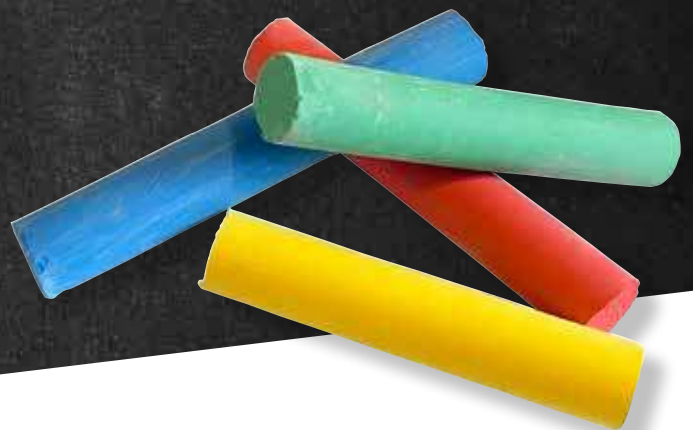




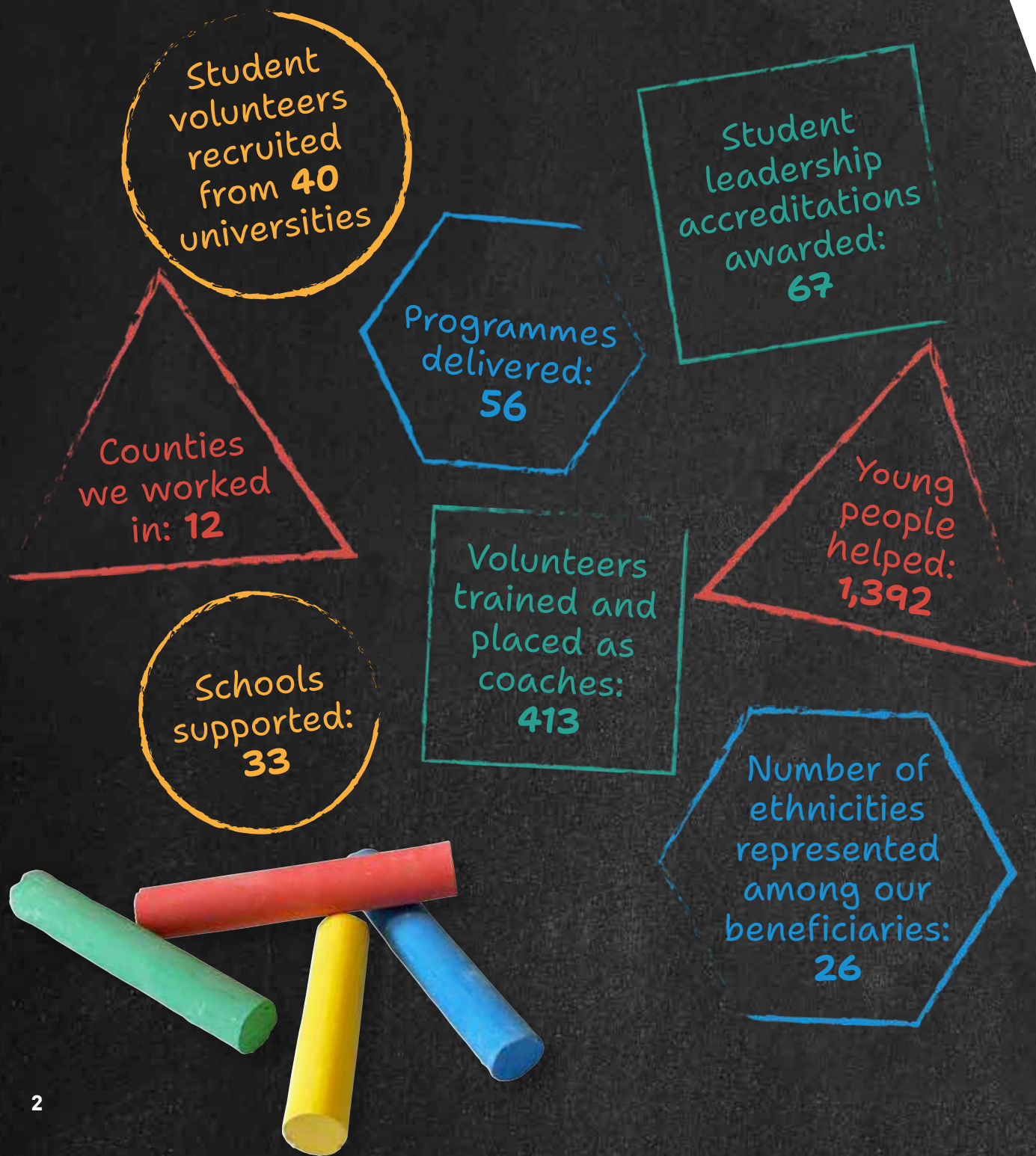
CoachBright Annual Report

2023-2024



2023-24 at a Glance

We define coaching as young person-led, purposeful support with impactful and relatable role models who listen actively and ask effective questions.



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CEO foreword

Welcome to the CoachBright Annual Report, showcasing the reach and impact of our work over the 2023-24 academic year.

In our introduction to last year's annual report, we noted that 'our work has never been more needed', and *'moving up the social ladder in Britain has become harder than at any point in over 50 years'*. Well... make that 51. Unfortunately, but not unpredictably, there is compelling evidence that the challenges faced by young people from disadvantaged backgrounds continue to grow.

Let's start with academic outcomes - often regarded as the main driver of social mobility in the UK, and the key that unlocks future opportunities. Between 2022-23 and 2023-24, the proportion of GCSE entries from Pupil Premium eligible students that achieved at least a Grade 4 (equivalent to a C) dropped from 75% to 70%. And for higher attainers, it's the same story - Grade 7s (equivalent to an A) dropped from 27% to 24%.

These may seem like relatively small changes, but added to the fact that disadvantaged young people are already almost 50% less likely to achieve maths and English passes, they matter.

Grades aren't everything, of course. So let's look at some of the other elements often cited as unlocking opportunity: motivation, confidence, self-belief. Well, the picture isn't encouraging here either. Children who grow up in low-income households consistently report significantly lower levels of these critical skills than their more privileged peers, at all stages of their childhood.

And what about later in life? What about once that young person becomes an adult and is then, in theory, judged on nothing but their merits? Sadly, the complex socioeconomic factors that exist don't disappear once they turn 18. Graduates will earn on average 8-11% less than their peers, and for non-graduates, this gap is around 15-20%!

Admittedly, this is not the cheeriest note to open our annual report with, but it's worth reminding ourselves of the challenge we face in addressing inequality, and why we work hard to do so. One of our core values is that *we believe coaching is transformative*, and we believe it can be transformative for **anyone**. This year we're proud to have supported over 1,300 young people from as young as 5 years old, right up to young adults in the early stages of their career, with our unique academic, pastoral, and executive coaching. This has been made possible by the dozens of school, university, trust, and foundation partners who see the impact of our work, the hundreds of volunteers who give up their time to support a younger peer, and, of course, our small but mighty team, who work tirelessly to bring our coaching to those who need it. A heartfelt thank you to you all.

Supporting that work is our excellent board of trustees, to which we added two new members this year: Nick Osborne (CEO of Maritime Academy Trust) and Jo Owen (Teach First co-founder and leadership author extraordinaire - who you'll hear from later). The value of trustees to civil society is vastly underappreciated, but we want to extend our thanks for their constant guidance and brilliant support.

2023-24 was a challenging year for many, and the education and charity sectors were no exception. But, as always, there were also some immensely powerful stories, and we're excited to share a selection of them with you in this report. Improving social mobility is a complex task, but we're proud to play our part.

We hope you enjoy reading about our work and impact, and thank you for supporting our mission.

All the best,

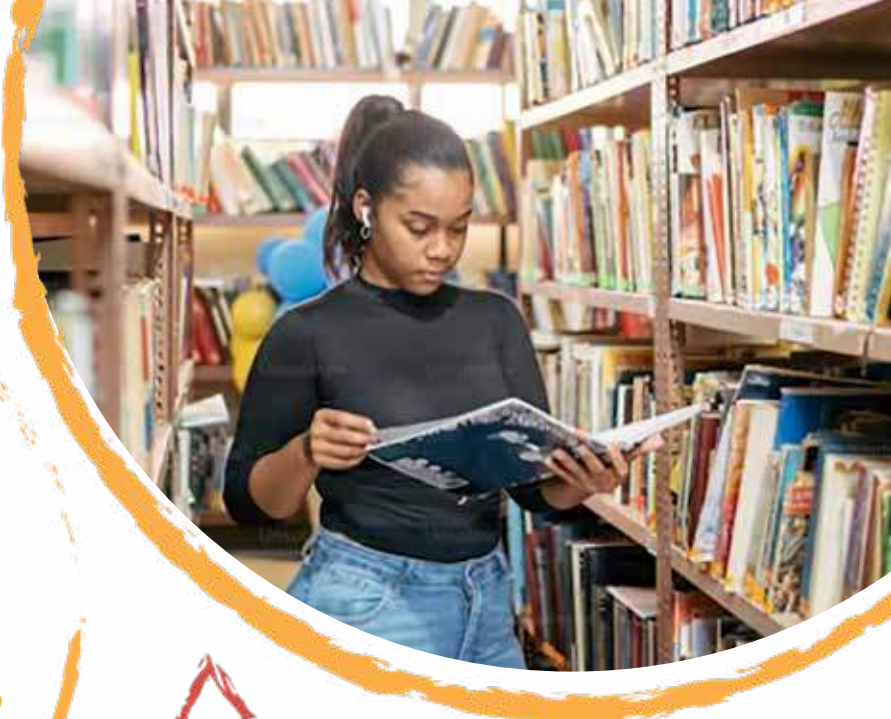
Joe McGinn
CEO



Let's hear from... our beneficiaries

On our programmes, young people receive coaching from a university undergraduate or a senior pupil in the same school, whom we train and support as academic and pastoral coaches.

We've gathered a sample of reflections from the young people we've supported in 2023-24, both coaches and coachees.



CoachBright have been extremely helpful. My understanding of maths has increased, and I find it much more enjoyable.

CoachBright is a great way to spend your time and gain a better understanding in a subject you are struggling with.

Coaching a younger person can help you communicate better with people you are unfamiliar with, especially when you are different ages. It can also help to improve your organisational and leadership skills, as you are in charge and have to provide your coachee with all the resources they need.

I know now that if I stay confident in myself I can do it!

Coaching a younger pupil really had a positive impact on my confidence. I feel as though I can think on my feet faster and simplify my thoughts quicker in order to be understood.

I felt proud of myself as a coach, and I hope my coachee feels more confident now too!

Meeting my coachee and watching her get better at things she struggles with because of my help, as well as just getting to know her as a person was great. Seeing her improve makes me believe I've done a good job at teaching her, and it motivates me to help even more.

I loved bonding with my pupils and it's so rewarding watching them learn. They challenge my own knowledge on the topic and I love seeing how they think.

My coachee and I became a brilliant team as we honed our listening and comprehension skills, and I really feel I've grown as a leader in the school now.



Who We Are

Our Mission

Coaching young people to be confident, independent, and resilient, so they can lead the lives they want. We are an education charity with social mobility at our core.

Our Vision

A world in which every young person's destination is based on their choice, ambitions, and talents, not their background.

What we do

We partner with schools, universities, and businesses to run face-to-face and virtual coaching programmes for disadvantaged young people. Through partnering young people with relatable role models who are just a few years ahead in their life journey, we help raise their confidence, independence, resilience, and attainment. Our coaches are typically **undergraduate volunteers** or **senior pupils** in schools, who we train and support to become effective coaches.



Why CoachBright is Needed



By the age of 5, **43%** of disadvantaged young people have not reached a good level of literacy and numeracy.¹



57% of children from disadvantaged backgrounds leave primary school without reaching the expected standard in reading and maths.²



A disadvantaged child is **50%** less likely to achieve passes in GCSE English and Maths.³



Only **16%** of Free School Meal eligible young people attend university, compared to more than 75% of those who attended an independent school.⁵



1 in 3 young people from disadvantaged backgrounds are not in any form of sustained education, apprenticeship or employment five years after their GCSEs.⁴



1 in 5 undergraduates from disadvantaged backgrounds don't complete their degree, double the rate for the most advantaged.⁶

Those in elite occupations from disadvantaged backgrounds earn **£6,400** per year less in the same role⁷, and take **25%** longer to gain a promotion.⁸



Let's hear from... Sadie and Lexi

Walsall Academy is a secondary comprehensive school in the West Midlands where we ran a Peer to Peer coaching programme in spring 2024. We trained 14 young people aged 16-17 in effective coaching skills and supported them as they each coached a 14-15 year old for eight weeks. Below we hear the reflections of Sadie (a coach) and Lexi (her coachee).



Sadie,

why did you become a peer coach?

I remember how hard I found school, not knowing what to do or how to revise for my GCSEs - it was overwhelming. So, if I could make that experience a little bit easier for a younger student then why wouldn't I?

What makes a good coach?

Allowing your coachee to feel heard. It's not a relationship where you're above them - you're on the same level. So, if they feel like they can say, for example, "This isn't working for me, let's try something else," then you both get the best out of that experience.

What skills have you developed as a coach?

A lot of confidence! When I first came in I was nervous to come and sit down and talk to someone new. This has given me the confidence, socially but also academically, that I can pass on what I know and support someone else.

What have you enjoyed about coaching?

It's amazing seeing your coachee's face when they've learnt something new. That's so rewarding! It's the best thing about it.

And what are your goals for the future?

I either want to go to uni or do a degree-level apprenticeship, and learning to coach has 100% helped me with this. If I'm going to have an interview for uni or a job, I'll need to communicate my thoughts in a way that isn't vague. And having to coach and explain things to somebody helps you develop these skills!



Lexi,

what did you think about receiving coaching?

I never knew they did things like this in school until I got selected. It's very important as it's definitely helped me.

How would you say it's helped you?

It's helped with my confidence to speak to people. The fact that Sadie is older as well. I felt scared initially! I've learnt things that I wouldn't have been able to without Sadie's support. So it's helped me academically and socially as well.

What was Sadie's coaching like?

She just really listened to me! She did what I felt comfortable doing. She helped and gave me support when I didn't know something, to help me improve.

So a big thank you, Sadie! I'm actually going to enjoy doing things like revising and learning more science, that I never enjoyed before, because of you.

Pupil Coaches on our Peer to Peer Programme...

Had **3.1%** higher school attendance than a matched control group during our programme.

Were **41%** more likely than a matched control group to increase or sustain their attendance after the programme.

Saw their attendance increase by **11%** if they had been persistently absent before the programme started.

To enquire about a Peer to Peer programme at your school, email team@coachbright.org

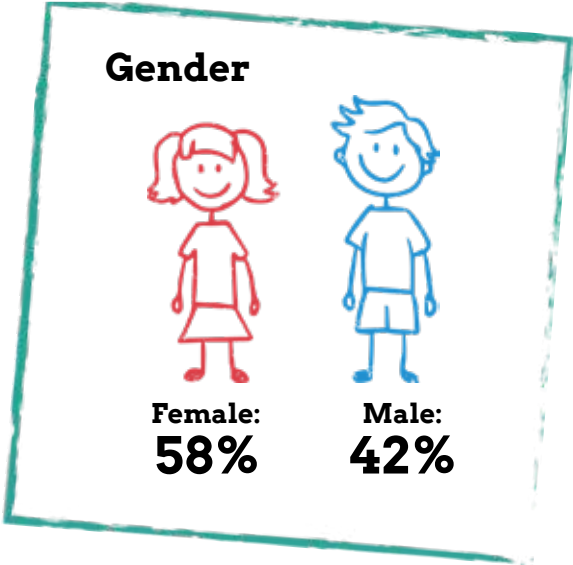
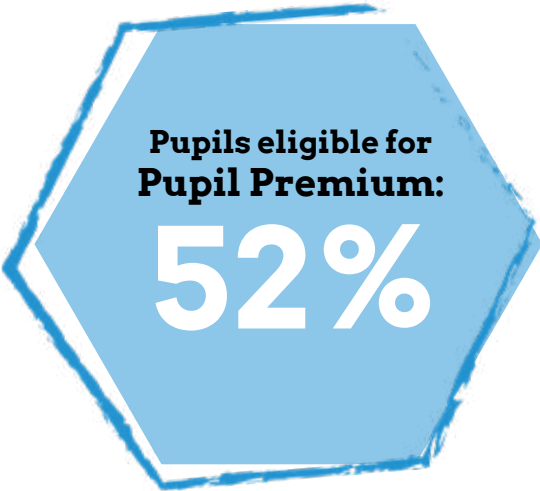
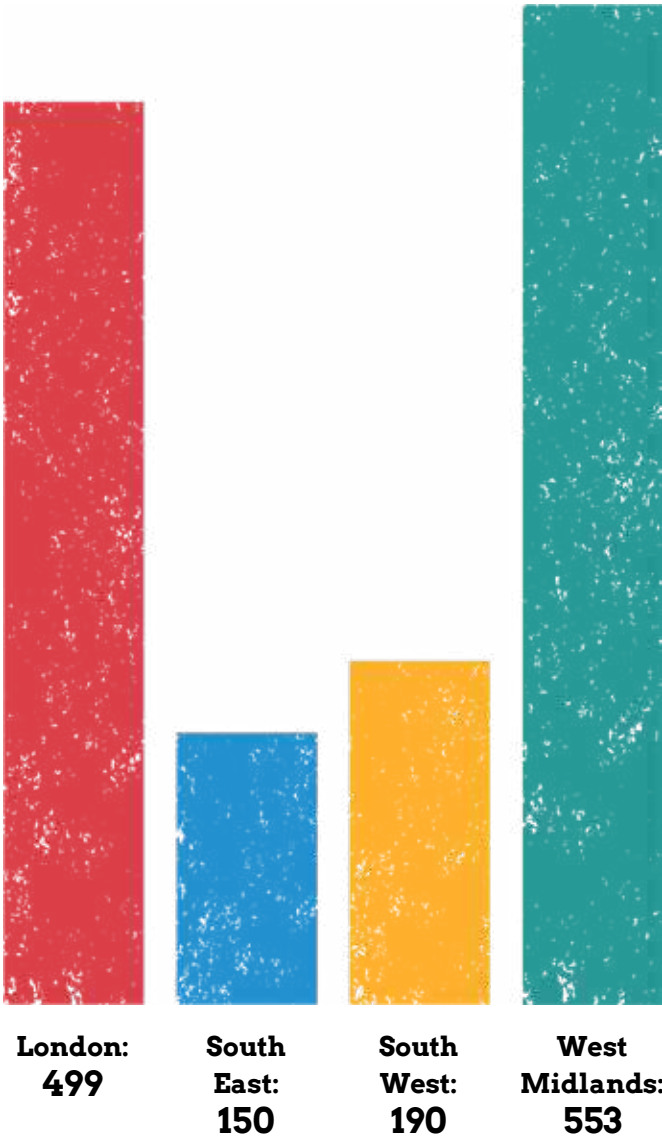
Programmes in Review

In 2023-24 we delivered 56 academic coaching programmes to 1,392 young people across four regions: London, South East, South West, and West Midlands.



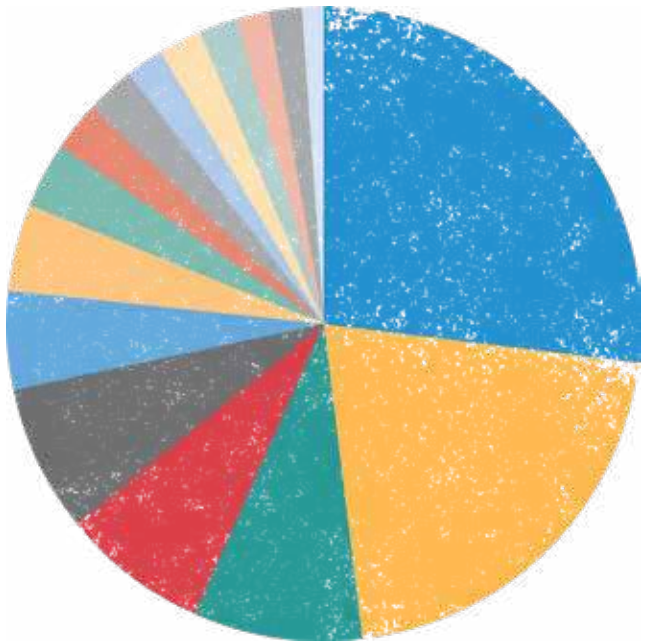
Young people supported

We are proud to focus our work where the need is greatest. Whilst we have a strong presence in the capital, the majority of our programmes take place outside of London. We are also significantly overrepresented by young people who are eligible for pupil premium, speak English as an additional language, or are from an ethnic minority background.



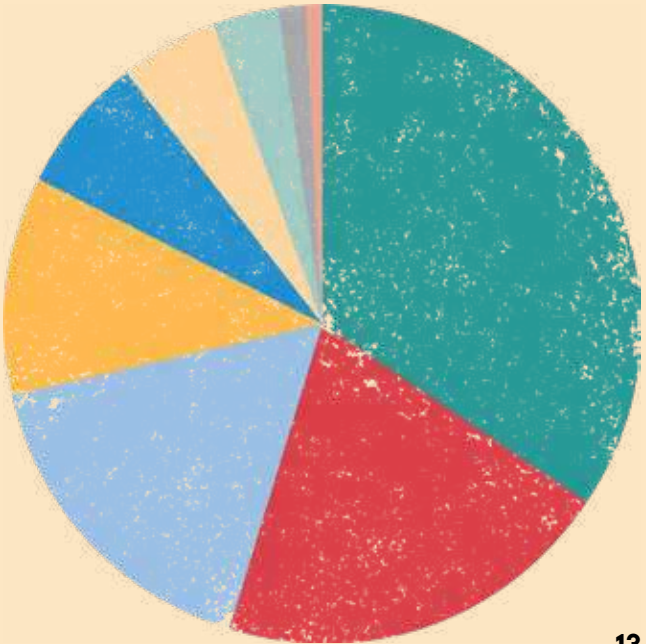
Ethnicity

- White - English, Welsh, Scottish, or Northern Irish, **27.1%**
- Asian - Pakistani, **21.0%**
- Mirpuri Pakistani, **8.4%**
- Black - African, **7.5%**
- Other - Unknown, **7.4%**
- Asian - Indian, **5.2%**
- Other Pakistani, **4.3%**
- Kashmiri Pakistani, **3.4%**
- White - Any other White background, **2.5%**
- Asian - Bangladeshi, **2.3%**
- Asian - Any other Asian background, **2.1%**
- Mixed - Any other Mixed or Multiple background, **2.1%**
- Other - Any other ethnic group, **2.1%**
- Mixed - White and Black Caribbean, **1.6%**
- Black - Caribbean, **1.6%**
- Black - Any other Black, **1.4%**



Age

- Year 1 – 4-5 years old, **1.45%, 20 children**
- Year 5 – 9-10 years, **0.72%, 10 children**
- Year 7 – 11-12 years, **5.03%, 70 young people**
- Year 8 – 12-13 years, **7.04%, 98 young people**
- Year 9 – 13-14 years, **20.47%, 285 young people**
- Year 10 – 14-15 years, **16.59%, 231 young people**
- Year 11 – 15-16 years, **34.47%, 480 young people**
- Year 12 – 16-17 years, **10.99%, 153 young people**
- Year 13 – 17-18 years, **3.23%, 45 young people**



Our school partners

We were fortunate to work with some brilliant school partners from across our four regions.

London	South East	South West	West Midlands
Alperton Community School	Blessed Hugh Farringdon Catholic School	Bodmin College	DSLVL E-ACT Academy
Aylward Academy	Brooklands Farm Primary School	Marine Academy Plymouth	Erdington Academy
Harris Lowe Academy	Kenet School	Queen Elizabeth's	Greensward Academy
Kingsley Academy	King's Academy Prospect	Ryde Academy	Hodge Hill College
Phoenix Academy	Rainham School for Girls	Tendring Technology College	E-ACT North Birmingham Academy
Richmond Park Academy	Reading Girls' School		Perryfields Academy
Stoke Newington School and Sixth Form	The John Warner School		Queen Mary's High School
The John Roan School	The Wren School		Rockwood Academy
	Wellington Academy		Walsall Academy
			West Coventry Academy
			West Walsall E-ACT Academy

And we're proud our work stretches from the South West of England right up to the West Midlands:

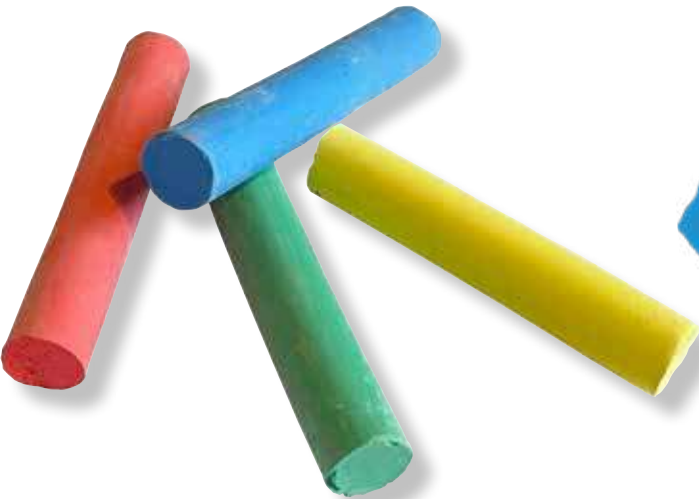
Counties	
Berkshire	Hampshire
Buckinghamshire	Isle of Wight
Cornwall	Kent
Devon	Northamptonshire
Dorset	Somerset
Essex	West Midlands
Gloucestershire	Wiltshire
Greater London	

Our university partners

We are proud of the support we receive from our university partners across England. Whether by formally supporting our programmes as part of their Access and Participation Plans, building us into their courses as placement opportunities, or simply signposting us to their students, we are very grateful!

Over 2023-24 we are proud to have trained and placed 451 students from 40 universities.

University Name	No. students placed as coaches 2023-24	University Name	No. students placed as coaches 2023-24
University of Birmingham	88	Strathclyde University	3
University of Reading	83	Leeds Trinity University	2
University of Exeter	35	Imperial College London	2
King's College London	29	University of Surrey	2
University of Wolverhampton	28	Middlesex University	3
University of Greenwich	27	Aston University	2
London South Bank University	17	London Metropolitan University	1
University of Plymouth	16	University of Roehampton	1
University of Warwick	15	University of Central Lancashire	1
University of Leicester	13	University of Brighton	1
University College London	11	University College Birmingham	1
Aston University	11	University of Khartoum	1
Birmingham City University	10	University of West of England	1
Queen Mary University of London	6	Plymouth Marjon University	1
Coventry University	5	University of Bath	1
University of Bristol	5	School of Oriental and African Studies	1
London School of Economics	5	Brunel University	1
City, University of London	5	University of Kent	1
Cambridge University	4		
Kingston University	4		
University of Westminster	4		
Goldsmiths, University of London	4		





University student reflections

We gathered some thoughts from the many undergraduate students who volunteered with us in 23/24.

"It was an amazing experience to share the knowledge with the young people and also a wonderful opportunity to learn new skills to develop ourselves."

"The programme was really amazing. The young people, team, everyone was so cooperative and fun to be with."

"The process was simple. CoachBright provided all the training and materials we required and I feel like I made a positive impact with my group."

"This was my fifth time volunteering with CoachBright. It is a very rewarding experience in which I feel like I gain invaluable skills to benefit my (hopefully!) future career in teaching. To see the pupils grow in confidence each week and to get to know them on a personal level makes the sessions much more fun."

"It was so enjoyable with the consistently engaged young people. Also meeting and working with other coaches was lovely."

"It's a wonderful experience. The young people are polite and lovely. In the CoachBright team, everyone is so friendly. For an international student, this is a memorable experience. Thank you so much!"

"Everyone was lovely and friendly and organised and I enjoyed every minute of it."

"The programme has made me grow a deep passion for teaching."



Let's hear from: Professor Emerick Kaitell

Professor Emerick Kaitell speaks about his experience of coming from a socio-economically disadvantaged background, his career in academia, and why he values the opportunities CoachBright offer his students.

What is your current role?

I am an Associate Professor of Education at the University of Roehampton and a programme leader for the undergraduate Sports Coaching degree. I have also written a new degree programme called Education and Youth Studies which I will be leading.

What do you like about CoachBright's mission and work?

What drew me was the way CoachBright helps young people who may not have strong support mechanisms in their lives, by going into schools.

I resonate with the young people that CoachBright works with. I came from a low socioeconomic, one-parent home. My mum worked long hours to keep a roof over our heads. School had low aspirations for my future, they were just happy that I behaved. I didn't even learn about university whilst at school. Enabling young people to identify possibilities they haven't considered before is vital for their growth and to be inspired and fulfilled.

Why did you want to partner with CoachBright?

It was from hearing about students' experiences of working with CoachBright and learning of young people who wanted to support younger students in school to succeed, regardless of their background, affluence, gender, ethnicity, or religion. It was also about CoachBright's drive to offer schools a supportive programme to ignite aspirations, something that enables children to aspire to be more significant than they believe they can be. That's what connected with me.

Secondly, it sits well with my work. We strive to enable our students to make a difference within their communities. Our aspirations are similar so it made sense to partner together. We can continue to enhance the opportunities on offer for Roehampton students. Engagement with CoachBright programmes helps our students grow and develop.

Seeing my students implement the learning from their university courses through their CoachBright volunteering is priceless.

We have a highly diverse group of students, many of whom will understand and relate to some of the challenges that CoachBright beneficiaries face.

What does your current partnership involve?

Predominantly, students are recruited as volunteers and trained to become CoachBright coaches. For the new Education and Youth Studies degree, I formed an employability advisory group. I contacted CoachBright as I saw synergy between your work and the degree students that we aim to bring in.

CoachBright contributed to the degree design, ensuring that our assessment and the content we're looking to put in are relevant and meaningful for the students but also meaningful for employers. The aim is now to have CoachBright contribute to modules, bringing in their expertise, empowering our students, and inspiring them to participate in the programmes CoachBright provides. I aim to have a student or two whom CoachBright might even employ after graduation as CoachBright's aims and aspirations also grow.

What impact have you seen the CoachBright programmes have on both the pupils in schools and your students?

I have seen students who started off being on the receiving end of coaching, who have then grown and become CoachBright employees. Within the university, I've met students who volunteered on programmes and gained valuable life experience whilst negotiating career options. The programme's impact includes students gaining the confidence to attempt more ambitious life moves. So we see benefits to all parties, not just the children in the schools you're working with, but the young people placed in the coach role.

Why do you think other universities should partner with CoachBright?

There are several reasons:

- CoachBright supports underprivileged children in schools. In terms of widening participation, this should align with the values of all universities in the UK.
- They provide a robust experience for undergraduate students as they gain essential training before delivering support in schools. The opportunity to gain real-life experience, develop employability skills and give back to their community is invaluable.
- The programme enables universities to connect students with the community in ways we can't. Students can then talk about university life and demonstrate to schoolchildren what they can aspire to.
- Engaging with CoachBright supports our performance for the Office for Students metrics. CoachBright is connecting with degree programmes and modules that can inspire our students to higher performance. So, working with CoachBright can improve our retention, continuation and progression of students from disadvantaged backgrounds.
- The staff that work for CoachBright are enthusiastic, professional, and driven.

How important is education to social mobility?

Education is vital and schools are just one of many sources of education. Recognising that school can be challenging for children as they navigate societal challenges (health, caring, ethnicity, finance, culture, religion and sexuality, to name a few) is also vital.

Where your postcode is, who your parents are, and what school you attend affect your chances of success and the opportunities on offer. We all – from the privileged to the less privileged – have a responsibility to help reduce barriers to social mobility by making education fairer.



Our Impact

We are committed to robust, high quality impact evaluation. This is to ensure we understand the true effectiveness of our work, and can assess what impact it is having, for whom, and under what conditions.

Our mission is to support young people from disadvantaged backgrounds to become confident, independent, and resilient. Therefore it is key that we are able to measure and evaluate these skills.

Method

To do this, we use academically validated pre- and post-programme questionnaires. These are completed by young people before and after the programme, and we observe the ‘distance travelled’ in that time both at individual and group levels.

We have used a consistent impact evaluation framework for several years, created in collaboration with educational impact specialists ImpactEd. The technical skills we measure are metacognition, self-efficacy, and motivation, and the questionnaires used are the relevant sub-scales of the Motivated Strategies for Learning Questionnaire.⁹

Impact overview

We are proud that in 2023/24 there were statistically significant improvements in our beneficiaries’ metacognition, self-efficacy, and motivation.

This is the fifth year in a row we have seen a statistically significant impact as a result of our work.

All young people

	Metacognition (/7)	Self-efficacy (/7)	Motivation (/7)
Pre-programme	5.11	5.08	5.12
Post-programme	5.35	5.31	5.35
Percentage change	+4.0%	+3.83	+3.84%
P-value (2dp)	0.00	0.00	0.00

The measures we use are created and tested for stability, and a 3% change, in either direction, is regarded as a meaningful shift in that individual’s ability or state of mind.

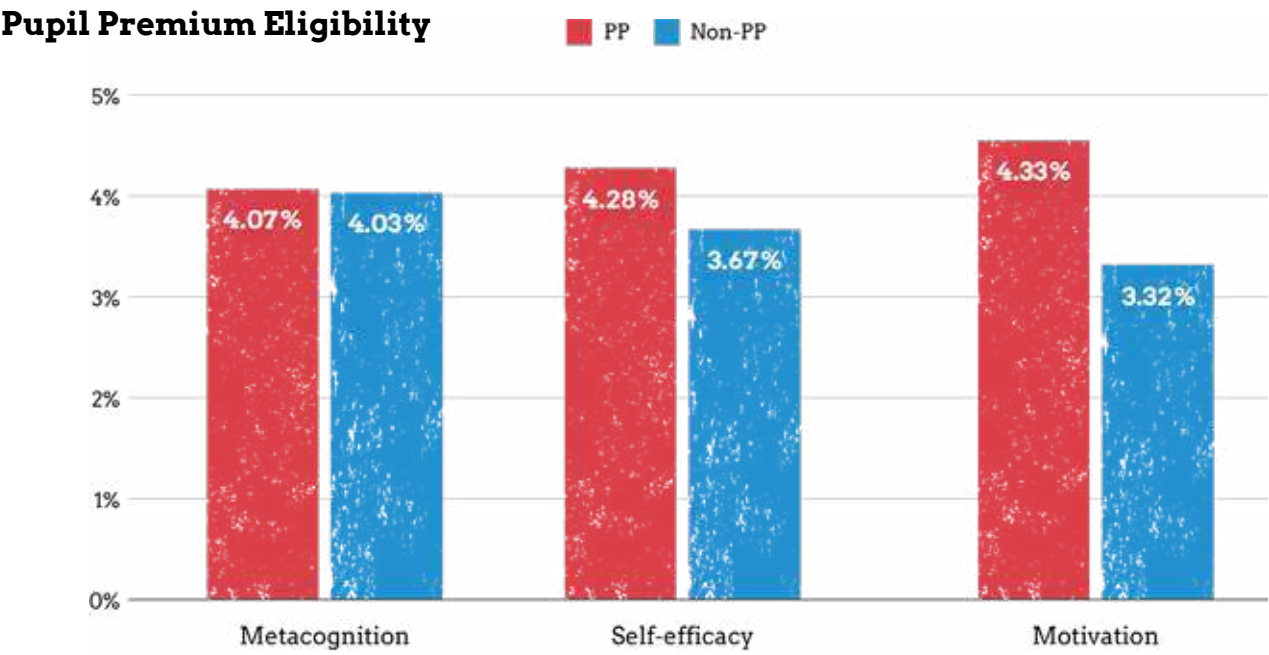


Broken down

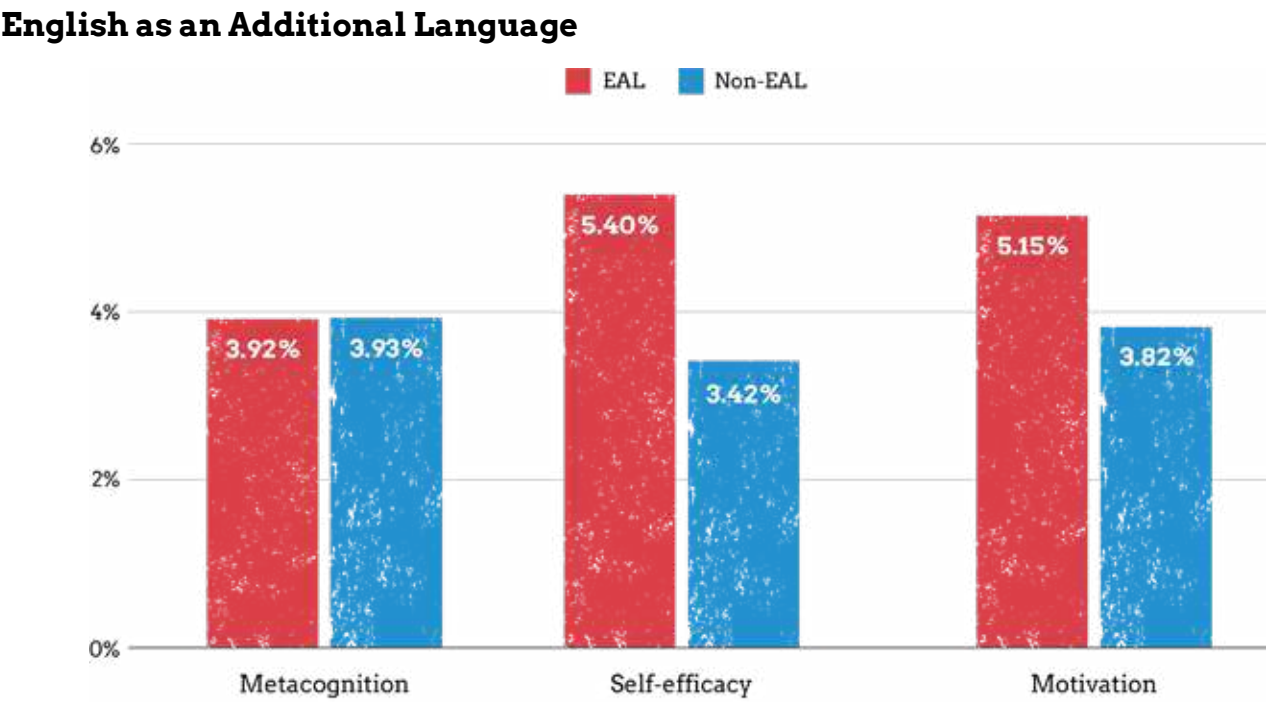
We were also pleased to see that our programmes appeared to be more effective for young people eligible for the Pupil Premium, and those who speak English as an additional language.

A particular highlight was the impact observed on motivation. Pupils from very low-income families and those who speak English as an additional language had increases in motivation that were 37% and 35% greater than their peers respectively.

Pupil Premium Eligibility



English as an Additional Language



Let's hear from... Mary McAteer

We spoke with Sunderland professional footballer and Welsh international Mary McAteer about her experience of volunteering as a coach with CoachBright, and how it's helped with her career.



Image by Alan Hawkins

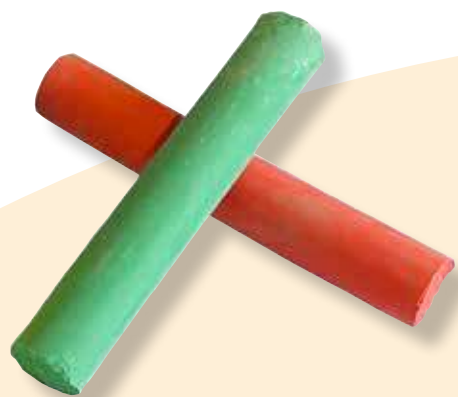
What inspired you to volunteer at CoachBright?

I'm always interested in helping people, especially in and around schools. Both my parents were in education, and my dad is still a teacher. So, I learned quite a lot about the education system and its flaws. Volunteering was an opportunity to maybe just make that little bit of difference myself. During the training, I was like, "Oh, it's everything I've been saying for years!"

What are some of your favourite memories from your time at CoachBright?

My favourite moment was seeing maths click with kids. It was cool being on the other side of it and watching kids go through the steps to the point where it makes sense!

Another favourite is when they started teaching each other. I had about seven students in one session, and a few grasped and finished the work really quickly. So I was like "Aww, would you mind explaining that question whilst I help these guys?" They were straight on it, bang, and I was thinking, wow, these kids just took over! I could've got a cup of tea or something! So yeah, that was cool.



Did you develop any new skills from volunteering at CoachBright?

It developed my abilities to communicate and teach. The ability to pass on what I know felt special. Also coaching has quite similar skills to football, which made it a cool overlap. Before CoachBright, I'd been in a senior role in the national Under 19s team, so I used some of those skills for coaching. But also I had the opportunity to be Captain for Wales back in February, and coaching with CoachBright helped me apply the leadership and communication skills needed. It all just went hand in hand!

What do you think sets CoachBright apart from other organisations?

It's the grassroots level of working directly with young people. Lots of organisations have a top-down approach whereas I think the bottom-up approach is massively effective. And in some ways, it's more effective for individuals. I know it's hard to reach everyone, or it's practically impossible, but I think just having that small but measurable impact on as many young people as possible is what sets CoachBright apart. It's the individual touch.

What advice would you give to young aspiring footballers who are thinking of sports as a career?

I'd just say - for football or any other activity that you're into - if you love doing it, continue doing it, and make the sacrifices to keep doing it. Keep working hard and your talent will shine through. The work you do will feed that potential and take you as far as you're going to go. If you stop loving it, because people do fall out of love - don't force it. I think lots of people stay at football, and other activities, and jobs - because they've done it for so long - and I think it's a waste because if that's not your true passion then that's not something you should force. Otherwise, keep on enjoying it, work hard and keep on making the sacrifices to help you keep on doing it better and better.



Lifecycle Coaching

In 2023-24, we continued our commitment to supporting young people from disadvantaged backgrounds once they leave school and enter higher education or the world of work. We offer Lifecycle coaching because it's important to recognise that true social mobility isn't just about the ability to access higher education or rewarding careers, but to flourish and succeed once you are there.

This programme is where our internal team, who are all accredited professional coaches, provide 1:1 coaching directly to an undergraduate or young adult in the early stages of their career.

This year we continued our work with the University of Plymouth, and the University of Winchester, but also delivered our first Lifecycle programme in the private sector, with retail brand Fresh. In total, we supported 64 young adults with 1:1, high quality executive coaching.



Impact

For our Lifecycle programme we use a similar evaluation framework to our work in schools, but adapted for context. We seek to improve, and therefore measure:

- **Confidence in themselves to achieve their goals**
- **Adaptability and sense of social capital in their new environment**
- **Sense of identity and belonging to the new organisation they are part of**

Across all cohorts, we were pleased to see significant improvements in all of these measures.



Confidence
UP by 7.4%



**Adaptability
and Social
Capital**
UP by 11.4%



**Identity and
Belonging**
UP by 14.6%

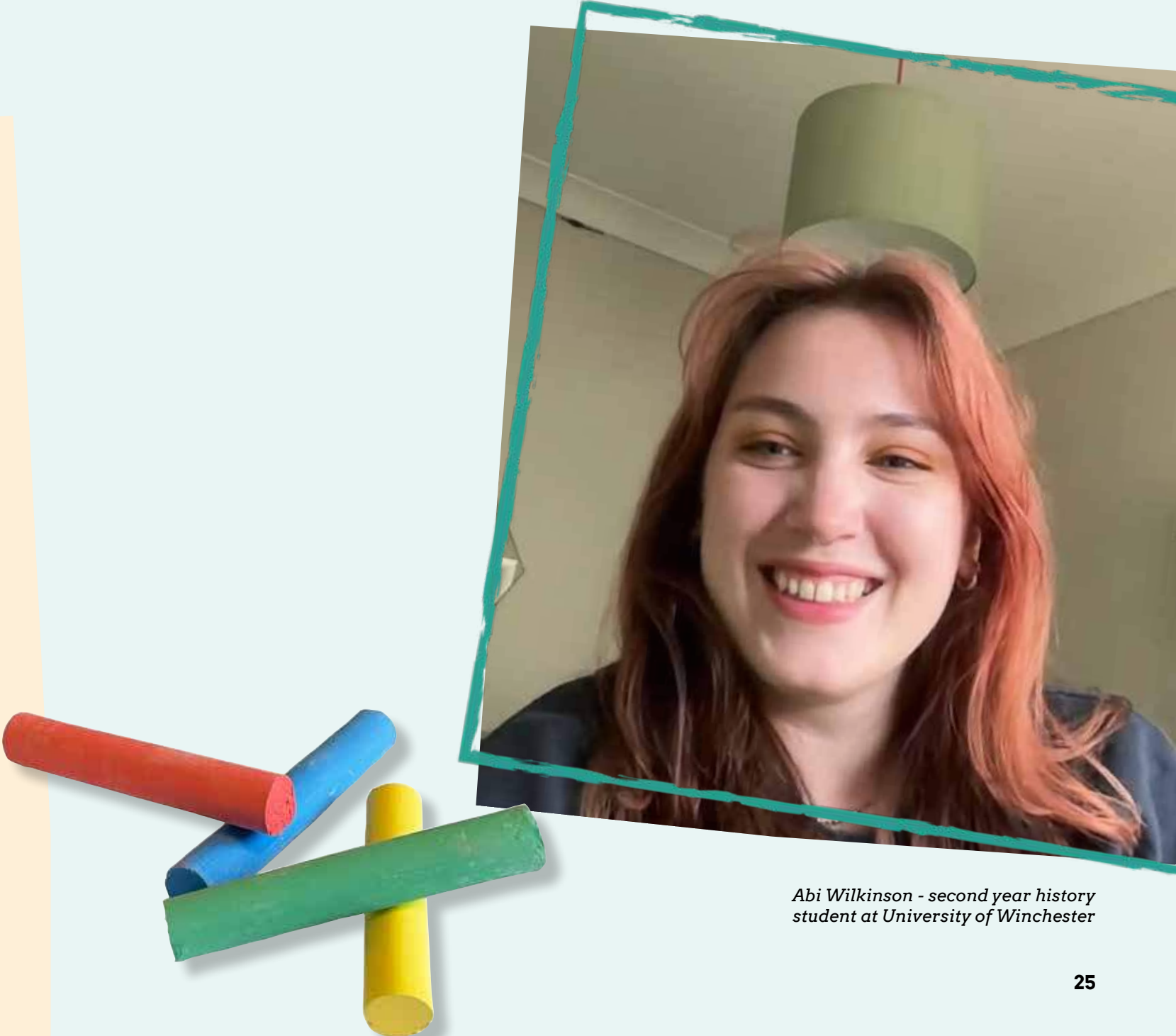
Let's hear from... Abi Wilkinson

I've just finished my second year of history, and the Lifecycle coaching has been so useful in helping me organise my time, especially when it comes to assignments.

It's very useful to help you think about future goals. There are certain exercises you do which can help you evaluate which aspects of your life you want to improve upon. And I found that very useful - to think about what I want from certain things in my life and set goals to go towards them.

It was also crucial for helping me think about what I want to do after my degree, like certain graduate programmes. More importantly though it just helped me with general life, things about where I want to go and what I need to do in order to get there. Not just thinking about it, but also setting goals to help you get there.

If you can access coaching like this - take it! It's amazing and I think everyone can benefit.



Abi Wilkinson - second year history student at University of Winchester

CoachBright in Sector Press



We were fortunate to have the impact of our 2023-24 work profiled in sector press.

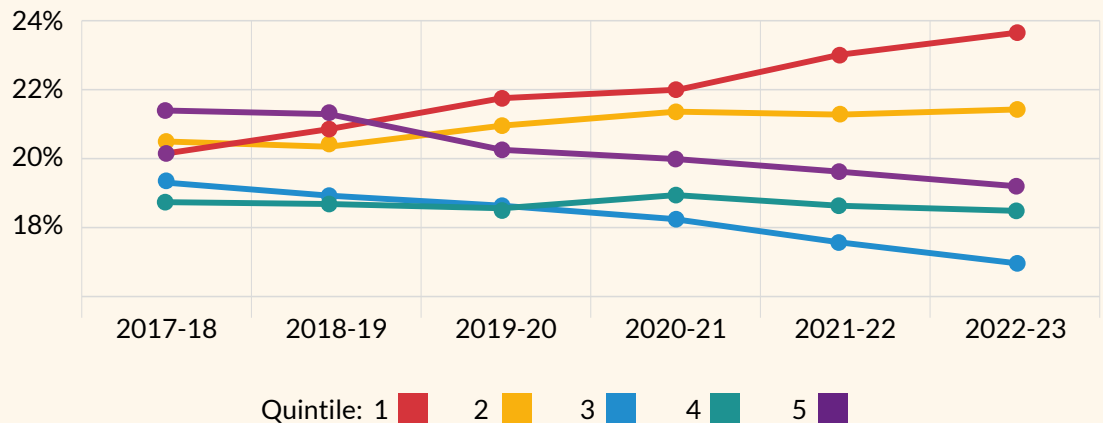
Widening access is a HE success story, but it's time for the rest of the lifecycle to catch up¹⁰

First, our CEO Joe McGinn co-wrote a piece with Julian True, Access & Participation Manager at the University of Plymouth. This piece focused on the impact that our Lifecycle coaching is having on students at the University of Plymouth, and how this fits into the broader picture of Widening Participation in the UK.

UK higher education, despite all its current challenges, is a national success story we should be proud of. In the 2023-2024 QS World University Rankings, the UK had 17 universities in the top 100, behind only the US (with over 30).

This success is even more impressive when you consider the staggering strides the sector has taken in increasing access to those historically underrepresented in higher education. There are many stats one could use to evidence this, but perhaps the most compelling comes from the most recent Higher Education Statistics Agency (HESA) data. In the 2022-23 academic year, the latest data available, more undergraduates (23.6% of the cohort) came from a postcode within quintile 1 (the most deprived) of the Indices of Multiple Deprivation (IMD Q1), than either IMD Q2, 3, 4, or 5.

In lay terms, this means that **more students are now coming from the poorest postcode areas than any others**. Indeed, this has been the story since 2019-20, but the gap now appears to be growing at a remarkable rate.



It's likely this figure is being inflated by mature students to some degree (as mature students are more likely to come from IMD Q1 than young students) but, notwithstanding, this is a success the sector should be proud of.

However, of course, 'access' to university is only one piece of the puzzle. If we follow this through the other four stages of the student 'lifecycle' we see a different story. The data also shows that **students coming from IMD Q1 are the least likely to continue into the second year, complete their degree, attain a 2:1 or higher, or progress into managerial or professional employment, further study, or another positive outcome after graduating.**

With some of these stages, the contrasts are stark. Roughly one in five students from the poorest postcodes will drop out in their first year, and of those who do complete their degree, only 66% will attain a 2:1 or higher. By contrast, only one in ten students from wealthy postcodes drop out in their first year, and a staggering 86.3% attain a 2:1 or higher.

To put it plainly, the sector is doing a good job at getting underrepresented young people in the door, but isn't doing enough to ensure they achieve and flourish when they get there.

This is something we have been acutely aware of at the University of Plymouth for some time and one of our current and continuing Access and Participation Plan (APP) objectives is to reduce the attainment gap between students from IMD Q1 and IMD Q5. In looking for innovative ways to impact this, and also the continuation rate from the first into second year of study for these students, we have partnered with social mobility charity CoachBright. CoachBright provide bespoke, 1:1 coaching, and working with them we have developed a programme that includes individual coaching alongside a series of group workshops,

for our Black, Asian and Minority Ethnic (BAME) first year undergraduates from IMD Q1.

The programme has the overarching aim of reducing continuation, attainment and completion gaps. We believe the coaching will do this by focussing on a set of specific aims: developing the students' sense of belonging and connection to the university, ensuring they feel well supported, developing their metacognitive abilities and other skills that support learning, and increasing their own expectations of what they can achieve whilst at university and beyond.

We first piloted the programme in the 2022-23 academic year, repeating it with a larger cohort in 2023-24 and we will be scaling up for 2024-25. We have learned from both the process and impact evaluation, making changes in response to our students feedback and the evaluation outcomes. Although our first two cohorts were both relatively small, the impact has been very encouraging. While we don't have the longitudinal data yet, our evaluation found the coaching programme had a notable impact on the students' confidence, their belief in themselves and their capacity to succeed, their ability to adjust to life at university, and their sense of connectedness and belonging to the university community. These positive medium-term outcomes were consistent across both years.

With more students from underrepresented groups accessing higher education than ever before, it is crucial that we build on, and don't waste, this progress by designing and delivering programmes that enable them to flourish and realise their potential once they are here.

Reflections from participants:

"I have overcome obstacles such as finding new friends, mental health issues, and difficulties with my studies. I have also had the chance to reflect on my progress from when I started this programme to the present day."

"The coaching has been great for my mental health, helping me manage stress and workload."

"I think the programme made my first year of uni feel much less intimidating, reminding me that I do have friends, resources, opportunities available to me to help with my growth and taking that small amount of time to reflect on it definitely eased a lot of my anxieties and worries about uni."



How to raise attendance and engagement through coaching¹¹

We were also proud to see Sarah Hadlow, headteacher at partner school DSLV, write an article in Schools Week, about how our Peer to Peer coaching programme had improved both attendance and school engagement at her school.

In recent years, severe and persistent absence has gained momentum as one of the most pressing issues facing our education system. At DSLV Daventry, peer-to-peer coaching programmes have provided us with a unique solution.

The Centre for Social Justice reports severe and persistent absence rates are significantly higher compared to pre-pandemic levels, with persistent absence in particular rising by 52.6 per cent by autumn 2023. It also found that vulnerable children, including those who are socio-economically disadvantaged, are more impacted by persistent absence than their peers.

As absence rates continue to rise in many areas, the sector is becoming increasingly innovative in its approach to supporting pupils back into the classroom, focusing on a sustainable model of engagement, attainment-raising and leadership.

At DSLV Daventry as with schools across the country, we have also been impacted by these national challenges.

Exceptional teaching and learning is key to ensuring all pupils can aspire to academic excellence and develop the confidence to embrace life's challenges. Peer-to-peer coaching is a novel approach that has added an extra dimension to our work to achieve these goals.

Teaching and learning typically remains under the teacher-student hierarchy. In peer-to-peer coaching, this formal hierarchy is removed. Working one-to-one with each other, students improve their ability in a subject area and develop their leadership skills and their confidence in learning.

As a school, we worked with social mobility charity CoachBright to implement this programme. Our aim was to improve attendance and attainment.

It started with a seven-session programme for socio-economically disadvantaged pupils in Year 8, who received a weekly one-to-one coaching session from a Year 10 pupil.

The charity trained our coaches and worked with them to develop engaging and meaningful sessions to support their coachees across a variety of subject areas, including English and maths.

The format encourages pupils to re-engage with learning

The format of peer-to-peer coaching eliminates any perceived authority in the coach and coachee relationship. It encourages a non-judgmental and co-productive environment for pupils to re-engage with learning and thrive as well-rounded individuals.

However, this can't be achieved without the school placing trust in the model itself. For us, increasing attendance and reigniting a hunger for learning was at the heart of this.

What we saw is that, through these sessions, the Year 8 participants gained confidence in their ability to thrive academically and, most importantly, developed a willingness and enthusiasm for being at school.

A recent evaluation facilitated by ImpactEd corroborated the positive impact we'd witnessed. The evaluation found a high level of engagement from coachees throughout the sessions; coaches scored the engagement of their coachees at 2.7 out of 3 per session on average.

Likewise, many students saw an increase of at least one grade in their English and maths attainment after completing the sessions.

Yet more positively, the evaluation revealed an overall increase in the attendance of both Year 8 and Year 10 participants. For those who had been persistently absent prior to the programme starting, attendance increased by 11 per cent.

Our coaches also emerged as student leaders with a passion for championing the school and wider community. Many became part of the student council and showed well-developed communication and listening skills, and patience, as a result of taking part in the programme.

Success relied on the creation of trust not only between the participants and staff, but importantly between the coaches and coachees.

Receiving coaching from a peer created a non-threatening environment for pupils to open-up about their challenges with learning and attendance. They got support from a familiar figure they could more easily identify with, and saw the coaches as positive role models they could look up to and emulate in their achievements.

By being open to the possibilities that stem from peer-to-peer coaching, our pupils have been successful in overcoming significant barriers in their educational journeys. They have become resilient learners and confident student leaders.

The national tutoring programme is closed and many schools may be wondering what to replace tuition with now that they can no longer afford it.

It turns out a wealth of talent is in your school and will gain considerable new skills by sharing their knowledge and experience. Don't pass it up!



Our Finances

Increasing our resilience

Our work is funded by income from a small number of trusts and foundations, schools, universities and employers. In current economic conditions, with school and university income streams subject to continued instability, we need to hold larger reserve balances. The purpose of our reserves is to fund cash flow fluctuations and planned expenditure, to provide working capital in cases where funds are paid to us in arrears, and to fund shortfalls when income does not reach expected levels.

We are therefore moving away from a 4-month reserves policy, towards a risk-based approach that focuses on our specific circumstances and plans over the next two years.

Estimating annual expenditure of £ 600k for 2024-2025, and planning to grow by a minimum of 10% in 2025-2026, we therefore aim to hold 6 months of expenditure in free reserves.

At the 2024 year-end, we held free reserves of £ 422,962, equivalent to 8.5 months of free reserves. £ 120k of these have been allocated to support Core and Peer-to-Peer coaching programmes for 400 young people over 2024-2025 in Birmingham, London and the South East.

This will leave us on our minimum levels of £ 300k of free reserves by the year-end. Our ambitious expansion plans include delivering coaching programmes in Manchester over the next 2 years, in pockets of high deprivation, and upscaling our Lifecycle programme, whilst we continue to deliver over 50 programmes in the West Midlands, South East and London. To achieve these goals, and with the much needed support of new trusts and foundation partners coming on board, any funds raised over our target reserves figure will be ringfenced for seed funding these projects.



Income and Expenditure

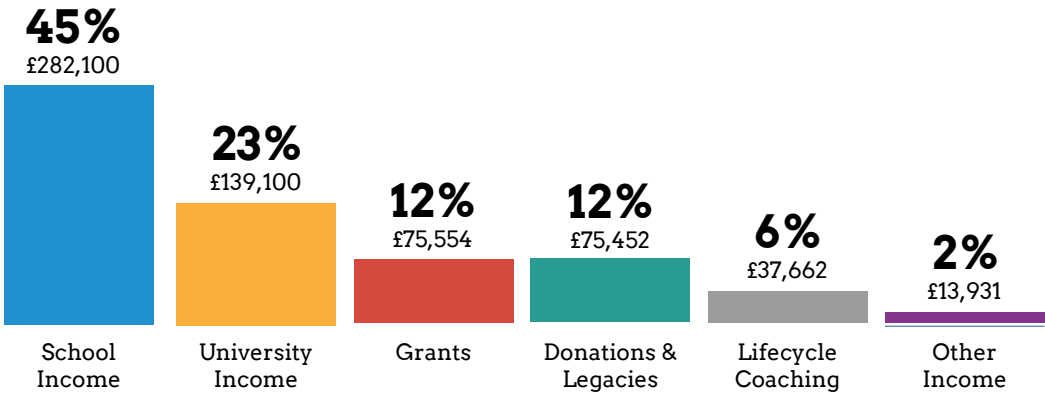
Our total income for the year was £623,889, total expenditure constituted £ 714,477 with a net deficit of £90,588, which was absorbed by an investment of unrestricted reserves to further the charity’s mission and consolidate the organisation’s structure for future periods.

Charitable expenditure was split between Direct Costs and Support Costs:

Direct Costs comprised the cost of programme delivery and the expenses associated with delivery: programme delivery staff, staff recruitment, travel, training, volunteer recruitment, volunteer DBS checks and programme resources.

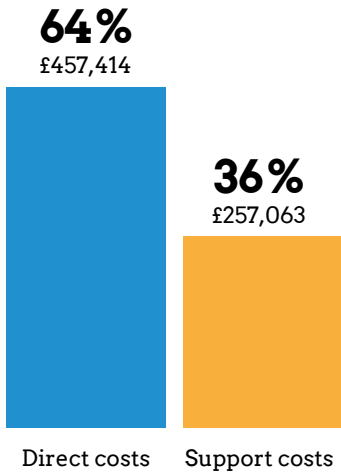
Support Costs consisted of the supplementary costs of running the organisation and anything that fell outside of direct programme delivery: professional and consultancy fees, accountancy fees, marketing, non-delivery-focused staff, quality assessments, depreciation and IT.

Income Breakdown

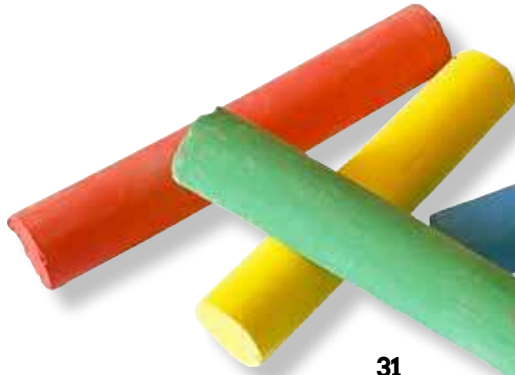


Total Income: **£623,889**

Expenditure Breakdown



Total Expenditure: **£714,447**



Let's hear from... Harriet and James

One of our core values at CoachBright is that *we understand the complexities of disadvantage*. We appreciate that everyone involved in trying to improve social mobility will have different lived experiences of it.

Richmond Park Academy (RPA), a longstanding CoachBright partner, is one such school. Located in a part of London typically regarded as affluent, the school serves a mixed community, and this presents unique challenges for those interested in improving social mobility.

Our Head of London, Harriet Chater, spoke with RPA's headteacher, James Whelan, reflecting on their experiences of social mobility, and how coaching can play a key role in improving it nationally.

Harriet: What motivated you to go into education as a career?

James: When I was a teenager my dad took over a company and we became more wealthy than the average household. I soon realised how there are two different sides to life: one of not being wealthy and the other of being wealthy. I saw how the process for my life experience was unfair and I understood how being richer was so much easier. It stuck with me. During my time as a student at the University of Sheffield, I went to a lecture about being a teacher and it worked for me.

I first worked in an inner city school in Sheffield and for me, schools appeared to be one of the only vehicles that could alleviate some of that unfairness. Education was one of the few tools where you could level up that disparity in some way.

I wanted to be a part of that. Richmond Park Academy is very comprehensive. There are middle-class students here but we also take in above the national average of disadvantaged students.

Harriet: I went to a state school myself in Durham. It was unusual because there is a university there so you had the children of academics in Durham, but also you had the children from the former pit villages. So in school, you still knew roughly what people would do in life based on their postcodes, and there was almost a cultural acceptance that people from one postcode would go to university and people from another often wouldn't.

James: Those stereotypes undoubtedly still exist today, but I suppose if you have schools that incorporate students from everywhere, then hopefully you can change the rhetoric. They can go on to do anything no matter where they are from.

Harriet: Yes, the attitude that 'we're all in this together,' really helps.

James: Our results won't be too far off that of private schools and there are many state schools with equally good academic results. But you can never compete with the other opportunities available: the access to sports, music, the arts and the ready-made networks of certain individuals and the opportunities that stem from those networks.

Harriet: Why do you think CoachBright's mission of improving social mobility is so important?

James: It's unfair that so often, an individual's earnings and career opportunities are dictated by their parents' wealth at birth, so anything that alleviates that unfairness is a good thing. It's also clear that social mobility became worse as a result of the pandemic.

As a whole in this country, the package isn't working, and the inequality gap is getting bigger. It's alarming that we haven't been able to address that. All you have to do is look at what the most disadvantaged people don't have, and then you do whatever you can to give it to them.

Harriet: What do you think are the main barriers to improving social mobility?

James: In schools, it's the difficulty that disadvantaged young people have in defining and accessing additional interests, hobbies and networking opportunities, which their more affluent peers automatically have access to. That is a powerful thing. Certain groups of people all tend to have been to the same events and go on holidays to the same kind of places. They know who certain people are, how to play tennis, or how to play a musical instrument.

That difference in cultural and social capital - knowing how to speak a certain way, and how to act in certain situations - is a barrier that is nearly impossible for a school to overcome alone.

If you're going into your first job, into a company like Deloitte, and in your interview, you've been skiing in the same chalet as your interviewer and your parents have already sorted your work experience because their best friend is a partner there, it's so advantageous - but it's a million miles away if you're not from the same background. That is the biggest barrier in my view.

Harriet: Being interviewed for a job, and simply having the ability to mirror the accent, echo the interests of the interviewer, and read a few things that they might have, is a level of privilege that so many young people don't have. Being able to perform in a certain way. Even having the right shoes is a cost that many people don't have.

James: It takes a strong job interviewer to see past that, to give someone a chance based on their character rather than accent or the way someone is dressed or their hobbies. I don't know how to teach that or even if I'd want to. You're playing a game.



Harriet: You're right - if we teach that then I guess we're reinforcing that existing structure.

James: I admit I'm subconsciously biased but it's about being aware of that and challenging it as much as possible. That's why the broadness and genuine diversity of teams is important in employment.

Many people don't understand how privileged one is to be able to work hard and to feel supported to do that. These aren't skills that you choose to have, they are privileges. You are born into a space where you can activate these personality traits. The old argument of, 'I worked hard so I should keep everything I get', isn't right - you are privileged to be in a position where you can work hard.

So, social mobility is something I'm passionate about. I see real disadvantages every day and you have to see it all the time to know how tough it can be for others.

The only thing we can do is set an example, and the message that our school puts out is that no matter what your background is you can do well here, and also have opportunities to do what you want to after that. You can be whatever you want to be no matter your background. Hopefully, that's a powerful message but whether it sticks or whether there are enough of us working towards the same thing, remains to be seen.



Our Values

We have four core values at CoachBright, that we use to guide us and help our decision making. These values help us to remember at all times who we help, how we help them, and how we should behave as both a charity and as individuals.

1. WE UNDERSTAND THE COMPLEXITIES OF DISADVANTAGE

We prioritise supporting young people from low-income households but understand that disadvantage is context-dependent and that the drivers of disadvantage regularly shift.

2. WE BELIEVE COACHING IS TRANSFORMATIVE

All of our work, from primary phase programmes through to our Lifecycle work with young adults, is grounded in a belief that high-quality coaching can transform a young person's life.

3. WE STRIVE FOR CLARITY

We are open and honest with our beneficiaries, our partners, and each other. We hold each other to high standards and provide transparency and clarity with the decisions we make and the work we do.

4. WE ARE A TEAM, NOT JUST COLLEAGUES

We are committed to helping others, and this commitment extends beyond our beneficiaries to each other in the workplace. We strive to make CoachBright a place where regardless of role, level of seniority, or length of time at the organisation, we all want to roll our sleeves up to support each other and share in each other's successes and challenges.



Primary Peer to Peer coaching: a Brooklands Farm & CoachBright collaboration

According to the Education Endowment Foundation,

"peer coaching approaches have been shown to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress within one academic year."

For the last ten years CoachBright have run peer coaching programmes at secondary level and have seen positive impact for students who take part both as a coach and as coachee, with some exceptional results on school attendance and engagement.

We wanted to extend this impact to younger children, and so in collaboration with Brooklands Farm Primary School, we co-designed a primary phase pilot of our Peer to Peer programme. To our knowledge, a coaching programme of this kind has never been delivered in primary schools in England, and so we were excited to trial this innovative new approach.

Programme details

The programme took place over the course of 10 weeks and included a 'Launch' event, eight 1-hour coaching sessions, 30 minutes of weekly coach reflection, and a celebration event in school. Ten year 5 children were trained as coaches and worked on a 1:2 ratio with a group of 20 Year 1 children, with the aim of improving their phonics attainment, confidence, and independence.

1. The coaches

Our coaches received specialised training, which taught them the fundamentals of coaching, and gave them the opportunity to practise five key coaching skills:



Building relationships



Listening



Asking questions



Motivating others



Giving feedback



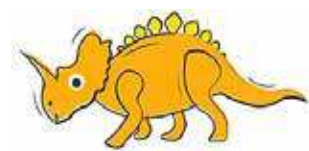
2. The coachees

Our coachees similarly reflected in their journals at the end of every session. While peer coaches reflected on their coaching skills, coachees reflected on the skills they had demonstrated throughout the sessions. Such skills were represented in the form of dinosaurs to help the coachees conceptualise the skills of motivation, metacognition and self efficacy:



Tryosaurus (Motivation)

I always try hard when something is tricky! I will never give up. I love mistakes, they mean that I am learning how to do things better next time!



Thinkosaurus (Metacognition)

I think carefully about the choices I make. I always think about how I can make things better next time.



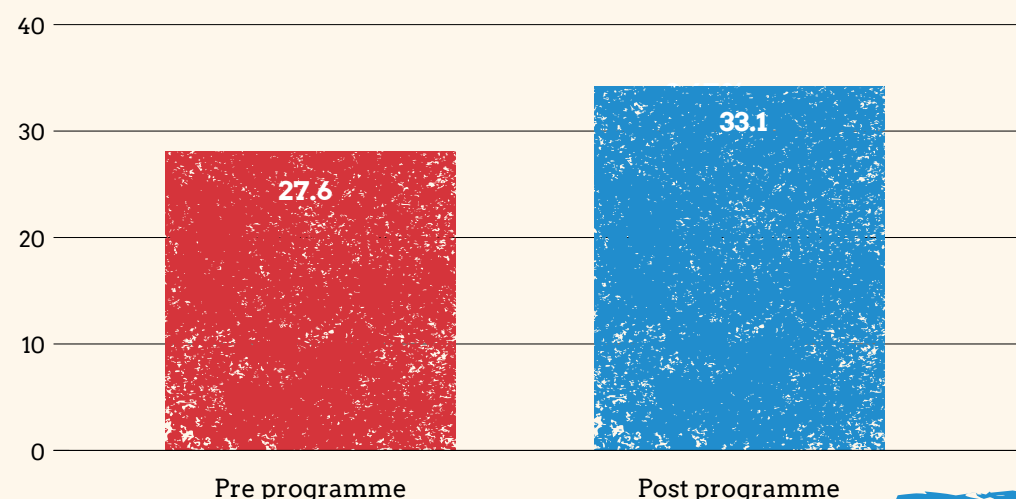
Believeosaurus (Self efficacy)

I believe that I can do whatever I put my mind to! I love to try new things and know that I have the skills needed to solve problems.

Impact

The key impact measure we looked at was phonics attainment, given its importance to learning across the board. We found the following:

Participating children's phonics scores



- Phonics scored increased by 13.8% (from an average score of 27.6 to 33.1)
- 95% of children improved their phonics over the course of the programme
- 82.3% of children who were below expected phonics score had met it by the end of the programme

Coach reflections

We also made sure to gather reflections from pupils about their experience of coaching.

"I think that my coaching has improved their phonics."

"Coaching makes me more confident to talk to different people and it makes me understand how they feel about things."

"It made me more confident."

"I think I learned how to build a relationship. When I came here I was really nervous but the more I came the more confident I got with talking. It's really fun teaching the coachees."

"It makes me feel like I'm a teacher and it helped me build relationships with my coachees."

"I've been helping others more outside of coachbright!"

"Before the programme I was scared to make mistakes but being a coach has made me realise that mistakes are ok."

"I have a brother called Rohan and he has a speech and language problem and I use the coaching skills with him now."

"I felt really confident when I started coaching my coachees and I really loved helping others."



Our Team and Culture

Aside from high impact programmes for our beneficiaries, we are also committed to making CoachBright one of the best small charities in the country to work for. As part of this, in 2023-24 we launched a three year people strategy, with the following three aims:



Three of our four core values are critical to this strategy: *we believe coaching is transformative; we strive for clarity; and we are a team, not just colleagues.*

This year we made the following internal changes to take steps towards these aims, and improve the impact we can make for our beneficiaries.

Redefining delivery roles

Firstly, we amended our programmes team structure, with a role shift from Programme Officers to Programme Managers. Our programmes team will now have increased ownership over the management of their partnerships and individual programme impact. This shift means we are now recruiting team members with more relevant experience than ever before, and with greater flexibility to deliver in regions where we don't currently have a large presence.

Physical and virtual offices

In addition, we have moved to a more flexible working pattern. In practice this has meant the reduction in use of permanent fixed offices, and the move to a series of hot desk locations in towns and cities across the country. This will allow us to deliver programmes in more rural and remote areas, and ensure we are being as inclusive as possible with the schools, universities, and employers we can support with our coaching.

To complement this we have created a calendar of set piece in-person events, such as three whole team away days, and specific programme and leadership away days to work on programme development and wider organisational strategy.

Non-term time working pattern

After an 18 month pilot, we have carefully reviewed our four-day compressed hours policy by gathering feedback from team members. Given our aim to increase the flexibility we have to deliver programmes, we have decided, on balance, to revert back to a regular five-day working week.

However we have introduced a new benefit for our team, which is having non-term time Fridays as non-working days. The majority of our work is delivered in schools, universities, and workplaces, which are significantly quieter during school holiday periods. This benefit allows team members to work four rather than five days during those weeks, allocated on a pro rata basis, without any reduction in pay.

Working groups

We have several working groups that meet regularly to drive good practice across different elements of the organisation.

Wellbeing

The wellbeing working group meets quarterly to discuss how best we can support both our internal team and volunteers.

In the past year the group has focused on increasing support during our onboarding process by making sure new team members are paired with a buddy and have more opportunities to shadow colleagues. We've also introduced an additional feedback interview after the first month to ensure that new team members are receiving the right support, and are developing a healthy work-life balance from the beginning. In addition, we have put in place a wellbeing policy and information points to make reaching out for support even easier, and introduced a casual monthly virtual coffee morning slot as a 'team connection point'. This is alongside our external support provider, Health Assured, which team members can access at any time.

The group is now focusing on developing a bank of self-care practices that the team can access and a guide for new line managers to support with 1:1 conversations around self-care.

Diversity, Equity, and Inclusion

The Diversity, Inclusion, and Equity (DEI) group meets monthly to review, identify and embed key DEI principles throughout the organisation.

The group have delivered, and commissioned externally, insightful training and CPD on neurodiversity and intersectionality. They have also recommended improving our recruitment processes to remove as much unconscious bias as possible. Practically, this has involved us introducing a policy of blind recruitment, as well as more of a focus on interview tasks rather than relying too heavily on CVs and cover letters.

The group's focus for 2024-25 will be on improving our understanding and practice around neurodiversity for team members, volunteers, and our beneficiaries. We will also be creating a Youth Advisory Board to ensure a greater presence of youth voice in our work and strategy.

Data Protection & GDPR

The Data Protection and GDPR Working Group meets bi-monthly to oversee, monitor, and enhance the organisation's data protection policies and processes. Working with young people necessitates that our data processing activities are transparent and well-managed to instill confidence in the security of personal information among both data subjects and our partners.

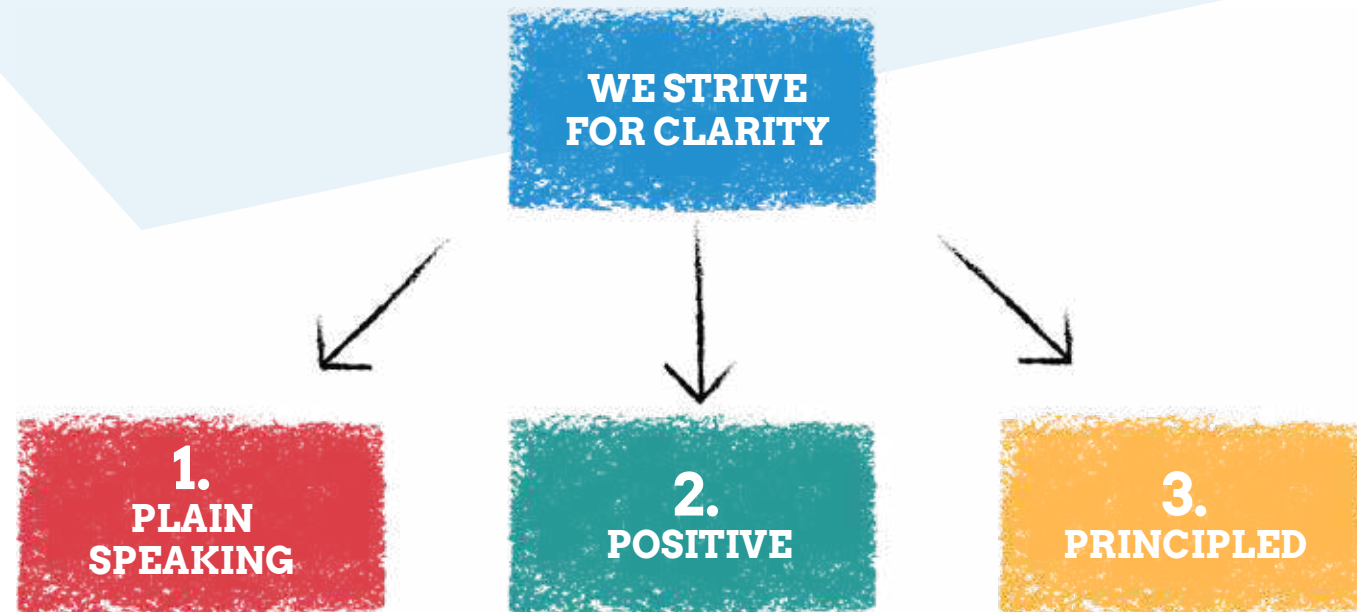
During the 2023-24 year, the group commissioned an external review of the charity's data protection systems and policies. Based on the recommendations provided we've initiated revisions to our Record of Processing Activities (ROPA), updates to policies on storing and handling personal data, and enhancements to processes for receiving, sending, and organising data.

As we prepare for the 2024-25 year, the group aims to further improve the efficiency of internal processes and expand team knowledge of data protection. This will be achieved through the development of comprehensive internal handbooks and targeted training initiatives.

Communications

Lastly, our communications working group leads on setting the tone for both our internal and external communications. Underpinning all of this group's work is our core value of striving for clarity. Building on this, the group created three principles for all our communications.

Expanding on that core value, our three communication principles are that we are **plain speaking**, **positive**, and **principled**.



The group has four broad aims: ensuring consistency of communications across all channels; promoting our core value of *striving for clarity* in all our internal and external comms; promoting efficiency of communication by streamlining processes and onboarding new team members; and managing risk by creating guidance and templates for team members to use.



Looking ahead

Plans for future periods

2024-25 will be a very exciting year for the charity! We are hoping to confirm an EEF trial of our Peer to Peer programme, with school recruitment kicking off in February! If approved, this will be a significant partnership, likely doubling the number of schools we work with. The trial would build on the emerging evidence we have gathered of the impact of our Peer to Peer programme on the attainment and school attendance of disadvantaged young people.

Alongside this, we will be continuing to stabilise the charity as we enter our first year since the discontinuation of the government's flagship educational Covid-recovery initiative, the National Tutoring Programme, which at one point represented over 75% of our income.

Organisational development

To support this, we will look to diversify our income more evenly across our relative streams: schools, universities, trusts/foundations, local government, community fundraising, and corporates. In particular, we will be looking to build our corporate partnership stream by offering a unique combination of volunteering opportunities, executive coaching, and coach training for corporate employees. We will have three levels - gold, silver, and bronze - which will allow businesses to partner with us at a level that suits them.

In addition, we will be looking to work strategically with other charities and NGOs who share a similar mission. We have already piloted a collaborative project with social mobility charity The Talent Tap, and will be looking to do similar, in either formal or informal ways, with others including The Sutton Trust, Universify, The Bridging Project, Teach First and The Access Project.

And, after adding two new trustees to our board in 23/24, including a new chair, we will continue to add depth and experience where we can. In particular we will be looking to add specific experience related to corporate partnerships to support our growth aims in this area.

Impact

We expect our impact to remain strong and our programmes to retain their high quality reputation. After piloting a new primary phase Peer to Peer programme in 23/24, we will be looking to expand across a number of key primary specific Multi-Academy Trusts, starting in Greater London with The Primary First Trust.

Our Lifecycle programme will expand to more universities, with a focus on London, the South West, and the West Midlands.

Lastly we will be exploring how our work can support young people facing particular vulnerabilities and challenges for the first time. We will be developing targeted programmes for care-experienced young people, care leavers, and young carers.

Thank you for reading this report, and for your interest and support of our work. Please continue to watch this space for further exciting developments.





Let's give the final word to... Jo Owen, CoachBright Chair

Our Programme Manager, Khaila, met with our new Chair of Trustees, Jo Owen, to discuss his views on education, why he wanted to be chair of CoachBright, and his advice to young people looking to build a career today.

You've always been passionate about tackling educational inequalities. Why is that the case, and how does CoachBright fit that vision?

When I was 13, we were all ranked at school by year group. I came 1,247th out of 1,250 kids at the start of the school year. I wasn't able to use a dictionary because I didn't know the alphabet, and my handwriting was so bad that my work was returned unmarked. Five years later, I had a place at Cambridge University.

So I know what a bad education looks like, and I know what a good education looks like. Some people get a good roll of the dice and everything's nice and easy, they have a wonderful life, and do whatever it is they want to do. Other people, more talented, more committed, with a better work ethic, get a lousy roll of the dice, and there's just no social justice in that.

Secondly, economically, it is a complete waste of human talent, which we just can't afford as a country. We have to ensure everyone has a chance to fulfil their potential.

For a long time, I couldn't do anything about it because I had to earn a living, which I did in various bizarre ways. Then, I started Teach First, which succeeded beyond our expectations, and once that started, inevitably, that drew me into other things like Future Leaders and the Ambition Institute.

It's about trying to give everyone a fair shake of the dice. Systemic change is needed.

I've been at it for 20 years, but if I'm honest the dial hasn't moved. Not because Teach First, Ambition Institute and all the other initiatives have failed, they've actually succeeded, which makes it worse because what that says is that the baseline isn't a stable baseline of performance, the baseline is declining the whole time.

So we need to be more ambitious. With any initiative, what I look for is 1) it's got to have the ability to impact social and educational disadvantage and 2) can it go to scale and have an impact at scale? What impressed me about CoachBright is it has both of those.

I was so happy to see that CoachBright is committed to serious impact evaluation. Many charities in this space aren't. I learned from Future Leaders and Teach First that the most powerful intervention you can have, to raise performance, is some form of peer group coaching.

We know that there are significant challenges. No money, no mission, it's that simple. The challenge then is to find a sustainable financial model. So there's work still to be done on figuring that out, and we've got to have a sense of patience, urgency, and creativity.

This makes it, in many ways, the most exciting and rewarding time to be working with CoachBright.

For many people, trustees are quite mysterious. What does your role as our Chair of Trustees involve?

Yes, it can be a bit of a mystery what these odd people do!

In practice, the board delegates day-to-day responsibility for CoachBright to Joe and the team. The board also tries to ensure CoachBright is going in the right direction. It's responsible for the overall strategy, ensuring compliance with all the laws and regulations, and that it is financially viable. It's all the boring stuff - but if you let it go, within six months you might not have a charity. I've seen that happen repeatedly.

The more interesting stuff is where the board essentially acts as a coach, sponsor, and support for the executive team. A good chair of trustees will coach and support the chief executive quietly in the background. As a board, we have some great talent around the table such as deep HR, financial, and school expertise that the executive can call on.

Considering the majority of volunteers we work with are university students, is there one standout piece of advice that you might give somebody at the beginning of their career?

Go for it.

Just dive in with both feet.

And remember that career is both a verb and a noun. In the past, people used to have a career. It was a noun. Today, a career is no longer a noun. It is a verb. For me, it's always been a verb, where I've careered from triumph to disaster and back again with tedious regularity. But you won't have the highs without the lows.

Don't worry about the lows. You'll learn from them, grow stronger, and build your resilience from them. Over time, the highs will get higher and the lows will get lower, but that is called a career.

So, just go for it. Absolutely go for it. And enjoy the ride.

What are you most excited about for the future of CoachBright?

Over the next few years, CoachBright will create a model which has a high impact, addresses the mission, and is scalable, replicable, and sustainable, so that we can make systematic change, and address the challenge of educational disadvantage.

Even if we only have a 5% chance of changing the system, those are incredibly good odds. We are going to create that legacy for the future, and everyone should take immense pride in helping us to achieve that.



References

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Elevate your Business with a Corporate Partnership

Corporate partnerships play a vital role in advancing our mission. **Join us today and unlock valuable opportunities** to engage with young people across England. We train volunteers to be coaches and match them with children aged 8-15 to provide vital reading and numeracy practice.

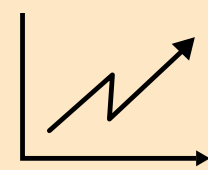


1. Identify children in need of support



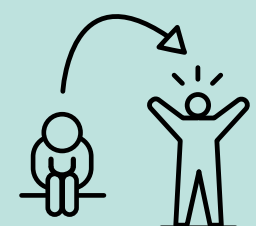
Metric: Low levels of confidence in reading and numeracy.

2. Match them with volunteers whom we train as coaches



Metric: Volunteers improve skills in leadership, communication and relationship-building.

3. Support volunteers as they coach children weekly for 10 weeks



Metric: Children experience significant increases in confidence, independence, literacy and numeracy.

Why Partner with us?

- 1. Expert training in executive coaching and tutoring.
- 2. Professional leadership know-how after 10 hours of coaching once a aweek with a young person.
- 3. Promotional interview / logo on our blog and in our newsletter.
- 4. Boosted employee upskilling and engagement.
- 5. Exposure to the next generation of aspirational young employees.
- 6. Investment in real community solutions to educational shortcomings.

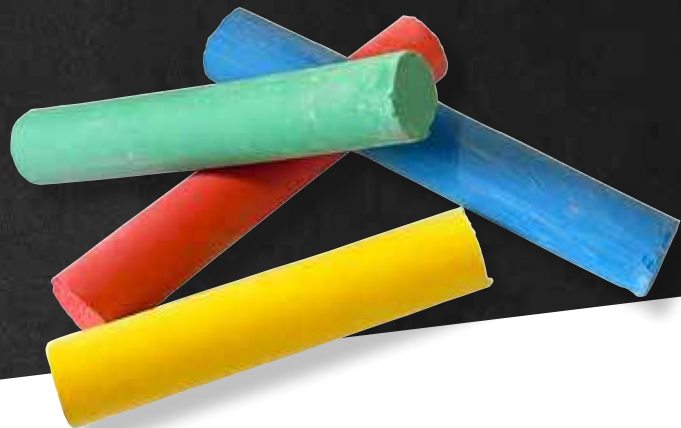
The economic impact of all **businesses** investing significantly in the promotion of social mobility in their workforce could be up to **£19 billion** to GDP, generating around **£6.8 billion** in yearly tax revenues and boosting profits by over **£1.8 billion a year** (Demos, 2024).

84% of millenials want their company to help them get more involved in their communities (Certus Insights, 2019).

To discuss a partnership, please email team@coachbright.org

Notes

Notes



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If you're a school, university, student, employer,
or other third-sector organisation.

For more information on how to do so,
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