education and employment policy and practice through our respected research and analysis



Grow our fundraising activities to consolidate our already strong financial position

Our value for money

Typically 90% of the cost of Royal SpringBoard bursary placements are met by the boarding schools themselves, making our work a multiplier. For every £1 a donor invests in Royal SpringBoard, we can leverage, on average, £9 of school support. As a growing number of schools recognise our successful model and offer us fully funded places, we hope to see this multiplier increase further.

In the context of Looked After Children and those classified by their Local Authorities as 'in need', boarding placements are relatively cost-effective. Maximum boarding fees have been estimated as corresponding to just 50-60% of costs associated with Looked After Children who remain in care.²⁶

With a growing number of children we support being either looked after in the care system or characterised as being 'on the edge of care', we hope that in future reports we might be able to go further in calculating the associated cost savings to society due to the improved academic, social and employment outcomes of those who have taken up boarding school placements with our help.

The cost of not addressing inequality

It is difficult to place a monetary value on lost hope and unfulfilled potential - these factors in themselves are cause enough to step in and do what we can to improve the life chances of children and young people born into challenging circumstances. But we do believe that the clear gains we have seen for individual pupils can also hold true for the national economy.

Even small improvements in young people's GCSE qualifications yield significant increases in their lifetime productivity returns and in national wealth. Pupils who achieve five or more 'strong' GCSEs (A*-C/9-5) including English and Maths as their highest qualification, have estimated lifetime productivity returns in excess of £100,000, compared to those with below level 2 or no qualifications.

'Beyond the personal and individual tragedy of failing to achieve good qualifications at school, the cumulative impact of this is also creating long-term structural challenges - political, economic and social - for the nation as a whole.'

Education Endowment Foundation, 2018²⁷

So we also work to highlight the economic and political case for the role of the UK boarding school sector in improving attainment among the most disadvantaged and vulnerable.

2000 disadvantaged and vulnerable children and young people helped by... 2024

To help us in our aim or for more information

If you would like to help us achieve these plans, or are interested in learning more about our work, please get in touch with our Fundraising Director, at admin@royalspringboard.org.uk

26. Source: Education Endowment Foundation: "The Attainment Gap", 2018
27. Source: Norfolk Boarding School Partnership study of the social, educational and financial outcomes of boarding placements, April 2018

Royal National Children's SpringBoard Foundation is a registered charity in England and Wales (1167491) and a company limited by guarantee registered in England and Wales (10180187) at 7 Grosvenor Gardens, London, England, SW1W 0BD

Please visit our website for more information about our work:

www.royalspringboard.org.uk

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