



WELLINGTON
COLLEGE

PRINCE ALBERT
FOUNDATION
BURSARIES

WIDENING OPPORTUNITY AT WELLINGTON

Introduction

At the time of writing (30th March 2020), we are facing enormous uncertainty and in so many areas of our lives we are having to engage in a huge number of issues that both relate to an uncertain and unclear future – while also trying to hold on to some form of normality.

It is with the later in mind that we have produced this update on our bursary students, in fact pulling this brief update together has been a real joy at a time of what feels like overwhelming gloom. To be able to reflect on the positive and exciting individual journeys of these young people that are currently at Wellington or that have already graduated has been really special.

Thank you for all that you have done to give these young people a very different future to the one they may have had otherwise.

The Prince Albert Foundation Bursary Programme – An update for supporters

As you know the Prince Albert Foundation (PAF) bursary programme was founded to offer fully funded places to young people from disadvantaged backgrounds. The programme continues to give young people the life-changing education and opportunities that a Wellington education provides.

Your support, together with other like-minded supporters, has helped to raise over £10m since the programme was established in 2012. As a result, 19 students have already benefited from a fully funded PAF Award. Currently we have 5 students in receipt of fully funded places with a further 9 students joining us in September 2020.

As a highly valued supporter of this amazing programme, we wanted to give you an update on the programme and more importantly on the progress of our students.

Why is this work so important?

'Low social mobility and a lack of educational opportunity is arguably the biggest social challenge of our time...not only is this an individual tragedy for every young person who fails to fulfil their potential, but it highlights a national waste of talent that threatens the future economic health of our country.'

'While the income gap between the richest and poorest in society continues to widen, there is still so much more to do to make Britain a country where worth, rather than birth, defines our destinations.'

SIR PETER LAMPL, former Wellington parent and founder of the Sutton Trust

A) An overview of the Prince Albert Foundation bursary programme

1. Eligibility to join the programme

Children who are eligible for a PAF Award are those whose backgrounds are from the lower half of the population in terms of opportunity and income. A PAF candidate would fulfil the following criteria:

- a) Come from a family/household with below national average household income
- b) Not already attending an independent or selective and/or outstanding state school with provision through Sixth Form
- c) The candidate will need to demonstrate a certain level of academic potential – we do, however take into consideration the lower level of support and opportunities that each pupil may have experienced up to the point of entry.
- d) Similarly, we are not expecting or demanding that our PAF candidates arrive at Wellington with highly developed co-curricular skills such as; sport, music, etc – the underlying ethos of the programme is to identify and nurture potential.

2. The pastoral care provision

As outlined above, the programme is focussed on identifying children who are disadvantaged in some way and we work proactively with educational charities, such as *The Royal National Children's SpringBoard Foundation*, to identify children who would particularly benefit from a Wellington education.

All Prince Albert Foundationers and their families/carers receive an enhanced level of pastoral support before, during and after their time at the College.

The day to day programme is overseen by the Head of the Prince Albert Foundation who is responsible for ensuring the highest levels of pastoral care for our PAF students, this is achieved in a number of ways but the close working relationships with HM and tutors is key.

We track the long-term outcomes (qualitative and quantitative) of the impact and efficacy of the programme by following up regularly with our PAF students up to the age of 30 years old.

3. Future ambition for the programme

In the light of what is happening in the world it feels naïve to set out what the aspirations for the programme are. Before Covid 19 hit, we were aiming to have at least 40 PAF students at the College at any one time within the next 5 years - only time will tell if we will be able to deliver this heart-felt ambition.

B) Update on our current PAF students

When providing an update on current PAF students to our funders we aim to give you an insight into their progress but at the same time making sure we respect their anonymity. In order to preserve their anonymity, we have changed names and made other adjustments. Despite this requirement we hope the following excerpts from recent reports will give you a sense of how they are doing.

1. Extracts from recent reports for current PAF students

'Emily'

"...Emily is a highly diligent and conscientious student, whose capacity to listen attentively and respond with a considered point of view is greatly appreciated by all.

I have very much enjoyed teaching Emily this term and have been particularly impressed with her maturity and willingness to engage with the material we are covering.

Emily can always be relied upon to prepare solutions to the prep questions in advance of the lesson ready to write up on the walls to facilitate the class discussion in a Harkness style.

She is very capable, and has the drive to succeed"

'Jess'

"...in terms of the extra-curricular, it is probably fair to say that Jess absolutely gets stuck in and pulls her weight. She does so with such modesty, mind you, that I am sure she is up to even more extension and activities outside of the classroom than I am even aware of!

With that in mind, I would urge Jess to be a little more vocal and to celebrate her own achievements openly – there have been so many good TS-s and positive moments this term, and I am keen that Jess is comfortable in expressing pride herself when she is successful"

'Peter'

"...Peter continues to set the standard for others to meet, both in the way he conducts himself and in the manner in which he goes about his academic work. Of course, with so much energy invested in preparing for his Oxbridge interview, it would have been understandable if one or two other areas were neglected; but this simply hasn't been the case.

Whilst I know the strain of waiting, and more recently the strain of preparing, weighed heavily on him, not once has he let himself fall below the exacting standards, he has set. That he has been able to do this whilst also offering so much to the wider life of the College is magnificent"

[We are delighted to say that 'Peter' did get an offer from Oxford]

'William'

"...William has had another successful term. Too busy to hang around in House, he is making the most of what's on offer. William is a very independent student who knows his own mind.

I am absolutely thrilled that he has been offered a place at Oxford, he is a passionate, intellectually curious and sharp learner who deserves success.

'Katie'

"...Katie has entered her final year at school full of her trademark effervescence and good cheer. It's a very great pleasure to see her smiling face around the house. We really appreciated the hard work she put into the house dance entry, which was outstanding and a tremendous pleasure to watch – it was full of energy and humour and was brilliantly choreographed.

I know Katie has felt, at times that this term as been stressful and that the workload has been great. Katie is a hugely talented individual, with a delightful personality and the potential to excel both at university and beyond"

Quote from one of our current PAF students

"One of the biggest differences that Wellington has made to me so far to me is that by being here it has changed the view of myself. I have always had confidence in my abilities and a strong belief in God, however I never really respected myself until now. As soon as I began to respect myself more, I invested more time in my education to enrich myself further to enable me to progress to the next level.

The power of education and the opportunities that Wellington brings is unquestionable. I have learnt not just to view my lessons as a way to get my exam results but to enjoy the fact that I can learn new skills – I now have a keen interest in Spanish and this is something that I want to continue to learn and progress at throughout my life."

2. Recent OW PAF Graduates, what are they doing now?

We asked OWs Pelumi and Esther who both came through the PAF programme to tell us about how they felt when they were offered places at Wellington, their first impressions, time here, and what it has meant to them having the opportunity to study at Wellington College.

Pelumi, Benson 2015-17

"...it's difficult to describe how I felt being offered a place at Wellington (or how I felt when arriving at Wellington) as when you are 16 you don't have many opportunities where your life is going to change – a change which you hope is going to be the better.

The opportunity showed me that life is much larger than you think, and the opportunities and possibilities it brought expanded my horizons massively.

I normally don't have a problem with words, but I have a hard time expressing what this opportunity truly meant to me as a person. Coming to Wellington has opened so many doors for me. The teachers' unconditional belief in you makes you believe in yourself and realise how capable you are.

Being at Wellington was the first time in which I struggled through something and broke through. It gave me newfound trust in myself - to trust myself academically and as a person. I was able to do this as I told myself that if you put your mind to something you can do it. By being at Wellington it gave me that confidence.

It was the opportunity of a lifetime; it truly was and it's something that I will always be grateful for"

Esther, Hardinge 2017–19:

"I had nothing to compare arriving at Wellington College to so when arriving 'overwhelmed' doesn't really explain how I felt! Coming from a two-bedroom flat in Tottenham to coming to Wellington there was (and is!) no comparison.

I graduated in the Summer of 2019 and have now started at Cambridge University to read Philosophy and Theology at Magdalene College. Not only did Wellington shape my character, it also prepared me for life at Cambridge University as I know I have been more relaxed and prepared than fellow students starting at the same time as me.

Wellington has helped with my belief in lifelong learning and I know that I will continue to build upon the strong foundations that Wellington has installed within me as I progress through university and in life itself."

Wellington encouraged me to be even more motivated and excited for my future which I didn't really have before, it showed me what I can be and that it can be a reality.

Why the Prince Albert Foundation bursary programme matters

As mentioned above, we simply don't know what impact the outbreak of Covid 19 will have on the world in the medium to long-term and how the PAF programme will be impacted. What we do know is that this programme has been and continues to be life changing for those that have benefitted.

I would like to take this opportunity to express our enormous and heartfelt thanks to you for supporting this exceptional programme.

MSL 30/04/20