Evaluation of the Mayor's Leadership Clubs Programme

Final Report

June 2016

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Executive Summary

1. Launched in October 2012, the Mayor's Leadership Clubs Programme[1] was designed to improve the attainment and behaviour of around 1,800 young people in Years 6 to 9 of age deemed at risk of disengaging from learning.

Figure 1: Summary of the approaches adopted by commissioned providers

SHINE Trailblazers
- **Description:** Following a competitive application process schools were selected to receive grant funding. Grant funding was used to deliver a programme of weekly workshops (commonly delivered on Saturday's). Those schools in receipt of funding also received support to develop a creative curriculum to be delivered over the course of the programme.
- **Aims:** To support the transition of young people from Year 6 into Year 7 leading to a reduction in incidences in challenging behaviours and an improvement in pupil learning outcomes.

The Ark Inclusion Programme
- **Description:** A partnership of seven providers (Achievement for All, Afasic, Catch 22, I CAN, Place 2 Be and Youth at Risk) delivering a holistic, multi-disciplinary, approach including whole-school, small-group and one-to-one interventions aimed at supporting children and young people deemed at risk of disengaging from learning.
- **Aims:** To reduce the incidence of challenging behaviours amongst participating pupils and so to support an improvement in pupil learning outcomes over the longer-term.

The Eastside in School programme
- **Description:** Support for schools from trained youth workers to deliver a structured programme of workshops, mentoring and parental engagement activities for young men from black or other ethnic minority backgrounds considered at risk from disengaging from learning.
- **Aims:** To encourage participants to reflect on their own barriers to learning, identify strategies and approaches to help them progress in their studies and cultivate behaviours that will ultimately support them in achieving improved learning outcomes.

The City Year Programme
- **Description:** City Year is an education-focused organisation that partners with schools, providing them with volunteers, known as Corps Members aged 18-25. Recruited through an open application process, Corps Members who act as role models, mentors and tutors for pupils in disadvantaged communities.
- **Aims:** To provide all pupils at partner schools (both primary and secondary) with academic and pastoral support, as well as working closely with a 'target list' of pupils to improve behaviour, social skills and in turn, attainment

2. To deliver the programme the GLA commissioned four providers (through a competitive tendering process) to deliver a school-based intervention, targeting at least two London Boroughs each. A brief summary of the approach adopted by each provider is enclosed in Figure 1.

Figure 2: Sources of evidence
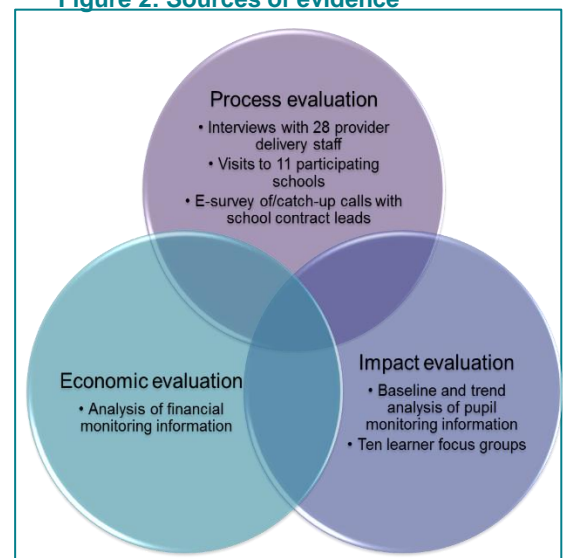
The evaluation

3. SQW were commissioned, in January 2013, to undertake a process, impact and economic evaluation of the programme. To meet the aims of the evaluation, a mixed methods approach was adopted. The methods used over the course of the evaluation are summarised in Figure 2.

Process evaluation
- Interviews with 28 provider delivery staff
- Visits to 11 participating schools
- E-survey of/catch-up calls with school contract leads

Economic evaluation
- Analysis of financial monitoring information

Impact evaluation
- Baseline and trend analysis of pupil monitoring information
- Ten learner focus groups

Findings from the evaluation

4. In this section we summarise the findings of the evaluation:

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[1]The programme was initially called the Supplementary Schools Programme, but was renamed in January 2014

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Experiences of providers

- Providers were successful in recruiting more pupils than initially targeted (1,958 compared to a target of 1,810). This reflected the appetite amongst many participating schools to ensure that as many young people as possible could benefit from support.

- Some providers found it difficult to recruit as many schools as initially envisaged (in total 45 cohorts of pupils were recruited, five less than targeted at the outset). Providers were most successful in recruiting schools where they showed willingness to tailor their approach to the needs of individual schools, had already developed strong relationships with schools in targeted boroughs and where they could call on school leaders to help them engage their peers.

Experiences of participating schools

- On the whole staff were positive about their experience in supporting the delivery of the programme. Satisfaction with the programme was found to increase over time.

- Many staff in participating schools welcomed the experience of working with external providers. Key benefits were felt to include: access to additional expertise; the opportunity to learn/understand different approaches or techniques for meeting the needs of young people; and increased recognition of the needs to engage with parents to support their children.

- In those schools in which the programme appeared to have been implemented most effectively: there were strong relationships between the provider lead and senior leaders within the participating school; there was buy-in amongst staff in participating schools and a commitment towards supporting the delivery of the project; and there was sufficient capacity amongst staff in participating schools to support delivery of the project.

Impact of the programme

- Although it is not possible to attribute observed changes in the behaviour/attainment of young people solely to the interventions commissioned by the GLA, it is nonetheless positive to note that:

  - in most cases the young people we spoke to felt that participation in the Leadership Clubs Programme had made a positive impact on them

  - three of the four providers administered Goodman's Strengths and Difficulties Questionnaire to pupils who received support from them and these saw evidence of a **median reduction in negative behaviours**

  - for the three providers who collected and shared information on pupil attendance, there was also **mean reduction in sessions missed** (although the change was not statistically significant)

  - on average, those children and young people in receipt of support from the four providers appeared to have **made academic progress on a par with, or greater** than, that which might commonly be expected of pupils of their age.

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1. Introduction and Research Design

5. SQW are pleased to present our final report as part of the evaluation of the Mayor's Leadership Clubs Programme. Commissioned by the Greater London Authority (GLA) in January 2013, the report provides a synthesis of our findings over the life of the initiative. In particular, we focus on the learning gained from the initiative and, where possible, consider the implications that the findings of the evaluation have for:

    *   **commissioners** (such as the GLA) in developing and delivering similarly initiatives in future

    *   **providers** in seeking to work with schools to support an improvement in the outcomes of young people deemed at risk of disengaging from learning.

The Mayor's Leadership Clubs Programme

6. Launched in October 2012, the Mayor's Leadership Clubs Programme[2] (henceforth called the Leadership Clubs Programme) was designed to improve the attainment and behaviour of around 1,800 young people deemed at risk of disengaging from learning. The programme was targeted primarily at young people of 10 to 14 years of age, reflecting previous research evidence highlighting the difficulties faced by many young people in making the transition from primary to secondary school.[3]

7. There is evidence to show that the educational outcomes of young people in London have increased sharply.[4] However, it is also evident that a number of London boroughs continue to lag behind the national average and the programme was specifically targeted at those 12 boroughs. The GLA combined these boroughs into three priority areas (see Figure 1-1). Each of these priority areas was made up of five target boroughs, selected on the basis of a number of key criteria including:

    *   educational attainment of young people at Key Stages 2 and 3

    *   proportion of persistent absentees

    *   proportion of children and young people in receipt of a permanent or fixed-term exclusion

    *   proportion of children in poverty

    *   boroughs most affected by the 2011 riots.

[2]The programme was initially called the Supplementary Schools Programme, but was renamed in January 2014
[3]For example, see: Evangelou M et al (2008) What Makes a Successful Transition from Primary to Secondary School? (Online) Available at:
http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/eOrderingDownload/DCSF-RR019.pdf (Accessed: 17/060/2016)
[4]For example see: Greaves E et al (2014) Lessons from London schools for attainment gaps and social mobility (Online) Available at:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/321969/London_Schools_-_FINAL.pdf

Figure 1-1: Priority Areas for the programme
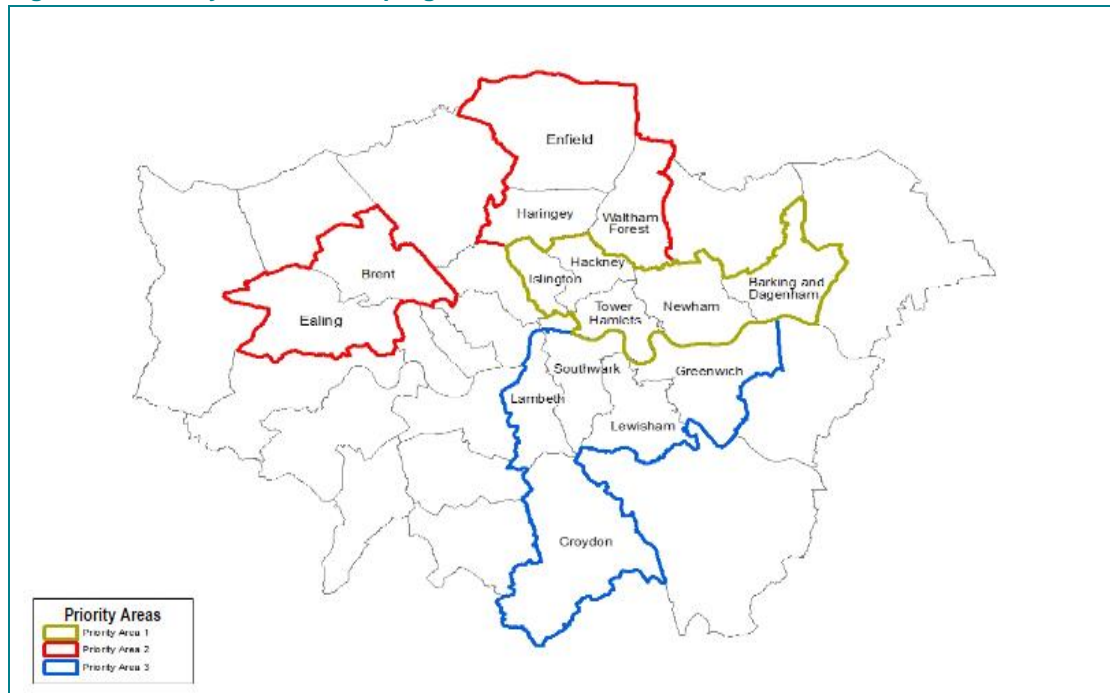
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8. The GLA invited providers (through a competitive tendering process) to deliver a school-based intervention targeting at least one of the three priority areas. The four providers who were commissioned (ARK, City Year, Eastside Young Leaders Academy - EYLA and SHINE) sought to recruit schools in a minimum of two boroughs within their selected priority area.

9. Providers were granted a total of £1.5m. Over the course of the programme, providers committed to collecting a further £1.1m in matched funding.

10. Each provider sought to improve the behaviour/attainment of participating children and young people using a different delivery model. These models ranged from whole school support strategies to tailored intensive interventions with specific pupils. Their various approaches are described below (a summary of each model is also provided in Table 1-1):

- **SHINE:** 'SHINE in Secondaries' was modelled on their 'SHINE on Saturdays' programme, which already operated in a primary context[5]. Schools bid to join the project and were given access to funding to support the development and delivery of a creative curriculum. The programme was targeted at Year 7 pupils who were deemed at risk of failing to make an effective transition from Year 6 into secondary education. Target pupils had access to a two-week summer school (at the end of Year 6) followed by a programme of activities delivered on Saturdays during term time in Year 7.

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[5]For more information please see: Chamberlain, T et al (2011) Evaluation of SHINE on Saturdays. (Online) Available at: http://www.nfer.ac.uk/publications/ESOS01/ESOS01_home.cfm (Accessed: 21/07/2016)

- **ARK:** The 'ARK Inclusion' programme included whole-school, small group and one-to-one interventions aimed at supporting children and young people from 10 to 14 years of age deemed at risk from disengaging from learning. The programme, coordinated by ARK, was delivered by a partnership of seven third sector providers (Achievement for All, Afasic, Catch 22, I CAN, Place 2 Be and Youth at Risk) working together to deliver a holistic multi-disciplinary approach. Schools could select the elements with which they wished to engage and the extent to which they wished to engage.

- **EYLA:** Through the Eastside In-School Programme, schools were offered access to support from trained youth workers to deliver a structured programme of workshops, mentoring and parental engagement activities to support boys from ethnic minorities, from 10 to 14 years of age, who were considered at risk of disengaging from learning.

- **City Year:** offered access to support from a team of young adult volunteers (Corps Members). From 18-25 years of age and commonly recruited from college or university, each team was managed by a Team Leader (latterly termed an Impact Officer)[6], these volunteers supported primary and secondary pupils both inside and outside the classroom environment. They worked alongside teachers to deliver improvements in attainment and in the behaviour of pupils in participating schools, particularly those from disadvantaged backgrounds (for example those pupils eligible for a Free School Meal).

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[6]In 2013/14 and 14/15 Team Leaders were recruited as volunteers. In 2015/16 the role was re-designated as that of an Impact Officer. Impact Officer positions are full time permanent positions.

Table 1-1: Summary of the approaches adopted by the providers

	SHINE	ARK	EYLA	City Year
Description of approach adopted	Funding to support schools in the delivery of a programme of out of school workshops for young people at risk of falling behind in their learning.	A partnership of seven providers delivered a holistic intervention including whole-school, small-group and one-to-one interventions aimed at supporting children and young people deemed at risk from disengaging from learning.	Support for schools from trained youth workers to deliver a structured programme of workshops, mentoring and parental engagement activities to support young men considered at risk from disengaging from learning.	Use of school-based volunteer mentors to support children and young people inside and outside of the classroom in order to break down barriers to learning.
Activities offered	A programme of out of school workshops (commonly delivered on Saturdays)./ Some schools also offered a programme of workshops during the school holidays.	**Achievement for All** (3As): offered a whole-school development programme. **Afasic**: A one week summer school for children and young people with speech, language and communication difficulties. **Catch 22/I CAN**: Access to a school-based Catch-22 key worker and an I CAN Speech and Language Therapist. **Place 2 Be**: Access to counselling/therapeutic support in either a 1:1 or a small group. **Youth at Risk**: A targeted programme of support aimed at those pupils prone to exhibiting negative behaviours. Launched at an intensive two-day workshops participants went on to benefit from bi-weekly mentoring sessions.	A programme of weekly workshops for target pupils Access to a volunteer Life Coach and a programme of face to face mentoring sessions. 'Parent University': access to a series of workshops targeted at pupils and their parents aimed at improving aspiration. Access to holiday activities including trips to cultural institutions.	Classroom-based support for pupils in participating schools. Out of school sessions delivered by volunteers targeted at pupils deemed at risk from disengaging from learning.
Activity area	Brent, Haringey and Waltham Forest	Croydon, Lambeth and Southwick	Barking and Dagenham, Hackney, Islington and Newham	Hackney and Newham
Number and age of participants	677 Year 7 pupils	546 pupils from Year 4 to Year 11	463 pupils in Year 5, Year 6, Year 8 and Year 9	273 pupils from Year 6 to Year 11

Source: SQW

11. Further details about the activities and approaches adopted by each of the providers, along with the numbers and types of young people they worked with, can be found in Chapters 3, 4, 5 and 6.

12. There were marked differences between the four provider programmes in their models of operation, in the numbers of pupils they sought to target, in the range of age groups with whom they worked and the intensity of the interventions to which young people were exposed. These variations had an impact on the way in which the Leadership Clubs programme could be evaluated and on the extent to which comparable and generalizable lessons could be learned. In the following sub-sections we discuss the ways in which these challenges were addressed.

Evaluation aims and design

13. The evaluation, which was commissioned in January 2013 (around four months after the providers' programmes were launched), was designed to address three principal aims, including:

- to examine what could be learnt through the process and implementation of the Leadership Clubs initiative

- to assess, as far as possible, the impact of the programme in supporting improvement in the behaviour and attainment of children and young people deemed at risk of disengaging from learning and reflect on what this can tell us about which approaches are most effective in meeting the needs of such pupils

- to consider the value for money of the programme.

Process Evaluation

14. To better understand the strengths and weakness of the models used by the providers and the implications arising from their chosen approach on the outcomes experienced by participants we undertook a number of different research activities over the four-year period of the programme:

- **Interviews with provider leads** in 2013, and 2015 (and other staff involved in the delivery of the programme). In total 28 interviewees took part in discussions over the course of the evaluation.

- **An e-survey of school contract leads** (the member of school staff responsible for liaising with the provider)**.** Responses were received from 14 of the 17 school contract leads in 2013, 10 of the 20 school contract leads in 2014 and five of the 20 school contract leads in 2015.

- **Visits to participating schools.** Visits were undertaken to 11 of the 21 schools involved in the delivery of the programme. Visits were undertaken in two waves; one in 2013 and one in 2015. Over the course of the visits we undertook a total of 19 interviews with school contract leads/senior leader.

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- Follow-up **telephone interviews with contract leads** in those schools visited in the first wave of visits were undertaken in 2014. Interviews were conducted with contract leads from four of the seven schools we visited.

- **Learner discussion groups.** Learner discussion groups were undertaken in 10 of the 11 schools we visited. In total, 53 children and young people participated in the evaluation in this way (around three per cent of all project participants).

Impact evaluation

15. A key aim of the evaluation was to measure, as far as possible, the attainment and behavioural outcomes of the children and young people in receipt of support and the relative impact of the intervention.

16. To support an assessment of participant outcomes, SQW developed a common monitoring tool. This helped providers to collate performance and characteristics data for all participating pupils against a range of agreed indicators. These included proxies for economic deprivation and educational disadvantage, alongside information pertaining to prior academic attainment/achievement and behaviours. Periodically over the course of the intervention, providers were required to re-assess the performance made by participants against these indicators to provide a means of assessing any progress made.

17. In order to undertake a programme-wide assessment of impact, it is important to recognise that any such approach is predicated on an assumption of direct comparability between funded projects. Over the course of the scoping phase it became clear that a number of the conditions required to support a programme-wide assessment were not met. Namely; there was evidence to suggest that the projects did not share the same **aims/objectives**, had adopted **different approaches** and were supporting intervention groups with **differing characteristics/levels of need**. Instead we considered the performance of each provider on its own merits, drawing where possible on benchmarks created through the evaluation of other similar projects/activities.

18. Over the course of the scoping phase we also identified a number of challenges in measuring the impact (compared to the outcomes associated with the programme. For instance:

- Due to the way in which the programme was set up, it was not possible to establish a **robust counterfactual** (an assessment of what might have happened if the programme had not been delivered). Instead, we considered the academic performance of participants (the young people who benefitted from the various interventions) relative to the national expectation for a child or young person of their age.

- It was clear that young people in receipt of support from commissioned providers could also expect to access a range of other interventions. As a result it was not possible to accurately measure the **attribution** of the project to achieved outcomes. As a result, we sought to explore the relative contribution of project/non-project

inputs to achieved outcomes through our interviews with staff in participating schools and young people.

Economic Evaluation

19. To support an assessment of the value for money of the programme, providers were asked to produce a financial return to the GLA at the end of each academic year. In particular, providers were asked to identify how much money had been spent on project activity (including in-kind or matched funding) and for what purpose.

20. Given the (identified) limitations in the impact evaluation and the completeness of data collected from the providers, it was decided to limit the scope of the enquiry to that pertaining to the **economy** of each project (the extent to which activities were delivered).

21. Further information on the adopted research design is provided in Annex A.

Structure of the report

22. The remainder of the report is structured as follows. **Chapter 2** considers what we can learn from the Mayor's Leadership Clubs Programme. **Chapters 3, 4, 5 and 6** assess the performance and impact of each of the four funded providers in turn.

23. The following appendixes have also been included:

- **Research design;** summarises the approaches adopted by the evaluation team in undertaking the evaluation.

- **Analysis of beneficiary data;** provides a summary of the analysis undertaken on pupil-level data collected by the providers/participating schools

- **The e-survey of contract leads;** summarises the results of the survey of contract leads. Survey were undertaken in three waves; 2012/13, 2013/14 and 2014/15.

2. Learning from the Mayor's Leadership Clubs Programme

1. The following section considers the learning from the Leadership Clubs Programme. In particular:

   - We review the performance of providers in terms of the number of schools recruited and the numbers of pupils engaged, and consider which approaches taken by the providers appear to have been most successful in achieving their targets.

   - We assess, as far as possible, the impact of the approaches adopted by the providers in supporting an improvement in the behaviour and attainment of participants. We also examine what can be learnt about the approaches that appear most effective in supporting young people with different needs (for example young people studying English as an additional language.

   - Reflecting on the performance of similar funded activity, we consider the value for money of the project in terms of its economy.

Performance of the programme

Figure 2-1: Performance of the programme
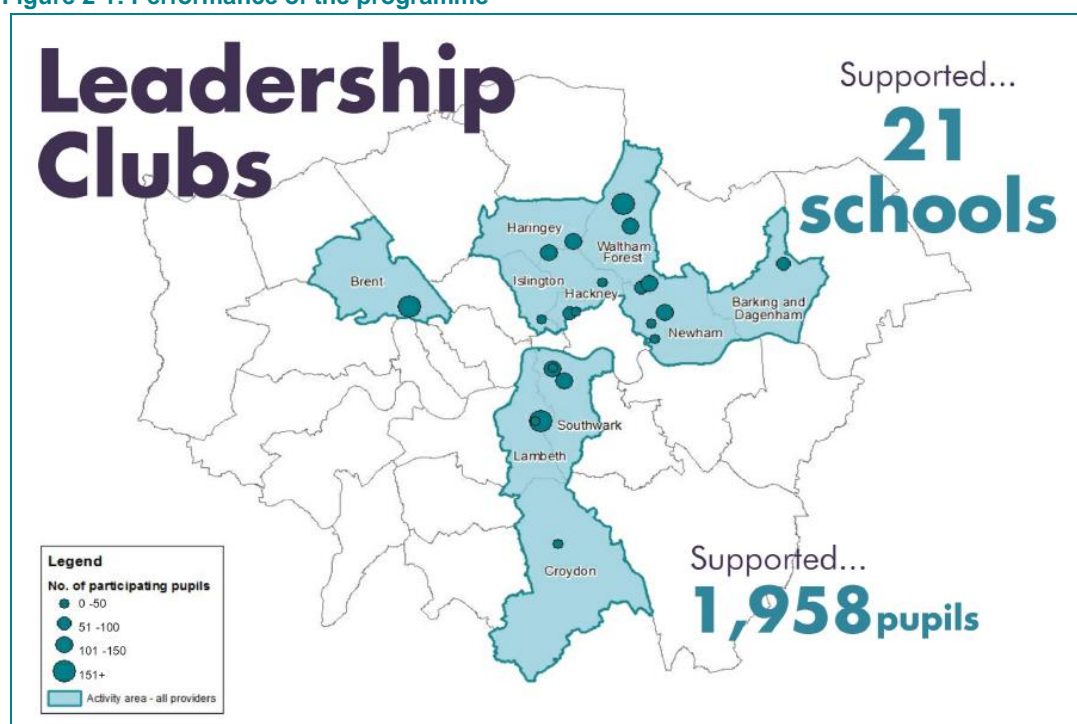
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Recruitment of schools in target boroughs

2. The Leadership Clubs initiative launched in 2012/13. By 2014/15, a total of 21 different schools were involved in the delivery of the programme. Participating schools were located in a total of 10 London Boroughs.

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3. In each academic year (2012/13 to 2014/15) providers worked with participating schools to recruit a cohort of pupils for a programme of targeted support. **Cohorts were defined on an annual basis in each participating school. A cohort could include pupils from a range of different year groups in the school. These pupils were primarily, although not exclusively, from Years 6 to 9**.

4. At the outset, providers set out to recruit a total of 50 cohorts of pupils by the end of 2014/15. In practice, the providers were successful in recruiting 45 cohorts (five fewer than they had set out to recruit):

•   SHINE recruited all nine of their intended cohorts. Cohorts were recruited in four schools and comprised of pupils in Year 7.

•   ARK recruited 15 of the 22 cohorts that they had planned too. Cohorts were recruited in six schools and were made up of pupils in Year 4 to Year 11.

•   EYLA recruited 12 out of a planned 14 cohorts. Cohorts were recruited in seven schools and comprised pupils in Year 5, Year 6, Year 8 and Year 9.

•   City Year recruited four more cohorts than initially intended (nine in total). Cohorts were recruited in four schools. Target group pupils were recruited in Year 6 to Year 11.

5. In practice, the challenges faced by providers in recruiting as many cohorts as initially envisaged had a number of implications for delivery of the programme. For instance, to compensate for a lower number of school's involved in each year of delivery, in order to achieve their target for pupil recruitment the providers increased the number of pupils targeted in each setting.

6. A number of factors appeared to have contributed to the varying success in recruitment of each provider:

•   **Flexibility to meet the needs of individual schools:** Many of the contract leads (the member of school staff responsible for liaising with the provider) in participating schools spoke of their desire to tailor the programme to meet the particular needs of their pupils and to ensure that the intervention complemented their wider school offer to disadvantaged pupils. Where providers were able to tailor their offer, there was evidence to suggest that this had made it easier to recruit schools.

•   **Strong pre-existing relationships with schools in target boroughs:** Senior leaders in schools approached by the providers were more receptive to proposals from providers that had a positive reputation and could call on a strong-evidence base to support the effectiveness of their approach. Where providers were entering a new locality in which they had not previously worked it was noted that the amount of time to cultivate relationship (to the point at which a school might agree to support an intervention) should not be underestimated.

•   **Use of school leaders as ambassadors for the project:** In making a decision whether or not to engage with a provider, senior leaders appeared to value the views of other practitioners, particularly those who had worked with the provider in the past and who worked in a school facing similar challenges to their own.

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Recruitment of pupils in target groups

7. Despite the challenges faced by some of the providers in recruiting as many cohorts of pupils as initially forecast, in practice **considerably more pupils** received some support than envisaged at the outset. Data collected from the providers indicates that at least **1,958 young people received some support**, just under one tenth more pupils than the 1,810 initially envisaged.

8. Given that a number of the approaches adopted by the providers were whole school in focus, this figure is also likely to underestimate the total number of pupils who benefited from the programme (directly or indirectly). For example, although it was expected that 'target list' pupils were prioritised by City Year Corps Members, it was anticipated that all the other pupils at their school would also be able to benefit.

9. Around one quarter of pupils in receipt of support were outside the target age group originally identified by the GLA (see Annex B, Tables B1 and B2)[7]. The reasons for their involvement were sound, but it is important to recognise that this had a number of implications for the evaluation, particularly in relation to assessing the outcomes of participants.

Experiences of participating schools

10. On the whole, the experiences of staff in participating schools appears to have been a positive one. Further to this, as the programme went on, the level of satisfaction amongst staff in participating schools improved. For instance, four out of the nine contract leads who responded to our e-survey in 2012/13 indicated that they had found it fairly challenging to implement the project in their school. By 2013/14, however, all ten respondents indicated that they had found participation either fairly or very straightforward[8].

11. Such conclusions were corroborated by feedback from staff in the schools we visited and supported the identification of both barriers and enablers to the successful operation of school-based interventions for vulnerable pupils:

    *   **The strength of the relationships established with senior leaders in participating schools:** Many of the staff who had been involved in the delivery of an intervention in participating schools indicated that the most successful projects were often those in which senior leaders were committed to its delivery. Indeed, one of the project managers indicated that assessing the commitment of senior leaders to the project was a key criterion in deciding to pursue the relationship at the outset.

    *   **The engagement of practitioners in participating schools to support the delivery of the project:** In most cases, project managers acknowledged that embedding their approach within participating schools had knock-on effects on the behaviours/practices of practitioners. At the outset, it was felt that it was important that practitioners were made aware of the likely ramifications of participation (for

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[7]The GLA Definitions and Outcomes Handbook indicated that target group pupils are in Years 6, 7, 8 and 9.
[8]The response rate in 2014/15 makes drawing conclusions from the results extremely challenging.

instance pupils being taken out of class) and given an opportunity to offer suggestions as to how any disruption arising as a result of participation could be minimised.

- **The capacity of participating schools to support the implementation of the project:** Although many of the staff who had been involved in the delivery of the intervention acknowledged the importance of minimising the burden on participating schools to that which was absolutely necessary, they argued that there were limits to the extent to which they (as an external provider) could take responsibility for coordinating activity, (particularly when this took place within the school day). As such, it was felt that the success of a project was often linked to the identification of a suitable contract lead in school with the time to liaise with provider(s) and ensure that the project was implemented effectively.

Impact of the programme

12. The Leadership Clubs Programme set out to improve the behaviour and attainment of children and young people at risk of disengaging from learning. To support the evaluation of the programme, and in liaison with the GLA, providers were asked (as part of their funding requirement) to collect information on the performance of participating pupils against a number of indicators, including:

- number of unauthorised absences (measured in half-day sessions)

- number of fixed-term exclusions (measured in half-day sessions)

- score achieved following the completion of Goodman's Strengths and Difficulties Questionnaire (see below)

- attainment/achievement in National Curriculum (sub-)levels[9] in English (using teacher assessment data.)

- attainment/achievement in National Curriculum (sub-)levels in Maths (using teacher assessment data).

13. Providers were asked to collect information for each recipient of support at the start of the intervention (reflecting on their performance in the year prior to the intervention), at the end of the intervention (in most cases information was collected at the end of the summer term) and six months after the end of the intervention. The limited amount of data that providers were able to collect six months on means that we have had to exclude this data from the overall analysis, though have commented on it within the individual case studies where data was collected.

Changes in pupil behaviours

14. A key aim of the Leadership Clubs programme was to support an improvement in the behaviours of young people in receipt of support, focusing on attendance exclusion and other 'soft measures'. To facilitate the former, we asked providers to collect

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[9]Teacher assessments at KS2 and KS3 are commonly made on the basis of a child or young person's progress against National Curriculum expectations. Progress is commonly measured in terms of National Curriculum sub-levels whereby each numerical level is broken up into three components; c, b and a.

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administrative data from participating schools covering the **attendance** of pupils and the number of **fixed-term exclusion** episodes. By collecting information relating to the number of behavioural incidents in the year prior to the intervention and then in the year in which the intervention took place, it was hoped that this would provide a proxy for increased engagement in learning and a reduction in negative behaviours that could potentially stand in the way of academic achievement.

15.   To complement this analysis, we also asked that participating schools administer **Goodman's Strength and Difficulties Questionnaire**. Although originally designed as a behavioural screening tool, the SDQ is now available in versions that meet the needs of researchers, clinicians and educationalists, and so has become widely used by researchers seeking to establish the behavioural impact of education initiatives on beneficiaries.

16.   A number of different versions have been developed to support different age-groups (e.g. 10-14 and 11-16), and modes of completion (e.g. self-completed, parent-completed, and teacher-completed). Due to the variance in the delivery models used by the four providers, it was agreed that questionnaires should be self-completed.

17.   The questionnaire comprises 25 single item response questions for which a respondent is asked to indicate the extent to which that statement is true to them or to the individual that they are commenting on. Depending on the responses given, a total strength and difficulties score can then calculated between 0 and 40. In general, the scores achieved (under self-assessment) are interpreted as follows

  * **0 to 15** is commonly considered to be 'normal' and would indicate that there is little evidence that a child or young person is in need of clinical support

  * **15 to 19** is regarded as 'borderline' indicating that there is some evidence that a child or young person may be in need of clinical support

  * **19-40** is 'abnormal' and indicates that a young person is likely to require some support from a trained clinician.

Attendance

18.   Due to initial challenges in obtaining baseline data from some schools, it has only been possible to analyse pupil attendance over time for ARK, City Year and EYLA schools.

19.   At the end of the school year in which the intervention took place, the mean number of sessions missed by pupils was found to have **decreased** across these three providers. Whilst not large, the greatest mean reduction appeared to have been achieved for those pupils who had been in receipt of support from EYLA (two half day sessions). Participants in receipt of support from ARK and City Year recorded a mean reduction in missed sessions of around one half-day session. Given the high level of variability in the outcomes achieved by participants, such results are not statistically significant, but may be regarded as indicative of a generally positive outcome.

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Behavioural changes

20. In practice, providers found persuading schools to administer the SDQ and coordinating the collection of the results to be challenging. City Year were not able to provide any baseline or performance information. ARK, EYLA and SHINE were able to provide full records (with data collected at both the start and on completion of the intervention) for around one third (35%), three-fifths (59%) and one half (47%) of those children and young people for whom such information was requested[10].

21. Although the relatively small proportion of records for each intervention group means that any findings should be regarded as tentative, it is notable that analysis of questionnaire responses across the providers shows a **median reduction in SDQ scores** over the course of the intervention. The median score for young people in receipt of support from EYLA decreased by four points. The scores for young people in receipt of support from SHINE and ARK reduced by three points and one point respectively.

22. Given these findings, it is important to consider the scores recorded by pupils on commencement. The median score for all three providers fell within the higher end of the normal range (0-15), and suggests that the selected pupils had some difficulties and/or were exhibiting some challenging behaviours (a score of 16-19 would indicate that a child or young person exhibited some of the characteristics that may suggest they had a mental health disorder). That said, it is notable that, within this range, the median score on commencement for young people in receipt of support from SHINE was two points higher (14) than the score recorded by those supported by ARK and EYLA (11). This indicates that, although the young people supported by EYLA recorded the greatest reduction in scores (four points), the cohort support by SHINE exhibited more challenging behaviours at the outset.).

Pupil learning outcomes

23. To support an assessment of pupil achievement over the course of the intervention period, providers were asked to collate teacher assessed attainment data for participants in English and Maths.

24. Given the focus of the intervention, it is not surprising that analysis of the level achieved by pupils at the end of the year preceding the intervention reveals that median attainment for young people in receipt of support from the providers was lower than might be expected for a child or young person of their age in English and/or Maths. Given the high level of variability in the performance of the intervention group, care must be taken in interpreting these results. It is interesting to note, however, that children in receipt of support from ARK appeared on average to be further behind in English (a median of two sub-levels) than those supported by the other three providers (a median of one sub-level). No such difference was observed in Maths, where the median performance of pupil participants across all four providers was one sub-level lower than the national expectation.

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[10]Due to the timescale for finalising the evaluation framework for the study, the questionnaire was not administered to children and young people in (2012/13.

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25. At the end of the year in which the intervention took place, it is positive to note that, on average, those children and young people in receipt of support from the four providers appeared to have made progress **on a par with or greater than what might commonly be expected** (a mean of one-sub level). In reality the high level of variability in the performance of those young people for whom we received a complete record makes drawing any firm conclusions extremely difficult.

26. Pupils in receipt of support from ARK appeared to have made more rapid progress in English than those children and young people who accessed support from the other three providers (two sub-levels compared to a mean progress of one sub-level), even though many of these pupils also appeared to have had lower prior attainment. In Maths, pupils' supported by ARK and SHINE made a mean of two-sub-levels of progress. Pupils in receipt of support from EYLA and City Year made a mean of one sub-level of progress.

The role of the interventions in supporting improvements in pupil behaviour and attainment

27. The young people we spoke to commonly indicated that they felt that participation in the Leadership Clubs Programme had made a positive impact on them. For example, of the 17 young people we interviewed who attended SHINE Saturday sessions, 12 credited their participation with helping them to make the transition into Year 7 more successfully than they otherwise might have done. All but one of the 17 young people we spoke to who had received support through the ARK Inclusion Programme indicated that it had helped them to get on better in class.

28. The staff we spoke to from participating schools were more circumspect. Although broadly positive about the effect of the intervention on pupils in their school, they frequently noted that the effect of the Leadership Clubs Programme could only be understood as one element in a much broader strategy adopted by participating schools to support those children and young people at risk from disengaging from learning. As such, they felt that it would be extremely difficult to attribute any changes in the behaviours exhibited by participants *solely* to the Leadership Clubs Programme.

Wider benefits of participation

29. Despite their caution in attributing any changes in pupil learning outcomes to the programme, staff in host schools revealed that participation in the Leadership Clubs Programme was, however, credited with supporting a number of wider benefits:

- For participating schools:

  - **Experience of working with external providers:** Many of the school contract leads acknowledged the benefits of learning to work with external providers, particularly where they brought additional expertise that was not presently held within the staff body in the school. For example, although it was felt important that external providers should try to reduce the disruption of activities to the day-to-day running of the school, it was also important that school staff recognised the ways in which they could support the success of the intervention.

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> **Increased understanding/awareness of other approaches techniques** to supporting children and/or young people at risk of disengaging from learning: A number of the school staff we spoke to welcomed the opportunity to observe the approaches adopted by external providers to support the needs of disadvantaged pupils. Although they acknowledged that there were limits to the extent to which teachers/support staff could (and indeed should) seek to replicate the relationships created by external staff (such as youth workers), they noted that observing the progress made by these pupils in a different environment had led them to change their own approach to meeting pupils' needs.

> **Improved relationships with parents:** Many of the staff we spoke to, particularly those from secondary schools, recognised the importance that the providers had attached to developing a relationship with the parents of beneficiaries and the benefits that had arisen, because they were engaged and indeed supportive of the intervention. In a number of cases, particularly where the programme would not be financially supported into the future, staff were keen, as far as possible, to build the same kind of links with parents of similarly disadvantaged pupils, in the hope that would support an improvement in their behaviour/attainment.

- For providers:

> **Improved understanding of how to engage schools in education initiatives:** A number of the staff who had supported the delivery of the intervention argued that participation in the programme had provided a valuable opportunity for their organisation to test their capacity to grow in the short-to-medium term. Staff spoke of the importance of adopting a systematic approach to engaging schools and then ensuring that relationships were cultivated in a productive manner, particularly where they were working with schools/boroughs with which they had no prior relationship.

> **Improved capacity/capability to understand the impact of funded activity:** All of the project leads we spoke to reflected on the challenges they had faced in meeting the monitoring and evaluation requirements of the programme. In practice, it was evident that, over the course of the programme, all of the providers had set aside additional capacity to support the evaluation of project activity. Further to this, it was evident that, in a number of cases, providers had also sought to improve the skills of staff within the organisation to support the collection and analysis of this type of data.

Economy of the programme

30. Analysis of the financial information collected by the providers indicates a total expenditure of £2.6m on project-related activities. This included a commitment by providers to secure £1.1m of matched-funding, principally that secured from participating schools. In practice, this covers costs relating to salary, training and development, management, administration in subsistence. It does not include, however, in-kind contributions from participating schools. As such it is likely to underestimate the

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total cost of the programme and distort any calculations pertaining to the average cost per participant.

31. The mean cost per participant appeared lowest for City Year (which used the volunteer Corps Members) at a mean cost of £551 per target group student and highest for ARK (which offered a range of strategies) at £1,266 per participant.

32. Having said this, given the variability in the approaches adopted by individual providers, caution should be taken in making any direct comparisons. A rapid review of the international literature uncovered a number of studies where benchmarks were provided for interventions that appeared to provide a more accurate frame of reference[11]. Consideration of such findings indicated that ARK, City Year and EYLA respectively **were delivered at a mean cost per participant that was lower than had been achieved by other similar projects**. Conversely, the costs associated with delivering the SHINE Trailblazers project appeared relatively high. That said, even within those studies identified during the review, it was acknowledged that those interventions undertaken by trained practitioners (as the SHINE model was) were normally more expensive than those delivered by support staff or volunteers but were also more effective in meeting the needs of those young people in receipt of support.

Key findings and learning points

33. In this section we present the findings of the evaluation. We also identify a number of key learning points for commissioners such as the GLA and providers of similar interventions in the future:

Key findings

Experiences of providers

- Providers were successful in recruiting considerably more pupils than initially targeted (1,958 compared to a target of 1,810). This reflected the appetite amongst many participating schools to ensure that as many young people as possible could benefit from support.

- Some providers found it difficult to recruit as many schools as initially envisaged (in total 45 cohorts of pupils of recruited, five less than targeted at the outset). Providers were most successful in recruiting schools where they showed willingness to tailor their approach to the needs of individual schools, had already developed strong relationships with schools in targeted boroughs and where providers could call on school leaders to help them engage their peers.

Experiences of participating schools

- On the whole staff were positive about their experience in supporting the delivery of the programme. Satisfaction with the programme was found to increase over time.

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[11]For example please see: https://educationendowmentfoundation.org.uk/

- Many staff in participating schools welcomed the experience of working with external providers. Key benefits were felt to include: access to additional expertise; the opportunity to learn/understand different approaches or techniques for meeting the needs of young people and increased recognition of the needs to engage with parents to support their children.

- In those schools in which the programme appeared to have been implemented most effectively there; were strong relationships between the provider lead and senior leaders within the participating school, was buy-in amongst staff in participating schools and a commitment towards supporting the delivery of the project, was sufficient capacity amongst staff in participating schools to support delivery of the project.

Impact of the programme

- Although it is not possible to attribute observed changes in the behaviour/attainment of young people solely to the interventions commissioned by the GLA, it is nonetheless positive to note that:

  - In most cases the young people we spoke to felt that participation in the Leadership Clubs Programme had made a positive impact on them

  - There was a **median reduction in negative behaviours** for pupils in receipt of support from the three providers that administered Goodman's Strength and Difficulties Questionnaire.

  - For the three providers who collected and shared information on pupil attendance, there was also **mean reduction in sessions missed** (although the change was not statistically significant).

  - On average, those children and young people in receipt of support from the four providers appeared to have **made academic progress on a par with or greater** than what might commonly be expected of pupils of their age.

Learning points

Key learning for commissioners

- There is widespread interest from schools in increasing the volume of support available to young people at risk from disengaging from learning, and drawing on support from third-sector providers.

- Albeit tentative, there is evidence to suggest that the approaches taken by projects funded by the GLA as part of the Leadership Clubs programme can have a positive effect on the behaviour and attainment of young people, particularly where these are integrated within a broader whole-school approach in participating schools.

- To further strengthen the evidence base around what is effective in supporting children and young people deemed at risk from disengaging from learning,

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commissioners should ensure that the following issues are considered at the design stage:

➢ The anticipated outcomes of the programme (what it is hoped the funding will be used to achieve) are clearly set out and that funded activity is committed to realising them.

➢ The target group for the programme should be clearly defined. Where the needs/ages of beneficiaries are diverse, the scale of the intervention will need to be varied accordingly if the effectiveness of the programme is to be evaluated in a robust way. For example, for a programme that is designed to support less than 2,000 children and young people, it is unlikely that assessing the impact of activity on attainment, for instance, will be possible if the beneficiaries are working at more than one Key Stage (or across a number of year groups).

➢ Prior to commissioning funded project activity, an evaluation framework should be developed. This should set out how the outcomes achieved by funded activity will be measured (using either quantitative or qualitative approaches).

➢ During the commissioning process, the capacity of providers to support the delivery of the evaluation (and the collection of monitoring evidence) should be assessed.

➢ The aims of any proposed evaluation activity should be decided at the outset and should reflect the scope/scale of the proposed intervention. If it is decided that a formal impact assessment is appropriate, it will be important that the viability of establishing a suitable counterfactual (for instance the willingness of schools to participate in a control group alongside those in receipt of support) is tested as part of the commissioning process.

Key learning for providers

• School leaders are unlikely to invest in an approach unless they feel confident that it will achieve positive outcomes. Prior to engaging with senior leaders, providers should ask whether appropriate steps have been taken to assess the effectiveness of their approach and whether this information can be readily shared with potential clients.

• Senior leaders are often more receptive to the approaches of a third sector provider where senior leaders from other schools are involved in promotional activities and can attest to the effectiveness of the model.

• The capacity of schools to engage with external providers can be limited. Interventions appear most successful where sufficient resources are set aside in order to support the recruitment of a dedicated project manager in participating schools.

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- Schools are often most receptive to providers who are sensitive to their school-specific needs and are able/willing to tailor their model accordingly. However, in doing so it is important that 'flexibility' is not offered at the expense of the fidelity of their approach.
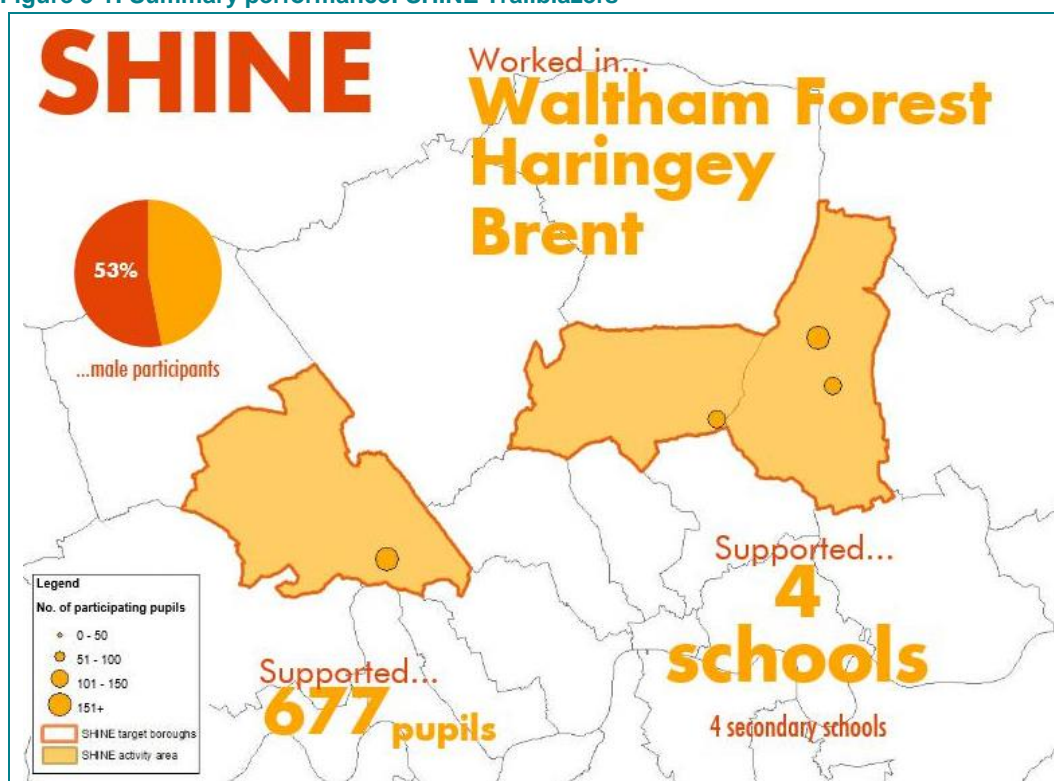
3. SHINE Trailblazers

SHINE Trailblazers

- *Description:* Following a competitive application process schools were selected to receive grant funding. Grant funding was used to deliver a programme of weekly workshops (commonly delivered on Saturday's). Those schools in receipt of funding also received support to develop a creative curriculum to be delivered over the course of the programme.

- *Aims:* To support the transition of young people from Year 6 into Year 7 leading to a reduction in incidences in challenging behaviours and an improvement in pupil learning outcomes.

- *Activity area:* Brent, Haringey and Waltham Forest

- *Participants:* 677 pupils in Year 7

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1. The 'SHINE Trailblazers' programme was delivered by the SHINE Trust (commonly known as SHINE). The charity was founded in1999 to help young people from disadvantaged backgrounds to improve their academic performance through the development and delivery of grant funding programmes.

2. Selected via a competitive tendering process, four 'Trailblazer' schools were allocated grant funding to deliver a transition programme aimed at Year 7 pupils deemed at risk of falling behind in their studies. Funding guidance developed by SHINE indicated that this should consist of a **two-week summer school** and a **programme of 25 Saturday sessions**. The programme sought to build on the experiences of the charity through interventions such as 'SHINE on Saturday', which was developed to support Year 6 pupils to prepare for the transition to secondary school.

3. Supported by SHINE, participating **schools were responsible** for developing the curriculum for the programme in a manner that best met the needs of their students and complement that delivered in the classroom. Having said this, SHINE staff acknowledged that applications were considered more favourably where they sought to:

- take advantage of the opportunity to support small group and/or one to one learning

- develop a more flexible or creative offer that might better meet the needs of learners who were struggling to adapt to that on offer during the week.

4. Based on an initial grant from the GLA of £510,000, the project set out to support improvements in the learning outcomes of 630 young people. Funding was provided in order to support the delivery of four Trailblazer projects hosted in schools in the London boroughs of Waltham Forest, Haringey and Brent.

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Performance of the project

Figure 3-1: Summary performance: SHINE Trailblazers

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Recruiting schools in target boroughs

5. From 2012/13 to 2014/15, SHINE were successful in establishing four Trailblazer projects under the Leadership Clubs Programme. One project was established in 2012/13 and ran to 2014/15 (the end of the Leadership Clubs Programme). The other three were established a year later in 2013/14 and were also still active in 2014/15. Over the course of the programme, a total of eight primary schools officially agreed to support the delivery of the programme by sharing information to help identify the young people who needed to be recruited to take part in the programme in Year 7.

6. Reflecting on the relative success of the recruitment progress, interviewees from SHINE indicated that school interest in setting up a Trailblazer project had easily outstripped the funding available. For example, in 2013/14, SHINE reported that they had received initial applications from a total of 24 schools. It was noted that, of the sixteen that had subsequently been asked to submit a full application, the team had had little doubt that a high proportion of these would have gone on to successfully deliver the programme, had the funding been available to deliver it.

7. SHINE acknowledged that the commitment required from participating schools was large and that this could be perceived as off-putting at a time in which there was widespread concern over the workload of teaching professionals. In most cases, it was felt that such concerns were overridden by a desire to improve the support available to Year 7 pupils. They also argued that while the idea of contracting an external provider

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to offer this provision could be potentially attractive in the first instance, in practice, better outcomes could be achieved if the programme was delivered by teaching staff in school

8. In recognition of the demands that participation in the programme placed on host schools, interviewees from SHINE noted that they regarded that assessing both the willingness and capacity of the school to deliver a project was a key consideration during the application process. Although a somewhat blunt measure, it was acknowledged that, in principle, SHINE were committed to providing funding *only* for those schools that had been assessed by Ofsted as having leadership and management that was *'good or better'*. Further to this, SHINE staff asserted that they also agreed to fund a project only if it was clear that a team was in place that had the **support of senior staff** and had the confidence to deliver their application as set out in their individual bid.

Recruiting pupils in target groups

9. Targeted at those young people who did not achieve a national curriculum level 4b in Year 6, Trailblazer schools were each given funding for up to 70 young people per cohort (a total of 630 pupils). In practice, more young people were invited to attend the intervention, with participants numbering 677 over the course of the programme (over seven percent more than initially forecast). Indeed, in one school, the decision was taken to offer the intervention to *all* young people in Year 7.

10. Given the latitude available to schools to shape the recruitment process, it is important to consider the characteristics of those young people that took part. Understanding the make-up of this group shapes the thinking regarding what a successful outcome might look like. For instance, a young person with additional learning needs might be expected to make slower progress than their peer group as a whole and this was indeed the case.

11. SHINE attached a priority to supporting those young people who did not perform in-line with the national expectation in Year 6, and it seems sensible to consider the character of the intervention group on this basis. Unfortunately, challenges in collecting prior performance information from feeder primary schools meant that this analysis could not be conducted with sufficient pupil numbers to allow for detailed sub-group analysis. Nonetheless, analysis of the data that was available to us revealed that, before the intervention, around one-fifth of those in receipt of support achieved a level **above** what would have been expected for a child of their age. That is not to say that they could not benefit from exposure to the intervention, but it is important to consider the performance of this sub-group relative to those within the target group.

Experiences of participating schools

12. Perhaps in part reflecting the due diligence undertaken by SHINE in selecting Trailblazers, it is positive to note that all four contract leads in schools indicated that they felt that delivering the programme had been either fairly or very straightforward. However, that is not to say that participating schools had not faced any issues or challenges in delivering the initiative. Notably, in 2013/14, delays in getting the programme up and running meant that it had not been possible to deliver a two-week summer school that year.

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13. Further to this, in 2014/15 a number of the staff we spoke to in participating schools indicated that they had struggled to recruit a sufficient number of teaching staff to make the summer school a viable proposition. As a result, in 2015/16, three of the four settings had chosen either to deliver this element of the programme at Easter or had increased the overall number of Saturday sessions to cover more of the school year (the other school did deliver a summer school).

14. Perhaps unsurprisingly, given the nature of the target cohort, contract leads acknowledged that securing the attendance of some young people to Saturday sessions could be an issue, particularly where the young person was from a single parent family or where they lived in a household with other younger children. In many cases, it was noted that families found the logistics of travelling with their child to school on Saturday could be extremely difficult. Even so (and based on a review of internal performance management data from participating schools), the project manager from SHINE indicated that they had been pleased by the levels of attendance achieved by grant recipients.

15. Consistent with this finding, a number of the contract leads indicated that, for many young people, the opportunity to attend the Saturday session was something that they looked forward to throughout the week. Indeed, one

> *'I wish normal school was all like it is on Saturday – I love it!'* (Year 7 pupil)

noted that in a number of cases the behaviour of young people had improved throughout the week due to the threat that if they did not, the opportunity to attend that week's session would be withdrawn.

16. When asked how it could be made easier for participating schools to deliver the programme, contract leads in all three case-study schools indicated that they had found the collection of performance monitoring information to be a challenge. While it was acknowledged that such data was valuable in supporting evaluation activity, it was felt that at times this had distracted staff from the challenge of delivering an effective support programme. Although such views are not uncommon in projects of this type, it is nonetheless worth reflecting on what more could be done to support this activity, for instance by providing specific training sessions to support the collection and analysis of data or through increased automation of the data collection process.

Perceived effectiveness of the project

17. When asked how effective they felt that the programme had been in meeting the needs of pupils in their school, **all four contract leads indicated that they felt that the project has been effective**. Such findings were consistent with the views of other staff we spoke to in case-study schools. Indeed, in two of the three schools we visited, staff were exploring ways in which the programme could now be opened up for young people in Year 8.

18. However, that is not to say that there were not ways in which interviewees felt that there were ways the intervention could be made even more effective:

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- Although it was felt to be important that sessions were used in ways that supported the development of literacy and numeracy skills, many young people (particularly those who struggled in English and maths lessons) were said to have responded much better to a cross-curricular approach where these skills were woven into 'more popular' subjects such as P.E. or Food Technology.

> *'It can be incredibly difficult to get boys to read – particularly those from White working class backgrounds. Many of them have so much baggage when it comes to reading that to get them to do it requires some sleight of hand'* (Classroom Teacher)

- Where schools had sought to increase the size of the intervention group beyond the limits advised by SHINE (70 participants) it was recognised that this could have a negative impact on the experiences of individual young people (particularly those who had struggled to adjust from primary school). As a result, the decision had been taken to increase the number of practitioners attending sessions and to move to a small group model in which young people moved around a carousel of activities over the course of a day.

Impact of the project

19. The transition from primary to secondary schools can often be difficult for many pupils. Indeed, there is a widely recognised 'dip' in progress, post-transition, as young people adjust to their new environment. However, as noted by Evangelou *et al.* (2008), the causes of this 'dip' appear to derive from a mixture of social, emotional and pedagogical factors as pupils are required to adjust to a new building/location, new peers, new teachers and new expectations both in terms of the way that they are taught and how they are asked to learn.[12] As such, although the primary aim of the SHINE transition programme was an improvement in pupil learning outcomes (particularly for those children that started secondary school behind what might have been expected of a child of their age), it was recognised that, in many cases such progress will only be made if young people are equipped with the social skills necessary for them to thrive.

Pupil behaviours

20. In recognition of the challenges in accurately assessing the behavioural impact of an intervention using administrative data sources, participating schools were asked to administer the Goodman's Strength and Difficulties Questionnaire. Where possible young people were asked to complete the questionnaire at the start of Year 7, at the end of Year 7 and at the end of the Spring term in Year 8. Somewhat understandably, given the challenges of finding time for young people to come together to complete the questionnaire, it was not possible for the project to collect a full record for all 677 participants. Although, the inability to collect this data prevents any sophisticated analysis, it allows us to draw some tentative conclusions:

- Data was collected at the start of the intervention for 487 of the 677 young people who participated in the intervention (just under three-quarters of the total

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[12]Evangelou M et al (2008) What Makes a Successful Transition from Primary to Secondary School? (Online) Available at: http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/eOrderingDownload/DCSF-RR019.pdf (Accessed: 17/060/2016)

population). The mean score achieved by participants was 14. This score equates to the upper bound of the normal band. This indicated that although most pupils do not require clinical support, the intervention group exhibits a somewhat higher than expected incidence of negative or challenging behaviours than might be expected in the population as a whole.

- It is positive to note that the mean score achieved by participants at the end of Year 7 showed a reduction by around two points (data was obtained for around one half of those who took part in the initiative). Even though the level of observed variance for the population was high[13], this score implies that, over the course of Year 7, young people in receipt of the intervention were less prone to exhibiting anti-social behaviours.

- The longevity of this outcome was assessed by asking participants to complete the questionnaire at the end of the Spring term of Year 8 (after the end of the intervention) and then comparing the results to those obtained at the start of Year 7 (in effect the start of the intervention). Although data was only provided for around one third of the total population (225 participants), it is nonetheless interesting to note that the mean score was found to *increase* by around one half point, in other words, there was little demonstrable improvement in the medium to longer-term, suggesting that maintenance of the impact may be challenging without additional inputs.

21. Such findings were broadly consistent with the views of individual young people and staff in host schools. For instance, of the seventeen young people we spoke to over the course of the programme, twelve noted that, prior to attending the Saturday club, they had not known many other people in their age group at school. They credited attendance with helping them to make friends quicker than they might otherwise have done. Similarly, of the staff we spoke to, all six indicated that they felt that involvement in the programme had meant that participants had integrated much more quickly into the school and as a result there had been fewer behavioural incidents over the course of the year.

> *'being a SHINE school does seem to have had a noticeable impact on behaviour; some children* [have] *come out of their shell, others see* [the intervention] *as a reason not to act up in class'.* (Contract lead)

Pupil learning outcomes

22. Given the conviction of interviewees around the impact of the programme on the *behaviour* of participants, the staff we spoke to were more cautious about attributing any change in the academic progress of young people directly to the intervention, suggesting that the programme may prepare young people to be more receptive, but that in-school classroom activities then need to support that. The general view was encapsulated by one senior leader:

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[13]The standard deviation was assessed to over twice the mean of the population as a whole.

> *'I am confident that* [the programme] *has provided staff with an opportunity to develop much stronger relationships with pupils and try out different approaches to teaching different subjects. However, the main benefit has been in getting pupils ready to learn. Where this has been accomplished the real progress is then made back in the classroom'* (Senior Leader)

23. This view was echoed by many of the young people we spoke to, most of whom indicated that, although they had enjoyed the sessions, they could not see how they had helped them to perform better during the week. The only exceptions appeared to be those young people who felt that they were behind their classmates. One young person in this position remarking that *'I have really enjoyed the chance to revisit some of the things that we have done in the week as otherwise we move on before I am ready'* (Year 8 Pupil).

24. Given such findings, it is clear that any analysis of pupil level performance data should be conducted with care. Analysis of the performance of young people for whom we have both baseline and progression data (at the end of Year 6 and at the end of Year 7) reveals that pupils made a mean amount of progress of around one sub-level in English and two in maths. While neither result was statistically significant[14], such progress in Maths would equate to double that expected of a young person of that age.

Economy of the project

25. Data provided by the project manager at SHINE states that a total of £459,695 was spent over the life of the programme by participating schools. In practice this figure is likely to under-represent the true cost of delivery as it does not include the in-kind contribution of staff at SHINE, for instance, in assessing applications from schools wanting to take part and in quality-assuring the delivery model of those adopted by grant recipients. That notwithstanding, this figure breaks down to a mean cost per participant of £679 per participant.

26. Based on performance monitoring information provided by the project manager it was possible to estimate the total contact hours received by participants over the course of the programme as 36,652. Based on this estimate we calculate that the mean cost per day (calculated as lasting around 5 hours) of the intervention was £62.

27. Greater insight into the economy of the model through consideration of benchmarks produced through the evaluation of similar interventions. Helpfully, to support the development of their Teaching and Learning Toolkit, the Education Endowment Foundation have undertaken a dedicated literature review on the impact and value for money of programmes looking to extend the school day. This review estimated that the average cost of such an intervention was around £18 per day. In this light, the cost of the SHINE intervention could be considered relatively high. However, as acknowledged in the review, the cost of targeted support sessions or summer schools is likely to be higher than this, particularly if they are delivered by classroom teachers rather than support staff.

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[14]The standard deviation in both cases was either equal to or twice that of the mean

Learning from the project

28. Reflecting on the findings of the evaluation reveals a number of learning points specific to the operation of the SHINE Trailblazers initiative:

- Interest in delivering this type of project was found to easily outstrip the availability of GLA funding. Despite the responsibilities that delivering the programme placed on practitioners in host schools there appeared to be considerable appetite to offer additional support to young people in Year 7 who were deemed at risk of disengaging from learning.

- Staff in participating schools appear to have found supporting the delivery of the programme to be fairly straightforward. The principal challenges facing participating schools appear to have related to the delivery of a summer school prior to the start of the school year and in meeting the performance monitoring requirements (such as matching Year 6 data and collecting complete SDQ records) of the intervention.

- On the whole, staff welcomed the opportunity to tailor an intervention to meet their school-wide objectives.

- There is some evidence to suggest that participation in a programme of this type can have a positive impact on the behaviours of young people, leading to an improvement in the quality of their transition experience.

- Analysis of pupil-level performance data reveals that, on average, recipients of the intervention made progress equal to or in excess of what would be expected of somebody their age. However, caution should be taken in seeking to attribute any improvement in the performance of young people solely to the intervention.

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4. ARK Inclusion

> **The Ark Inclusion Programme**
>
> - *Description:* A partnership of seven providers (Achievement for All, Afasic, Catch 22, I CAN, Place 2 Be and Youth at Risk) delivering a holistic, multi-disciplinary, approach including whole-school, small-group and one-to-one interventions aimed at supporting children and young people deemed at risk of disengaging from learning.
>
> - *Aims:* To reduce the incidence of challenging behaviours amongst participating pupils and so to support an improvement in pupil learning outcomes over the longer-term.
>
> - *Activity area:* Croydon, Lambeth and Southwick
>
> - *Participants:* 546 pupils in Years 4 to 11

1. The 'ARK Inclusion' programme aimed to support improvements in the **behaviour** and **attainment** of 400 children and young people in Years 6, 7, 8 and 9 who were considered as at risk from disengaging from learning. The programme was delivered by a partnership of seven third-sector providers. Led by ARK and supported by a dedicated project manager the partnership has included Achievement for All, Afasic, Catch 22, I CAN, Place 2 Be and Youth at Risk.

2. Working in six ARK-sponsored and non-sponsored schools the partnership was designed in order to deliver a holistic, multi-disciplinary approach, including whole-school, small-group and one-to-one interventions to support young people at risk of disengaging from learning. By initially focussing effort on those areas in which ARK Schools was already active it was hoped that over time the programme could be expanded into London Boroughs where ARK did not yet have a presence. Target boroughs included Croydon, Greenwich, Lambeth, Lewisham and Southwark.

3. Initially, the ARK Inclusion Programme was marketed as a coordinated package of support. However from 2013/14, schools recruited as part of the programme had the opportunity to select only those elements of the programme that they considered relevant to them, whether targeted one-to-one support in school or out-of-school activities.

4. The programme was managed by ARK**;** an international education charity committed to improving outcomes for young people, particularly those from disadvantaged backgrounds. In the UK, the charity functions as the lead sponsor for over 30 Academy schools, as well as supporting the development and delivery of a number of education programmes in sponsored and non-sponsored schools.

5. ARK have managed the delivery of the Inclusion Programme through a dedicated project manager; the Network Lead for SEN and Behaviour for ARK Schools. Working with ARK Schools' Speech, Language and Communication Consultant, they have primarily been

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responsible for recruiting target schools and working with them to decide how best to attune the programme to their specific needs. Such work has sought to build on existing relationships within the ARK Schools network and those developed with local maintained schools in target boroughs.

6. The programme was delivered by a consortium of six other providers. Providers were responsible for delivering a range of activities from those designed to support senior leaders through to activities for classroom teachers and individual pupils. The approaches adopted by the providers are summarised below:

- **Achievement for All (AfA):** AfA offered a **whole-school development programme** targeted at supporting schools to improve the outcomes for pupils from disadvantaged backgrounds. Supported by a dedicated Achievement Coach, school-based Achievement Champions were supported in developing a whole-school improvement strategy. In developing a school improvement strategy schools were encouraged to focus on how they could best improve outcomes for vulnerable or disadvantaged pupils (such as those pupils eligible for Free School Meals). Central elements of support include:

  - **Leadership Coaching**: Support and training for senior leadership teams that aimed to promote the development of a distributed leadership model[15] leading to the development of a self-improving workforce.

  - **Support for teachers**: INSET activities focused around promoting assessment for learning

  - **Parent and Carer Engagement**: Training for staff across the schools to help them engage effectively with parents/carers through a 'Structured Conversation'.

- **Place 2 Be:** Through Place 2 Be (P2B) schools were offered the opportunity to access support from a dedicated Project Manager who worked with senior leaders to identify pupils in need of support. The Project Manager coordinated this in-school work with a team of **external volunteers**, each one of whom was a **trained clinician**. Through the programme, pupils had the opportunity to benefit from a range of different types of support, including weekly one-to-one counselling sessions and small group sessions. Typically, pupils could expect to access one or two one-hour sessions over the course of a year, although those pupils facing particular challenges could expect to receive support on a much more regular basis

  Volunteers were also responsible for running a weekly lunchtime self-referral service. Such sessions provided an opportunity to reinforce Place 2 Be's place in the school community and allowed the team to identify children who needed more in-depth support. Such pupils included those who might be struggling to respond to a change in their home life or adjust to changes to their friendship group. Monitoring data was provided for114 supported pupils.

- **Youth at Risk:** Youth at Risk offer a targeted programme of support aimed at those pupils who were prone to exhibiting negative behaviours. Launched at an intensive

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[15]For an explanation of what is meant by distributed leadership please see: Scribner JP et al (2007) Teacher teams and distributed leadership in *Educational Administration Quarterly* (43) p67

two-day workshop, the young participants benefited from bi-weekly coaching sessions for two terms. Coordinated by a trained youth worker, each young person was allocated a **volunteer life coach** who was responsible for supporting the young person to challenge their negative behaviours and help them to re-engage with learning. Targeted at pupils in Year 9, mentoring sessions were commonly delivered after-school, but could be delivered during the school day. Monitoring data was provided for 222 supported pupils.

- **Catch 22/I CAN**: Schools that chose to access support from Catch 22 and I CAN benefited from access to a **named key worker**. Commonly from a social or youth work background, key workers were responsible for working with children and young people to help them overcome their barriers to engaging with learning. Key workers were responsible for working with children, young people, their parents and other services to develop a coordinated response to the barriers they faced, leading to re-engagement with learning.

  Key workers were supported in their role by an I CAN Speech and Language Therapist (SALT). Therapists were available for one-to-one mentoring sessions aimed at resolving speech, language or communication difficulties. Those in receipt of support from a key worker/SALT could expect to meet with them at least twice a month during term. Support was only withdrawn once it appeared that progress had been made in overcoming the barriers faced by individual young people. Monitoring data was provided for 92 supported pupils.

- **Afaisic:** Targeted at Year 6 pupils Afaisic offered a **one-week summer school** for children and young people with speech, language and communication difficulties. Targeted at young people who were seen to have fallen behind their peers at Key Stage 2, sessions allowed for an effective diagnosis of speech, language and communication difficulties before the child started at Secondary school. Delivered at school, sessions also provided an opportunity for pupils to acclimatise to a secondary environment, reducing the risk of disaffection and disengagement once they entered Year 7. Monitoring data was provided for nine supported pupils.

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Performance of the project

Figure 4-1: Summary performance: ARK Inclusion
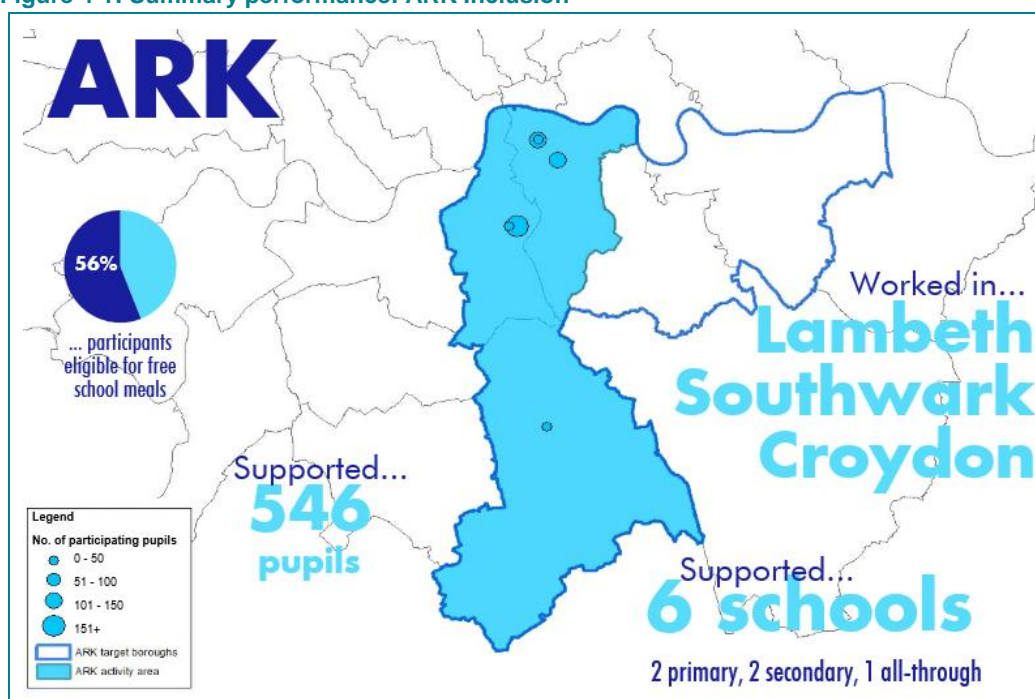
Source: Produced by SQW 2016. Licence 100030994. Contains OS data © Crown copyright [and database right] (2015)

Recruitment of schools in target boroughs

7. Over the life of the programme, ARK were successful in recruiting fifteen cohorts of pupils, seven less than initially forecast. Pupil cohorts were recruited in a total of six schools, two of which were primary schools, two of which were secondary schools and one of which was an all-through school. As both the primary and secondary sites of the all-through school participated in the initiative, for the purpose of this evaluation, we report on them as two institutions.

8. Amongst participating schools, the principal reason for getting involved appeared to be

> *'These children crave the boundaries that do not exist for them at home,* [however] *many struggle to work within them where they are so divorced from what they experience outside of the school day'* (School SENCO)

the desire to increase the amount of support available to young people from disadvantaged backgrounds. In two of the schools we visited, interviewees noted that, for some of their students, it was important that they had access to somebody who was not employed directly by the school with whom to talk through their problems.

Responding to the recruitment challenge

9. In recruiting schools, ARK faced three main challenges: expanding into schools and areas where they had no prior history; addressing perceptions about the complexity of the programme and introducing common data collection strategies in schools that operated different management information systems.

10. Despite widespread interest in the programme, the project manager acknowledged that ARK had not been able to recruit as many schools as initially hoped (seven of the ten that they had forecast at the outset). This was particularly the case amongst those schools that were not already sponsored by the charity (only one of the six schools that participated in the intervention was not sponsored by ARK). Despite efforts to persuade non-sponsored schools to engage with the programme, ARK recognised that some senior leaders were disinclined to work with an academy sponsor, regardless of the offer. ARK felt that their team would need to work harder with senior leaders in LA-maintained schools to demonstrate the potential benefits of collaboration in any future programme.

11. ARK were successful in recruiting schools in the London boroughs of Croydon, Lambeth and Southwark. However, they had not been able to recruit schools in the other target boroughs of Greenwich or Lewisham. In practice, the project manager reflected that they had underestimated the challenges of working in areas where they did not already have a footprint. Notably, even in those schools sponsored by ARK, the senior leaders we spoke to felt that their **prior relationship** with the ARK Central Team had been essential to securing their agreement to participate. They also said they might not have taken part in the programme if they had not been able to talk to colleagues in other local participating schools and '*sense check the proposal'*.

12. The main challenge faced by ARK, however, was in addressing senior leaders' perception that the **programme**, with its multiple contributing agencies, **was very complex** and might, in practice be difficult to implement. In reality, such concerns appeared valid; many of the contract leads we spoke to indicated that coordinating the input of a range of external organisations was indeed the main challenge that they had faced.

13. Mindful of the need to respond to Year 1 feedback from contract leads and secure the engagement of cohort 2, ARK decided to allow participating schools to stagger the introduction of the model. In practice, this meant that, in some of the schools engaged in Year 2, various elements of provision only became active in the Spring term. This change to a more flexible approach was widely credited with improving the general experience of participating schools. In 2013/14, all four survey respondents (contract leads in four of the six schools) indicated that implementing the programme that year had been either very straight forward or fairly straight-forward. This was in marked contrast to 2012/13, when contract leads in half of the participating schools (three of the six) indicated that they had found implementing the model to be fairly challenging.

14. Although widely accepted as a necessary condition of accessing public sector funding, a number of the school contract leads acknowledged that they had found collecting the pupil-level monitoring information (which they had agreed to collect at the outset) more challenging than they had expected. Data collection was felt to be particularly difficult to manage in non-ARK sponsored schools, since these did not use the same performance management system. School contract leads, in particular, said they had not recognised how challenging meeting the evaluation requirements of the initiative would be and suggested that, were they to become involved in similar initiatives in the future, they would set aside **additional resources for monitoring and evaluation** at the outset.

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Recruitment of pupils in target groups

15. Over the course of the initiative ARK were successful in providing support to **546 children and young people**, over one third more than initially forecast. Such a result should be regarded as illustrative of **widespread interest** from practitioners in participating schools in referring children and young people to those external providers available to them. Given that five of the six settings that participated recruited more than one cohort of pupils, it should also be considered as **indicative of a high level of satisfaction** with the quality of the support available. This view was reinforced through consideration of the feedback from contact leads, all of whom indicated that they felt the support accessed by young people had been effective in meeting their needs.

Implementing the project in participating schools

16. In seeking to interpret the feedback of staff in participating schools, it is important to acknowledge that schools did not implement all aspects of the programme particularly where they did not feel that certain elements of the programme offered them what they needed. In other cases, it was evident that external factors meant that a school was not able to access one or more of the elements of the programme. For instance in 2013/14 and 2014/15, it was acknowledged that Catch 22 had struggled to recruit a key worker capable of supporting activity in some host schools. As a result, participating schools had not been able to access as much support as they might have wanted.

17. To encourage participation the project team had sought to be as **flexible as possible in responding to the needs of individual schools**. It was acknowledged that one of the principal ways that they had sought to do this was around the identification (and recruitment) of pupils. Consideration of the monitoring data collected from participating schools reveals that this approach appears to have had major implications for the characteristics of the intervention group:

- The ARK Inclusion Programme was initially marketed as an intervention designed for pupils in Years 6 to 9. In reality, over two-fifths of those pupils in receipt of support started an intervention on entry into Year 10. Age-alone cannot predict the need for a therapeutic intervention, but this finding raises the question as to whether the approach supported a culture of early intervention or was more about mitigating problems.

- Over one half of those in receipt of support were eligible for FSM at the time of the intervention (over twice the mean in target boroughs) and over two fifths had a diagnosed additional learning need and were in receipt of targeted support. This is in line with the initial design of the programme.

Impact of the project

18. Primarily, the ARK Inclusion programme targeted those pupils for whom behaviour was considered a barrier to learning. Implicitly, by supporting an improvement in the readiness of pupils (with additional learning needs) to participate in classroom activities, the programme hoped to have a positive impact on attainment in core areas of the curriculum (such as English and/or Maths), whilst also recognising that the level of

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progress that such pupils made might be less than their peers. Equally, the nature of the programme was such that, for some schools, the impact of the interventions might be expected to be beyond the level of individual pupils. Any review of the apparent impact of the programme, therefore, needs to explore the impact on pupil behaviour, on pupil attainment and on the wider school.

Pupil behaviour

Attendance

19. In the academic year prior to the intervention, data on participating pupils showed they had missed a mean of nine half day sessions. By the end of the school year in which the intervention took place, the mean number of missed half day sessions for such pupils was found to have dropped by around one half day session (to eight half-day sessions). This may not be a major change, nor is it statistically significant[16] but is a decrease at a time when an increase in such negative behaviour might be expected. While this finding should not be considered statistically robust, it could be considered illustrative of a generally positive outcome.

Wider behaviour (Strengths and Difficulties)

20. To support an assessment of changes in the behaviours of those children and young people in receipt of support, we explored a number of different aspects of behaviour, including attendance data and data collated through the Goodman's Strength and Difficulties questionnaire[17].

21. Where possible, participants were asked to complete the Goodman's Strength and Difficulties questionnaire on three separate occasions:

- before they had accessed any support

- at the end of the school year in which the intervention took place

- six months after the end of the intervention[18].

22. For the 337 pupils for whom baseline information was available to us, the median score, prior to the intervention, was found to be 11 out of 40. This score falls within the higher end of the 'normal' range and suggests that young people had some difficulties (in social interaction, in ability to concentrate or in emotional responses to situations) and/or exhibited *some* challenging behaviour (a score of 16 to 19 would indicate that a child or young person exhibited some of the characteristics that may suggest that they had a mental health disorder).

> *'*[Following the intervention I have] *become a bit calmer at school and a little less distracted in lessons'* (Year 10 pupil)

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[16]The standard deviation around the mean for example, was eight half day sessions.
[17] Further information on the Goodman's Strength and Difficulties Questionnaire can be found at:
http://www.sdqinfo.com/
[18]Matched baseline and follow-up data was collected for a total of 79 pupils. Given the paucity of data no further analysis was conducted using this indicator.

23. Analysis of the difference in pupils' SDQ scores at the end of the school year in which the intervention took place revealed a median reduction of 1 for the 125 young people who completed the second assessment. This finding should be considered as illustrative of a general improvement in pupil behaviours over the course of the intervention.

24. Of the 17 young people we spoke to in case study schools, all but one indicated that they felt that accessing support from one or more of the providers had had a positive effect on their behaviour. For example, a number indicated that access to one-to-one support (either from Place 2 Be, I Can, Youth at Risk or Catch 22) meant that they were '*much calmer in the classroom*' or '*more focussed on making progress*' [in their studies].

The role of the programme in supporting improvements in pupil behaviour

25. All of the staff we spoke to felt that pupils at their school had benefited from access to the support offered to them, although most considered it as one of a number of activities that were ultimately designed to accelerate the progress for all pupils and not just those deemed at risk of falling behind. As such, although they were supportive of it continuing after the end of the GLA funding, they felt that it was only as effective as it was because of the other activities that were delivered alongside it.

> '*in under a year we have moved from* [an Ofsted rating] *of 'requires improvement' to 'good'. To get there we have made radical changes to the school environment which aims to provide pupils with a range of learning experiences. This programme* [ARK Inclusion] *is one of these*' (Contract Lead)

26. It was notable that four out of five schools we visited over the course of the programme accessed support from one or more other providers in addition to those accessed through the Leadership Clubs initiative. For example, one school reported that they had already had a relationship with Place 2 Be *prior* to engaging with the programme. As a result, they had looked to the ARK Inclusion programme to *increase* the capacity of the team to meet the needs of even more young people. In another instance, and alongside the GLA-funded ARK programme, a school had continued to offer access to an external mentor to those young people deemed at risk from disengaging with learning. Where such opportunities had been offered to young people in addition to that funded through the Leadership Clubs initiative, it makes attributing any pupil or school outcomes directly to the initiative problematic.

Pupil learning outcomes

27. The theory of change behind the programme is that changes in behaviours/learning outcomes will contribute to improved pupil learning outcomes. While the statistical evidence of improved behaviour may be inconclusive (though, apparently, moving in the right direction), it is nonetheless worth examining the attainment evidence for the participating cohorts.

Attainment in English and Maths

28. The programme provided longitudinal attainment data on 437 participating pupils for English and 444 pupils for Maths. The performance of participants in the academic year

preceding the intervention reveals that participants were a mean of two sub-levels *behind* the national expectation for a pupil of their age in English and Maths (although the variance was high[19]), suggesting that participating pupils appeared to have been underperforming before taking part in the programme.

29. The Department for Education expects that a young person *without* additional learning needs would (depending on their age) make around one sub-level of progress each year. Examination of the progress of participants at the end of the intervention period revealed a mean level progress of around two National Curriculum sub-levels in each subject, **twice the expected level of progress**. Although many such pupils might still be behind their peers in actual terms the intervention group appears to have made more progress than might have been expected.

30. This is an encouraging finding for the programme. While the median progress of pupils with an additional learning need in English and/or Maths was around one sub-level lower than those who had no additional needs (and two fifths of the cohort with whom ARK worked *had* additional needs), it still means that taking part in the programme is associated with an apparent reduction in the gap between participating young people and their peers. By the end of the academic year in which they received support, the mean difference between the performance of participating pupils and the national expectation for a young people of their age had narrowed by a mean of around one sub-level in English, though any narrowing of the gap was less obvious in Maths.[20]The overall level of variability in the performance of participants means that care should be taken in interpreting the results, but the data suggests that taking part in the programme is associated with a reduction in the gap between participating young people and their peers.

31. The staff we spoke to in participating schools were cautious about claiming that engagement with the programme had supported improvements in pupil attainment. In practice, it was acknowledged that, given the nature of the intervention, it would be extremely difficult to identify the impact of the programme on attainment. Staff acknowledged that the intervention might lead to happier, more engaged pupils, but also that learning outcomes were unlikely to improve if the quality of classroom teaching was poor.

> *'the hope is that improvements in behaviour will lead to improvements in attainment over time. Counselling will not support improved grades overnight'* (Class teacher).

Wider impacts of the programme

32. In participating schools, staff we spoke to credited involvement in the programme with a number of wider benefits:

- A number of the staff acknowledged the value of good working relationships with providers. Where these existed it gave the school an opportunity to extend its reach

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[19]The standard deviation for each population of 521 and 522 participants respectively assessed as around 3 sub-levels Ugh?

[20]The standard deviation for each population in English and Maths was around two sub-levels and three sub-levels respectively

beyond the school gates. For example, one school contract lead gave an example of a young person who had been at risk of permanent exclusion prior to receipt of support from a key worker from Catch 22. This young man was in danger of being expelled from school due to his actions in class and out in the playground. However, it was recognised that the cause of many of these behaviours lay in his relationship with his father. While the school had struggled to get the young man's father to meet with them, the key worker had had far more success. As a result, it was noted that the behaviour of the young man in question was felt to have improved.

- Some of the staff we spoke to also indicated that the opportunity to observe the work of such interventions as Afaisic and AfA had led them to develop a range of new strategies and approaches in responding to pupils with challenging behaviours. They said that this would help to support a longer-term improvement in the attainment of pupils even after funding for the intervention was no longer available.

Economy of the project

33. In total monitoring data collected by the provider indicates that a total of £691,362 was spent over the course of the initiative, including the £510,000 of grant funding from the GLA and a cash contribution of £181,362 from participating schools. Although this figure is likely to underestimate the true cost of the intervention, principally the in-kind contribution of participating schools, this represents a mean cost of £1,266 per participant.

34. For young people in receipt of support in 2014/15, ARK were able to provide information pertaining to the level of support received by individual pupils. Using this data we calculated the average cost per hour of interventions associated with the programme, which (for 3,427 hours of support delivered at a cost of £279,551) was assessed as £82 per hour . That said, given that different young people accessed a range of different types of support, each at a differing unit cost, it is difficult to judge the economy of the Ark Inclusion programme on these figures alone.

35. To provide a greater degree of insight into the comparative economy of the intervention we reviewed the international evidence base. There is widespread interest in the effectiveness of interventions that focus on the behaviours of social and emotional learning of young people. Consistent with the findings of an overarching review conducted by the Education Endowment Foundation (as updated in 2016), however, interventions largely fall into one of three groups:

- universal programmes delivered at a whole class level in most cases delivered by classroom practitioners

- more specialised programmes targeted at students with particular social or emotional problems and often delivered by trained practitioners and/or trained specialists

- school-level interventions aimed at changing the ethos or culture of a school.

36. The ARK programme includes interventions that (apart from AfA) are largely within the second category. The EEF reviewers concluded that, over the course of a year, such

targeted intervention programmes might cost around £2,800 per recipient. In light of this finding, **expenditure on ARK Inclusion appears modest**.

Learning from the project

37. Reflection on the findings of the evaluation reveals a number of learning points specific to the operation of the ARK Inclusion Programme:

- There is widespread interest from schools in increasing the volume of support available to young people at risk from disengaging from learning; particularly for pupils with additional learning needs. However, school leaders are unlikely to invest in an approach unless they feel confident that it will achieve positive outcomes. Further to this they are mostly likely to trust such evidence if shared by a peer in another school.

- The capacity of schools to engage with external providers can be limited. Interventions appear most successful where sufficient resources are set aside in order to support the recruitment of a dedicated project manager in participating schools

- Albeit tentative, there is evidence to suggest that approaches of this type can have a positive effect on the behaviour of young people. There is evidence to suggest that these can be most successful when integrated within a broader whole-school approach to improving the outcomes for all pupils, not just those identified as in need of additional support.

- In comparison with other similar interventions for which benchmarks are available, the approach adopted by participating schools appears to be highly economic in the use of funding. However, reservations around the completeness of the data provided mean that this finding is tentative.

5. Eastside in School

The Eastside In School programme

- *Description:* Support for schools from trained youth workers to deliver a structured programme of workshops, mentoring and parental engagement activities for young men from black or other ethnic minority backgrounds considered at risk from disengaging from learning.

- *Aims:* To encourage participants to reflect on their own barriers to learning, identify strategies and approaches to help them progress in their studies and cultivate behaviours that will ultimately support them in achieving improved learning outcomes.

- *Activity area:* Barking and Dagenham, Hackney, Islington and Newham

- *Participants::* 462 pupils in Year 5, Year 6, Year 8 and Year 9

1. The 'Eastside in School' programme was delivered by Eastside Young Leaders Academy (EYLA). Established in 2002, the Academy is committed to empowering young people, particularly young men from black or other ethnic minority backgrounds to reach their academic potential.

2. The 'In School' programme or ISP has been designed to complement classroom provision in partner schools through the delivery of a tailored programme of weekly workshops. These are designed to explore a range of issues from self-identity through to the importance of academic outcomes and are commonly delivered during the school day (although, from time to time, they may occur after school). The programme is delivered by trained facilitators/youth workers.

3. As agreed with participating schools EYLA have also offered recipients (sometimes through match-funding) the opportunity to:

- Access intensive support from a named mentor delivered by **volunteer Life Coaches**. Offered on a weekly basis, these sessions are designed to support those young people who are deemed at a high risk of disengaging from learning or exhibiting challenging behaviours that could lead to them being excluded from school.

- Attend an **EYLA Leadership Club**. Designed to provide young people with access to a programme of stimulating experiences over the course of the school holidays (for instance, through provision of work experience placements) the club is designed to **increase the aspirations of attendees** and provide them with an environment in which they can continue their academic development outside of the classroom.

- Obtain additional information, advice and guidance to help them **make informed choices about their future**. Called the 'Parent University' and targeted at the most-able young people in each school, termly sessions are designed to provide young

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people and their parents with an opportunity to ask questions about how best to manage the transition to secondary school, college or university.

4. With a grant of c£365,524 from the GLA, the project set out to support improved outcomes for 420 young people in Years 6, 7, 8 and 9 in 14 cohorts in either the London Borough of Newham or the London Borough of Barking and Dagenham.

Performance of the project

Figure 5-1: Summary performance: Eastside In-Schools Programme
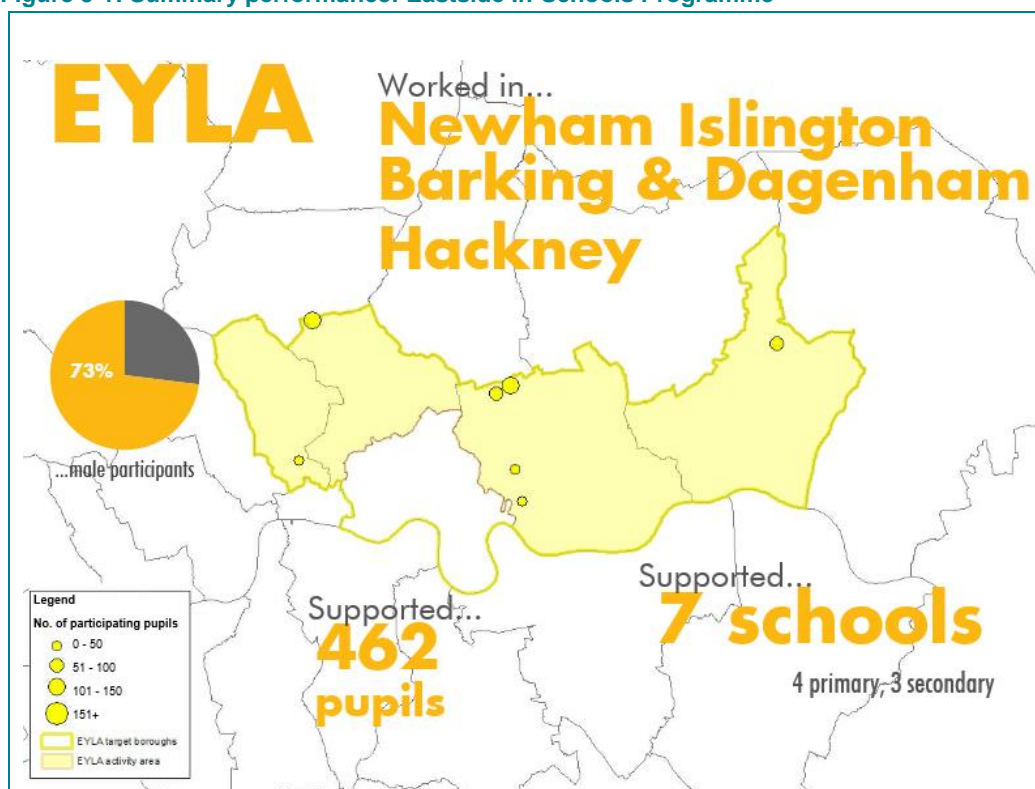
Source: Produced by SQW 2016. Licence 100030994. Contains OS data © Crown copyright [and database right] (2015)

Recruiting schools in target boroughs

5. Over the life of the programme, EYLA successfully recruited twelve of the fourteen cohorts that they had set out to deliver at the outset. The project manager from EYLA expressed disappointment that they had only been able to recruit four of the five cohorts they had set out to recruit in 2013/14 and 2014/15. However, it was noted that one school that they had hoped to recruit in 2013/14 had, at a late stage in negotiations, turned down the opportunity to participate, and this had not left the team with sufficient time to recruit another school before the start of the academic year.

6. In total, the intervention was offered in seven schools, four of which were primary schools and three of which were secondary schools. Staff we spoke to from EYLA reported that they had taken the decision to market the opportunity to those schools that were perceived to be in the greatest need (for instance those schools with catchments that were known to be socio-economically deprived) and would struggle to fund the intervention out of their own budget. As a result, two schools (one in Hackney, one in Islington) were recruited *outside* EYLA's initial target boroughs of Newham and

Barking and Dagenham; both Hackney and Islington had been identified as target boroughs for the GLA programme as a whole.

Reasons for choosing to participate

7. Unfortunately, only two of the seven schools that were involved in the delivery of the programme, were either willing or able to participate in the evaluation (whether by responding to our longitudinal survey of contract leads or by hosting a case-study visit). Staff in participating schools said that reasons for not engaging with the research included staff turnover (whereby institutional memory of what had happened over the course of the intervention had been lost) and workload (a number of staff indicated that they did not have time to spare in order to talk to a researcher or complete the e-survey). Given the paucity of qualitative evidence from the schools in the EYLA programme any findings expressed here must be interpreted with caution.

8. As part of our survey of contract leads in participating schools, respondents were asked what their primary reason had been for getting involved. The two contract leads who took part indicated that their primary reason for getting involved was their prior relationship with the provider. Central to the rationale of one particular institution, for example, appeared to be the **reputation of EYLA** within the local community, including prior knowledge of their work on gang prevention. During our visit, they noted that while gang violence had not been something that had affected the school in a number of years, it was recognised that many of the pre-conditions for educational disengagement and disempowerment remained (and so the potential for gang violence was still inherent). School staff felt that EYLA brought the type of approach that was *'likely to provide the right antidote to the challenges the school faced'* (Contract Lead).

9. Considered alongside feedback from staff at EYLA, the commentaries from these two schools appear to be supportive of the overall strategy of the charity in targeting those schools that are already aware of EYLA, or had already been receipt of support from the organisation, at least in the short-term.

Recruiting pupils in target groups

10. Within those schools that agreed to take part in the programme, there appeared to be widespread interest from staff in referring young people for support. Indeed, in total, 462 children and young people participated over the life of the programme, 10% more (42 pupils) than initially forecast.

11. It is evident that there appeared to have been considerable freedom for schools to refer those young people who they considered to be in need of support, rather than those that might necessarily be considered to meet the characteristics of the designated target group; young men from black or ethnic minority backgrounds in Year 6 through to Year 9. Two participants received the intervention while in Year 5 (outside of the target group). Just under two-thirds of the participants (for whom their ethnicity was identifiable – over nine tenths of all participants) were from black or another ethnic minority background, while just over one quarter of participants were female.

Implementing the project in participating schools

12. Where the intervention has been offered to such a diverse group, it is important to reflect on the extent to which this led to changes in the content or delivery model adopted by ELYA. Although all young people had accessed a programme of weekly workshops delivered by a facilitator from EYLA, the **length and content of the sessions varied markedly** depending on the priorities of each school. For example, in the primary schools that took part (and as EYLA indicated), a number of the sessions had been designed in order to address the concerns that young people might have in moving to secondary school.

13. In one school the provider lead indicated that staff had chosen to refer a relatively high proportion of girls to the programme. As a result, facilitators (in partnership with staff at the school) decided that it would be beneficial to host sessions for young women *separately* from those offered to their male peers. At these sessions, life coaches had been used in addition to a facilitator, as they felt that young women related much better to the experiences of women from similar backgrounds. It was argued that this approach would not have worked as well in a mixed group as the young men, in general, were thought (by EYLA and the school staff) to be less empathetic.

14. In addition to the programme of workshops, EYLA interviewees indicated that different schools had sought to access a range of different types of support from the menu offered by EYLA. For instance, in 2012/13, two of the schools elected to refer young people to one-to-one support from a mentor. Another school elected to run sessions for parents and young people to support their transition into further/higher education. Given the relative size of the intervention and the lack of data recording which pupils attended the different sessions, it would be extremely challenging to assess, with any rigour, the impact of any change in the intervention model on the outcomes experienced by different young people. Nonetheless, it will important to recognise this level of variability in intensity of exposure in any consideration of the performance of individual young people.

Experiences of participating schools

15. Although feedback was obtained from only two of the seven schools that accessed support from EYLA, the feedback from staff in these schools (the contract leads) was broadly positive. Indeed, one contract lead noted that the main challenge they had faced as a school was in finding sufficient time/space in the timetable to provide opportunities to all those young people who could benefit from the support. Staff from EYLA were equally positive about the experience of participating schools, noting that five of the seven schools that had took part had chosen to work with EYLA over more than one academic year of the programme.

16. However, that was not to say that there had not been issues and/or challenges that EYLA had had to overcome in ensuring that this outcome was achieved. For example, it was acknowledged that, in seeking to target those young people who commonly exhibited challenging behaviours, there was always a danger that the intervention was seen to reward precisely the type of behaviours that it was trying to address. Indeed, in one school, the project noted that those pupils who attended the Leadership Club seemed to

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have developed such a strong bond that some EYLA staff were concerned they might even be starting to exhibit some of the characteristics of a '*gang*'. In both cases, the focus of subsequent workshops was changed to focus on promoting the importance of developing a whole-school community. School staff welcomed the flexibility of EYLA and their willingness of respond to the needs of their school.

17. This strategy, of promoting the programme as part of a whole-school approach, was used by other facilitators to mitigate against the likelihood of rewarding inappropriate behaviour. For instance, it was noted that they often spoke at whole-school assemblies and invited those pupils who were not invited to attend workshops to the holiday programme offered by EYLA outside of the In School Programme.

Impact of the project

18. As noted by the project manager, EYLA is driven by the desire to ensure that *'young people are not disenfranchised from education because of their choices and behaviours'* (Project Manager). As a result, participating schools were encouraged to refer young people because of their challenging behaviours, not their prior academic performance. This approach, was designed to ensure that able pupils who might be at risk of disengaging from learning were given the support they needed to reach their potential. In the following sub-sections, we explore the progress made by the recruited cohorts of young people

Incidence of challenging behaviours

19. To support an assessment of changes in the behaviours of those children and young people in receipt of support, participating schools were asked to administer Goodman's Strength and Difficulties Questionnaire (SDQ) at the start of the intervention. This was used to consider the prior behaviours of young people who had been referred to the initiative. Unfortunately, due to challenges in finding time for young people to complete the questionnaire, data at this stage was only collected for 150 of a total of 462 participants (just under one third of the recruited cohort). The mean score for this group was 11, which indicated that, while most young people were found to be within the normal range, they were nonetheless within the upper-range of this classification.

20. Most of these 150 pupils (149) completed a follow-on questionnaire, which revealed that participants experienced a median decrease of around four points. Given the size of the population the findings should be interpreted cautiously, but this relatively large shift could be considered illustrative of a general reduction in the incidence of those behaviours that can lead to poor emotional well-being and ultimately disengagement from learning.

21. Apparent reductions in unhelpful social and emotional attitudes may not always have been reflected in reductions in the number of unauthorised absences taken or fixed term exclusions, however. In the wider cohort for whom data on such outcomes was available, the median difference between the behaviours of young people in the year in which they accessed the intervention and the year preceding it was zero (the analysis was conducted on the basis of 271 and 211 records respectively).

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22. Feedback from staff in the school we visited emphasised the need for caution in trying to attribute any change of behaviour *solely* to the intervention. The challenge was summarised by one contract lead who argued that in reality '*the message from EYLA volunteers [Life Coaches] crystallises that which is provided by teachers every day which is - you can be whatever you want to be if you work hard'*. While he felt that EYLA were extremely proficient in getting this message across, the programme would not have been effective if it was not a message that was not also central to the culture and ethos of the school.

Pupil learning outcomes

Prior attainment in English and Maths

23. Of the young people for whom this information was provided in English and/or Maths (344 and 323 respectively) over two-fifths were assessed as either performing in-line with or above the national expectation for a child or young person of their age.

24. However, those young people who were assessed as performing below national expectation (around three-fifths of all participants) were commonly found to be working *considerably below* this benchmark. While the mean attainment of participants in English and/or Maths, in the year preceding the intervention, was around one sub-level lower than national expectation, the population was also found to be highly negatively skewed[21]. This means that a relatively high number of the young people were likely to have made much less progress in the past than the mean value suggests.

25. EYLA expected and anticipated a link between addressing challenging behaviours and improving pupil motivation as a way of delivering an improvement in pupil learning outcomes, and it is important to reflect on the evidence as to whether participation in the intervention has, indeed, led to a change in the rate of academic progress in a largely underachieving cohort.

Post-intervention attainment in English and Maths

26. The mean progress of pupils at the end of the academic year in which they had received the intervention was around one sub-level in English and/or Maths (as shown in Figure 4-2). Such progress can be considered on a par with that expected by the Department for Education. Although the change was not statistically significant (indeed the level of variance in the data was high), and given that the previous level of progress was below that expected, these results could be regarded as an indication that the programme may have contributed to an improvement in pupil learning outcomes.

Performance of participants depending on their prior academic performance

27. In recognition of the varied academic performance of participation prior to inclusion in the programme, we also sought to examine any differences in the progress made by participants depending on whether they had been performing on a par or indeed above

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[21]The level of skew was calculated as 0.633 in English and 1.125 in Maths. A score of -1 would indicate that the data was highly skewed.

national expectation in the year preceding the intervention or, conversely, were below national expectations in English and Maths. The relatively small number of participants means that any results should be interpreted cautiously[22]. Nonetheless, it is interesting to note that, statistically, there was no significant difference in the progress made by participants depending on this classification. This suggests that the intervention may work equally well for young people, regardless of whether or not they were previously underperforming, low-performing or performing well[23].

Performance of participants depending on their gender

28. As discussed in the preceding section, as a condition of participation a number of schools asked EYLA to provide support to young women as well as to young men at their school. Given that the intervention was primarily designed to support young men, it is important to consider the outcomes achieved by young women relative to their male peers.

29. Analysis of the progress made by participants in English revealed that young women on the EYLA programme were *significantly less likely* to make the same progress as their male peers[24]. Having said this, such analysis neither takes account of the prior trajectory of participants nor their relative level of disadvantage. The median difference, while statistically significant, was small, as was the population of girls, and so care should be taken in interpreting these results. Indeed, although one may well infer that that the approach adopted by EYLA is more successful in supporting young men than young women, other factors may indeed provide a better explanation for this difference in the outcomes experienced such as the culture of learning amongst young women in participating schools.

Performance of participants depending on their ethnic background

30. It is also important to consider the extent to which the progress of participants differed depending on whether they identified as White or were from a Black or other ethnic minority background. Analysis of the relative performance of each group in English indicated that White pupils were significantly more likely to make progress than their peers from Black or other ethnic background (although the size of the relative difference was small)[25]. Conversely, in maths, there was no association between pupils' ethnicity and relative level of progress made. Without further analysis, reaching any firm conclusions based on these results would be unwise. Having said this, given that the intervention was designed to support young men from black or other minority ethnic backgrounds, the results suggest that the intervention was equally effective with participants of all ethnicities.

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[22]172 young people were found to have attained a level lower than might have been expected for a child of their age in English. 152 pupils were found to have been performing on a par with or above national expectation

[23]Asymptotic significance was calculated to be 0.58. The significance level for the test was 0.05.

[24]Asymptotic significance was calculated to be 0.01. The effect size was assessed as -0.17. An effect size of 0.3 to 0.5 would be considered as small to medium.

[25]Asymptotic significance was calculated to be 0.000. The effect size was assessed to be 0.10. An effect size of 0.3 to 0.5 would be considered as small to medium.

Economy of the project

31. Data provided by the project manager at EYLA reveals that a total of £365,542 was spent over the life of the programme and equates to a mean cost per participant of £791 per participant. This investment was broadly in-line with grant funding set aside by the GLA equating to £365,524. Having said this, in practice this figure is likely to under-represent the true cost of delivery, as it does not include the in-kind contribution of participating schools, not least in terms of the time spent by teaching staff attending the workshops developed by EYLA contracted facilitators.

32. Based on performance monitoring information provided by the project manager it was possible to estimate the total contact hours received by participants over the course of the programme as 13,854. Based on this estimate we calculate that the **mean cost per hour of the intervention was £26**. Such estimates however are likely to suffer from a number of inadequacies, namely; the assumption that each workshop lasted around an hour and a quarter and that workshops were the sole activity accessed by participants. In reality, we know that the length of workshop sessions could vary markedly depending on the approach to timetabling taken by the school. This estimate also does not include any other activities accessed by pupils in addition to the workshops, for instance via a one-to-one consultation. As such, judging the economy of the intervention model based on this analysis would be unwise.

33. Mindful of the limitations in the data provided by EYLA, we can provide greater insight into the economy of the model through consideration of benchmarks produced through the evaluation of similar interventions.

34. Consideration of the international literature revealed widespread interest in the effectiveness of interventions that focus on the behaviours of social and emotional learning of young people. Indeed, consistent with the findings of an overarching review conducted by the Education Endowment Foundation (as updated in 2016), interventions, in most cases, were found to fall into one of three groups:

- universal programmes delivered at a whole class level in most cases delivered by classroom practitioners

- more specialised programmes targeted at students with particular social or emotional problems and often delivered by trained practitioners and/or trained specialists

- school-level interventions aimed at changing the ethos or culture of a school.

35. Costing benchmarks, in most cases, had been developed following the synthesis of evidence collected from projects characterised by the delivery of one or more of these different approaches. This makes any objective comparison *within* models difficult. Nonetheless, reviewers suggested that one could expect a targeted intervention, focused on social and emotional learning, to cost around £2,800 per recipient per year. In the absence of more appropriate comparative measures (many of the studies referenced included one or more clinical interventions, which were widely recognised as more expensive), the EYLA expenditure of £791 per recipient per year appears moderate.

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Learning from the project

36. Consideration of the findings of the evaluation reveals a number of learning points specific to the operation of the Eastside In-Schools Programme:

- Senior Leaders welcomed the opportunity to work with a charity based in their local area, with a reputation for supporting young people at risk of disengaging from learning.

- The adoption of a flexible approach was widely considered to be vital in securing the engagement of host schools. However, it is important that providers balance the need to recruit schools with ensuring that the fidelity of their approach is maintained. This had major implications for the character of the intervention group.

- The initiative was commonly perceived to have been most effective when delivered as part of a whole-school approach to meeting the needs of disadvantaged pupils. It appears to have worked equally well with pupils of all ethnicities, but the data suggests that it *may* be more effective with boys than girls.

- There is some evidence to suggest that an intervention like this can contribute to an improvement in pupil learning outcomes. For instance, although not statistically significant, the difference in the attainment of participants relative to national expectation had narrowed by the end of the intervention by a mean of one sub-level in English and/or Maths.

6. City Year

The City Year Programme

- *Description:* City Year is an education-focused organisation that partners with schools, providing them with volunteers, known as Corps Members aged 18-25. Recruited through an open application process, Corps Members who act as role models, mentors and tutors for pupils in disadvantaged communities.

- *Aims:* To provide all pupils at partner schools (both primary and secondary) with academic and pastoral support, as well as working closely with a 'target list' of pupils to improve behaviour, social skills and in turn, attainment

- *Activity area:* Hackney and Newham

- *Participants:* A whole school intervention, but with particular focus on pupils (regardless of age or year group) identified at risk of disengaging from learning or who have poor behaviour around the school

1. Founded in the United States of America in 1988 and launched in London in 2010, City Year is an education charity committed to working with partner schools, both primary and secondary, to improve outcomes for young people from disadvantaged backgrounds. They do this through the placement of trained volunteers, known as Corps Members in host schools. The volunteers are recruited through a variety of means including[26]:

    - word of mouth

    - recruitment fairs and careers events at universities and colleges

    - advertisements on external websites and organisations (e.g., Prospects or Teach First)

    - direct communication from City Year (e.g. presentations and emails)

2. Corps Members share the following characteristics:

    - are aged between 18 and 25 years old

    - hold at least one A-Level qualification

    - they must commit to one full year of service to be spent working in a school and supporting the wider local community

    - they receive four weeks of pre-programme training which includes a residential training session.

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[26] Institute for Volunteering Research and NCVO (November 2013) *Evaluation of City Year London: Year three final year report*

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3. At each school, Corps Members were managed by a City Year 'Team Leader,' typically an experienced volunteer who oversaw the relationship between City Year and the partner school and was responsible for shaping the activities in which Corps Members were involved.[27]

4. In host schools Corps Members were tasked with working with teachers to support an improvement in pupil behaviour and attainment. Although Corps Members were expected to interact with all of the pupils in a host school, a particular focus was reserved for those pupils who were identified as at risk of disengaging from learning or who were exhibiting negative behaviours around the school – target list pupils. Corps Members were encouraged to keep a particular eye on these pupils in their lessons, and to promote a more positive attitude to learning. Alongside their work supporting teachers in class, Corp Members were also responsible for developing and delivering a range of lunchtime or after-school activities. These were often designed to encourage positive interactions between 'target list' pupils and their peers. Common activities included:

- one-to-one or small group tutoring

- meeting and greeting pupils in the morning

- coaching for pupils who are regularly late or absent

- sending communication home to parents advising them of pupil progress.

5. Provided with a grant of £150,231 City Year's grant application set out plans to support 360 pupils Years 6 to 9 pupils in the London Borough of Islington, Hackney, Newham and Tower Hamlets.

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[27]In 2013/14 and 14/15 Team Leaders were recruited as volunteers. In 2015/16 the role was re-designated as that of an Impact Officer. Impact Officer positions are full time permanent positions.

Performance of the project

Figure 6-1: Summary Performance: City Year
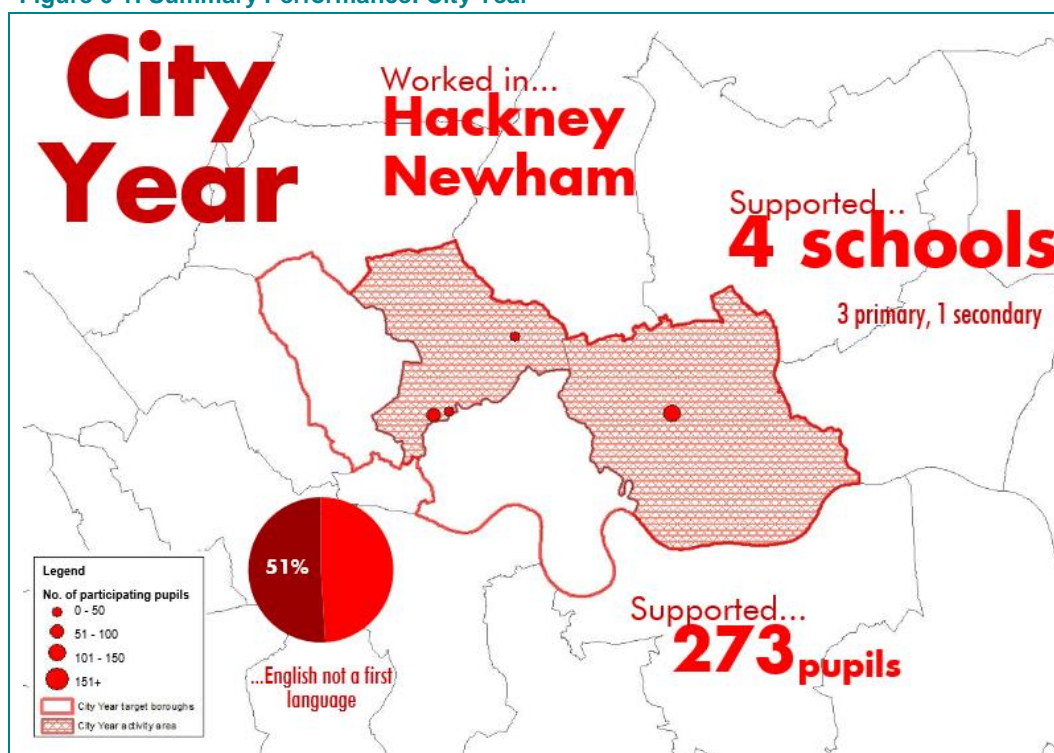
Source: Produced by SQW 2016. Licence 100030994. Contains OS data © Crown copyright [and database right] (2015)

Recruitment of schools in target boroughs

6. City Year successfully recruited nine pupil cohorts (each comprising a 'target list' of pupils aged between six and sixteen) in four schools; three primary schools and one secondary school. Of these four schools, three were already working with City Year. Two factors appeared to have contributed to City Year's success in recruitment:

- **The relationship between City Year management and the individual schools**: City Year staff had worked hard to maintain meaningful relationships with senior leaders across schools they wanted to begin (or to continue) working with. Where such relationships were already in place, it was easier for City Year to recruit schools onto the Leadership Clubs programme, than to move into new schools.

- **The use of school leaders to act as ambassadors for the programme:** In many of the schools we visited it was evident that City Year had taken steps to involve senior leaders in the ongoing development of the model. This appeared to be one of the main reasons why City Year had been able to secure schools' involvement in Leadership Clubs.

Pupil recruitment

7. By and large, there do not appear to have been any problems in securing pupil participation in City Year-run activities. Over the course of the programme, participating schools identified a 'target list' of 394 pupils who were felt to be at risk of disengaging with learning, or had poor behaviour. This was 34 more pupils than City Year had

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initially forecast at the outset (based on their knowledge of the schools in which they had worked). In practice, staff we spoke to did not feel that the identification of additional 'target list' pupils had any detrimental impact on the quality of support accessed by other pupils.

Project implementation

8. On the whole consultees indicated that the model had been relatively effective in meeting the needs of pupils in their school. Several factors appeared to be conducive to the success of the intervention:

- **High quality Corps Members:** If the quality of the Corps Members intake was good (e.g. Corps Members had good personal skills, were well organised, had confidence, and had good knowledge of different activities or subject areas), then the activities and overall engagement with pupils tended to be more effective. Conversely, poor quality Corps Members normally resulted in poorer quality interventions. One teacher spoke, for instance, about timekeeping and attitude being poor amongst volunteers in the second year in comparison to the previous year's intake. Another spoke of a lack of appropriate subject knowledge amongst some intakes restricting the activities in which Corp Members could take part.

  In recognition of these issues, two changes took place. By the programme's third year, City Year had committed to the development and delivery of a much more thorough **training programme**. When not in school (Corps Members were expected to work in host schools four days every week over the academic year), volunteers were expected to attend training sessions. Second, a number of interviewees noted that senior leaders in host schools had become increasingly involved in selecting Corps Members.

  > *"when you have a good Corps Member you effectively have a teacher"*
  >
  > Senior Leader at City Year-supported school

- **A strong relationship between the City Year Team Leader and the Headteacher of the host school:** Many of the senior leaders we spoke to highlighted the importance of the Team Leaders role in maximising the effectiveness of Corps Members in participating schools (e.g. ensuring that volunteers ran activities meeting the school's needs, helping manage the relationship between Corps Members and teachers). While senior leaders in all of the schools we visited were satisfied with their Team Leader, they acknowledged that there was scope for this role to be *'professionalised'.* As such, it is likely that the decision by City Year to replace the role of a Team Leader with a centrally contracted school-based Impact Officers (who will be City Year-employed) will be broadly welcomed.

  > *'It can be difficult to get teacher to understand that Corps Members aren't LSAs* [Learning Support Assistants]. [However], *once they begin to understand their role the relationship can be really good'* (Corps Member}

- **The engagement of teaching staff in host schools:** Staff from City Year acknowledged that, while in most schools Corps Members had become valued colleagues; in others it was acknowledged that their impact had been curtailed due to a lack of awareness and understanding amongst teaching staff of how they could support them, or how Corps Members' time could be built into the school day. For example, in one school it was noted that Corps Members had not been allowed to work in the classroom despite feeling that they could have played a valuable role in supporting targeted pupils.

9. Although staff in participating schools recognised that it was unreasonable to expect that Corps Members would spend more than one year working on the programme, it was acknowledged that, year-on-year, the quality of Corps Members would vary. It was also noted that, understandably, it took time for Corps Members to understand school culture and systems, and time for the school to understand the skillsets of the volunteers. Somewhat inevitably then, there tended to be teething issues at the beginning of each year with volunteers taking time to fully bed in ,understand school ethos and needs and build relationships with pupils.

Impact of the project

10. City Year and GLA agreed that performance monitoring information should only be collected for 'target list' pupils (who also met the target criteria for the programme). In reality, records were collected for just over two thirds of the pupils on the 'target list' (273 of the 394). It is on these data that subsequent pupil-level outcome analysis is based. Where appropriate, however, we also consider the programme's wider benefits of the programme for non-target list pupils.

Pupil learning outcomes

11. It is important to establish from the outset that the provider managed to collect only very limited pupil attainment data from their schools. In total, pupil progress data in English was only available for 33 pupils, while for maths it was only available for 32 pupils. This paucity of data – and the high level of variability in the data for the few pupils for whom it was available - means that no **statistically meaningful analyses** could be undertaken.

12. Given this lack of quantitative data, our analysis of pupil outcomes inevitably draws largely on qualitative data and anecdotal evidence. The perception amongst Corp Members and City Year staff was more positive (perhaps not surprisingly) with interviewees indicating that the interventions had led to an uplift in attainment in English and Maths, something which they felt was supported by the limited data available. They said that data for example, showed instances of pupils moving up two sub-levels in English and Maths in comparison to the baseline position. Typically, one would expect pupils to progress by one sub-level a year so such a change would be above average. This level of change would be particularly notable in English given that 51% of pupils receiving a City Year intervention has English as an additional language.[28]

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[28] As indicated by programme monitoring data.

13. City Year staff also commented on their belief that primary school pupils tended to benefit most in terms of improved attainment in Maths, English and other curriculum areas while for secondary school pupils, the programme's main benefits were in terms of improved confidence and self-esteem. The interventions were also generally perceived by City Year staff to have benefitted middle-achieving pupils the most given that these groups tended not to receive any other school-based intervention.

14. School staff were less convinced of any direct attainment link. Some thought that the City Year interventions may have helped *indirectly* to improve attainment amongst some pupils. A senior leader at one school pointed to how a Corps Members' presence enabled classroom teachers to create and deliver more creative lessons. Lessons could also be more tailored, with Corp Members being able to give extra time and attention to high or low achievers. Nevertheless, senior leaders were clear that a direct link between improved attainment and the City Year interventions could not be assumed and noted that City Year would have different levels of impact on different pupils.

Pupil behaviours

15. City Year was not able to administer SDQs to participants. As a result our assessment of the impact of the project on pupil behaviour has primarily been made using monitoring data. These suggest that City Year's interventions may have brought about improvements in **attendance** for some pupils. For example, analysis of the difference in the number of unauthorised absences amongst 'target list' pupils in the year in which they received support revealed a mean reduction of one half day session compared to the year prior to the start of the programme. Although this result is not statistically significant (indeed the level of variance in the data was extremely high), it could be considered a positive indicator.

16. The qualitative evidence tends to suggest that City Year's interventions have brought about improvements in behaviour, confidence and social skills amongst some pupils at least. One school senior leader for instance, pointed to how City Year had clearly helped improve engagement and attendance during out-of-lesson activities. The individual cited an example of the volunteers having a noticeable effect in encouraging more girls to make use of the school's table tennis facilities. Elsewhere, there was evidence of Corps Members successfully getting shy pupils to be more active in group work, with the confidence and self-esteem of volunteers rubbing off on pupils. In some cases, Corps Members became mentors and role models for target pupils. Anecdotally at least, City Year interventions helped some pupils improve their confidence and social skills. What the evidence is less clear on is how far this has translated into improved behaviour, and the number of pupils that have seen these benefits.

Wider impacts

17. Interviews with staff in host schools revealed that participation is commonly associated with a number of wider benefits:

- **A positive impact on Corps Members:** The Corps Members we spoke to indicated that involvement in the Leadership Clubs Programme had supported their personal and professional development. Reported benefits included improvements in

confidence, team-working and leadership skills and the opportunity to develop a bank of work-related experiences.

- **A greater sense of community within host school:** A number of interviewees in participating schools spoke both directly and indirectly about how Corps Members had helped bring their school together as a community, not only by encouraging students to interact with one another, but also through being a positive shared experience for all pupils. Senior leaders at two separate schools also noted how pupils still spoke positively about the previous year's City Year volunteers and how ex-Corps Members were always well-received by pupils if they ever returned to the school.

Economy of the project

18. Drawing on financial and monitoring information available for the project we can undertake some tentative analysis of the interventions' economy.

19. Analysis of the project's financial monitoring information shows that £150,476 was spent over the project's lifetime. This covers costs relating to salary, training and development, management, administration and subsistence. It does not however, include in-kind contributions from participating schools (e.g. time spent by the contract lead in supporting the intervention). This entails a mean cost of £551 per participant, making it the least expensive of the four projects.

    Unlike some of the other projects, City Year were not able to provide data on the contact hours they had with individuals – their delivery model centres on the provision of ad-hoc and informal contact as required, something which is difficult to monitor. Consequently, we are not able to calculate the average cost per hour of intervention. This in turn makes it difficult to benchmark City Year's delivery costs and therefore understand the overall economy of the project. Estimates of mentoring programmes in the United States, however, suggest that pupil mentoring programmes cost £600-£850 per pupil per year, with community-based programmes being more expensive than school-based ones. [29] City Year's delivery costs therefore seem slightly lower than would typically be expected.

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[29] https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/mentoring/ (accessed 17 June 2016)

Learning from the project

20. City Years' experience through the project provides several learning points:

- Senior leaders often appeared to be most receptive to an approach from a third-sector provider where this was supported by the testimony of other senior leaders, particularly where they worked in a similar context and could talk about the positive affect that the programme could have on pupils from disadvantaged groups.

- Where volunteers are used to support the delivery of an intervention, it is vital that they are carefully selected (possibly involving senior school staff) and receive on-going training and development opportunities

- To ensure that a positive relationship is maintained with senior leaders in participating schools providers should consider whether resources can be made available to provide for a relationship/project manager.

- There is some evidence to suggest that this type of intervention can have a positive effect on the improving confidence, self-esteem and social skills of young people. However, limitations in data collected as part of the evaluation mean that it cannot be said with any certainty that improvement in these areas will lead (or has led) to improved attendance and behaviour.

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Annex A: Research Design

1. This section discusses the approach adopted by the evaluation team in order to meet the aims of the study. The key research activities by strand are summarised in Table A-1.

Table A-1: Key research activities by strand

Evaluation Strand	Evaluation Activities	Description
Process Evaluation	Interviews with provider leads	Where possible interviews with provider leads were undertaken in February 2013, October 2013 and October-December 2015. In total 28 interviewees took part in discussions over the course of the evaluation.
	School case study visits	Visits were undertaken to 11 schools involved in the delivery of the programme. Visits were undertaken in the Autumn term of 2014 and the Summer term of 2015. Over the course of the visits we undertook a total of nineteen interviews with school contract leads/senior leader.
	Catch-up calls with contract leads	We undertook catch-up calls with contract leads from four case-study schools in the summer term of 2014.
	E-survey of contract leads	We delivered an e-survey of contract leads in November-December 2013, May-June 2014, and May-July 2015. Responses were received from nine contract leads in 2013, 10 of the 20 contract leads in 2014 and five of the 20 contract leads in 2015.
Impact Evaluation	Baseline and trend analysis of pupil monitoring information (PMI)	Analysis of baseline and performance data from all schools in receipt of support was undertaken periodically throughout the study.
	Learner discussion groups	A total of ten learner focus groups, each of six to eight pupils, were conducted in case study schools in November 2013 and May-June 2015.
Economic Evaluation	Analysis of financial monitoring information	Analysis of financial monitoring information from all schools in receipt of support is presented in this report.

Source: SQW

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Process Evaluation

2. Through the process evaluation we have undertaken a number of activities to support an assessment of the impact of participation on schools and pupils, and have assessed the overall effectiveness of individual providers (to date) and the programme as a whole. Key activities have included:

    • Interviews with provider leads

    • School case study-visits

    • Catch-up calls with contract leads

    • An e-survey of contract leads

Interviews with provider leads

3. Initial scoping consultations with provider leads, which took place in February 2013, were followed-up by a further round of meetings in October 2013, April 2014 and October-December 2015. Consultations were attended by the project lead from each provider, and where possible one or two other consultees engaged in the delivery of the programme in participating schools.

4. Consultations were conducted using a semi-structured topic guide. Where possible, meetings were undertaken face-to-face, but, in some cases, were undertaken by telephone. A total of six consultees from the four providers contributed to discussions in February 2013. Nine consultees contributed to discussions in October 13, eight to discussions in April 2014 and eleven to discussions in October-December 2015. Unfortunately in April 2014, and due to their internal staffing issues, one provider was unable to participate.

5. Consultations with providers gave us an opportunity to develop a detailed understanding of the delivery model being used and insights into why changes had been made over the course of the study. We have also looked to understand the issues and challenges faced by providers in delivering the programme and the impact they feel that this is having on participating schools and their pupils.

School Case Study Visits

6. Over the course of the evaluation we undertook visits to 12 schools involved in the delivery of the programme. Three fewer visits were undertaken than forecast at the outset. A number of factors contributed to this outcome. These are explored below.

7. The first wave of school visits was undertaken in schools who were engaged in the programme in 2012-13. The intention was to undertake a visit in one primary and one secondary school recruited by each provider, other than in the case of SHINE who were only working with one secondary school at that time. Two schools were approached from each of the other providers.

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8. At that time, only one of the four schools engaged by EYLA felt able to participate in the study. Due to the relative complexity of the delivery model adopted by ARK it was decided with the GLA that instead, three case studies should be undertaken in schools engaged by ARK. Three further case study visits were undertaken; as planned, two were in schools supported by City Year, and one in a school supported by SHINE.

9. The second wave of school visits took place in schools that were engaged in the programme in 2014/15. This time, we looked to undertake a visit to one primary and one secondary school for each provider other than in City Year, which had been granted the smallest amount of funding to deliver the programme. In practice, despite the efforts of the project lead from EYLA, it was not possible to arrange a visit to any of the four schools involved in the delivery of the intervention. Visits to five other schools (two supported by SHINE, two by ARK and one from City year) were undertaken.

10. Across the 12 case-study sites a total of nineteen interviews were undertaken with contract leads and/or senior leaders. In a number of cases, it was evident from initial conversations with the contract leads that, following initial sign-off from their senior leaders that the school should participate in the programme, senior leaders had had no further involvement in delivery. Where this was the case – and senior leaders did not feel they could add to value by meeting with us - we spoke only to contract leads.

Catch-up calls with contract leads

11. Catch-up calls were initially arranged with school contract leads in case-study schools in May 2014. Only four of the proposed seven interviews were completed. In two cases, this is because there was no longer a contract lead in the school; the original contract leads left their posts at the end of the summer term (2013-14). In the third case, the consultee was unable to find time to speak to us.

12. Interviews were conducted by telephone and followed a semi-structured topic guide. Calls provided a valuable opportunity to understand changes in the perceived effectiveness of the programme and the reasons for this.

E-survey of contract leads

13. We undertook three waves of an e-survey with contract leads in all 21 participating schools in November-December 2013 (Wave 1) and May-July 2014 (Wave 2) and May-July 2015 (Wave 3).

14. The short survey provided an insight into wider perceptions of the effectiveness of the programme, and changes in satisfaction across the three (academic) years of the programme in both case study and non-case study schools.

15. To maximise the response rate to the survey, a number of techniques were adopted by the evaluation team:

- Where possible, a personalised link to the survey was sent to each contract lead setting out the purpose of the survey and inviting them to respond. In each round, up-to-date contact was requested from the providers to ensure the appropriate email address had been used.

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- Non-respondents were also given the opportunity to complete the survey over the telephone at a time of their choosing. One school elected to complete the survey in this way.

16. In Wave 1, responses were secured from fourteen of the seventeen schools (82%) recruited by providers at this stage. Where schools had facilitated a case-study visit, contract leads were asked if they would prefer to respond to the survey or for a researcher to complete the survey on their behalf, taking on board the information provided during the visit. All seven indicated that they would prefer that we do this for them. These survey submissions were then finalised following sign-off from the contract lead in the school.

17. In Wave 2, the response rate from schools was ten out of the twenty schools that were involved at this stage (50%). Providers suggested a number of reasons for this lower response rate, including the proximity of providers' request for data monitoring information as part of the impact strand, and the challenges schools faced in administering end-of-year pupil assessments, which made them more reluctant to find time to complete a questionnaire.

18. In Wave 3, we achieved a response rate of around 25% (five of the twenty schools that participated at this time). Although providers welcomed the timing of the survey in May-July 2015, it was felt that they had found it difficult to motivate contract leads to participate in the evaluation as the programme drew to a close. Further to this it was noted that in many cases pupils were no longer accessing support from the Leadership Clubs initiative and staff were busy arranging alternative programmes of support.

Impact Evaluation

19. Through this strand of the evaluation we aim to assess the impact of the Leadership Club Programme on those young people in receipt of support. Where possible, we have explored the extent to which interventions may have benefited some sub-groups more than others.

20. Since it was commissioned after the selection of successful providers (therefore after a pre-programme baseline could be complied) and the programme was already underway, this strand of the evaluation has been subject to a number of constraints. These have limited the robustness of the approach we could adopt and have also influenced our research design.

Establishing a suitable counterfactual

21. The way in which the programme was set up, with the evaluation being commissioned after implementation, meant that it was not possible to set up a control group or a contemporaneous comparison group. Instead, therefore, we explored whether it would be possible to identify a historical comparison group using data collected from participating schools. In practice, the way in which the programme was delivered by the different providers meant that this approach was not successful. The main reason for this was the limited number of cohorts (the groups of young people in receipt of support) for whom a historic cohort could be identified.

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22. In the absence of a robust counterfactual we have, therefore, considered instead the academic performance of participants (the young people who benefitted from the various interventions) relative to the national expectation for a child or young person of their age. The interpretation of the analysis is subject to a number of caveats, reflecting the assumptions that can be made about the types of progress that can be expected of a child or young person at key transition points and about those that need to be made about the quality of assessment data obtained from participating schools.

Establishing a suitable attribution story

23. It is important to note that it is extremely difficult to isolate and quantify the direct causal impact of one specific initiative on the outcomes of a young person, particularly in an educational environment in which it is expected that young people will be given as much help as possible to help them succeed and as such the level, frequency and type of support is likely to vary over the course of a school year (even where the initiative being evaluated remains constant).

24. Understandably, at the outset of the Leadership Clubs programme, it was agreed that, in order to encourage participation of London schools, there would be no restrictions placed on what host schools could offer the intervention group, in addition to the programme. This meant the challenge of assessing attribution or additionality in a formal sense was not possible and so we have looked to develop instead an attribution story. This was achieved through consultations with providers and staff in host schools in order to understand what factors may have contributed to changes in the progress of pupils within the intervention group, and the extent to which they felt that the intervention was responsible for any changes in pupil behaviours or academic achievement.

Undertaking a programme-level assessment of impact

25. In order to undertake a programme-wide assessment of impact, it is important to recognise that any such approach is predicated on an assumption of direct comparability between funded projects. A direct comparison should only be conducted where the projects share the same or at least similar **aims/objectives**, have adopted similar **approaches** and have chosen to recruit young people with similar **characteristics/levels of need.** As we discuss below, these conditions were not met by the projects funded as part of the Leadership Clubs programme.

Varying aims and objectives

26. In practice, although all four providers set out to improve the behaviour and attainment of beneficiaries of their support programme, analysis of their theories of change or the assumptions on which their approach was predicted demonstrated marked differences. For instance, EYLA sought to support the development of a range of key behaviours that would help beneficiaries to re-engage with learning. Conversely, SHINE's primary aim was to improve the literacy and numeracy of those pupils who were deemed to have fallen behind in their studies. It was expected that ensuring that pupils were better able

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to engage with learning during the school week would then have a positive effect on their behaviour around the school.

27. Such differences have important implications for the ways in which pupil performance data can be interpreted. For example, for pupils in receipt of support from EYLA, one would expect that any changes in the behaviour of young people would occur in advance of a longer-term improvement in their attainment. Conversely, for young people in receipt of support from SHINE one might expect the inverse would be true. In such, circumstances, the meaningfulness of any direct comparison of the outcomes achieved by the providers at a single point in time would be questionable.

Evidence of tailored/bespoke delivery models

28. Consideration of the approaches adopted by providers also reveals a degree of variability in the types and volume of support available to young people in different host schools. For example, from 2013/14 onwards, schools were invited by ARK to choose with which of the six partner organisations that were collectively responsible for developing the ARK Inclusion Programme they wanted to work. As such, and depending on the school in which young people were enrolled, the type and volume of support individual pupils received is likely to have varied quite markedly.

29. Such variability in the approach adopted by providers makes undertaking a robust programme-level assessment extremely difficult, not least where the volume and type of support are likely to make a difference to the type and level of outcome might be expected. Without a common understanding around which young people can be said to have received the 'optimum' intervention, it is difficult to quantify for which group the 'true' impact of the intervention can be assessed.[30]

Differences in the characteristics of young people supported

30. Initial guidance from the GLA specified that beneficiaries should be identified as having a behavioural, emotional or social need and/or be falling behind in their studies. Although consideration of the baseline data collected by the providers indicates that such criterion were central to the way in which young people were recruited onto the programme, it is also evident that the relative level of need exhibited by young people in receipt of support differed markedly by provider. e.g.:

- All of the young people in receipt of support from SHINE were in Year 7. None of the young people in receipt of support from EYLA were in this age group.

- Just under three-quarters (73%) of the children and young people in receipt of support from EYLA were male, while just over one half (53%) of the young people who received support from SHINE were male.

- Just under three-fifths (56%) of those children and young people who received support from ARK were identified as eligible for Free School Meals. Notably, only two-fifths (28%) of those in receipt of support from SHINE were identified as eligible

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[30]Such variability also prevents an accurate assessment of which young people can be assessed as completing the intervention.

(although this was still over one tenth more than the London-wide mean in 2012/13
- 25%).

- Around one half (51%) of those children and young people in receipt of support from City Year were not learning English as their first language. Just under one fifth of those in receipt of support from ARK were in this position. The London-wide mean in 2012/13 was just over two-fifths (44%).

31. The characteristics of the intervention group has implications for how any changes in behavioural or academic outcomes are compared and interpreted. For instance, it might be considered unrealistic to expect non-native English speakers to make as much progress in English over the intervention period than their peers who spoke it as a first language. Moreover, while nationally comparable assessment data is available for young people in Years 6 and 11, academic attainment data for other year groups relies on the use of in-school performance assessment data, which may not be as directly comparable.

32. Given the level of variability observed in the intervention group recruited by each provider, it is questionable whether any direct comparison of outcomes achieved would be meaningful. Instead, it is more meaningful to consider the performance of each provider on its own merits, drawing were possible on benchmarks created through the evaluation of other similar projects/activities.

Collecting pupil/school/programme level data

33. The nature of the target group – pupils in Year 6 to 9, has posed a number of challenges to the evaluation. For example, national performance data is only collected for children and young people at the end of Key Stage 2 (Year 6) and the end of Key Stage 4 (Year 11). As such it was decided that a much richer source of data could be collected directly from schools using that collected from their in-house performance management systems.

34. Initial scoping consultations with providers were used to understand the type of data already collected by providers as part of their performance management systems, the availability of pupil characteristics and performance data within participating schools and the data and monitoring requirements previously agreed by providers as part of their contract with the GLA. These conversations informed the development of a shared monitoring framework which set out both the data monitoring requirements of both the GLA and the evaluation team, and the timetable for collection. The data monitoring requirement of the evaluation are summarised in Figure A-1. Individual requirements are discussed under the appropriate sub-heading.

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Figure A-1: Common Monitoring Framework

Pupil characteristics

- Unique pupil reference number (to be allocated by each provider)
- Year group and age
- FSM/SEN/EAL/Ethnicity/LAC
- Prior attainment (e.g. KS2/KS1 results or NC levels teacher assessment in last academic year)
- Assessment of expected progress
- Current attendance /authorised and unauthorised absenses
- Current evidence external exclusions/in-school exclusions
- Reason for referral/selection
- Goodman's Strength and Difficulties Questionnaire

Activities/interventions

- Type of activity/session enrolled in or attended
- Completed or dropped out
- Date of enrolment
- Date of completion

Outcomes

- Achieved level of progress NC levels and/or teacher assessment on completion and six-months after completion.
- Attendance level/authorised and unauthorised absences since starting programme
- Evidence of external/in-school exclusions since starting programme
- Goodman's Strength and Difficulties Questionnaire

Implementation costs and activity

- Total expenditure on interventions/activities
- Incurred salary/recruitment costs
- Incurred training and development costs
- Other management costs
- Indirect costs (adminstration, subsistence etc)
- Target groups and criteria for selection
- Total number of pupils recruited
- Total number of schools recuited
- Total number of/% of target pupils completed programme
- Total number of sessions/activities delivered
- Types of sessions/activity delivered
- Number/types of teachers recruited
- Hours of contact time per pupil/per week/per intervention(if relevant)

Peer data on rest of the/historic cohort)

- Prior attainment levels (KS2/KS1, or NC levels teacher assessment in last academic year)
- Achieved levels of progress (when intervention completed)
- Attendance and exclusions at start of programme
- Attendance and exclusions at end of programme

Source: SQW

Pupil characteristics data

35. To allow us to assess the relative performance of different sub-groups, providers were required to collect data in relation to a number of different indicators. Based on those fields commonly collected through Pupil Level Annual School Census (PLASC), these aimed to provide an understanding of the baseline performance of the intervention group, and provide a basis for understanding the relative performance of different sub-groups, such as boys and girls, children or young people with English as an Additional Language (EAL), and those with Special Educational Needs (SEN). Providers also identified whether children or young people were eligible for and claiming Free School Meals (FSM), a measure commonly used as a proxy for relative socio-economic deprivation.

36. Providers have also been required to administer Goodman's Strength and Difficulties Questionnaire (SDQ). Standard indicators commonly used by schools to assess the behaviour of pupils include attendance (for example the number of un-authorised absences and/or the number of persistent absentees) or exclusions (either fixed term or permanent). While these can provide a strong indicator of the prevalence of negative behaviours at a school level, they do not provide an effective measure of wider pupil behaviour. The SDQ, which was initially developed for use in clinical assessment, can provide intelligence in this area.

37. Although originally designed as a behavioural screening tool, the SDQ is now available in versions that meet the needs of researchers, clinicians and educationalists and so has become widely used by researchers seeking to establish the behavioural impact of education initiatives on beneficiaries. A number of different versions have been developed to support different age-groups (e.g. 10-14 and 11-16), and modes of completion (e.g. self-completed, parent completed, and teacher completed). Due to the variance in the delivery models used by the four providers, it was agreed that questionnaires should be self-completed.

38. Although the self-completion tool was originally designed for use only by 11-16 year olds, recent research commissioned by Place 2 Be has found that the tool can be used effectively with a younger age group.[31] Mindful of the challenges that some pupils may face in interpreting the tool, however, schools were encouraged to support children and young people in its completion.

39. Given that the evaluation was commissioned after the start of the programme (by which time Cohort 1 had already commenced the relevant intervention in their schools), it was decided that it would be inappropriate for Cohort 1 to complete the SDQ questionnaire and this is only being used with subsequent cohorts of pupils (from 2013/14 onwards).

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[31]Please see: Curvis M et al (2013) The validation of the self-report Strengths and Difficulties Questionnaire for use by 6-to
10-year-old children in the UK (Online) Available:
http://www.place2be.org.uk/media/4762/Research%20using%20Place2Be%20SDQ%20data%20(2013).pdf (Accessed: 10/10/2014)

Activities/Interventions

40. In order to allow us to understand the extent to which providers have been effective in recruiting children or young people onto the Programme, providers were asked to provide information pertaining to the type, and duration of activities accessed by individual pupils.

Outcomes

41. Providers were asked to collate information on pupil behaviour and achievement on completion of the intervention (commonly at the end of the school year), and six months after completion. Compared against a child's performance on commencement this provides an objective measure of change/progress.

Implementation costs and Activities

42. Completed at project level, these indicators have supported the economic evaluation. This is discussed in the following section.

The Common Monitoring Tool

43. To support the collection of pupil-level data, providers were given a programme-specific Common Monitoring Tool (CMT). Developed by SQW in Excel 2010, this provided a single site for the collection and storage of all pupil/programme level data pertaining to the four interventions. Where providers elected to submit their updates in alternative formats, SQW researchers transcribed this information into the appropriate fields of the tool.

Pupil Discussion Groups

44. Given the relatively short time-frame of the intervention (18 months), standard proxies such as attendance and exclusion will not be sensitive enough to assess changes in behaviour amongst the intervention group. To support information gathered on attendance and exclusions through completion of the SDQ, we have (where possible) undertaken pupil discussion groups with six to eight pupils in receipt of the intervention in each case study school.

45. Over the course of the evaluation we undertook a total of 10 discussion groups in the 11 schools we visited. A total of 52 children and young people were engaged in this way, from Years 1 to 10. Discussion groups were undertaken in a variety of settings including in a classroom, in the school playground and over lunch in the school canteen. In those schools where it was not felt possible to facilitate a discussion group, a number of common reasons emerged including a reluctance to take pupils out of class and/or pressure of work meaning that an on-site visit by the research team would not be possible.

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Economic Evaluation

46. Assessing value for money of the programme is one of the key aims of the evaluation. For the purposes of this study, analysis was undertaken utilising the National Audit Office's recommended framework. This requires an evaluator to make the following considerations:

- **Economy** (spending less) – the extent to which activities were delivered at minimum cost, so requires developing ratios between activities and inputs (e.g. number of activities or sessions delivered)

- **Efficiency** (spending well) - considers the benefits or outcomes compared to the intervention costs (expressed in the form of cost-effectiveness ratios), including comparing additional outputs with the inputs used to achieve them (e.g. cost per additional pupil improving attendance, cost per additional pupil achieving the expected level of progress)

- **Effectiveness** (spending wisely) - involves considering whether an intervention's objectives have been met. This normally requires a judgement on the extent to which the achieved outcomes mean that objectives have been met. In some cases it may also be appropriate to consider achieved outputs against targets.[32]

47. To support an assessment of the value for money of the programme, providers were asked to produce a financial return to the GLA at the end of each academic year. In particular, providers were asked to identify how much money had been spent on project activity (including in-kind or matched funding) and for what purpose.

48. In practice – and as discussed above - variability in the approaches adopted by the four providers makes the merit in any programme-wide assessment of value for money questionable and so we consider the performance of the project in their own right. Where possible comparisons are made with the results of research undertaken on similar interventions were suitable benchmarks have been provided.

49. Consideration of the data submitted by the providers revealed that all had put processes/systems in place to monitor expenditure on project related activities. Further to this, in addition to grant funding supplied by the GLA, all of the projects contributed (either directly or through agreement with the schools) matched funding to support the delivery of the initiative. Although most providers had attempted to calculate the in-kind contribution of participating schools, this is notoriously challenging and it was evident that many had found it difficult to capture such information. As such, any assessment of the **economy** of funding activity is likely to underestimate the actual ratio of inputs to outputs.

50. Over the course of the evaluation, we also considered the **efficiency** of funded activity. However, examination of the completeness of the data collected by providers led us to the decision that any such assessment would be insecure. For instance, over the course

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[32] National Audit Office (2014) Assessing value for money (Online) Available at: http://www.nao.org.uk/successful-commissioning/general-principles/value-for-money/assessing-value-for-money/ (Accessed: 29/10/2014)

of the programme, the ways in which money appeared to have been spent in different schools operating exactly the same intervention varied markedly.

51. Given the absence of a formal counterfactual and the limitations inherent in the assessment of the impact of the intervention, it was decided that it would be inappropriate to asses the **cost-effectiveness** of the programme.

Annex B: Analysis of beneficiary data

1. This annex presents a summary of an analysis of pupil-level data collected by providers/participating schools.

Table B-1: Participants by provider

Provider	Non-Target		Target		Total	
	N	N%	N	N%	N	N%
ARK	286	52%	260	48%	546	100%
City Year	109	40%	164	60%	273	100%
EYLA	106	23%	356	77%	462	100%
SHINE	0	0%	677	100%	677	100%
Total	501	26%	1457	74%	1958	100%

Source: Analysis of pupil-level data collected by providers/participating schools from 2012/13 to 2014/15

Table B-2: Participating pupils by year group and provider

Provider	Missing	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Total
ARK	0	5	51	31	89	72	68	226	4	546
City Year	3	0	0	82	29	28	25	21	85	273
EYLA	0	0	2	241	0	114	105	0	0	462
SHINE	0	0	0	0	677	0	0	0	0	677
Total	3	5	53	354	795	214	198	247	89	1958

Source: Analysis of pupil-level data collected by providers/participating schools from 2012/13 to 2014/15

Table B-3: Ethnicity of participating pupils

Provider	Missing	Black	White	Mixed	Asian	Chinese	Other	Total
ARK	13	296	112	75	16	6	28	546
City Year	12	82	55	24	67	3	30	273
EYLA	20	159	152	29	85	0	17	462
SHINE	19	260	212	41	103	3	39	677
Total	64	797	531	169	271	12	114	1958

Source: Analysis of pupil-level data collected by providers/participating schools from 2012/13 to 2014/15

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Table B-4: Gender of participants by provider

Provider	Missing	Male	Female	Total
ARK	0	361	185	546
City Year	2	172	99	273
EYLA	3	338	121	462
SHINE	0	365	312	677
Total	5	1236	717	1958

Source: Analysis of pupil-level data collected by providers/participating schools from 2012/13 to 2014/15

Table B-5: Free school meal eligibility of participants by provider

Provider	Missing	Eligible	Not Eligible	Total
ARK	11	306	229	546
City Year	2	123	148	273
EYLA	1	212	249	462
SHINE	0	260	417	677
Total	14	901	1043	1958

Source: Analysis of pupil-level data collected by providers/participating schools from 2012/13 to 2014/15

Table B-6: Incidence of Special Educational Needs amongst participants by provider

Provider	Missing	Yes	No	Total
ARK	224	223	99	546
City Year	73	55	145	273
EYLA	297	86	79	462
SHINE	0	151	526	677
Total	594	515	849	1958

Source: Analysis of pupil-level data collected by providers/participating schools from 2012/13 to 2014/15

Table B-7: Incidence of participants studying English as an Additional Language by provider

Provider	Missing	EAL	Not EAL	Total
ARK	208	97	241	546
City Year	14	138	121	273
EYLA	108	182	172	462
SHINE	0	263	414	677
Total	330	680	948	1958

Source: Analysis of pupil-level data collected by providers/participating schools from 2012/13 to 2014/15

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Baseline Data

Table B-8: Difference between attainment at preceding academic year and National expectations in English

	ARK	City Year	EYLA	SHINE
N	522	92	344	256
Missing	24	179	118	421
Mean	-1.915	-2.759	-1.014	-1.105
Std. Error of Mean	0.118	0.408	0.137	0.159
Median	-2	-2	-0.666	-1
Std. Deviation	2.709	3.913	2.55	2.553
Skewness	-0.304	-0.594	-0.89	-0.949
Std. Error of Skewness	0.107	0.251	0.131	0.152
Kurtosis	-0.005	-0.135	1.49	2.074
Std. Error of Kurtosis	0.213	0.498	0.262	0.303
Minimum	-10	-13	-12	-10
Maximum	6	5	4.33	4

Source: Analysis of pupil-level data collected by providers/participating schools from 2012/13 to 2014/15

Table B-9: Difference between attainment at preceding academic year and National expectations in Maths

	ARK	City Year	EYLA	SHINE
N	521	111	323	425
Missing	25	160	139	252
Mean	-1.737	-1.228	-0.767	-0.99
Std. Error of Mean	0.13	0.32	0.151	0.123
Median	-1.333	-0.666	-0.666	-1
Std. Deviation	2.972	3.379	2.728	2.554
Skewness	-0.349	-0.894	-0.313	-0.508
Std. Error of Skewness	0.107	0.229	0.136	0.118
Kurtosis	0.097	0.734	0.476	1.113
Std. Error of Kurtosis	0.214	0.455	0.271	0.236
Minimum	-10	-10	-10	-10
Maximum	5	6	6	4

Source: Analysis of pupil-level data collected by providers/participating schools from 2012/13 to 2014/15

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Table B-10: Number of unauthorised absences (half day episodes) in preceding academic year

	ARK	City Year	EYLA	SHINE
N	493	227	272	0
Missing	53	44	190	677
Mean	8.51	6.22	2.85	0
Std. Error of Mean	0.761	0.786	0.488	0
Median	3	2	0	0
Std. Deviation	16.895	11.836	8.041	0
Skewness	4.696	4.512	7.757	0
Std. Error of Skewness	0.11	0.162	0.148	0
Kurtosis	30.985	31.879	82.769	0
Std. Error of Kurtosis	0.22	0.322	0.294	0
Minimum	0	0	0	0
Maximum	168	114	100	0

Source: Analysis of pupil-level data collected by providers/participating schools from 2012/13 to 2014/15

Table B-11: Number of fixed term exclusions (half day episodes) in preceding academic year

	ARK	City Year	EYLA	SHINE
N	387	251	212	0
Missing	159	20	250	677
Mean	2.84	0.34	0.12	0
Std. Error of Mean	0.422	0.159	0.033	0
Median	0	0	0	0
Std. Deviation	8.299	2.525	0.487	0
Skewness	7.076	10.858	5.754	0
Std. Error of Skewness	0.124	0.154	0.167	0
Kurtosis	75.542	127.562	39.179	0
Std. Error of Kurtosis	0.247	0.306	0.333	0
Minimum	0	0	0	0
Maximum	110	33	4	0

Source: Analysis of pupil-level data collected by providers/participating schools from 2012/13 to 2014/15

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Table B-12: SDQ scores on commencement

	ARK	City Year	EYLA	SHINE
N	337	94	150	487
Missing	209	177	312	190
Mean	10.36	12.38	10.6	13.56
Std. Error of Mean	0.393	0.564	0.602	0.26
Median	11	12	11	14
Std. Deviation	7.21	5.47	7.377	5.734
Skewness	0.009	0.265	0.028	0.089
Std. Error of Skewness	0.133	0.249	0.198	0.111
Kurtosis	-8.08	-0.583	-1.204	-0.399
Std. Error of Kurtosis	0.265	0.493	0.394	0.221
Minimum	0	2	0	1
Maximum	29	26	25	30

Source: Analysis of pupil-level data collected by providers/participating schools from 2012/13 to 2014/15

Performance of Participants on completion

Table B-13: Achievement in English

	ARK	City Year	EYLA	SHINE
Valid	437	52	368	180
Missing	109	219	94	497
Mean	2.498	0.961	0.728	1.211
Std. Error of Mean	0.1168	0.316	0.081	0.17
Median	2	0	0	1
Std. Deviation	2.44	2.283	1.557	2.286
Skewness	0.137	1.806	0.633	-0.22
Std. Error of Skewness	0.117	0.33	0.127	0.181
Kurtosis	0.455	11.345	1.661	0.493
Std. Error of Kurtosis	0.233	0.65	0.254	0.36
Minimum	-6	-6	-4	-6
Maximum	10	12	7	7

Source: Analysis of pupil-level data collected by providers/participating schools from 2012/13 to 2014/15

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Table B-14: Achievement in Maths

	ARK	City Year	EYLA	SHINE
Valid	444	60	367	341
Missing	102	211	95	336
Mean	1.894	0.75	1.008	2.187
Std. Error of Mean	0.133	0.256	0.09	0.144
Median	2	1	1	2
Std. Deviation	2.821	1.988	1.79	2.665
Skewness	-0.175	-3.389	1.125	0.368
Std. Error of Skewness	0.116	0.309	0.127	0.132
Kurtosis	2.113	20.178	2.285	0.857
Std. Error of Kurtosis	0.231	0.608	0.254	0.263
Minimum	-9	-11	-4	-5
Maximum	12	4	9	12

Source: Analysis of pupil-level data collected by providers/participating schools from 2012/13 to 2014/15

Table B-15: Difference between expected progress at the end of the intervention period and actual attainment, and the difference between attainment preceding the intervention and National expectation in English

	ARK	City Year	EYLA	SHINE
Valid	434	52	324	180
Missing	112	219	138	497
Mean	0.795	-0.91	-0.796	-0.788
Std. Error of Mean	0.121	0.313	0.081	0.17
Median	0.583	-1.333	-1	-1
Std. Deviation	2.522	2.26	1.464	2.286
Skewness	0.129	1.718	0.959	-0.22
Std. Error of Skewness	0.117	0.33	0.135	0.181
Kurtosis	0.227	11.488	2.199	0.493
Std. Error of Kurtosis	0.234	0.65	0.27	0.36
Minimum	-7.5	-8	-5	-8
Maximum	8.5	10	5.67	5

Source: Analysis of pupil-level data collected by providers/participating schools from 2012/13 to 2014/15

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Table B-16: Difference between expected progress at the end of the intervention period and actual attainment, and the difference between attainment preceding the intervention and National expectation in Maths

	ARK	City Year	EYLA	SHINE
Valid	440	60	322	341
Missing	106	211	140	336
Mean	0.16	-1.005	-0.658	0.187
Std. Error of Mean	0.133	0.27	0.097	0.144
Median	0	-1	-1	0
Std. Deviation	2.81	2.094	1.757	2.665
Skewness	-0.119	-3.074	1.039	0.368
Std. Error of Skewness	0.116	0.309	0.136	0.132
Kurtosis	1.95	17.499	2.439	0.857
Std. Error of Kurtosis	0.232	0.608	0.271	0.263
Minimum	-10.5	-13	-5.33	-7
Maximum	10.5	2	7.67	10

Source: Analysis of pupil-level data collected by providers/participating schools from 2012/13 to 2014/15

Table B-17: Difference in the number of unauthorised absences in the year prior to the intervention and the year in which the intervention took place

	ARK	City Year	EYLA	SHINE
Valid	428	224	271	0
Missing	118	47	191	677
Mean	-0.656	-1.075	-2.169	0
Std. Error of Mean	1.179	0.873	0.422	0
Median	0	0	0	0
Std. Deviation	24.409	13.079	6.962	0
Skewness	0.542	-0.834	-8.802	0
Std. Error of Skewness	0.118	0.163	0.148	0
Kurtosis	25.548	27.319	102.407	0
Std. Error of Kurtosis	0.235	0.324	0.295	0
Minimum	-168	-104	-91	0
Maximum	218	88	4	0

Source: Analysis of pupil-level data collected by providers/participating schools from 2012/13 to 2014/15

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Table B-18: Difference in the number of fixed term exclusion episodes (half days) in the year prior to the intervention and the year in which the intervention took place

	ARK	City Year	EYLA	SHINE
Valid	342	218	211	0
Missing	204	53	251	677
Mean	-1.511	0.215	-0.085	0
Std. Error of Mean	0.503	0.122	0.024	0
Median	0	0	0	0
Std. Deviation	9.308	1.804	0.354	0
Skewness	-5.319	4.463	-5.061	0
Std. Error of Skewness	0.132	0.165	0.167	0
Kurtosis	57.261	40.327	29.896	0
Std. Error of Kurtosis	0.263	0.328	0.333	0
Minimum	-110	-10	-3	0
Maximum	36	15	0	0

Source: Analysis of pupil-level data collected by providers/participating schools from 2012/13 to 2014/15

Table B-19: Difference in total SDQ score at the start of and at the end of the intervention

	ARK	City Year	EYLA	SHINE
Valid	125	0	149	350
Missing	421	271	313	327
Mean	-1.088	0	-3.563	-2.765
Std. Error of Mean	0.577	0	0.305	0.379
Median	-1	0	-4	-3
Std. Deviation	6.457	0	3.731	7.104
Skewness	-0.564	0	-0.754	-0.027
Std. Error of Skewness	0.217	0	0.199	0.13
Kurtosis	2.02	0	1.428	-0.157
Std. Error of Kurtosis	0.43	0	0.395	0.26
Minimum	-28	0	-20	-24
Maximum	13	0	5	17

Source: Analysis of pupil-level data collected by providers/participating schools from 2012/13 to 2014/15

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Performance of participants six months after the end of the intervention

Table B-20: Achievement in English

	ARK	City Year	EYLA	SHINE
Valid	437	33	82	51
Missing	109	238	380	626
Mean	2.498	1.212	2.268	2.372
Std. Error of Mean	0.116	0.416	0.182	0.362
Median	2	0	2	2
Std. Deviation	2.441	2.394	1.655	2.591
Skewness	0.137	3.207	0.629	0.324
Std. Error of Skewness	0.117	0.409	0.266	0.333
Kurtosis	0.455	12.663	-0.084	3.817
Std. Error of Kurtosis	0.233	0.798	0.526	0.656
Minimum	-6	0	-1	-5
Maximum	10	12	7	12

Source: Analysis of pupil-level data collected by providers/participating schools from 2012/13 to 2014/15

Table B-21: Achievement in Maths

	ARK	City Year	EYLA	SHINE
Valid	200	32	87	201
Missing	346	239	375	476
Mean	3.255	0.343	2.793	2.527
Std. Error of Mean	0.201	0.322	0.185	0.182
Median	3	0	3	3
Std. Deviation	2.844	1.824	1.732	2.592
Skewness	0.148	1.321	0.849	0.622
Std. Error of Skewness	0.172	0.414	0.258	0.172
Kurtosis	0.462	3.342	1.469	1.486
Std. Error of Kurtosis	0.342	0.809	0.511	0.341
Minimum	-4	-3	-1	-4
Maximum	13	6	8	13

Source: Analysis of pupil-level data collected by providers/participating schools from 2012/13 to 2014/15

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Table B-22: Difference between expected progress six months after the intervention and actual attainment, and the difference between attainment preceding the intervention and National expectation in English

	ARK	City Year	EYLA	SHINE
Valid	204	33	82	51
Missing	342	238	280	626
Mean	0.533	-1.444	-0.731	-0.627
Std. Error of Mean	0.238	0.388	0.182	0.362
Median	0.75	-2.333	-1	-1
Std. Deviation	3.409	2.234	1.655	2.591
Skewness	-0.782	3.537	0.629	0.324
Std. Error of Skewness	0.17	0.409	0.266	0.333
Kurtosis	0.98	15.089	-0.084	3.187
Std. Error of Kurtosis	0.339	0.798	0.526	0.656
Minimum	-11.25	-3	-4	-8
Maximum	9.25	9	4	9

Source: Analysis of pupil-level data collected by providers/participating schools from 2012/13 to 2014/15

Table B-23: Difference between expected progress six months after the intervention and actual attainment, and the difference between attainment preceding the intervention and National expectation in maths

	ARK	City Year	EYLA	SHINE
Valid	440	32	87	201
Missing	106	239	375	476
Mean	0.16	-2.302	-0.206	-0.472
Std. Error of Mean	0.133	0.32	0.185	0.182
Median	0	-2.333	0	0
Std. Deviation	2.81	1.81	1.732	2.592
Skewness	-0.119	0.771	0.849	0.622
Std. Error of Skewness	0.116	0.414	0.258	0.172
Kurtosis	1.95	2.663	1.469	1.486
Std. Error of Kurtosis	0.232	0.809	0.511	0.341
Minimum	-10.5	-6	-4	-7
Maximum	10.5	3	5	10

Source: Analysis of pupil-level data collected by providers/participating schools from 2012/13 to 2014/15

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Table B-24: Difference between expected progress six months after the end of the intervention and actual attainment, and the difference between attainment at the end of the intervention and National expectations in English

	ARK	City Year	EYLA	SHINE
Valid	209	28	82	213
Missing	337	243	380	464
Mean	-0.54	-0.535	0.268	-0.516
Std. Error of Mean	0.203	0.208	0.057	0.105
Median	0	-1	0	-1
Std. Deviation	2.942	1.104	0.522	1.534
Skewness	-1.419	0.008	0.766	0.106
Std. Error of Skewness	0.168	0.441	0.266	0.167
Kurtosis	4.065	0.936	0.596	4.061
Std. Error of Kurtosis	0.335	0.858	0.526	0.332
Minimum	-13.75	-3	-1	-7
Maximum	6.25	2	2	6

Source: Analysis of pupil-level data collected by providers/participating schools from 2012/13 to 2014/15

Table B-25: Difference between expected progress 6 months after the intervention and actual attainment, and the difference between attainment at the end of the intervention and National expectation in maths

	ARK	City Year	EYLA	SHINE
Valid	212	27	87	268
Missing	334	244	375	409
Mean	-0.211	-1.111	0.356	-1.395
Std. Error of Mean	0.147	0.371	0.063	0.138
Median	-0.333	-1	0	-1
Std. Deviation	2.147	1.928	0.59	2.266
Skewness	-0.055	1.317	0.408	-1.338
Std. Error of Skewness	0.167	0.448	0.258	0.149
Kurtosis	0.87	3.221	0.052	1.938
Std. Error of Kurtosis	0.333	0.872	0.511	0.297
Minimum	-7.75	-4	-1	-9
Maximum	6	5	2	3

Source: Analysis of pupil-level data collected by providers/participating schools from 2012/13 to 2014/15

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Table B-26: Difference in total SDQ score at the start of and six months after the end of the intervention

	ARK	City Year	EYLA	SHINE
Valid	79	0	0	225
Missing	467	271	462	452
Mean	-2.177	0	0	0.502
Std. Error of Mean	0.767	0	0	0.565
Median	-2	0	0	0
Std. Deviation	6.817	0	0	8.482
Skewness	-0.38	0	0	0.179
Std. Error of Skewness	0.271	0	0	0.162
Kurtosis	0.934	0	0	-0.593
Std. Error of Kurtosis	0.535	0	0	0.323
Minimum	-25	0	0	-17
Maximum	13	0	0	21

Source: Analysis of pupil-level data collected by providers/participating schools from 2012/13 to 2014/15

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Annex C: E-survey of Contract Leads

Table C-1: Reasons for engagement 2012/13, 2013/14 and 2014/15

Prov-ider	Ongoing relationship			Feedback from other schools			An approach from the provider			An approach from the Local Authority			In order to meet one of the objectives of the school improvement plan			An opportunity to secure additional support for disadvantaged pupils			Other		
	12/13	13/14	14/15	12/13	13/14	14/15	12/13	13/14	14/15	12/13	13/14	14/15	12/13	13/14	14/15	12/13	13/14	14/15	12/13	13/14	14/15
ARK	1	1	2	0	0	0	0	0	0	n/a	0	0	3	0	0	4	1	3	1	0	0
City Year	1	0	1	1	0	0	1	0	0	n/a	1	0	1	0	0	2	0	0	1	0	0
EYLA	0	0	0	0	0	0	1	1	0	n/a	0	0	0	0	0	0	0	0	0	0	0
SHINE	0	0	0	2	1	0	1	1	0	n/a	0	0	1	0	0	4	1	1	0	0	1
Total	2	1	3	3	1	0	3	2	0	n/a	1	0	5	0	0	10	1	4	2	0	1

Source: Survey of School Leaders 2012/13 (N = 25), 2013/14 (N = 6), and 2014/15 (N = 5). Type of question: Multiple -item response

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Experiences of supporting delivery of the programme

Table C-2: Perceived severity of challenge facing schools participating in the programme

Provider	Very straight-forward			Fairly straight-forward			Neither challenging nor straight-forward			Fairly challenging			Very challenging			Missing			Total		
	12/13	13/14	14/15	12/13	13/14	14/15	12/13	13/14	14/15	12/13	13/14	14/15	12/13	13/14	14/15	12/13	13/14	14/15	12/13	13/14	14/15
ARK	0	1	0	1	3	0	1	0	1	2	0	1	0	0	0	2	0	0	4	4	2
City Year	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	2	1	1
EYLA	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1	1
SHINE	0	1	0	1	3	3	0	0	0	1	0	0	0	0	0	0	0	0	2	4	4
Total	0	3	0	2	7	3	2	0	1	4	0	1	0	0	0	3	0	0	9	10	5

Source: Survey of School Leaders 2012/13, 2013/14 and 2014/15, Type of question: Single item-response

Table C-3: Ways of reducing the severity of challenge

Provider	Improved communication with the provider			Better alignment with the school timetable			More flexibility in the way that the intervention is delivered			More support in the collection of monitoring information			Lesser burden on teaching staff			Reduced demands on classroom space			Other		
	12/13	13/14	14/15	12/13	13/14	14/15	12/13	13/14	14/15	12/13	13/14	14/15	12/13	13/14	14/15	12/13	13/14	14/15	12/13	13/14	14/15
ARK	0	0	2	1	1	0	0	0	0	0	1	1	1	0	0	3	1	0	1	0	0
City Year	1	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EYLA	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	1	1	0	0	1	0
SHINE	0	0	0	1	0	1	0	1	0	1	0	2	1	0	0	0	0	0	0	3	0
Total	1	0	2	4	1	1	1	1	0	2	1	3	2	0	0	4	2	0	1	3	0

Source: Survey of School Leaders 2012/13 (N = 15), 2013/14 (N = 8), and 2014/15 (N = 5). Type of question: Multiple -item response

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Effectiveness of the programme

Table C-4: Perceived effectiveness of programmes in meeting the needs of participants

Provider	2012/13				2013/14				2014/15			
	Fairly effective	Very effective	Missing	Total	Fairly effective	Very effective	Missing	Total	Fairly effective	Very effective	Missing	Total
ARK	1	3	0	4	1	3	0	4	1	1	0	2
City Year	0	2	0	2	0	1	0	1	0	0	0	0
EYLA	1	0	0	1	1	0	0	1	0	0	0	0
SHINE	0	2	0	2	1	3	0	4	0	3	0	3
Total	2	7	0	9	3	7	0	10	1	4	0	5

Source: Survey of School Leaders 2012/13, 2013/14 and 2014/15, Type of question: Single item-response

Table C-5: Ways of improving the effectiveness of the delivery models used by providers

Provider	Activities more tailored			Greater variety of activities			Skills of the provider			Length of the programme			Other		
	12/13	13/14	14/15	12/13	13/14	14/15	12/13	13/14	14/15	12/13	13/14	14/15	12/13	13/14	14/15
ARK	0	2	1	0	0	0	1	0	0	2	1	0	1	1	0
City Year	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0
EYLA	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0
SHINE	1	2	0	0	1	0	0	0	0	1	1	2	0	0	1
Total	1	4	1	0	1	0	2	0	0	3	2	2	3	1	1

Source: Survey of School Leaders 2012/13 (N = 9), 2013/14 (N = 8), and 2014/15 (N = 4). Type of question: Multiple -item response

SQW

Impact on participating schools and pupils in receipt of support

Impact on the attainment of pupils in receipt of support

Table C-6: Perceived impact of programmes on attainment

Provider	2012/13				2013/14					2014/15				
	Fairly positive	Very positive	Missing	Total	Neither positive nor negative	Fairly positive	Very positive	Missing	Total	Neither positive nor negative	Fairly positive	Very positive	Missing	Total
ARK	1	3	0	4	1	3	1	0	4	2	0	0	0	2
City Year	0	2	0	2	0	1	0	0	1	0	0	0	0	0
EYLA	1	0	0	1	0	1	0	0	1	0	0	0	0	0
SHINE	0	2	0	2	0	3	1	0	4	0	0	2	1	3
Total	2	7	0	9	1	8	1	0	10	2	0	2	1	5

Source: Survey of School Leaders 2012/13, 2013/14 and 2014/15, Type of question: Single item-response

Table C-7: Ways of improving the impact of the programmes on attainment

Provider	More contact time with pupils			More 1:1 support for pupils			More time spent on literacy tasks			Other		
	12/13	13/14	14/15	12/13	13/14	14/15	12/13	13/14	14/15	12/13	13/14	14/15
ARK	3	1	0	1	3	0	0	0	0	1	0	0
City Year	0	0	0	0	0	0	0	0	0	1	0	0
EYLA	0	0	0	1	0	0	1	0	0	0	0	0
SHINE	1	0	1	0	2	0	0	1	0	1	1	0
Total	4	1	1	2	5	0	1	1	0	3	1	0

Source: Survey of School Leaders 2012/13 (N = 10), 2013/14 (N = 8), and 2014/15 (N = 1). Type of question: Multiple -item response

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Impact on the behaviour of pupils in receipt of support

Table C-8: Perceived impact of programmes on behaviour

Provider	2012/13				2013/14				2014/15			
	Neither positive nor negative	Fairly positive	Very positive	Total	Neither positive nor negative	Fairly positive	Very positive	Total	Neither positive nor negative	Fairly positive	Very positive	Total
ARK	1	2	1	4	1	2	1	4	0	2	0	2
City Year	0	2	0	2	0	1	0	1	0	0	0	0
EYLA	0	1	0	1	0	1	0	1	0	0	0	0
SHINE	0	1	1	2	0	2	2	4	0	0	3	3
Total	1	6	2	9	1	6	3	10	0	2	3	5

Source: Survey of School Leaders 2012/13, 2013/14 and 2014/15, Type of question: Single item-response

Table C-9: Ways of improving the impact of the programmes on behaviour

Provider	More contact time with pupils			More 1:1 support for pupils			Greater differentiation between pupils			Greater engagement with external speakers			Other		
	12/13	13/14	14/15	12/13	13/14	14/15	12/13	13/14	14/15	12/13	13/14	14/15	12/13	13/14	14/15
ARK	3	1	0	1	3	0	0	0	1	1	0	0	1	0	0
City Year	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0
EYLA	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0
SHINE	2	0	1	0	1	0	0	0	1	0	1	0	0	1	0
Total	5	1	1	2	4	0	1	0	2	1	1	0	2	1	0

Source: Survey of School Leaders 2012/13 (N =11), 2013/14 (N = 7), and 2014/15 (N = 3). Type of question: Multiple -item response

Other impact of programmes on participants

Table C-10: Other impacts on participants

Provider	Improved self esteem			Improved attendance			Improved relationships with parent/ carers			Improved relationships with their peer group			Other		
	12/13	13/14	14/15	12/13	13/14	14/15	12/13	13/14	14/15	12/13	13/14	14/15	12/13	13/14	14/15
ARK	4	2	1	1	2	1	2	1	0	3	1	0	1	1	0
City Year	2	0	0	0	0	0	1	0	0	1	0	0	0	0	0
EYLA	1	0	0	0	1	0	0	0	0	0	0	0	1	0	0
SHINE	1	3	3	1	3	1	0	1	0	0	2	3	0	3	1
Total	8	5	4	2	6	2	3	2	0	4	3	3	2	4	1

Source: Survey of School Leaders 2012/13 (N = 19), 2013/14 (N = 20), and 2014/15 (N = 10). Type of question: Multiple -item response

Table C-11: Wider School Impacts

Provider	Other pupils find it easier to work			Stronger culture of achievement			Stronger culture of participation			Greater willingness of pupils to engage in extra-curricular activities			There is greater parental engagement			Other		
	12/13	13/14	14/15	12/13	13/14	14/15	12/13	13/14	14/15	12/13	13/14	14/15	12/13	13/14	14/15	12/13	13/14	14/15
ARK	0	1	1	0	1	0	0	2	0	0	0	0	1	1	1	1	1	0
City Year	0	0	0	0	0	0	2	0	0	2	0	0	0	0	0	0	0	0
EYLA	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0
SHINE	1	1	2	0	0	2	2	1	1	1	2	2	0	2	0	0	2	0
Total	1	2	3	1	1	2	5	3	1	3	2	2	1	3	1	1	3	0

Source: Survey of School Leaders 2012/13 (N = 12), 2013/14 (N = 14), and 2014/15 (N = 9). Type of question: Multiple -item response

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