

KAN

KENT
ACADEMIES
NETWORK

SEVENOAKS SCHOOL

April 2021 Report





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Foreword



The last 12 months have been extremely tough. The school closures and subsequent cancellation of exams, for a second year in a row, has caused tremendous stress amongst students and has had the greatest impact on those already dealing with disadvantage. For KAN the pandemic has meant that our cohorts have not seen each other properly since July 2019, the 2020 cohort have never met nor had a residential week, and there has been a sudden emphasis on students having to manage their online KAN commitments in balance with the unfamiliar and acute pressures of online learning. Consequently, my focus has been on student engagement and wellbeing.

Despite the challenges, students were able to attend a full and flexible weekend of events at the end of March in place of the Spring residential week. We focused on super-curricular and extra-curricular academic opportunities, and gave access to highly qualified, superbly experienced and inspirational session leaders. Our brochure detailed the backgrounds of everyone involved, meaning the students had the chance to ask contributors about their higher education experience and careers, as well as subject specialisms. Of course, there was also mentoring, project work via the bespoke version of the Brilliant Club, and dedicated time for higher education and career advice. Our four evening speakers all emphasised the importance of hard work, taking opportunities and being ambitious.

The feedback for the event was amazing but nonetheless I am both hopeful and excited for our two July residential weeks to be back to normal. I am also looking forward to celebrating with both the 2017 and 2016 cohorts at their KAN graduation, and then finding out which of the superb destinations (such as Geography at Exeter, Human Sciences at UCL and Music at Goldsmiths) our current Year 13s will be heading towards.

According to the Higher Education Policy Institute's research (published April last year) almost half of university applicants felt that the pandemic would have a negative impact on achieving a place at their first-choice university, which is certainly reflected in our 2017 cohort. Although the Year 13s have had their last KAN event, we will continue to support them over the coming months as much as possible. At the same time, we will soon be welcoming the 2021 cohorts to our current university access programme, Core, and to a new parallel programme, Aspire, which is piloting next year and which you can read more about on p11. I am looking forward to seeing the next generation of KAN students who will follow in the footsteps of our alumni and certainly go on to achieve brilliant things.

Right now, our impact is more important than ever; especially considering that the disadvantage gap in education has not only stopped closing but is widening, according to the Education Policy Institute, who also found that the gap is at its widest in Kent.

It is an incredible privilege to be steering KAN. I deeply believe in the power of both education, and our university access programme specifically, to change lives. The students are some of the most incredible and inspirational people you could ever meet. I am grateful to the mentors who are passionate and committed, to my colleagues at Sevenoaks who volunteer their time, and to the generous supporters of the programme without whom KAN would not exist.


Isla Phillips
KAN Director

Introduction



It is with a great sense of satisfaction and delight that I look back over the last year of the KAN programme. The pandemic introduced many obstacles which forced us to cancel last year's Easter residential and to create virtual experiences for the 2020 Summer residential and the 2021 Easter residential. It would have been an easy decision to cancel these virtual residentials and wait until we were able to meet again in real life; but it would have been the wrong decision.

It is with immense gratitude that I commend the donors who have enabled this excellent programme to exist, the guest speakers who introduced new ideas and ways of thinking to the students, the mentors who have tirelessly strived at every opportunity to positively impact their mentees, the teachers who volunteered their time to teach on the residentials, all of the staff from the KAN network of schools who helped facilitate the process and the amazing students who spent their time learning and growing during these residentials and meet-up days when they would have been forgiven for wanting to turn off their computers and take a break.

My biggest expression of gratitude, however, goes to Isla Phillips, Director of KAN, for her indefatigable desire to make the KAN programme thrive. Isla's passion, commitment and energy is astounding but what is most impressive is her absolute dedication to helping KAN students achieve their highest potential. This is not just a job for Isla; it is an all-encompassing hunger to address inequalities in education and help disadvantaged yet bright and motivated students navigate themselves to a positive future at university and beyond. On behalf of Sevenoaks School, we are deeply pleased.

As are we with the trajectory of KAN. The outstanding virtual sessions demonstrate the great potential and possibilities within KAN to impact lives. I was so impressed with all of the sessions and the engagement from both staff and students. It will be with great relief and celebration if the students can attend the Summer residential in July, which at the time of writing looks possible. There is so much scope with this programme and we are committed to help those less fortunate than ourselves. Thank you again to all of you reading this report who have contributed to the success of the programme. Together, under Isla's leadership, we are making a difference.



Dr Adrian Rainbow
Deputy Head Co-Curriculum
Sevenoaks School

Impact on students

KAN aims to remove barriers to higher education for the most able disadvantaged pupils. KAN does this by developing pupils' confidence, knowledge and agency so that they can set ambitious goals, and ultimately reach them.

High-achieving students are eligible for the programme if they are identified as able by their schools prior to application and if they meet some of the following criteria for disadvantage:

- First in their family to consider higher education
- Eligible for pupil premium or free school meals
- Young carer or have been in care themselves
- From a single guardian household
- From a household with income below £46,000 or that is eligible for working tax credit
- Live in social housing

You can read in detail about our university access programme on p10 and an overview of our current students on p12.

You can read the [September 2020 Report](#) and all our past reports on our website.

In terms of our qualitative aims we are working with [ImpactEd](#) to begin to try to measure impact.

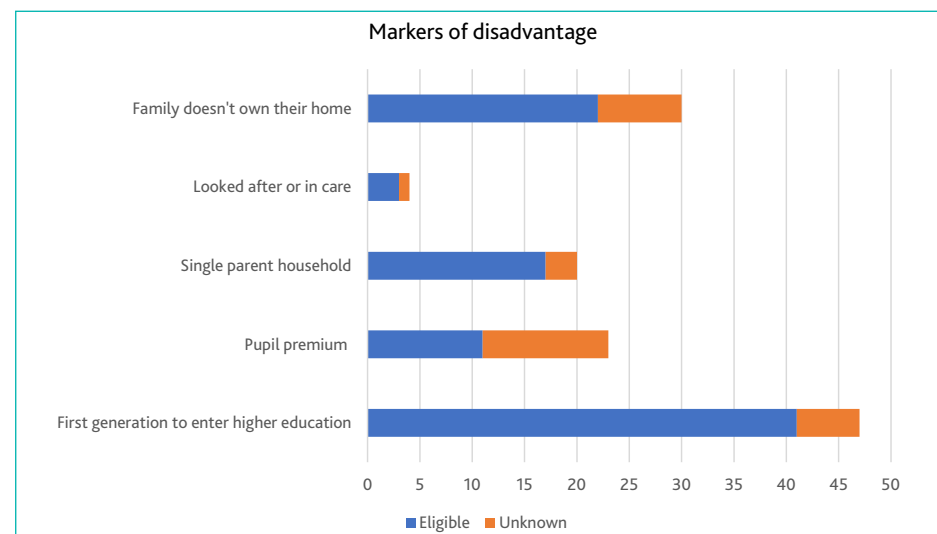
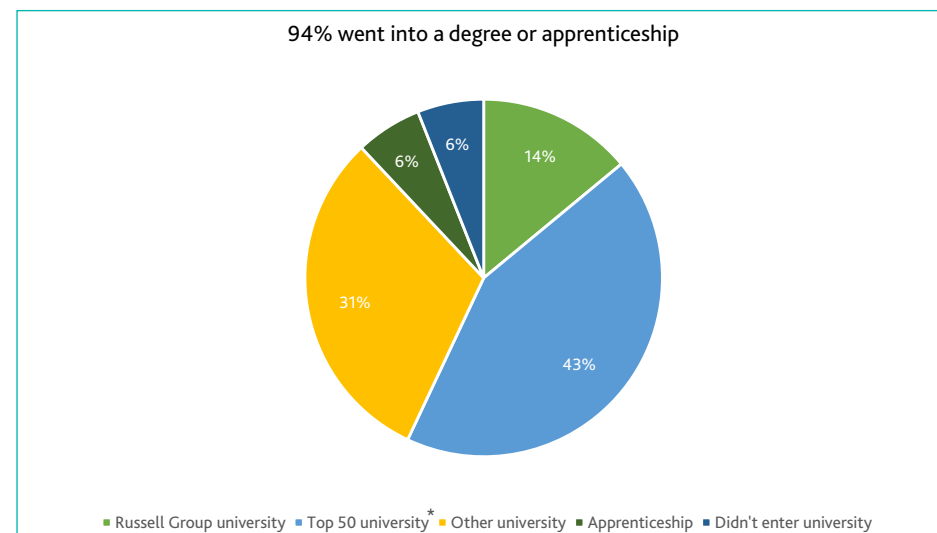


KAN's dedication to giving its mentee cohorts all they need to support them into higher education is incredible; the confidence that it instilled in each mentee, and the ongoing support, is so valuable to us as we progress. If I had not been on the KAN programme, I would not be half the person I am today.

Alumni of the 2013 cohort,
now studying at the University of Reading



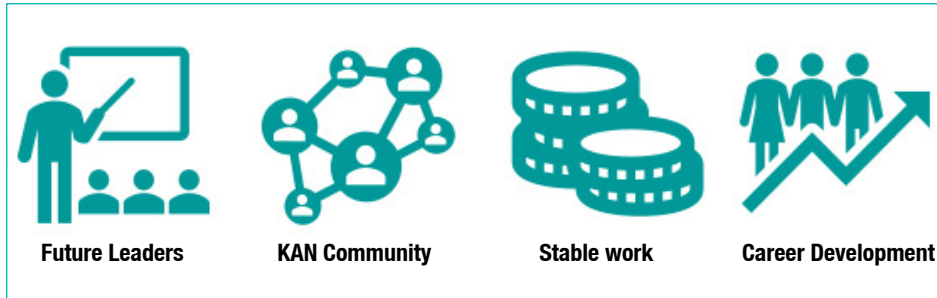
Data from the Pilot Cohorts (2013–2016)



* According to the Complete University Guide 2021
www.thecompleteuniversityguide.co.uk/league-tables/rankings [accessed 18/03/2021]

Impact on mentors

KAN aims to develop future leaders in education and social impact who feel part of a wider community and have increased opportunities thanks to the experiences and skills they develop through their commitment to the role.



Mentor careers

- 71% of the mentor alumni are now either working in education or social impact
- 93% of the current mentors feel that they are more drawn to careers in education or social impact having worked with KAN
- 100% of them feel that they are part of a KAN community
- 100% feel that KAN provides them with high-quality training and opportunities for career development

Please see the [September 2020 Report](#) (available on our website) for more detail about our mentor alumni and go to p15 for an overview of our current mentors.



Participating in KAN has developed my ability to work with young people and given me confidence in teaching and mentoring. The targeted support we're able to give students during the residential has reaffirmed my desire to work with young people, but has made me think about different ways to do this – for example, I'd previously wanted to teach in the classroom, but I'm now thinking of working in a more university access-based role.

KAN mentor 2018-20, now Schools Liaison Officer,
Emmanuel College, Cambridge



We are also beginning to **see KAN alumni becoming mentors**. Currently, we have two KAN alumni working as mentors and have employed a further three to start next academic year. This makes our impact on the mentors even more meaningful and increases the importance of providing a flexible and well-paid job for undergraduate students.



The mentors are a lot more diverse in background now than when I joined KAN three years ago... I feel students are more likely to relate to their mentor's journey and feel as if university is for them if the mentors are recruited from a range of universities. It is really inspiring to see KAN alumni now becoming mentors.

KAN mentor



The role of UCAS

- The UCAS Hub is now an advertising portal for degree apprenticeships and is updated daily
- If you want to apply for degree apprenticeships check what's on offer on the UCAS Hub regularly
- Click on individual advertisements to find out more about a particular degree apprenticeship and continue with an application
- Every degree apprenticeship has its own apply by deadline
- You CAN apply for degree apprenticeships AND do a university application through UCAS in the same cycle
- Give your school or college notice of dates for references for degree apprenticeships you are applying for
- The application for a degree apprenticeship is made to the employer, not the university and is likely to feel more like a job application than a university application

*Higher education session,
Spring virtual weekend*

The Core university access programme

Our university access programme has been running since 2013. It is a unique, comprehensive four-year programme of mentoring, meet-up days and residential weeks.

Each year, the academies identify Year 9 students to begin the application and interview process. Up to three students are selected from each school – making a total of 15 students in a cohort.

Every academic year there are:

- Termly online mentoring sessions (new in 2020–21)
- Two meet-up days, at either Sevenoaks School or a university
- The Spring residential event at Sevenoaks School
- The Summer residential week, which takes place at Tonbridge School for the two youngest cohorts (beginning at the end of Year 9) and the University of Cambridge (alternating between Fitzwilliam College and Queens' College) for the eldest

The programme ends at the Spring residential week in Year 13 and the students are then invited to a graduation event the following summer. You can read reports and summaries of [past events](#) on our website.

KAN students are guided by an undergraduate mentor who is with them throughout the programme. The mentoring relationships and the peer-to-peer support network, fostered by the small, close-knit cohorts, are hugely important to KAN.

Other tools we provide include a [Unifrog](#) account, a place on a bespoke version of the Brilliant Club's [Scholars Programme](#), access to the [Buffini–Chao Discretionary Fund](#) to cover the cost of university visits (new in 2020), and the opportunity to apply for a free place on the Sevenoaks School Summer Programme (new in 2020).

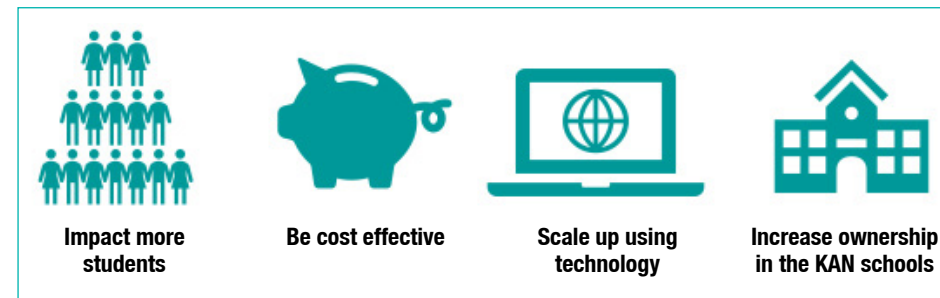
At our events students are introduced to subjects which they may never have come across, attend super-curricular lessons, hear from inspirational speakers, gain cultural capital and, of course, receive information and encouragement about university and the world of work.

The schools in the network are Knole Academy, The Skinners' Kent Academy, Oasis Academy Isle of Sheppey, John Wallis Church of England Academy, The Marsh Academy, and their educational sponsors.

These schools are part of the wider Sevenoaks School partnership work, and all their students are invited to benefit from events and opportunities at Sevenoaks, such as higher education days.

Developments: the new Aspire programme

Our new Aspire university access programme is designed to meet the following aims and will begin with its first cohort in the academic year 2021–22.

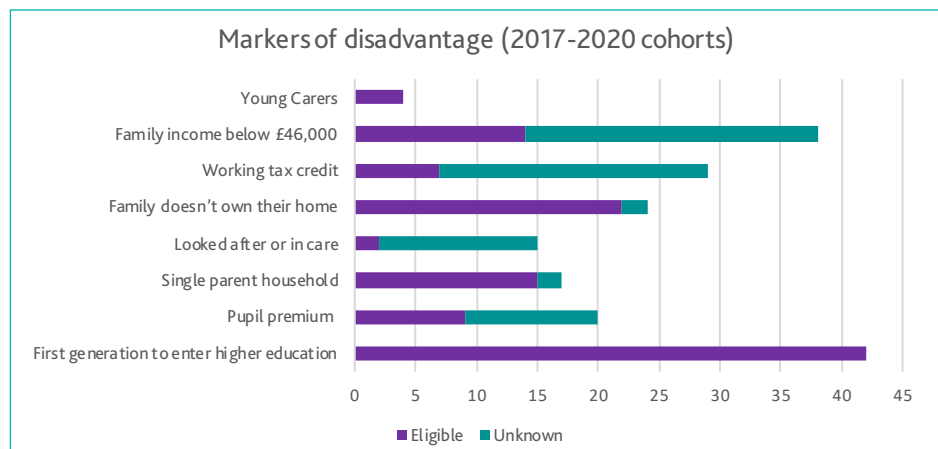
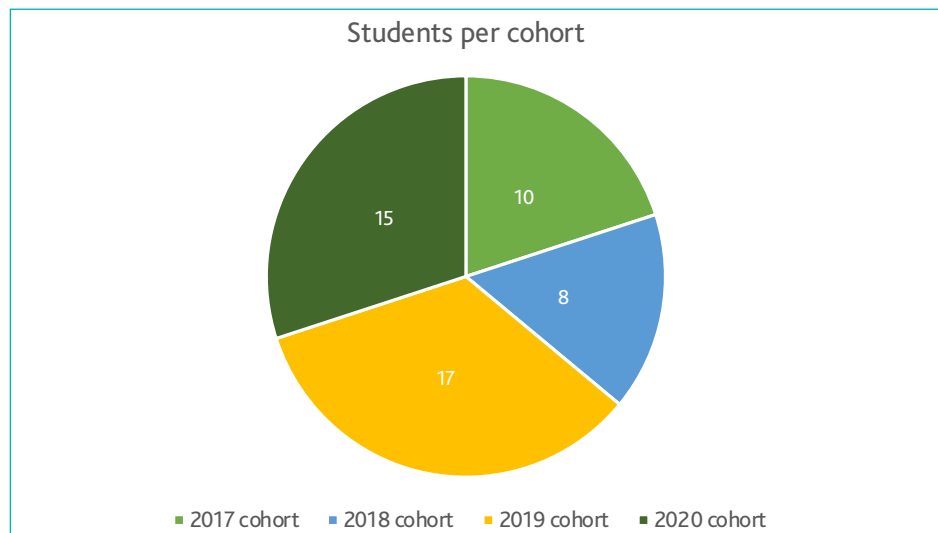


- Aspire runs in parallel to Core and the students on Aspire receive all the benefits of Core, apart from the residential events.
- This is a viable programme because of the new online mentoring sessions, which will allow the Aspire students to build the peer-to-peer and mentor relationships that underlie KAN's success
- This parallel programme will create a pool of students who can join the Core programme if a place becomes available
- It will be made clear to the Core students that their place on the programme is conditional on being at a KAN school and on their engagement; Core students may be switched onto Aspire if appropriate
- Because of the nature of Aspire, there is not a significant increased cost and its existence will improve the cost-effectiveness of Core

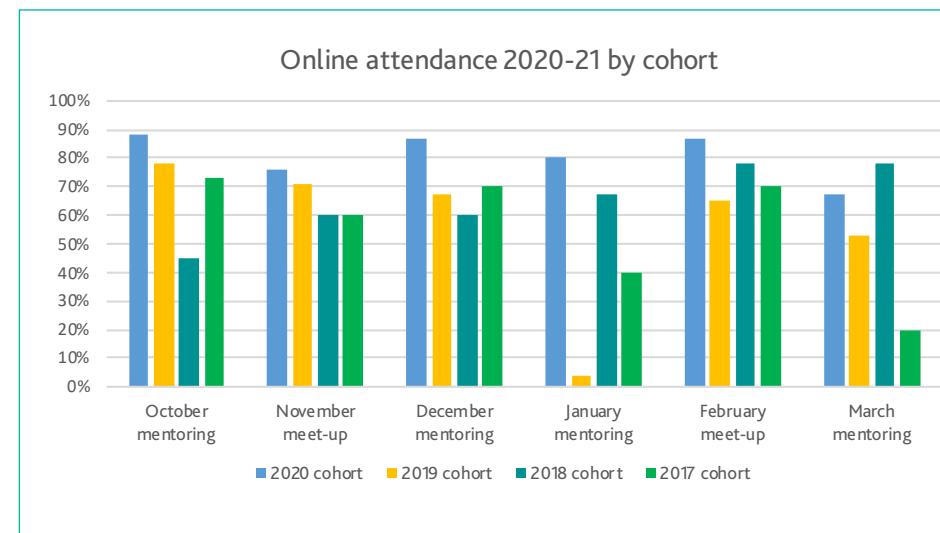
Student overview

Our current students

There are 50 students on the programme across the 2017 to 2020 cohorts and 84% are the first in their family to consider university.



We are very impressed by their continued engagement with KAN despite tremendously difficult circumstances, not least the entire programme moving online.



Our cohorts

2017

The 2017 cohort have an extremely impressive cluster of university offers, including: Leeds, York, Birmingham, Queen Mary University of London, Goldsmiths, UCL, Surrey, Bristol, and Exeter. One student had an interview with Fitzwilliam College, Cambridge, but unfortunately did not receive an offer. Many of them have also expressed an interest in applying to become KAN mentors in the future. The virtual weekend was officially their last KAN event; however, we will continue to support them with tailored HE guidance in the coming months. Everyone is looking forward to their graduation event (10 July, Tonbridge School) and finding out their final destinations in August/September.

2018 and 2019

The 2018 and 2019 cohorts are still going strong. In some ways, their KAN experience has been the most affected by the pandemic as they were less embedded in the programme at the point of disruption in 2019–21. For example, the 2018 cohort had only had one residential event. In the last year we have offered lots of tailored support to these cohorts, such as revision sessions, a bespoke version of the Scholars programme for Year 12 and specific university guidance. We are very excited to get them together at the July residential week at Fitzwilliam College, University of Cambridge.

Student overview (continued)

2020

Our newest students, the 2020 cohort, are brilliant. They submitted their applications to KAN in February 2020 although were not interviewed until September, due to lockdown. These interviews were conducted on Zoom, and the students were able to begin the KAN programme with virtual mentoring in October. We offered 17 places, but ultimately only 15 were taken up.

The focus at the start of the university access programme is on widening academic horizons and expanding their ideas, along with establishing mentor–mentee and peer relationships. The latter has been challenging during the pandemic, so we're really excited for the students to meet for the first time in person at our July residential week. Students in this cohort have expressed some of the following aspirations: medicine, engineering, law, teaching and psychotherapy.



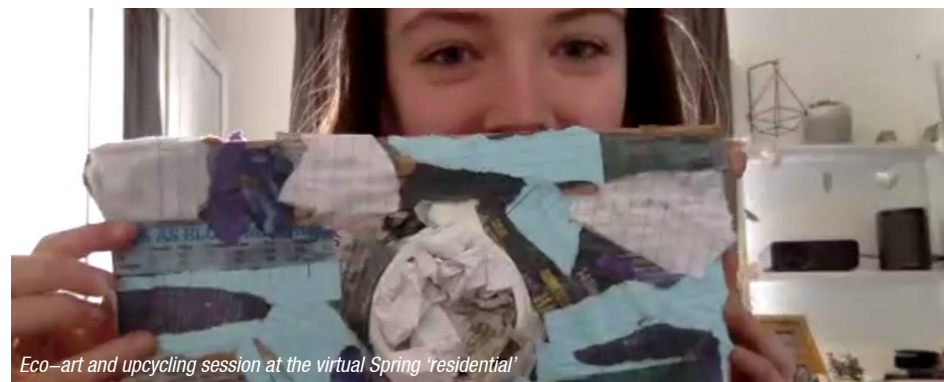
KAN has made me more confident and encouraged me not to give up on my dreams. The best things about the programme are meeting new people, hearing people's experiences, and getting to know what university is like.

KAN student, 2019 cohort



2021

Finally, we are very delighted to have received applications and conducted interviews for the 2021 cohorts. For this process we have now developed a teacher cover form to give us more information on which to decide whether a student should be placed on Core or Aspire. Each interview was conducted by a Sevenoaks School or Tonbridge School staff member along with staff at the KAN schools. This is now the second round of virtual interviews and we have updated the process to involve more staff (increasing ownership at the academies) and using Microsoft Forms to ensure each interview is carried out in the same way. The 2021 Core cohort will begin KAN with the July residential week at Tonbridge and the Aspire cohort will begin with online mentoring in September.



Eco-art and upcycling session at the virtual Spring 'residential'

Mentor overview



I love being part of KAN, it is one of the most motivating things I do.

KAN mentor



Our current mentors are excellent. This term, praise should go to Vee for providing an amazing 'Staying Motivated' session at the February meet–up and writing a review of the Spring event, Rebekah for her sessions on ideology and the news at the February meet–up and Spring event, Alex for preparing and leading a fantastic session on prison abolition at the Spring event, and to Harriet for writing a review of the Spring weekend with Vee.

Mentors received initial training in October, with sessions on safeguarding, a KAN orientation, 'Introduction to Coaching' by Kim Wells from Untied Access, training on Unifrog, and a session about educational disadvantage by Advancing Access. Usually, we would hold our annual training event prior to the Spring residential week, however, we are planning to do this face–to–face before the Summer residential week instead.

Mentors are also being offered the opportunity to be observed and given feedback on their teaching at the Summer residential week. Additionally, Mentors are being invited to attend sessions provided by the Sevenoaks Institute of Service and Social impact, such as a talk by Dame Sandra Dawson, 'Who moves the dial on Diversity and Inclusion?'

Two mentors have been awarded grants from the [Buffini Chao Discretionary Fund](#) to cover [Clare Leadership courses](#).



I think the mentors are really good, they're definitely a comforting aspect when thinking of university. It's very useful just to be able to ask them for advice or any worries that may arise when thinking of university.

KAN student, 2018 cohort



Mentor overview (continued)

	Degree and university	Mentor since
Mentors for the 2017 cohort		
Tom	BA Natural Sciences (Cambridge), PhD Medicinal Chemistry (Oxford)	2016
Gabrielle	BSc Politics, Philosophy and Economics (KCL and North Carolina), Account Executive (Four Communications)	2017
Harriet	BSc Psychology with American Studies (Sussex and California)	2017
Josephine	BA Chemical Engineering (Cambridge), Graduate Process Engineer (Atkins)	2017
Mentors for the 2018 cohort		
Sam	BA Law (Cambridge), PhD Law (Durham)	2016
Laura	BA Theology (Cambridge), MSc Global Governance and Ethics (UCL)	2016
Vee	BA English (Cambridge)	2016
Alex	BA History (Cambridge)	2016
Hamish	BA English (Kent)	2016
Mentors for the 2019 cohort		
Sophie	BA Geography (Cambridge), Postgraduate Diploma in Law (BPP)	2018
James	Medicine (Southampton)	2019
Vruti	BA Biomedical Engineering (QMUL) and Graduate Medicine (Keele)	2019
Tami	BA Human, Social and Political Sciences (Cambridge)	2020
Rosie	BA Classics (Cambridge)	2020
Kian	KAN alumni, BSc Physics (Kent)	2021
Chloe	KAN alumni, BA English (Sussex)	2021
Sophie	KAN alumni, BA Geography (Newcastle)	2021

	Degree and university	Mentor since
Mentors for the 2020 cohort		
Rebekah	KAN alumni, BSc Sociology (LSE)	2020
Hannah	KAN alumni, BSc Psychology with Clinical Approaches (Sussex)	2020
Harry	BA Political Science and Government (York)	2020
Matilda	BSc Computer Science (Cambridge)	2020
Rishika	BA Politics and International Relations (SOAS)	2020
Fran	BA English (Cambridge)	2021
Mentors for the incoming 2021 cohort		
Hetty	KAN alumni, BA English Literature and Politics (Glasgow)	2021
Tom	BA Natural Sciences (Cambridge), PhD Medicinal Chemistry (Oxford)	2016
Charlotte	Medicine (St Andrews)	2021
James	BA Classical Studies with English (KCL)	2021
Johannah	BA Classical Studies with English (KCL)	2021



I have really enjoyed my four years of being a KAN mentor. It has been wonderful to see the progress in the student from Year 9 to now, and help them discover their interests and raise their aspirations. I wish I had had a similar programme while I was at school.

KAN mentor



The February meet-up

The virtual February meet-up

Similar to the [November meet-up](#), our February meet-up was virtual. The attendance was very good at 75 per cent. We had 13 students from Year 10, plus 11 from Year 11s, and seven each from Years 12 and 13. Some students were excused due to their workload during lockdown and school mock exams.

The afternoon began with a session from experts at the National Gallery, exploring themes of conflict. Next, there was an induction for the Year 10s and Year 12s to the Brilliant Club's Scholars Programme. Mentor Vee ran a workshop on staying motivated for the Years 11 and 13. After that was a cohort mentoring session, where students caught up with each other and shared recent experiences of lockdown and school.

Our final part of the afternoon was a choice of four sessions:

- The process of applying to US universities, with information and advice – Laurence Goodwin (Head of US Applications, Sevenoaks School)
- Student finance – Sian Bex (SLO at Queens' College, University of Cambridge)
- Ideology in modern politics – mentor and KAN alumni Rebekah
- A brilliant drop-in session for aspiring medics – Doctor Chan from Kent Medway Medical School, Charlotte (medical student at St Andrews and incoming KAN mentor), and Vruti (postgraduate medical student at Keele University and KAN mentor)

“

The finance session from Sian was really informative for when I go to university in September.

KAN student

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“

My favourite part of the meet-up was talking to a medical expert and current medical students.

KAN student

”

The virtual Spring 'residential'

The virtual weekend was hugely successful; 74 per cent of students attended and the feedback from students, mentors and contributors was glowing.

You can access [the weekend's brochure](#) (including the timetable, session descriptions and contributor biographies) along with a [review of the event](#), written by two current mentors, on our website.

Over the four days students had access to subject-specific revision, extra-curricular and super-curricular academic sessions, inspirational evening talks, and wellbeing sessions. All contributors were of an extremely high calibre: including many academics, company or charity founders, the Director of Strategy at the National Grid, the Head of King's College London's Classics Department, the Headmaster of Sevenoaks School and leading businessman Sir Damon Buffini, chair of both the National Theatre and the UK's Covid Recovery Fund for the Arts.

Prior to the event students received a care package, with a copy of the brochure, a HappySelf journal, a KAN facemask and treats. We are also sending books recommended by our speakers to students who had the best attendance across the weekend.

Being online meant that students could opt in to a choice of academic sessions and attend sessions with peers and mentors from all cohorts. It also allowed students to be more flexible with attendance, sometimes catching up with session recordings.



Student care packages sent out ahead of the virtual weekend

The virtual Spring ‘residential’ (continued)

Our main takeaways and learnings include:

1. Students really enjoy both a variety of academic sessions but also the ability to request/choose sessions that are very specific to their studies in school
2. Students value having HE support that covers university but also apprenticeships and career pathways
3. One of the most valuable aspects of residential weeks and meet–up days is the space for bonding with student peers and mentors
4. When online we need to find more ways to enable and encourage students to turn on their video cameras

Four students completing the 2021 feedback form agreed or strongly agreed that:

- The residential exposed them to new ideas and topics
- The lessons were interesting and well taught
- The work was set at the right level to challenge them
- They now feel more enthusiastic about their schoolwork
- They now have a better understanding of their options beyond school
- They are looking forward to the next residential

The same questions were asked of 11 students after the 2017 Summer residential week:

- 100% agreed (3) or strongly agreed (8) that the residential week exposed them to new ideas
- 100% agreed (4) or strongly agreed (7) that the work was set at the right level to challenge them
- 100% agreed (3) or strongly agreed (8) that they felt more enthusiastic about their schoolwork after the event
- 100% felt (2 neutral, 5 agree, 4 strongly agree) that the lessons were interesting and well taught
- 100% felt (1 neutral, 2 agree, 8 strongly agree) that they had a better understanding of their options beyond school
- 100% strongly agreed that they were looking forward to the next residential week and all agreed (2) or strongly agreed (9) that they enjoyed the residential week

All students who completed the 2021 feedback form said that the residential had:

- A good amount of sessions
- Opportunities to learn about going to university
- Opportunities to consider the world of work
- Opportunities to help succeed academically in school
- Opportunities to connect with peers and mentors

“

In Ethical Dilemmas in Global Development I found it interesting to see how a different culture functions in a completely different way to our own, and how lucky we are to have such a good education system.

KAN student

”

“

I found it valuable that the Analytical Writing session was applicable to my English GCSE and that I could use the techniques to analyse the texts.

KAN student

”

“

I really enjoyed discovering how the colliders worked and the different types of quarks in the Particle Physics and CERN session.

KAN student

”

“

I found it valuable having a lot of support and reassurance of the options I have after Year 13. The inspirational speakers always provide motivation and the extra-curricular options were very interesting and engaging.

KAN student

”

Online mentoring

The new initiative of providing students with 45-minute mentoring sessions twice per term has been a success and is the basis on which we have developed the pilot Aspire programme for 2021. It was introduced as a response to the pandemic, to provide extra support for the students and nurture their engagement to KAN. Since the start of the academic year, every single KAN student has spent time in their small mentoring groups, and in their wider cohort group too. During the lockdown in January to March, we also hosted a weekly 'study-together' sessions on Zoom, and various virtual challenges for the students to complete, such as a scavenger hunt.


For 2021-22 we will have mentoring sessions once per term. The session will also be moved to later in the evening to allow students enough time to travel home from school.

We believe the online mentoring is valuable in terms of:



3.88 Average Rating

Reducing Stress



Strengthening peer and mentor relationships



Increasing student self-efficacy



It is really nice chatting to everyone about how they're getting on with their university applications and to talk to my friends in my cohort about how they are doing with school.

KAN student

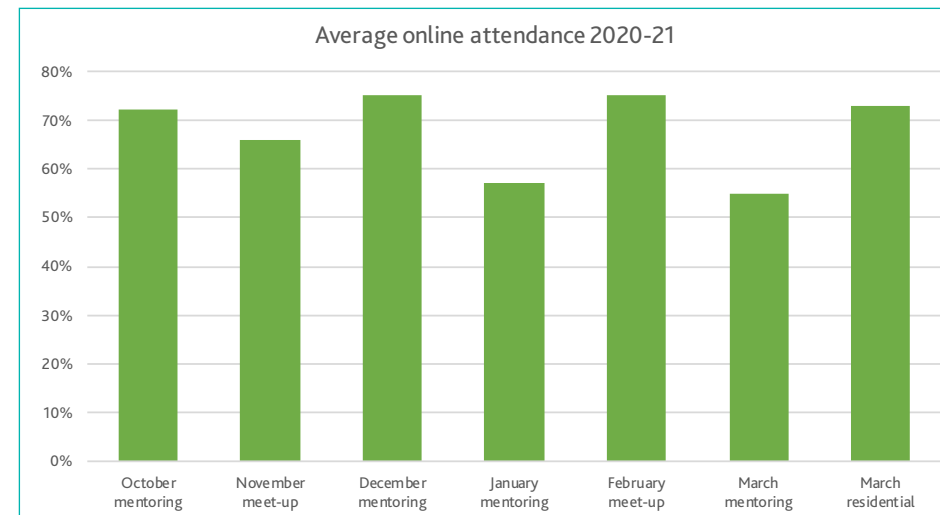


The connection developed between the mentors and students is really unique. Introducing the online mentoring is a great idea. Hopefully it will help to improve the two issues we've had with KAN: retention of students and the long gap between residential weeks.

KAN mentor

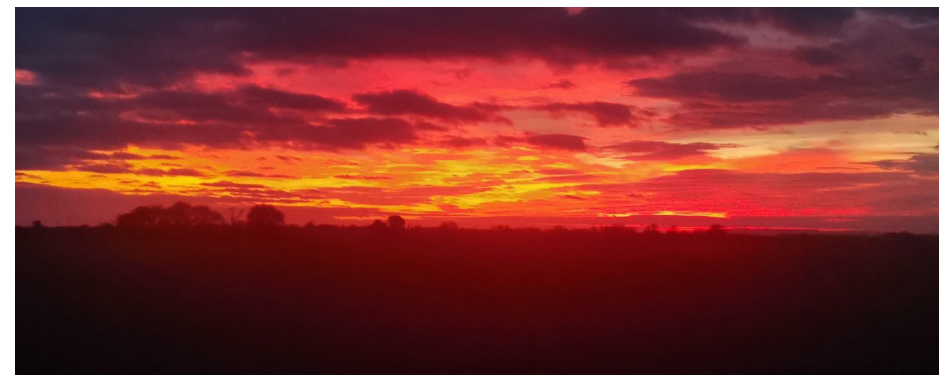


This is a new part of the KAN programme that requires more independence from the students and engagement has been good:



We faced issues in January and March which prevented several students from attending. Some students were overwhelmed with online activity due to school closures at the start of term, Year 11 faced uncertainty about their GCSE exams and also internal mocks, and finally, a fibre-optic cable in New Romney was accidentally cut, meaning that many Marsh Academy students had no internet for the March mentoring session.

Overall, attending online events from home is very challenging for a variety of reasons. Going forward we will try to take some steps to resolve this, such as either having the online sessions during the school day or starting evening sessions later, to allow more time between the end of school and getting home.



A photograph from a walk around Romney Marsh by our Year 11 winner of the lockdown 'time outside' challenge

Plans for the Summer Term

We have an online mentoring session in May along with the sixth Scholars Programme tutorial for the 2020 and 2018 cohorts, who will be drafting and then writing their final assignment.

Plans for the July residential weeks are shaping up as follows.

Mentors will be delivering the following sessions at Tonbridge and Cambridge:

2018 and 2019 cohorts

- Creative writing workshop
- An introduction to Saudi Arabian geopolitics
- Medical ethics discussion and debate

2020 cohort

- Debating, politics and current affairs

2020 and 2021 cohorts

- Mock election project in mentoring groups
- Maths sessions
- Workshop on managing stress
- Five key lessons from completing GCSEs
- Portraiture workshop

2021 cohort

- Postmodern thought
- Shakespeare Drama workshop

Tonbridge teachers will deliver the following sessions for the 2020 and 2021 cohorts:

- Introduction to Sociology
- Introduction to Linguistics
- Chemistry and creating pH indicators
- Spanish
- Human Geography
- GCSE French revision
- GCSE Geography revision
- Creative Writing
- Biodiversity
- What is Academic Economics all about?
- Cancer Biology
- How Music Works
- Metacognition and study techniques

Teachers from Sevenoaks and KAN schools will soon be offered the opportunity to be involved too.

The following sessions and activities from additional contributors have also been pencilled into the timetables:

2018 and 2019 cohorts

- A workshop by the Cambridge Shakespeare Company before going to watch *A Comedy of Errors*
- Discussion led by Professor Nicola Padfield, Director of the Cambridge Centre for Criminal Justice
- Economics workshop with a PhD student at Fitzwilliam College
- Workshop on performance writing or the socio-political context of theatre, with a Master's student at Selwyn College
- University and Apprenticeship Fair
- Workshops by CTM about the world of work
- Tours and sessions provided by Fitzwilliam College, Emmanuel College and Queens' College
- Afternoon at the Whipple Museum (2018 and 2019 cohorts)

2018 and 2020 cohorts

- Presenting on Scholars Programme essays

2019 cohort

- Mentor-led workshops on personal statement reading and activities

2019 and 2020 cohorts

- A visit to Balliol College, Oxford, including museum visits and academic sessions
- Workshop by 2–3 Degrees

All cohorts

- A talk by Baroness Sally Morgan

The **KAN Sixth Form service group at Sevenoaks** is going well and we are looking forward to developing a work experience opportunity for our students with aspirations to work in education sector. So far, the student who has been working with KAN has greatly aided the day-to-day running of the programme and is looking forward to continuing this work in the Summer Term.

Reflections from an alumni and mentor

Hannah attended Knole Academy and was part of the 2015 KAN cohort. She is now studying Psychology with Clinical Approaches at the University of Sussex and is employed as a mentor to the 2020 cohort.

KAN was the best part of my secondary education.

Through KAN I got to experience things so many things. Inspiring guest speakers who talked about their own success, such as the chef Marcus Wareing, and lessons in new subjects including Classics and Philosophy, which broadened our minds. I found having an undergraduate mentor invaluable for many reasons: I could ask them about university life; I got help with writing my personal statement; and I got advice on what to look for when choosing a course that was right for me. I am the first generation in my family to go to university, so I relied on my mentor for knowledge and guidance.



Visiting universities with KAN gave me the courage to make the next step and the confidence to move away from home. One of my first visits was to the University of Sussex, which really stood out for me. It ended up shaping my choice and is where I am now studying Psychology with Clinical Approaches.

My ambition is to be a Clinical Psychologist in mental health so that I can help people. I plan to do a Master's and hope to get a work placement with the NHS or a charity helping vulnerable children.

Aside from KAN providing practical help, I valued the discussions I had with like-minded students on the programme. The residential weeks also gave us a taste of living independently and being responsible. It was a very positive environment and has given me some good friends. Everyone in my cohort were first generation scholars and all but one went to university.

I am now a KAN mentor with three mentees from different schools. I have the advantage of completing the programme myself and can foresee what they might like to know. Through Learnium, the online platform, I can upload interesting articles for my mentees, set targets for activities and have discussions – most recently on the topic of 'Who would you vaccinate first?'

There is no doubt that KAN hugely impacted my life and I am thrilled that I can continue my association with the programme.

Above: Hannah (left) with fellow KAN students and Isla Phillips at the 2018 Summer residential week, submitting a photo of Henry VIII holding a chair leg at Trinity College, University of Cambridge, as part of the scavenger hunt

Supporters

KAN's success would not be possible without the generosity and commitment of many individuals and organisations. Friends of the programme, alumni, and staff and teachers from the academies and Sevenoaks all volunteer their time and expertise. The Accelerate and Access Foundation, The Buffini Chao Foundation, Queens' College Cambridge, Fitzwilliam College Cambridge, Tonbridge School, and those that wish to remain anonymous, support the funding of the KAN university access programme.



Key Dates 2021–2022

17 May	Online mentoring, 15:30–16:30 (Zoom)
10 June	New Cohort Induction
4–10 July	Summer residential week, 4–10 July (Tonbridge School and Fitzwilliam College)
10 July	KAN graduation for the 2016 and 2017 cohorts, Tonbridge School
20 September	Online mentoring, 16:30–17:15
8 November	Meet–up, Sevenoaks School
17 January	Online mentoring, 16:30–17:15
28 February	Meet–up, Sevenoaks School (Years 10 and 11) and Balliol College (Year 12)
25–28 March	Spring residential weekend, Sevenoaks School (Core only)

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