

The Leathersellers' Student Grants and 6th Form Scholarships

Key Findings from a High-Level Evaluation

January 2024



 better
purpose



CONTENTS

This short report summarises the high-level evaluation of the Leathersellers' Colfe's Scholarships and Student Grants Programmes. It comprises four main sections, in addition to references and appendices:

Contents	Page No.
Introduction	3
Evaluation approach	6
Evaluation findings	10
Continued challenges and considerations for the future	24
References	26
Appendices	28
1. Theory of change	29
2. List of documents reviewed	31
3. Survey data tables	34
4. Approach to interviews	41



We are extremely grateful to all who generously contributed their time to speak to us, completed the surveys, shared insights, and shared documentation which informed this evaluation. Your insights have been invaluable in shaping this report.

INTRODUCTION



INTRODUCTION

Context

- The Leathersellers has a long history of focussing on social mobility. Recently, the Foundation commissioned a [rapid review of the social mobility landscape in England](#) and defined its approach to the field. This was followed by a strategic review of its Education portfolio through the lens of social mobility, looking at current and recent grantees (see the portfolio's overarching theory of change in Appendix 1).
- A significant component of the Leathersellers' Education portfolio is provision of **direct funding to enable students** to attend Colfe's Sixth Form programme and study at UK universities (see box on right panel).
- We are keen to **capture and understand the impact of these programmes on social mobility** to understand the complex factors at play and inform our future approach to support. Better Purpose were commissioned to gather evidence of (1) the effectiveness of similar programmes in the UK and internationally, and (2) the impact of its Colfe's Scholarships and University Student Grants on social mobility.
- This report is the second component of this research agenda and presents a **summary of the findings from the evaluation of the impact of the two schemes**. It builds on a rapid review of the evidence on the impact of student aid programmes in the UK and internationally for sixth form (or equivalent), undergraduate and graduate education (see Rapid Review of Student Aid Programmes).



“Social mobility is the idea that every child or young person facing economic disadvantage is supported to realise their full potential, whatever pathways they choose to pursue.”

- Leathersellers' Company definition of social mobility

Sixth Form Scholarships



Colfe's is an independent day school in south-east London with a strong historical connection to the Leathersellers' Company. The Leathersellers' provides Scholarships to up to 20 pupils (per annum) from economically disadvantaged backgrounds from state schools to attend sixth-form at Colfe's with the intent that these pupils will then gain places at leading universities or pursue other successful careers. Independent evaluations of the programme were conducted in 2016 and 2020, which focused on the short-term impact of the programme, as well as recommendations to improve its operation.

University Scholarships / Student Grants

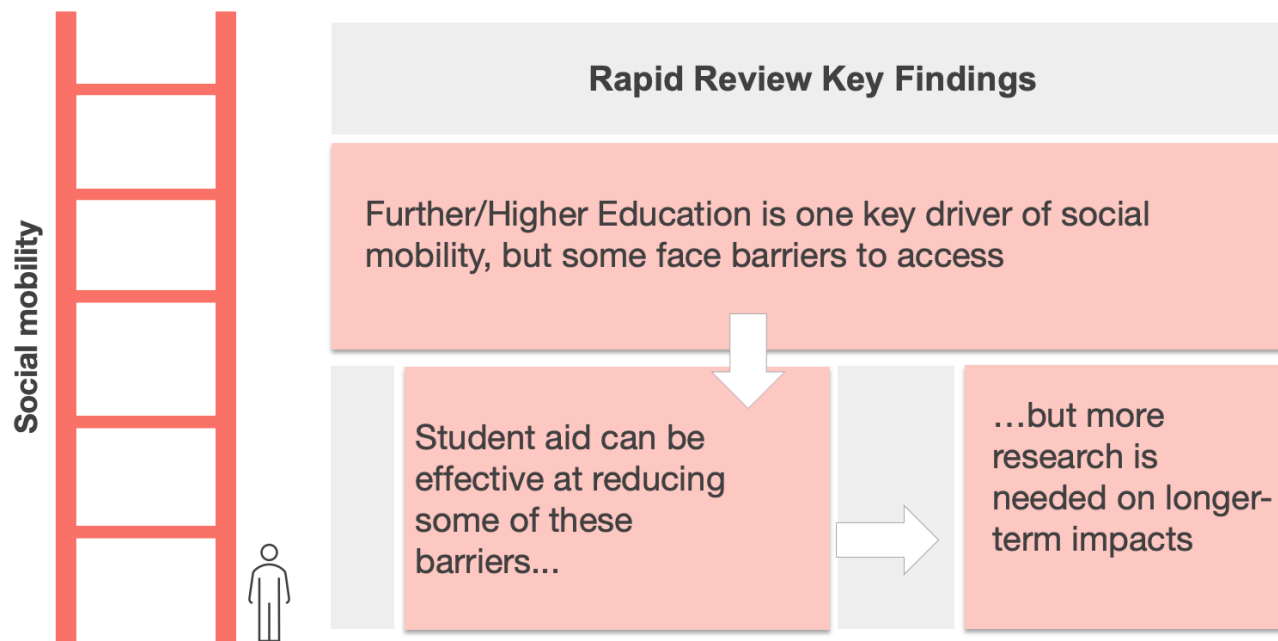
The Leathersellers' Student Grants programme is one of the most significant and enduring components of the charitable giving portfolio. The current programme provides support to students from economically disadvantaged backgrounds to attend university in the UK, recently prioritising care experienced students and/or former students of the Leathersellers' Federation of Schools or Colfe's School. Grantees now receive up to £5,000 per annum for up to four years. With substantial reach of over 3,000 students since 1603 when four students received 5 guineas per annum, the impact of the scheme is yet to be comprehensively assessed.



THE RAPID REVIEW CONFIRMED THE IMPORTANCE OF FURTHER & HIGHER EDUCATION IN THE CONTEXT OF SOCIAL MOBILITY

The Rapid Review confirmed the benefits of student support schemes

- Completing further and higher education tends to lead to higher levels of income, better employment prospects, and better overall life satisfaction and outcomes. But despite the increasing number of students seeking to access higher education, students from economically disadvantaged backgrounds are much less likely to gain access than their peers. When they do gain access, this group are less likely to complete their degree.
- Studies indicate that the **short- and medium-term impact of student aid schemes are predominately positive**, and include increased enrolment, persistence and degree completion. Other less tangible psychological outcomes include raised aspirations, reduced financial anxiety, increased motivation to work harder and a greater sense of belonging.
- While there are **fewer studies measuring the longitudinal impacts of student aid**, a small number have shown positive long-term effects such as increased access to chosen careers, better financial health, increased earnings and higher likelihood of owning a home.
- There is also evidence of impact that additional support such as mentoring, tutoring and career guidance helps to overcome non-financial barriers around social and cultural capital which may emerge in the longer term.



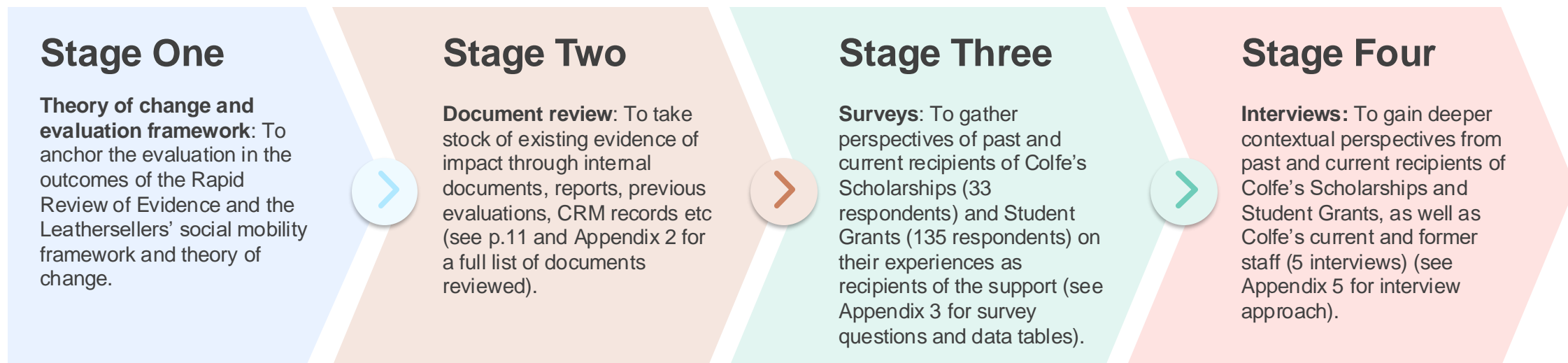
EVALUATION APPROACH



OUR APPROACH

The evaluation methodology is based on the programmes' theory of change and used a combination of both quantitative and qualitative data sources.

- Following the Rapid Review of Student Aid Programmes, Better Purpose worked with the Leathersellers to develop the theory of change and set the priority evaluation questions (see next page) to establish a strong foundation for the data collection and analysis process. The diagram below provides a high-level overview of the evaluation approach.



Limitations

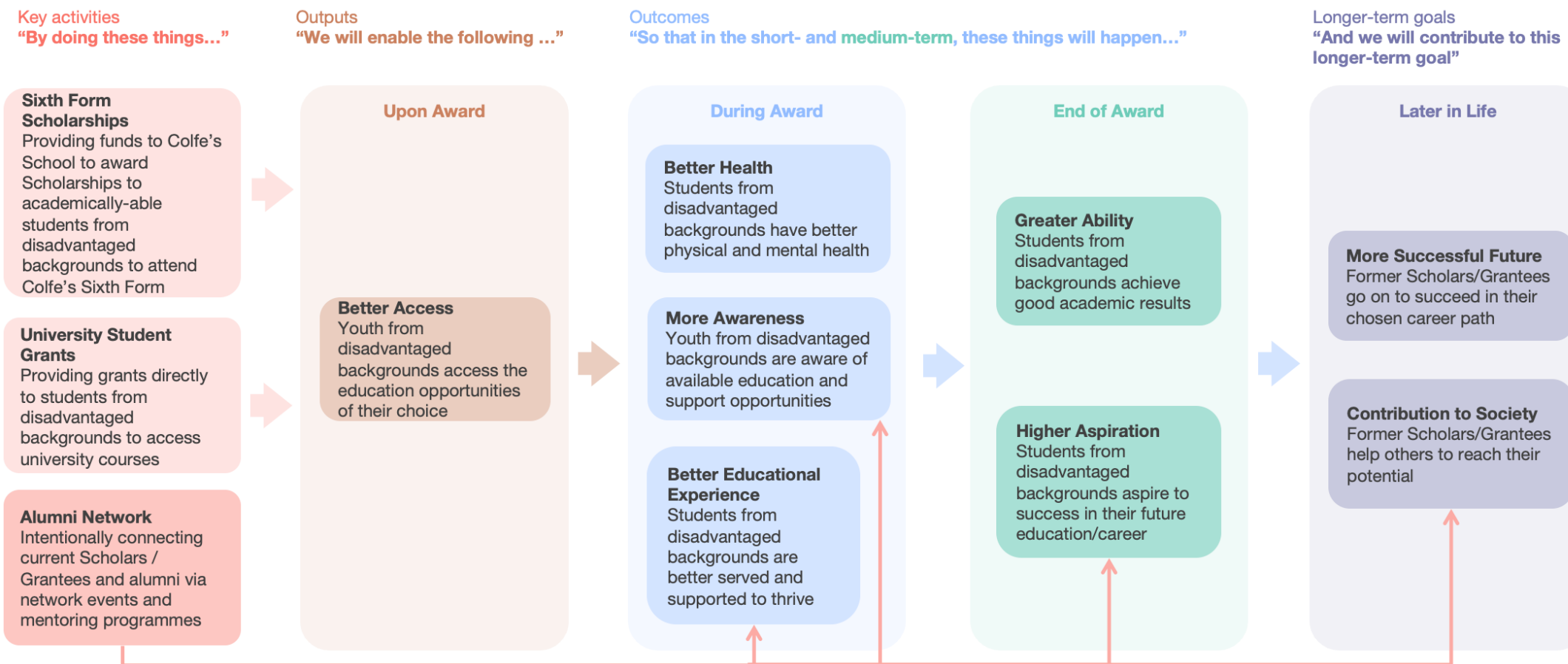
- This high-level evaluation is largely based on self-report, retrospective data and on the perceptions of a relatively small sample of funding recipients. The insights gained from these data sources are valuable, but also susceptible to biases. Establishing a direct causal link between the schemes and outcomes is not possible, but it is reasonable to draw conclusions on the contributions of the scheme on the outcomes.



THE IMPACT WE AIM TO ACHIEVE: A THEORY OF CHANGE

Improving social mobility by awarding Scholarships and grants to sixth form and university students facing disadvantage

A key component of the evaluation approach was to anchor the research in the Leathersellers' **theory of change for social mobility** (see Appendix 1) and in the international evidence of the impact of similar student aid programmes (see p.5). This exercise enabled the clarification of WHAT changes we hope these schemes would contribute to (and WHEN), guiding the research questions for the evaluation of these two schemes.

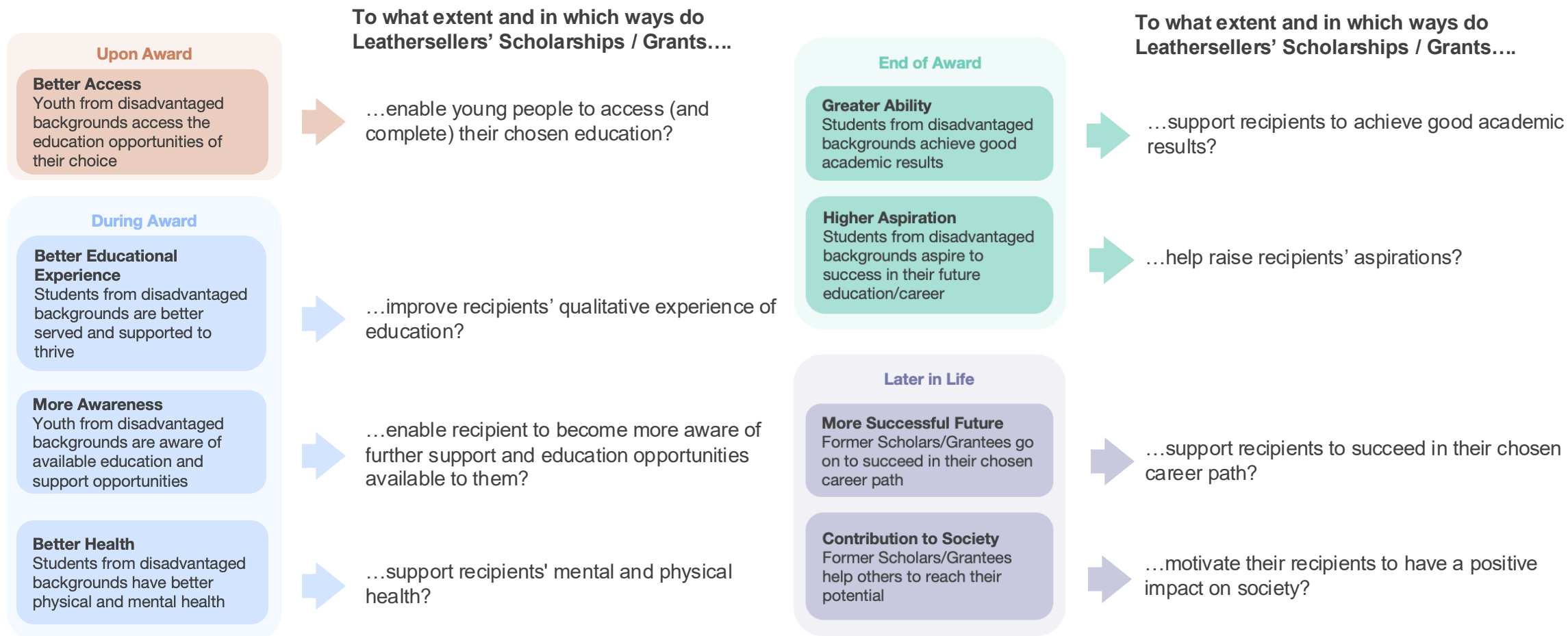




THE QUESTIONS WE SEEK TO ANSWER IN THIS REPORT

What did we set out to find out?

Developing the theory of change enabled us to identify the priority questions that this evaluation aims to answer, within the resources available. All data collection and analysis were aimed at answering these specific evaluation questions:



EVALUATION FINDINGS

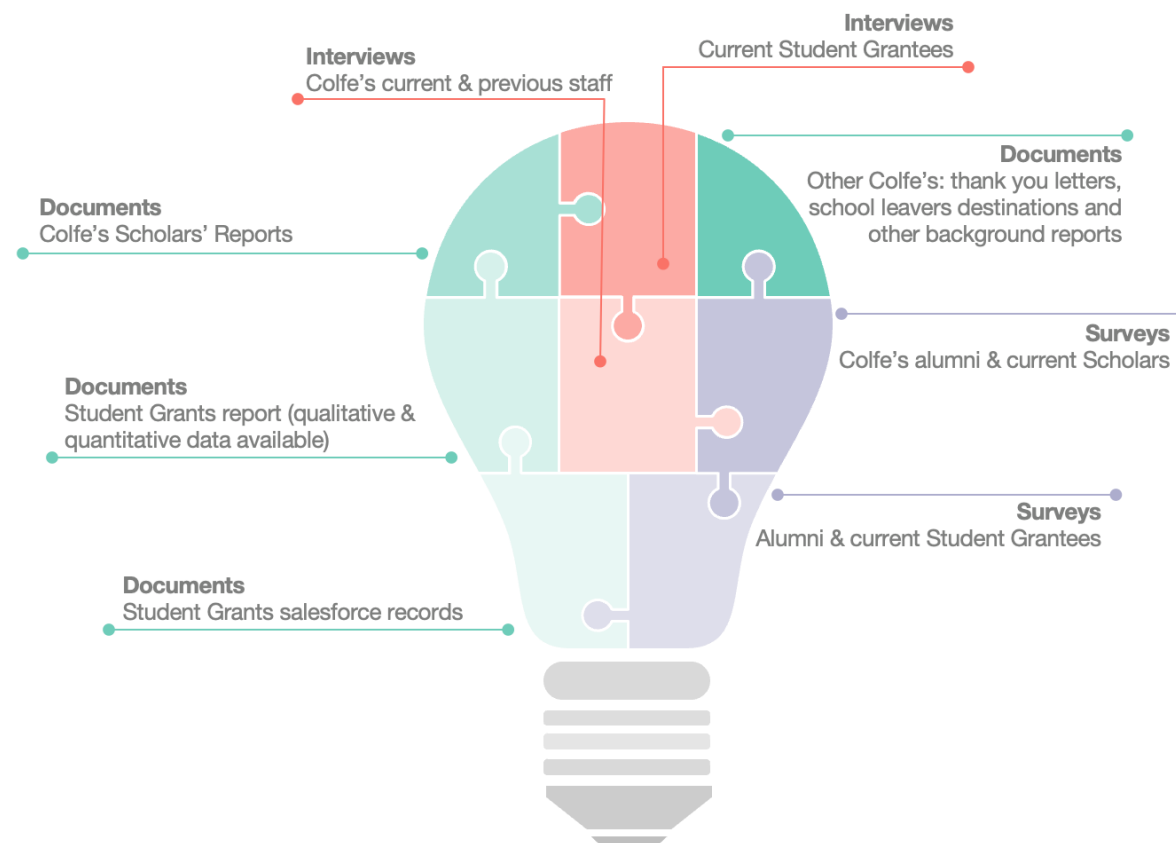


THE FINDINGS COMBINE INSIGHTS FROM A VARIETY OF DATA SOURCES

This section of the report addresses each evaluation question in turn, drawing from the various data sources available

- In the following pages, each of the intended outputs and outcomes from the theory of change are explored through the lens of the relevant data sources available (see diagram).
- As such, the most relevant supporting evidence for each impact element of the theory of change consists of various combinations of the following:
 - Findings from surveys;
 - Findings from administrative reporting; and
 - Direct quotes.
- For this evaluation, the analysis focused on exploring the perceived impact (in terms of the outputs and outcomes) of the schemes, rather than also exploring the process (the mechanisms of change, or the “how” these were achieved). This means that the evaluation did not attempt to explore, for example, which components of the schemes most likely led to different outcomes, or which enablers or barriers to impact might be at play.

Main data sources used in the analysis¹



1. See Appendix 2 for full list of documents reviewed as part of the analysis.



OUR HIGH-LEVEL ANALYSIS UNCOVERED 10 KEY FINDINGS

The analysis yields findings that are aligned with the findings from the Rapid Review

- Perhaps unsurprisingly, the evaluation shows that both student support schemes contribute to positive outcomes for the recipients of the Scholarship and Grants. Perhaps more surprising is that evidence of positive impacts were found across all types of short-, medium- and longer-term indicators examined.
- At the same time, the anecdotal data reviewed also points to a small number of instances of negative experience by some recipients of the Grants or Scholarships that speak to some of the continued wider challenges these student face in their educational journeys. These are explored in more detail at the end of this report, on page 25.
- Each of the 10 key findings corresponds to one of the key outputs or outcomes outlined in the theory of change on page 8. The numbered icons (see below) are colour-coded to match those in the theory of change, facilitating alignment with the evidence presented on subsequent pages supporting each key finding.

1

The Leathersellers' funding enables access to different educational opportunities of that individual's choice.

6

The support has helped recipients achieve more academically.

2

Current Scholars at Colfe's report more positive experiences at school than alumni scholars.

7

The support provides recipients the space to develop ambitious aspirations for themselves.

3

Student Grantees are enabled to spend more time studying, taking part in university life and volunteering.

8

The support has helped alumni reach their education and career goals and chosen pathways.

4

The Leathersellers' funding contributes to raising awareness of a range of education pathways.

9

Alumni are satisfied with their education and career pathways.

5

The support helps boost recipients' self-confidence and alleviate stress.

10

The support helps motivate recipients to help others.

Upon Award

During Award

End of Award

Later in Life



1

THE LEATHERSELLERS' FUNDING ENABLES ACCESS TO DIFFERENT EDUCATIONAL OPPORTUNITIES

To what extent do Leathersellers' Scholarships / Grants enable young people to access (and complete) their chosen education?

- Independent of the Leathersellers' funding, it is unlikely that the 6th Form Scholars would have left education (indeed, Scholars are selected on the basis of their strong motivation and potential for academic success). They would have most likely attended sixth form at a state school rather than an independent school. Once at Colfe's students do not drop-out: Scholar reports indicate that the vast majority (>95% of the 106 with data available) complete 6th form at Colfe's (see Figure 1).
- The vast majority of survey respondents said that the Leathersellers' support helped in terms of opening new education opportunities, with most claiming that without it they would have had to postpone their university to earn more money, or even perhaps leave education altogether, indicating that the grant may have made a difference to their ability to access university. Nevertheless, many Student Grantees consider that without the funding, they still would have attended the same university course at some point, suggesting the Grant is supporting them to attain their specific university destination goal (see Figure 2).
- The University Scholarship Grant is successful in targeting those facing particular hardship: for example, data from the 2021/22 and 2022/23 cohorts show that two-thirds were in the first generation of their family to go to university and almost as many had been eligible for free school meals. Recent grant criteria changes have further focused this to students who are care experienced as well as associated school alumni facing economic hardship.

Figure 1: Without the Leathersellers' scholarship to attend Colfe's what is the likelihood you would have done one of the following? (n=33)

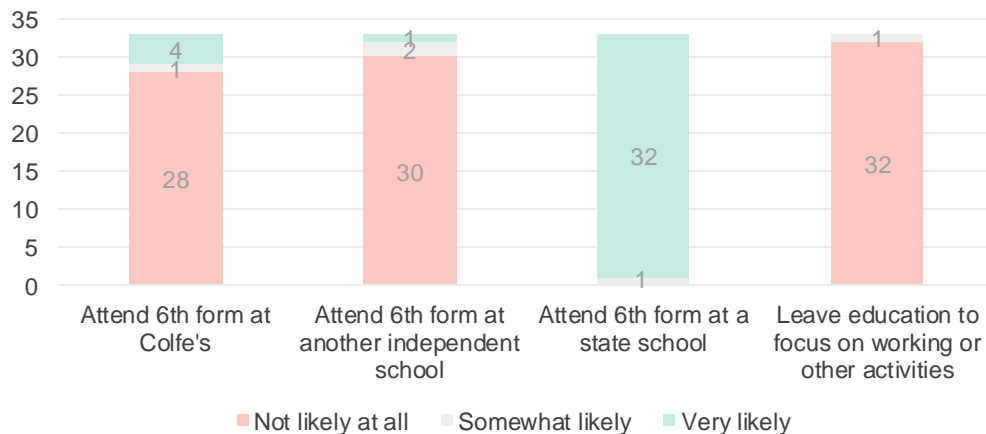
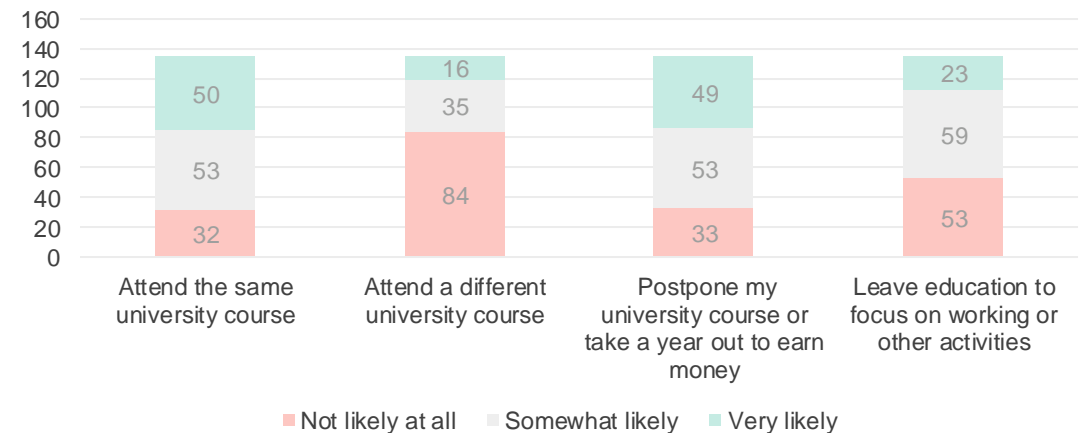


Figure 2: Without the Leathersellers' Student Grant, what is the likelihood you would have done one of the following? (n=135)



Note: Because of the relatively small number of respondents to the surveys, the graphs present raw numbers rather than percentages throughout this report.



2

CURRENT SCHOLARS AT COLFE'S REPORT MORE POSITIVE EXPERIENCES AT SCHOOL THAN ALUMNI SCHOLARS (1/2)

To what extent and in which ways do Leathersellers' Scholarships improve recipients' qualitative experience of education?

- Survey findings suggest that compared to alumni, current 6th Form Scholars are more likely to have a sense of belonging, of fitting in, and an ability to make friends at Colfe's, suggesting that the integration of the Scholars might have improved over time (see Figure 4)¹. This may in part reflect the proactive actions taken by the school following previous evaluations, with further possible improvements being identified by staff on an ongoing basis evidencing the impact that thoughtful inclusivity can have.
- The great majority consider themselves to have had a better school experience at Colfe's than they would have had elsewhere, including all current students (see Figure 3). Further, they are somewhat more likely to say that they are proud to tell people they are a student at Colfe's (see Figure 5), and that they interact often with other Scholars.
- A much larger proportion of current Scholars who responded to the survey say that are involved in volunteering compared to alumni. Scholars' reports suggest that many have volunteered at their old school, as well as Colfe's, in their community or to gain work experience for a particular career aspiration.
- Two thirds of survey respondents received some form of non-monetary support (e.g. mentoring, support for transportation, for attending school trips, materials, etc.), but all current Scholars receive this, again suggesting this may have improved over time.
- Previous evaluation reports, as well as interviews indicate that the educational experience of fee-paying students is also improved with the presence of Colfe's Scholars. Three Scholars have been School Captain.

Figure 3: To what extent has attending Colfe's impacted the quality of your experience at school? (n=33)

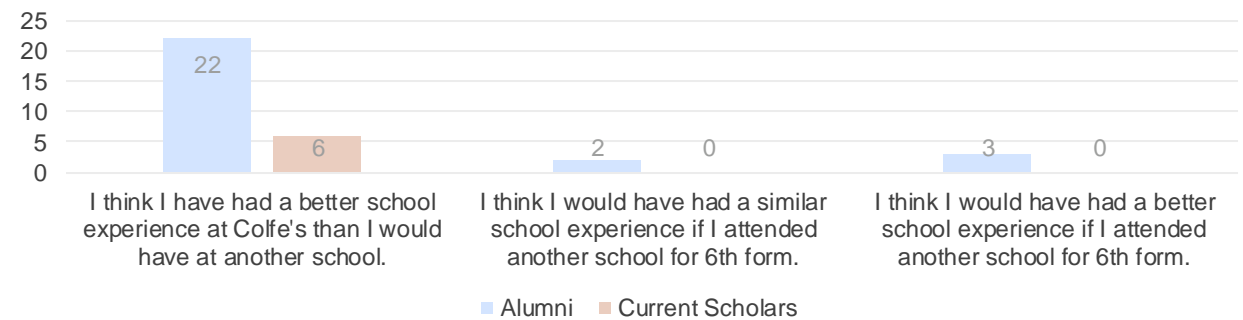


Figure 4: To what extent do you agree with the following statement: I feel like I belong (or belonged) at Colfe's. (n=33)

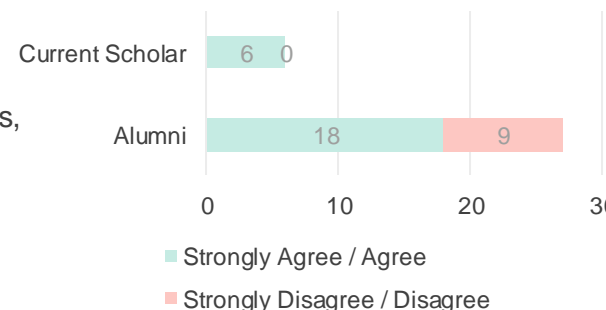
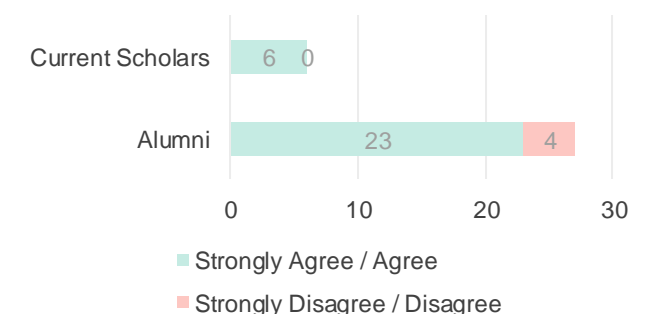


Figure 5: To what extent do you agree with the following statement: I am proud to tell people that I am (or was) a student at Colfe's. (n=33)



1. We must be cautious in interpreting a change over time given the very small number of current Scholars in the sample, but the previous evaluation report also suggested this change.



2

CURRENT SCHOLARS AT COLFE'S REPORT MORE POSITIVE EXPERIENCES AT SCHOOL THAN ALUMNI SCHOLARS(2/2)

The great majority of comments collected from Colfe's Scholars (current and past) in the survey indicated that they experienced positive school experiences and were grateful for the opportunity. Below is a small sample of such positive comments, along a more mixed one:

"I cannot emphasise enough what a fantastic school Colfe's was, especially when compared to the state school I attended previously. At my state school, I achieved a mediocre set of GCSEs (including some D grades); at Colfe's, I achieved A*A*A and an offer to the University of Cambridge. I remember speaking to friends from my old state school about university applications and I was shocked to hear that, while I was able to secure an offer to Cambridge, people who had far outperformed me at GCSE were not even able to secure an interview there. There was simply a culture of ambition at Colfe's - my teachers seemed invested in my success and they wanted me to do well. A fantastic school that was a privilege to attend."

– Current Colfe's Scholar survey respondent

"For me, my most valued takeaway from Colfe's is the sense of community. Opposite to what people may think of schools like Colfe's, it's an amazing environment for anyone to learn in, with top range facilities and dedicated staff. I couldn't have made a better choice and there is much more to say about the school that I can do in one paragraph."

– Current Colfe's Scholar survey respondent

"It was a very different experience transitioning from a state school to Colfe's. The students were very different, a handful were quite racist and bigoted, something I never experienced in my state school / something I would not expect to experience in a state sixth form in the same area. Because of this, most of my close friends ended up being other Scholarship students. It was difficult to be more social and I feel like at another school, especially a state school, I might not have felt so isolated from most of the student population. I do think I got a better educational experience at Colfe's especially since I attended during the COVID epidemic. Speaking to friends from other sixth state forms, I discovered they did not get the level of support I did at Colfe's and ended up getting very behind on their studies."

– Alumni Colfe's Scholar survey respondent



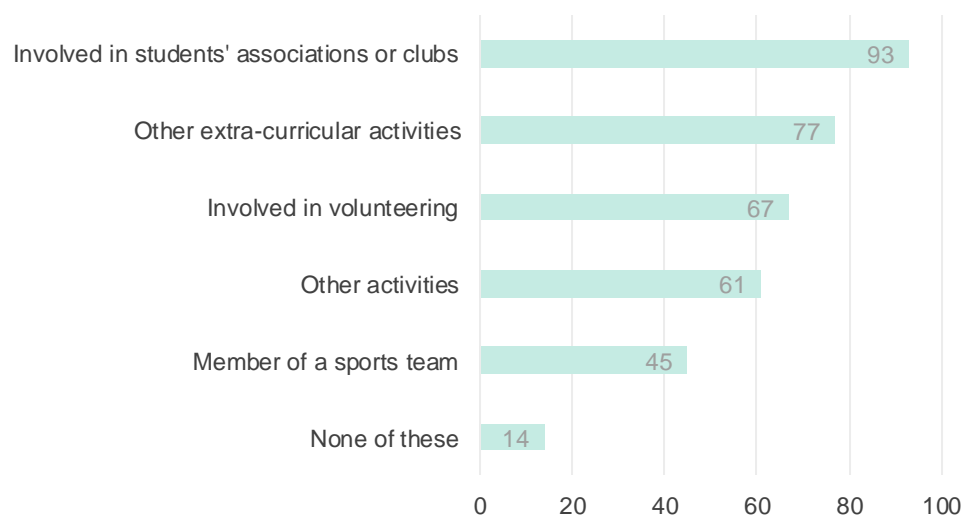
3

STUDENT GRANTEES CAN SPEND MORE TIME STUDYING, TAKING PART IN UNIVERSITY LIFE AND VOLUNTEERING

To what extent and in which ways do Leathersellers' Grants improve recipients' qualitative experience of education?

- It is very likely that the Student Grants contribute positively to grantees' experience at university. Across all different data sources, a clear finding was that the Grants enabled recipients to spend less time working to earn money during their university studies, thereby enabling them to focus more on their studies, spend time on extra-curricular activities, including almost half of survey respondents who said they were able to take part in volunteering activities (see Figure 6).
- Student Grantees also appreciate the non-financial support provided by the Leathersellers, such as access to a peaceful place to study during the holidays (see quote below)

Figure 6: In what way do (or did) you take part in university life? (Choose all that apply) (n=135)



"The Grant enabled me to stay focused on my course of study and not on finding ways to make money and pay my bills."
– Student Grantee Alumni survey respondent

"The Leathersellers have provided support in the form of a networking session (to meet other students) and they also provide study spaces in London, where students can sign up and get a free lunch and a peaceful place to study. This is very helpful during university holidays."
– Student Grantee interview

"Many organisations have referral systems, but the Leathersellers accept direct applications and the application process was straightforward. The financial support is very practical because it relieves financial burden, so can work less hours, spend more hours studying, resting, doing activities ."
– Student Grantee interview

"I had the time for the first time in years to devote real energy to the people around me instead of balancing paid and academic work, and I hope to carry these relationships with me forever. None of this would have been possible without your support."
– Student Grantee End of Grant Report



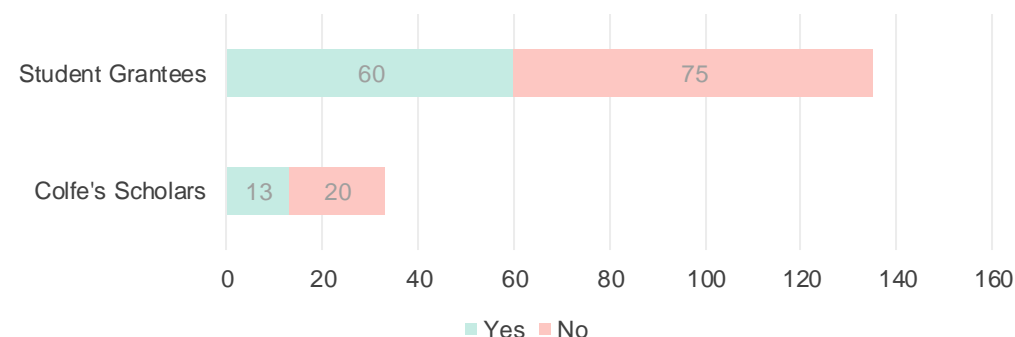
4

THE LEATHERSELLERS' FUNDING CONTRIBUTES TO RAISING AWARENESS OF A RANGE OF EDUCATION PATHWAYS

To what extent and in which ways does Leathersellers' support enable recipients to become more aware of further support and education opportunities available to them?

- Survey findings from both Colfe's Scholars and Student Grantees suggest that receiving this support has contributed to many students becoming aware of new educational pathways they may be interested in pursuing, ones they may not have thought about had they not received the grants (see Figure 7).
- For some students, they became aware of further grants or scholarships that may be available to them, some of them successfully securing additional funding (and in some cases securing further funding from the Leathersellers).

Figure 7: Since becoming a Leathersellers' Scholar or Grantee, have you discovered new possible educational pathways that you were not aware of before and that you might be interested in pursuing? (n=168)



“Since becoming a Leathersellers’ Scholar at Colfe's School, I have discovered the avenue of degree apprenticeships which I am really interested in pursuing. On my own merits, I would be able to gain an education and work in a field of my choice, all paid for by the associated company.”

– Current Colfe’s Scholar survey respondent

“It has given me more time to spend doing the course to learn and enjoy it more, opening my eyes to more research opportunities and further studies such as a masters.”

– Current Student Grantee survey respondent

“I didn't consider Oxbridge as a viable option prior to having attended Colfe's.”

– Colfe’s Scholar Alumni survey respondent

“At one of your events, I noticed a lot of the people had studied one course but switched to an entirely different field e.g., have a pharmacy degree but are working in the financial sector. This broadened my understanding of career pathways and has enabled me to have an open mind towards my future choices.”

– Current Student Grantee survey respondent



5

THE SUPPORT BOOSTS RECIPIENTS' SELF-CONFIDENCE AND HELPS ALLEVIATE STRESS

To what extent and in which ways does the Leathersellers' funding support recipients' mental and physical health?

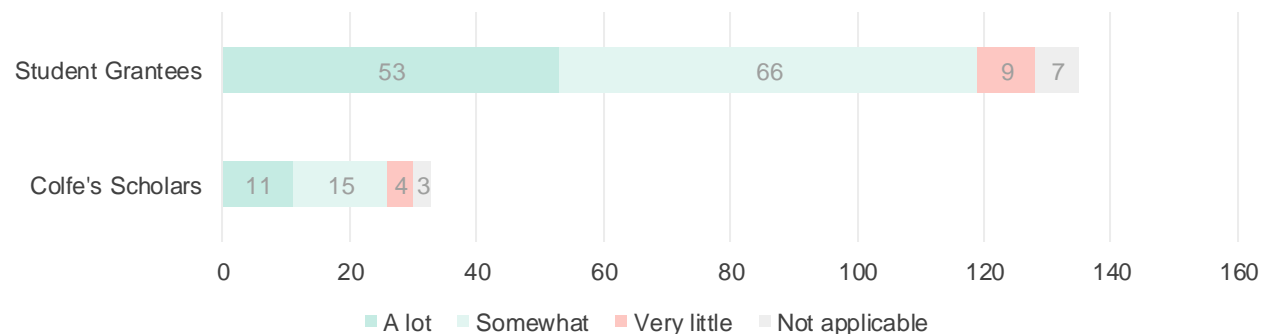
- Indications across multiple data sources (surveys, interviews and end of grant reports) suggest that recipients of Scholarships and Grants feel that the support has contributed to improving their self-confidence (see Figure 8).
- Around half of Student Grantees who responded to the survey say that they faced challenges managing their mental and/or physical health while at university. Nevertheless, more than half of respondents felt that the grant helped to improve their wellbeing and/or mental health a lot, with a further third saying it helped somewhat.
- A smaller proportion of Colfe's Scholars reported the same impact of the support on their mental health and wellbeing, with half reporting a moderate impact and around a sixth saying it helped a lot.
- Almost all Student Grantee respondents (90%) felt that the Grant had helped their financial situation a lot, and a similar proportion said it had helped to reduce their level of financial anxiety.

“The awarding of the grant built my confidence”
– Student Grantee End of Grant Report

“Outside of the hospital, thanks to the charitable funding, I have been able to spend more time focusing on my health and fitness which has translated into not only being more physically fit, but mentally better.”
– Student Grantee End of Grant Report

“My mental health suffered due to the financial burden I had, which further worsened due to COVID-19. Being awarded a grant for 2 years alleviated my financial stress and improved my emotional and mental well-being.”
– Student Grantee End of Grant Report

Figure 8: To what extent do you feel being a Leathersellers' Scholar/Grantee has helped improve your self-confidence? (n=168)





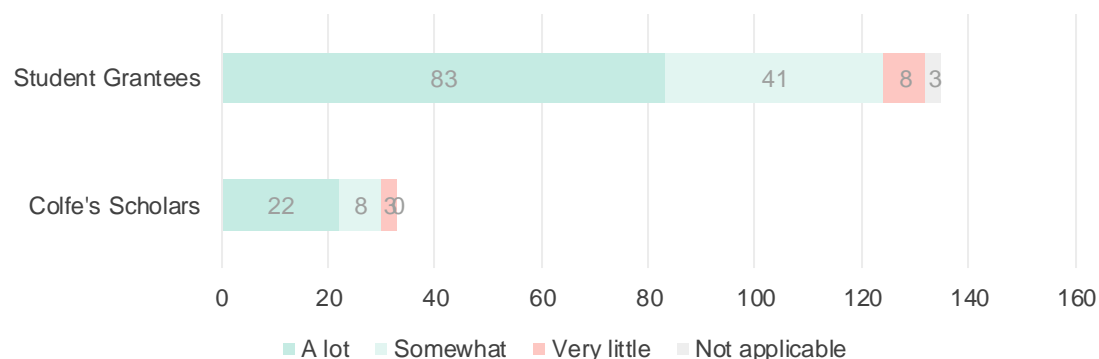
6

SCHOLARS AND GRANTEES FEEL THAT THE SUPPORT HAS HELPED THEM ACHIEVE MORE ACADEMICALLY

To what extent and in which ways does the Leathersellers' funding support recipients to achieve good academic results?

- Overall, Student Grantees are performing well academically: Of those providing graded results data in their end of grant report, almost a third achieved first class degrees with a further third achieving a 2:1. The Leathersellers' support many medical, vet and dentistry students whose degrees are not graded, so it should be noted that more than a third of the available dataset also reported ungraded 'pass' results in their degree. In addition, more than a fifth mention receiving some sort of special recognition of their academic performance, such as a specific prize or commendation, or a merit or distinction grading. This is despite there not being a set academic selection criteria involved in the grant selection process.
- Student Grantees, at least in part, attribute their academic success to the fact that their Grant enables them to spend less time on working to earn money and more on their studies. Indeed, although university academic workload is often identified as a challenge (by more than half of survey respondents), the vast majority (90%) of survey respondents felt that the grant helped them achieve better academic results, with around two-thirds saying it helped a lot (see Figure 9).
- Similarly, around two-thirds of the Colfe's Scholars who responded to the survey indicated that the Scholarship helped them to perform better academically (see graph on right). The majority of those with available data completed at least 3 A-levels and two-third of these achieve at least A grade on these. This is consistent with the academic results analysis found in the previous evaluation reports. It should be noted, however, that most come with good GCSE grades, having already demonstrated their academic ability.

Figure 9: To what extent do you feel being a Leathersellers' Scholar or Grantee has helped you achieve better academic results? (n=168)



“This grant has helped me tremendously. I dedicated less time to paid work and could focus on studying which majorly improved my grades in my 4th and 5th year.”
 – Student Grantee End of Grant Report

“During the year, I have been engaging extensively with the course, taking every opportunity to talk to patients to improve not only my medical knowledge but also my skills to become a more well-rounded doctor; this is evident from receiving a great amount of feedback from clinical tutors.”
 – Student Grantee End of Grant Report



7

THE SUPPORT PROVIDES RECIPIENTS THE SPACE TO DEVELOP AMBITIOUS ASPIRATIONS FOR THEMSELVES

To what extent and in which ways do the Leathersellers' support (e.g. alumni network) help raise recipients' aspirations?

- Overall, Colfe's Scholars have high aspirations academically and towards prestigious careers. According to Scholars' reports made available for this research, the vast majority who report aspirations (83/91) are recorded as aspiring to go to university and 34 of them specifically to an elite university. Further, a specific career aspiration is recorded in more than half of them and the most frequent career aspirations were medicine and finance and law. This may in part be due to the Scholars' selection process, as well as being the result of receiving the Scholarship.
- Many Colfe's Scholars who responded to the survey say that they received career advice and inspiration at Colfe's, and possibly as a result of this, all survey respondents felt that the Scholarship had some impact on their aspirations (see graph on right).
- Similarly, a vast majority (90%) of Student Grantee survey respondents felt that the Grant had helped them see new possibilities for themselves, with 60% saying that it helped a lot in this regard (see Figure 10).

"I have been able to spend more time exploring more in-depth career options by attending career events and reaching out to those who have progressed further in their career and gaining first-hand knowledge from them. While my career aspirations to become a doctor have not changed, I have been more receptive as to what type of doctor I would specialise in and where I would like to practice and how I could be most effective in helping with the treatments of patients."

– Student Grantee End of Grant Report

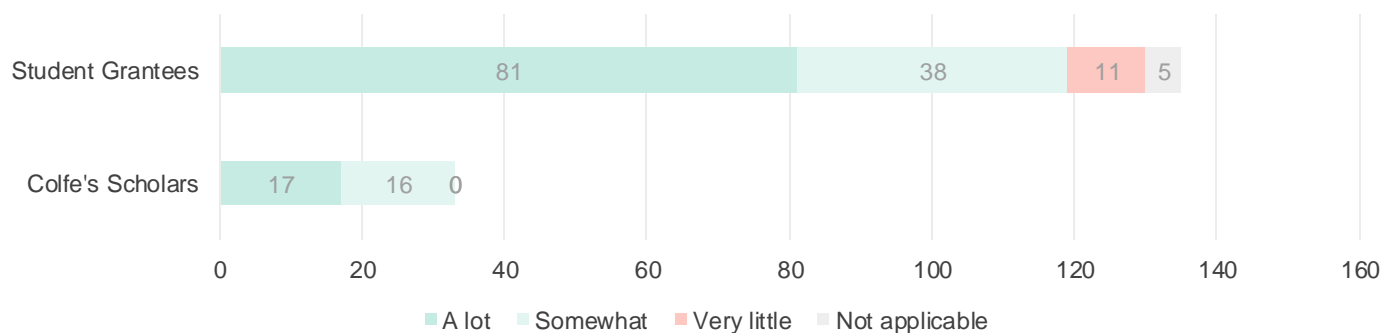
"Additionally, the grant allowed my time spent on-campus to be more dedicated towards attending optional seminars, lectures and meeting with academics to discuss research and postgraduate options."

– Student Grantee End of Grant Report

"Taking part in these events outside of my studies is really important because it reminds me of why I wanted to pursue medicine and helps me to maintain my aspirations for the future."

– Student Grantee End of Grant Report

Figure 10: To what extent do you feel the Leathersellers' Scholarship or Student Grant has helped you see new possibilities for yourself and what you can achieve? (n=168)





THE SUPPORT HAS HELPED ALUMNI REACH THEIR EDUCATION AND CAREER GOALS AND CHOSEN PATHWAYS

To what extent do Leathersellers' Scholarships / Grants support recipients succeed in their chosen career path?

- Both the surveys and the interviews show that Colfe's prepares Scholars well for post-sixth form. Almost all current Scholars report receiving support from Colfe's with their applications to college, university or jobs. For those respondents who have finished sixth form almost all went directly to university, while a small number either went to FE/vocational education or took a gap year.
- A vast majority of survey respondents credit the Scholarship with opening up opportunities for them after sixth form (see Figure 11).
- The majority (almost 80%) of Student Grantee alumni who responded to the survey are currently in full time employment, while a small proportion (8%) are currently in postgraduate study.
- More than three quarters of Student Grantees who responded to the survey feel their grants had helped a lot with regard to them reaching their goals (see Figure 11).

“One student spoke to me about how Colfe's helped change the way they speak to upper-class people, which was particularly helpful during interviews with potential universities.”

– Colfe's staff interview

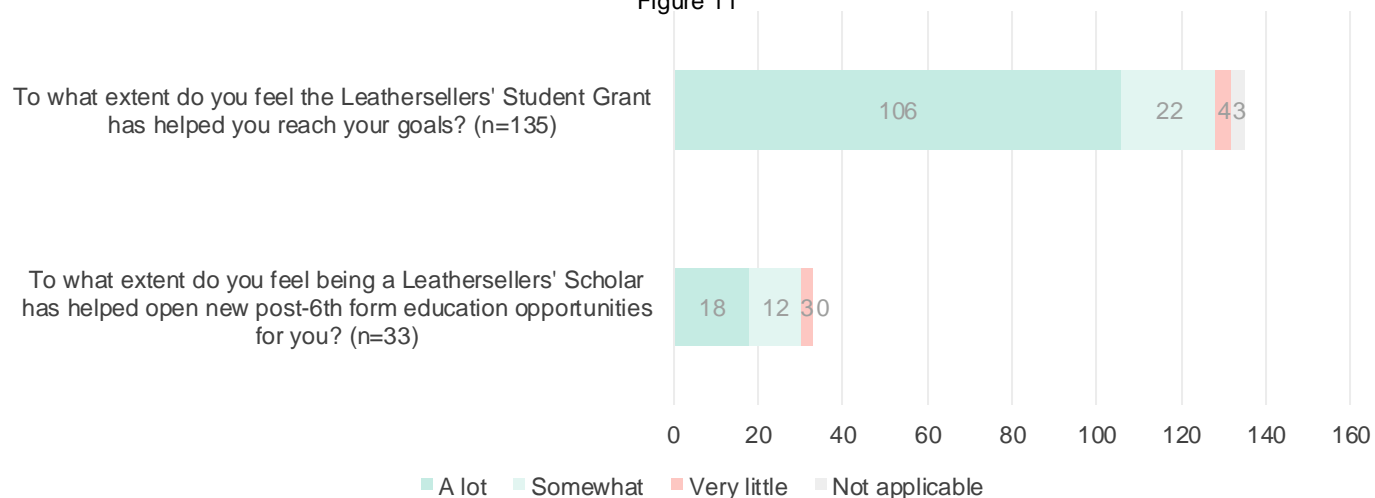
“I am looking forward to using my degree to help people because I would finally be following the career path I love.”

– Student Grantee End of Grant Report

“Colfe's does the post-Colfe's piece really, really well, give support for university transition and applications, help with interviews, entrance days, open days, etc., give support for career guidance.”

– Colfe's staff interview

Figure 11





9

ALUMNI ARE SATISFIED WITH THEIR EDUCATION AND CAREER PATHWAYS

To what extent do Leathersellers' Scholarships / grants support recipients to succeed in their chosen career path?

- Both Colfe's Scholar alumni and Student Grantee alumni were asked in the survey about their level of satisfaction with their education and career pathways (see Figures 12 and 13).
- The vast majority of those who responded reported being somewhat or very satisfied with their educational and career pathways, suggesting most have accessed their desired destinations for further study and work (see graphs on right).
- Similarly, almost all alumni who responded were satisfied with the speed of their career progression (with a small proportion of Colfe's alumni responding not applicable, suggesting they are not yet advanced enough in their career to respond to this question).
- Slightly fewer alumni were at least somewhat satisfied with their current income levels and overall level of financial security, though this was partly because some Colfe's alumni responded that these questions were not applicable (which was to be expected as many of the Colfe's alumni are still studying). Nevertheless, around one fifth of Student Grantee alumni said they had very little satisfaction with their current income levels.

Figure 12: To what extent are you satisfied with the following elements of your life? (n=27)

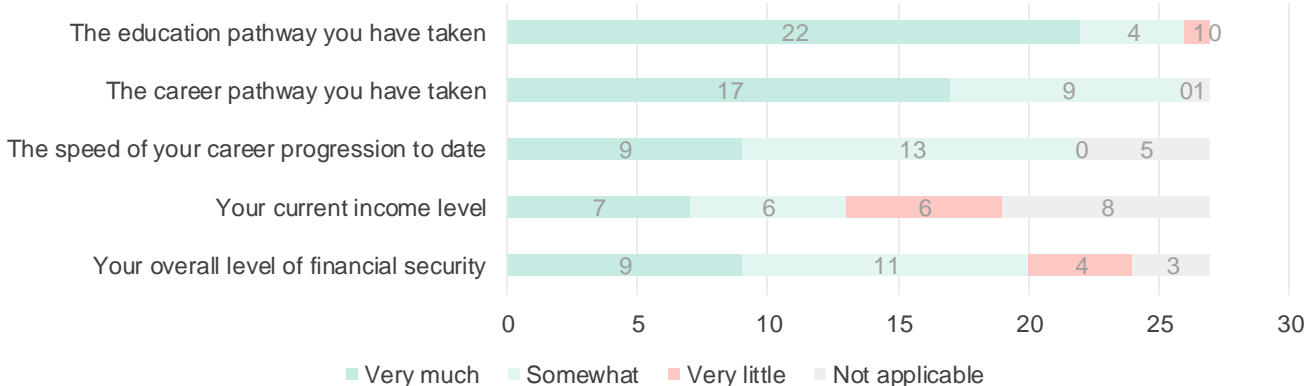
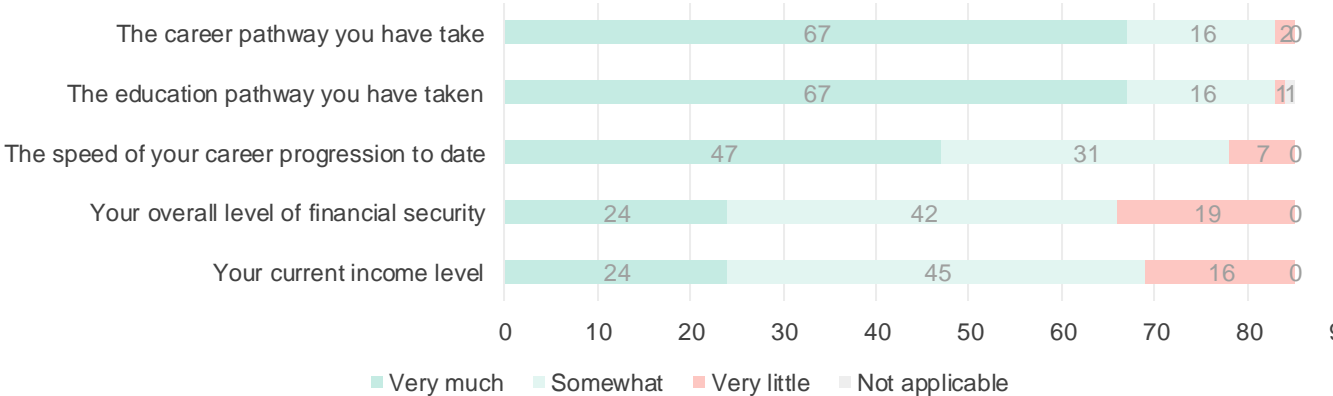


Figure 13: To what extent are you satisfied with the following elements of your life? (n=85)



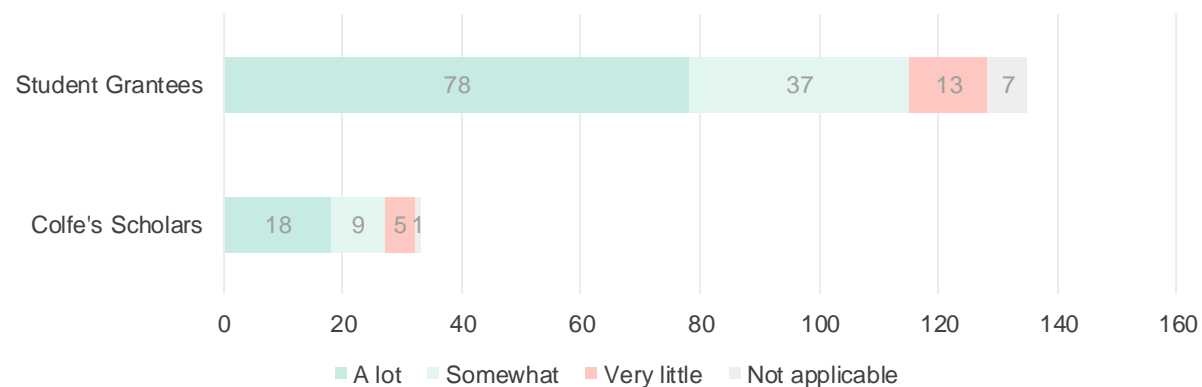


THE SUPPORT HELPS MOTIVATE RECIPIENTS TO HELP OTHERS

To what extent and in which ways does the Leathersellers' support motivate their recipients to have a positive impact on society?

- More than half of Colfe's Scholar survey respondents said that the Scholarship had a big impact on them doing things to help others achieve their potential, with a further quarter saying it had a moderate impact. Similarly, more than half of the Student Grantee survey respondents felt that the grant had helped a lot in terms of leading them to engage in activities to support others reach their potential, and another quarter felt it had helped somewhat (see Figure 14).
- The Colfe's Scholarship reports make specific mention of several Scholars going back to their old school to support other pupils, such as by raising awareness about the Colfe's opportunity or by tutoring or mentoring. For example, one Colfe's student set up a YouTube channel with videos explaining how to get Scholarships, based on her experience.

Figure 14: To what extent do you feel being a Leathersellers' Scholar / Grantee has led you to engage in efforts or activities to help other people achieve their potential? (n=168)



"I am very grateful to have been awarded an educational grant by The Leathersellers for the duration of my undergraduate studies and keen for more opportunities to give back to the community of new students wherever possible."

– Student Grantee alumni survey

"Having been involved in mental health volunteering at Exeter and homelessness support at Cambridge, I look forward to continuing these endeavours."

– Student Grantee, End of Grant Report

"This year, I also joined the SMARTEN Student Media Team, a mental health group that tries to tackle the stigma around mental health in university and the workplace. Suffering from anxiety myself, I would like to help make a difference to others who also struggle like myself."

– Student Grantee, End of Grant Report

CONTINUED CHALLENGES AND CONSIDERATIONS FOR THE FUTURE



CONTINUED CHALLENGES FACING RECIPIENTS AND SUGGESTED AREAS FOR DEVELOPMENT

Targeting those with the greatest level of need is a continued challenge

- The need for financial support is great at both stages of education considered within this report. Each year, many more eligible applications for scholarships and grants are received than can be supported. Recent changes to the Student Grant criteria have been made to prioritise applicants who are care experienced, which will help to target students with particularly acute need for support. Awareness of the limits of specific metrics (such as eligibility for free school meals) has grown so it may be beneficial for the Leathersellers' to specify particular indicators of disadvantage to inform the selection criteria for 6th Form Scholarships to ensure those with the greatest need are prioritised.
- Given the considerable unmet demand on both programmes, exploring partnerships with other funders or individual donors interested in utilising the Leathersellers' established structure and process may help the Foundation further address the high need for support.

Students who receive support often continue to face wide-ranging challenges at school / university

- The interviews and surveys show that even with Grants or Scholarships, some students face important challenges integrating into their new school and university. The barriers to full participation in education in 6th Form and at university stretch beyond financial need to encompass cultural, social and structural issues. Students raised instances of racism and classism experienced, with some mentioning the feeling that they did not belong or that their personal circumstances were not well understood by others.
- Interviews with staff and alumni pointed to some suggested improvements that could help address some of the challenges faced in integrating into school or university life:
 - Provide tutors who are responsible for overseeing Scholars' integration, with more guidance and resources to support them in their important role.
 - Provide other key touch-point persons to enable pastoral support.
 - Establish a peer "buddy system" to help create supportive relationships with other students, perhaps a year or so ahead in their studies.
 - Take steps to encourage more diversity amongst the teaching staff / lecturers to enable students to relate better to those educating them.
 - Ensure staff understand the need for tailored support mechanisms that account for very different lived experiences for students.

REFERENCES



PUBLICATIONS CITED

- Baines Cutler Solutions (2016). The Leathersellers' Company: Leathersellers' Scholars' Review Report
- Baines Cutler Solutions (2020). The Leathersellers' Company: Leathersellers' Scholars' Review
- Better Purpose (2021). Social Mobility Landscape Review: A rapid review of literature on the policy and stakeholder landscape review of improving social mobility through Education in England. Available at: https://www.betterpurpose.co/_files/ugd/6a0d81_6d8ad0908c1e4f649b9d82ab9d8fb2af.pdf
- Better Purpose (2023). Rapid Review of Student Aid Programmes
- The Leathersellers' Company website (2024). Available at: <https://leathersellers.co.uk/> (Accessed: February 2024).

APPENDICES

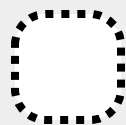


APPENDIX 1: EDUCATION PORTFOLIO OVERARCHING THEORY OF CHANGE

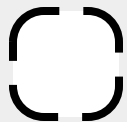
The following page shows the overarching theory of change for the Leathersellers' Education portfolio: Leveraging education as a tool to improve social mobility.

The subject of this evaluation is two particular funding streams within the Education portfolio: the Sixth Form Scholarships programme with Colfe's School, and the University Student Grants programme (awarded directly to students). In addition to receiving funds from the Leathersellers, the students involved in both programmes also have access to the Leathersellers' alumni network.

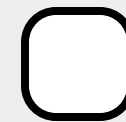
Each programme feeds into to the portfolio-level theory of change in different ways, but will contribute to similar outcomes. The components of the portfolio theory of change that are relevant to each programme are indicated as follows:



Relevant to the Sixth Form Scholarships programme



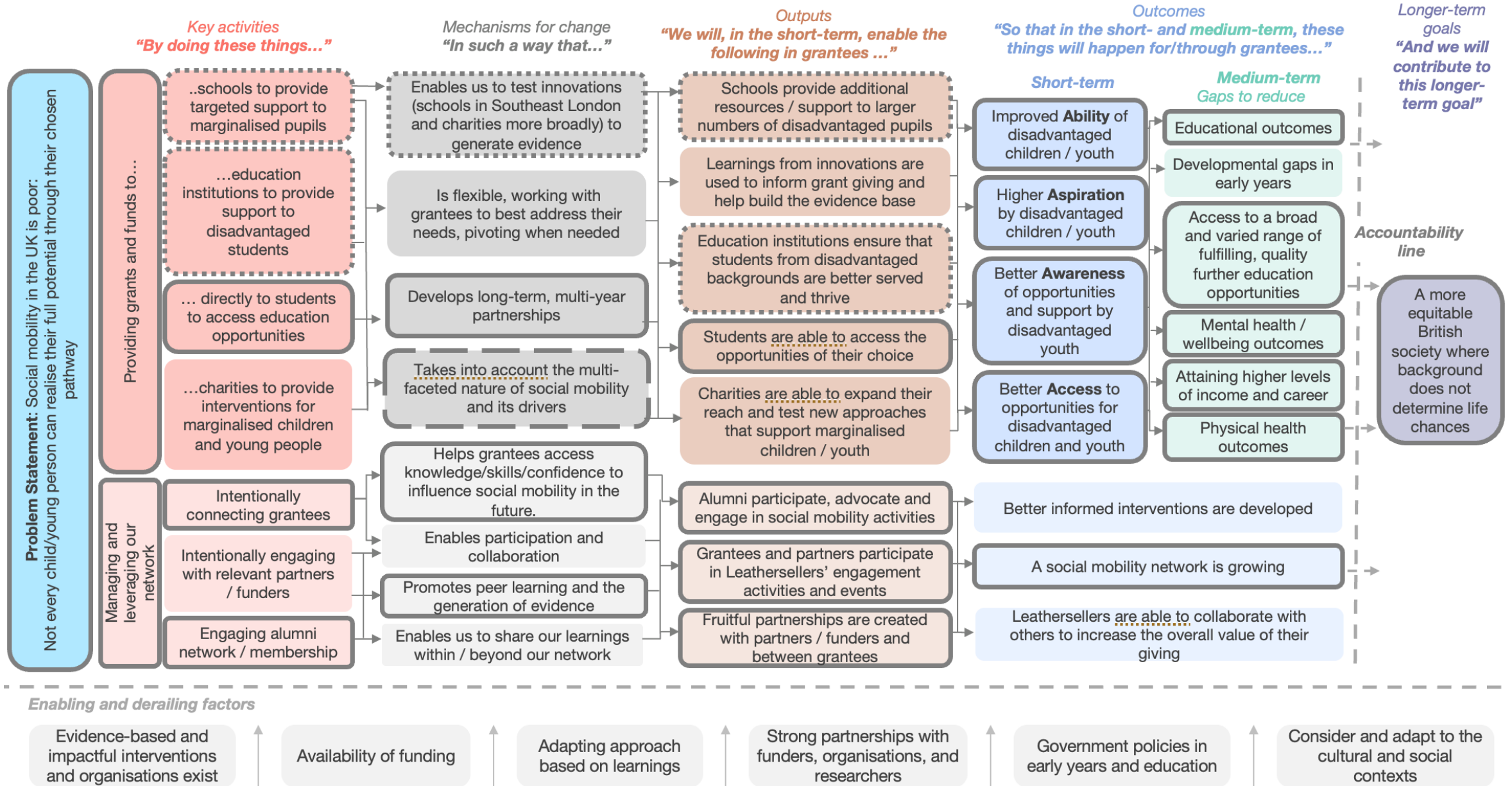
Relevant to the undergraduate Student Grants programme



Relevant to both programmes



LEVERAGING EDUCATION AS A TOOL TO IMPROVE SOCIAL MOBILITY



Note: Theory of change at the time of the evaluation.



APPENDIX 2: LIST OF DOCUMENTS REVIEWED AS PART OF THIS EVALUATION (1 OF 3)

Colfe's Scholarships

- **Colfe's Scholarships overview (2010-2023)** – This Excel spreadsheet provides information on the details of the Scholars.
- **Scholars reports from Colfe's (2012-2023)** – These reports (mix of Word docs and PDFs) helps to paint a picture of each scholar's background.
- **Colfe's leaver destinations (2021 and 2022)** – Note that these documents (mix of Word docs and PDFs) provides information on Colfe's leavers.
- **Thank you letters from Colfe's Scholars (2016, 2017, 2019)** – These PDFs shows the personal impact of the Scholarship on the Colfe's Scholars.
- **Case studies featured in 2021 webinar (Colfe's)** – These are case study videos of 5 Colfe's Scholars.
- **YouTube channel (Aleesha Bruce)** – There is a video where Aleesha describes her experience of applying for Colfe's Scholarship and being successful there.
- **Reports on Colfe's Scholarship programme by Baines Cutler Solutions (2016, 2020)** – These reports provide more background information on the Colfe's Scholarship programmes.

Student Grants

- **Student Grants - Grantee list (2018-2023) (Salesforce records)** – This Excel spreadsheet provides details on the grantee list for the Student Grants.
- **Student grants - Benefactor list (2009-2018)** – This Excel spreadsheet provides details on the benefactor list for the Student Grants.
- **University Grants list (1603-2018)** – This Excel spreadsheet provides details on the university grants list
- **Overview of New Recommended Student Grants (2020/21, 2021/22, 2022/23)** – These PDFs shows an overview of the new recommended Student Grants.
- **Education committee meeting agenda: Details of continuing Student Grants to be approved (2020-2023)** – These PDFs provide more details of continuing Student Grants (it also includes some students that deferred or no longer need the grant.)



APPENDIX 2: LIST OF DOCUMENTS REVIEWED AS PART OF THIS EVALUATION (2 OF 3)

- **Education committee meeting agenda: Details of new student grants to be approved (2020-2023)** – These PDFs provide more details of new Student Grants to be approved.
- **Demographic data (2020-21)** – This PDF shows the demographic data for the student grant applicant pool, as well as the Student Grantee (awarded pool).
- **End-of-year reports from continuing Student Grantees (2018-2021)** – These end of year reports (mix of Word doc and Excel) are for the **continuing** Student Grantees. Note that this is a less complete dataset than the one below.
- **End-of-year reports from continuing Student Grantees (2018-2023) Salesforce records export** – This is an Excel workbook which was exported from Salesforce records. Note that this is a more complete dataset than the above.
- **End-of-grant reports from finishing Student Grantees (2016-2022) Salesforce records export** – These end of year reports are for the **finishing** Student Grantees. This is an Excel workbook which was exported from Salesforce records. Note that 54 end-of-grant reports are missing.
- **Benefits Identified by Students finishing in 2020-21 (undergraduate student grants)** – This picture of an Excel graph shows the impact of the Student Grants as shown through the percentage of responses. The raw data comes from the above end-of-grant reports for **finishing** students.
- **Case studies featured in 2021 webinar (Student Grants)** - These are case study videos of 2 Student Grantees (a dentistry student at the University of Dundee, and a History & Politics student at the University of Cambridge).
- **PROCESS: Eligibility criteria (Education Committee meeting minutes)** – These PDFs provide more details on the eligibility criteria.
- **PROCESS: Application forms/guidance for applicants** – This was taken from a mixture of sources (e.g., the Leathersellers' Company website, PDFs, webinar video recordings, Word docs etc.) to provide more detail on the application process and relevant guidance.
- **PROCESS: Assessment guidelines** – These Word docs provide more details on the process in terms of the assessment guidelines.



APPENDIX 2: LIST OF DOCUMENTS REVIEWED AS PART OF THIS EVALUATION (3 OF 3)

Relevant to both Colfe's and Student Grants

- **Applications for Student Grants (Salesforce records 2018-2023)** – These are individual Salesforce records exported as PDF / mass exported as Excel showing application details for the Student Grants.
- **List of Alumni Student Grants + Colfes for BP** – This Excel spreadsheet provides more details on the Alumni Student Grants and / or Colfe's.
- **Case studies featured in Leathersellers Annual Reviews** – These PDFs are case studies included in the Leathersellers' annual reviews. There are 9 student case studies.

Alumni Network

- **Alumni event 2023 attendee list** – This Excel spreadsheet provides further detail on the attendee list for the Leathersellers' 2023 Alumni event.
- **Alumni event 2023 conversation cards** – This Excel spreadsheet provides further details on the responses to the conversation cards used at the Leathersellers' 2023 Alumni event. As all cards have names, note that it would be possible to follow up on whether the event improved connections.
- **Alumni event 2023 feedback form** – This Excel spreadsheet provides further details on the responses to the feedback form shared at the Leathersellers' 2023 Alumni event.
- **Alumni event 2023 Mentimeter** – This is a PDF of a word cloud from the Mentimeter activity used at the Leathersellers' 2023 Alumni event. The attendees were asked, "In one word, describe the impact Leathersellers support has had on you." There were 38 responses from 23 people.
- **Leathersellers Alumni LinkedIn group** – This LinkedIn group can provide further details on the Alumni's further study and / or career path as shown in their LinkedIn profiles. Data on engagement / activity level on the LinkedIn group can also be reviewed.



APPENDIX 3: SURVEY DATA TABLES – COLFE’S’ SCHOLARS SURVEY (1 OF 3)

Without the Leathersellers’ Scholarship to attend Colfe’s, what is the likelihood you would have done one of the following?				
	Very likely	Somewhat likely	Not likely at all	Total
Attend 6th form at Colfe’s	4	1	28	33
Attend 6th form at another independent school	1	2	30	33
Attend 6th form at a state school	32	1	0	33
Leave education to focus on working or other activities	0	1	32	33

As a Leathersellers’ Scholar, in what way did you have the opportunity to take part in school life at Colfe’s? (Choose all that apply)	
I have been involved in students’ associations or clubs at Colfe’s	20
I have been a member of sports teams at Colfe’s	8
I have been involved in a role of responsibility within the school (e.g. school captain or school prefect, etc.)	16
I have been involved in volunteering opportunities	12
I have taken part in other extra-curricular activities at Colfe’s	23
I have taken active part in school life in other ways	10
Other	12
None of the above	0

	Yes	No	Total
Since you have become a Leathersellers’ Scholar, have you become aware of other grants or Scholarships for education after your 6th form?	21	12	33
Are you applying or have you applied for further financial support for your education after 6th form?	23	10	33
Have you successfully secured any grants or Scholarships to support your education after 6th form? (Note: Only those who responded 'Yes' to the above question are included in this total)	13	10	23
Since becoming a Leathersellers’ Scholar, have you discovered new possible educational pathways that you were not aware of before and that you might be interested in pursuing?	13	20	33
Do (or did) you receive any non-financial support (e.g., tutoring, mental health support, education materials, etc.) at Colfe’s that aimed to help improve the quality of your experience in the school?	22	11	33
Have you attended any networking or alumni events at the Leathersellers’ Company?	14	19	33
Are you currently a student at Colfe’s?	6	27	33

To what extent has attending Colfe’s impacted the quality of your experience at school?	
I think I would have had a better school experience if I attended another school for 6th form.	3
I think I would have had a similar school experience if I attended another school for 6th form.	2
I think I have had a better school experience at Colfe’s than I would have at another school.	28
Total	33



APPENDIX 3: SURVEY DATA TABLES – COLFE’S’ SCHOLARS SURVEY (2 OF 3)

To what extent agree with the following statements?					
	Strongly disagree	Disagree	Agree	Strongly agree	Total
I am proud to tell people that I am (or was) a student at Colfe’s	0	4	16	13	33
I am proud of being a recipient of a Leathersellers’ Scholarship	0	1	9	23	33
I feel like I belong (or belonged) at Colfe’s	1	8	16	8	33

To what extent do you feel being a Leathersellers’ Scholar has had the following impacts?					
	A lot	Somewhat	Very little	Not applicable	Total
It has helped improve my self-confidence	11	15	4	3	33
It has helped me achieve better academic results	22	8	3	0	33
It has helped open new post-6th form education opportunities for me	18	12	3	0	33
It has helped improve my overall wellbeing and/or mental health	7	16	9	1	33
It has helped me see new possibilities for myself and what I can achieve	17	16	0	0	33
It has led me to engage in efforts or activities to help other people achieve their potential	18	9	5	1	33
It has helped enlarge my network	19	8	5	1	33
It has provided me with better ways to manage a special education need or disability	1	3	8	21	33

What kind of non-financial support do (or did) you receive? (Choose all that apply) (Note: Only those who responded ‘Yes’ to receiving non-financial support that aimed to help improve the quality of university experience are included in this total.)	
Mentoring	6
Tutoring	6
Peer support	4
Materials (e.g. books, laptop, musical instrument, etc.)	15
Support for transportation (e.g. to school or visits)	4
Mental health support	3
Career advice / inspiration	16
Support with applications for college, university or jobs	20
Free school meals	15
School trips	13
Duke of Edinburgh support / kit	3
Sports kit	11
ADHD assessment	2

What do (or did) you find challenging at Colfe’s? (Choose all that apply)	
Fitting in the school	21
The academic workload	14
Making friends	5
Accessing support from teachers or staff	1
Other	4

Do you interact with other Leathersellers’ Scholars?	
Yes, often	22
Yes, sometimes	8
No	3
Total	33



APPENDIX 3: SURVEY DATA TABLES – COLFE’S’ SCHOLARS SURVEY (3 OF 3)

To what extent do you agree with the following statements about the networking or alumni event(s) you attended? (Note: Only those who responded 'Yes' to having attended any networking / alumni events at the Leathersellers' Company are included in this total)

	Strongly disagree	Disagree	Agree	Strongly agree	Total
I was inspired by some of the other Leathersellers' Scholars, grantees and alumni	2	0	5	7	14
The event(s) enabled me to meet new people	2	0	5	7	14
The event(s) enabled me to reconnect with people within my network	2	2	7	3	14
The event(s) enabled me to identify potential collaboration opportunities with others	1	7	3	3	14

What destination(s) did you go to immediately after leaving Colfe's? (Choose all that apply) (Note: Only those who have finished 6th form at Colfe's responded to this question.)

FE college/vocational education	1
Apprenticeship	0
University	24
Part time work	2
Full time work	0
Gap year (neither education or work)	2
Not in education or work for other reasons	0

What is (are) your current occupation(s)? (Choose all that apply) (Note: Only those who have finished 6th form at Colfe's responded to this question.)

I am a student in FE college/vocational education	1
I am completing an apprenticeship	0
I am an undergraduate student at university	12
I am a postgraduate student at university	5
I work part time	1
I work full time	7
Not in education or work at the moment	1

To what extent are you satisfied with the following elements of your life? (Note: Only those who have finished 6th form at Colfe's responded to this question.)

	Very much	Somewhat	Very little	Not applicable	Total
The education pathway you have taken	22	4	1	0	27
The career pathway you have taken	17	9	0	1	27
The speed of your career progression to date	9	13	0	5	27
Your current income level	7	6	6	8	27
Your overall level of financial security	9	11	4	3	27



APPENDIX 3: SURVEY DATA TABLES – STUDENT GRANTS (1 OF 3)

	Yes	No	Total
Did you receive other financial support than the Leathersellers' Student Grant to access university?	86	49	135
Do you feel that the Leathersellers' Student Grant has enabled you to reduce the time that you would have otherwise had to spend on working to earn money?	131	4	135
Since you have received a Leathersellers' Student Grant, have you become aware of other grants or Scholarships?	54	81	135
Since receiving the Leathersellers' Student Grant, have you discovered new possible educational or career pathways that you were not aware of before and that you might be interested in pursuing?	60	75	135
Do (or did) you receive any non-financial support (e.g., tutoring, mental health support, education materials, etc.) that aimed to help improve the quality of your experience at university?	44	91	135
Have you attended any networking or alumni events at the Leathersellers' Company?	38	97	135
Are you a Leathersellers' Student Grant alumni (i.e. you graduated from the university programme for which you received a Leathersellers' grant)?	85	50	135

Do (or did) you interact with other Leathersellers' Student Grants recipients?	
Yes, often	9
Yes, sometimes	36
No	90
Total	135

Without the Leathersellers' Student Grant, what is the likelihood you would have done one of the following?				
	Very likely	Somewhat likely	Not likely at all	Total
Attend the same university course	50	53	32	135
Attend a different university course	16	35	84	135
Postpone my university course or take a year out to earn money	49	53	33	135
Leave education to focus on working or other activities	23	59	53	135

In what way do (or did) you take part in university life? (Choose all that apply)	
I have been involved in students' associations or clubs.	93
I have been a member of sports teams.	45
I have been involved in volunteering opportunities.	67
I have taken part in other extra-curricular activities.	77
I have taken active part in university life in other ways.	60
None of the above	14



APPENDIX 3: SURVEY DATA TABLES – STUDENT GRANTS (2 OF 3)

To what extent agree with the following statements?					
	Strongly disagree	Disagree	Agree	Strongly agree	Total
I am proud of being a recipient of a Leathersellers' Student Grant.	8	0	46	81	135
I feel like I belong (or belonged) at my university.	12	14	67	42	135

What kind of non-financial support do (or did) you receive? (Choose all that apply) (Note: Only those who responded 'Yes' to receiving non-financial support that aimed to help improve the quality of university experience are included in this total.)	
Mentoring	21
Tutoring	12
Peer support	14
Materials (e.g. books, laptop, musical instrument, etc.)	19
Support for transportation (e.g. to university)	2
Accommodation	5
Mental health support	19
Career advice	14
Support with applications to other Scholarships or to work experience/internship opportunities	7
Other	3

What do (or did) you find challenging with your university experience? (Choose all that apply)	
Fitting into university	35
The academic workload	75
Making friends	34
Accessing support from lecturers or other teaching staff	25
Balancing other responsibilities	87
Managing my mental and/or physical health	72
Getting work experience/internships	41
Other	10

Where did the non-financial support come from? (Choose all that apply) (Note: Only those who responded 'Yes' to receiving non-financial support that aimed to help improve the quality of university experience are included in this total.)	
The university	38
The Leathersellers	10
Other	4

To what extent do you feel the Leathersellers' Student Grant has had the following impacts?					
	A lot	Somewhat	Very little	Not applicable	Total
It has helped improve my self-confidence	53	66	9	7	135
It has helped me achieve better academic results	83	41	8	3	135
It has helped open new education opportunities for me	67	44	15	9	135
It has helped my financial situation	118	13	1	3	135
It has helped reduce my level of stress or anxiety about my financial situation	118	12	2	3	135
It has provided me with better ways to manage a special education need or a disability.	34	17	23	61	135
It has helped improve my overall wellbeing and/or mental health.	70	47	14	4	135
It has helped me see new possibilities for myself and what I can achieve.	81	38	11	5	135
It has helped me reach my goals.	106	22	4	3	135
It has led me to engage in efforts or activities to help others achieve their potential.	78	37	13	7	135
It has helped enlarge my network.	52	44	30	9	135



APPENDIX 3: SURVEY DATA TABLES – STUDENT GRANTS (3 OF 3)

To what extent do you agree with the following statements about the networking or alumni event(s) you attended? (Note: Only those who responded 'Yes' to having attended any networking / alumni events at the Leathersellers' Company are included in this total)					
	Strongly disagree	Disagree	Agree	Strongly agree	Total
I was inspired by some of the other Leathersellers' grantees, Scholars and alumni	3	5	20	10	38
The event(s) enabled me to meet new people	4	1	19	14	38
The event(s) enabled me to reconnect with people within my network	4	9	17	8	38
The event(s) enabled me to identify potential collaboration opportunities with others	3	10	17	8	38

What is your current occupation? (Choose all that apply) (Note: Only those who have are a Leathersellers' Student Grant alumni responded to this question.)	
I am studying a different undergraduate degree	1
I am studying a Masters or other graduate degree	7
I work part time	10
I work full time	69
I am not in work or in education at the moment	2
Other	3

To what extent are you satisfied with the following elements of your life? (Note: Only those who have are a Leathersellers' Student Grant alumni responded to this question.)					
	Very much	Somewhat	Very little	Not applicable	Total
The education pathway you have taken	67	16	1	1	85
The career pathway you have taken	67	16	2	0	85
The speed of your career progression to date	47	31	7	0	85
Your current income level	24	45	16	0	85
Your overall level of financial security	24	42	19	0	85



APPENDIX 4: APPROACH TO INTERVIEWS

The aim of the interviews were to explore themes in more depth

- The interviews were part of the retrospective data collection to supplement the document review and student surveys. Their aim was to enable more in-depth conversations with key informants to explore some of the components of the theory of change, while enabling us to understand the wider context and challenges faced by the recipients of the Scholarships and Grants.
- Initially, the aim was to interview three current and former Colfe's staff, along with approximately five recipient of Colfe's Scholarships or Student Grants (current and alumni). Unfortunately, due to challenges in obtaining agreements from students to take part in the interviews, only two current Students Grantees contributed. This was partly due to the timing of the interviews, which took place in mid-December and early January, at a time when many students are not in school.
- The interviews used a semi-structured format (an interview protocol was developed for each type of key informant), giving space for the conversation to explore emerging themes, as needed. Each interview lasted approximately 30 minutes and was recorded for data analysis purposes.
- The interviews were used to inform the findings in this report, in complement to the other more encompassing data sources. Quotes taken from these interviews provided illustrations of some of the key findings throughout.

Topics discussed during the interviews with Colfe's staff:

- Scholars' selection process
- Scholars' experience at Colfe's
- Benefits of the Scholarship for Scholars and the wider school community
- Learnings about the Scholarships to date and any recommendations for the future

Topics discussed during the interviews with student grantees:

- Grantee's background and academic journey
- Grantee's experience at university
- Benefits of the Grant for grantees in terms of supporting them access new opportunities
- Benefits of the Grant for grantees in terms of supporting their personal development and growth
- Grantees' aspirations for the future

Better Purpose is an education-focused consultancy that shapes and accelerates the work of organisations that want to make a difference to education outcomes all over the world. Better Purpose provides support with strategy, policy and the design and delivery of education initiatives.

www.betterpurpose.co

