SUMMARY OF THE WEST LONDON ZONE (WLZ) PILOT IMPLEMENTATION STUDY

SEPTEMBER 2016
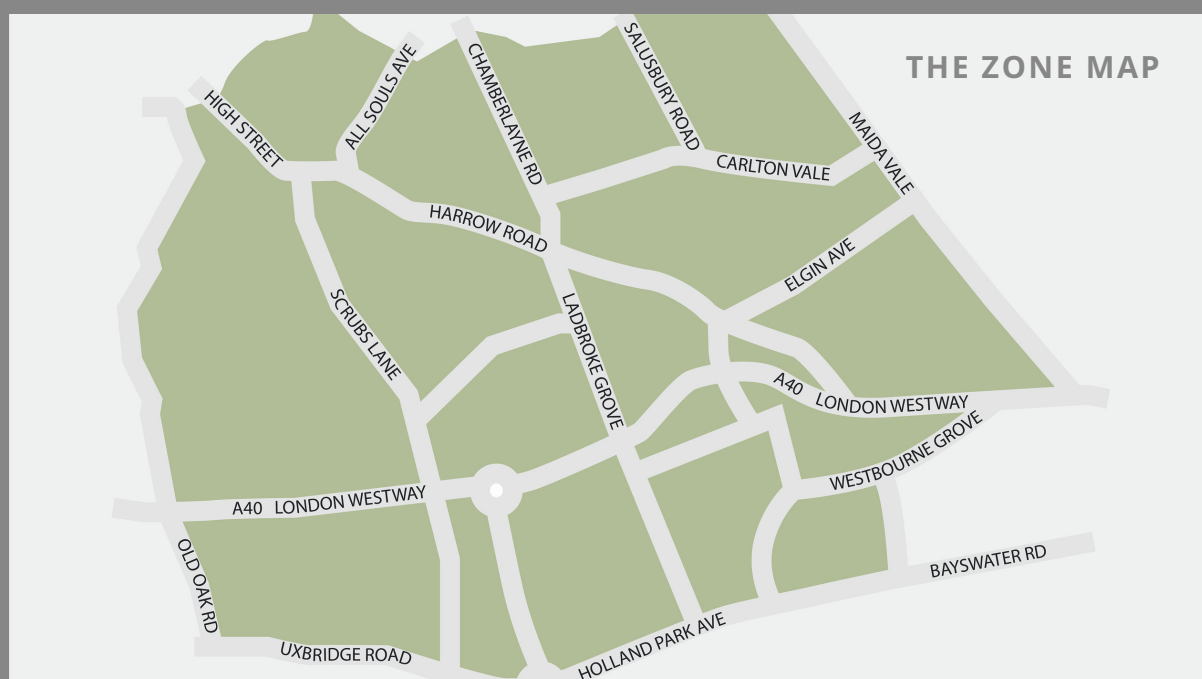
WEST
LONDON
ZONE
collective impact for
children and young people

THE ZONE MAP

In partnership with

DARTINGTON *
SOCIAL
RESEARCH
UNIT

This is the Executive Summary of the West London Zone Pilot Implementation Study (2015-16). It was authored by the WLZ team and attempts to be an honest account of the successes and challenges involved in delivering the pilot, and what we can learn from the data we gathered about children's progress. We are proud of what was achieved, and enormously grateful to the WLZ team, our partner charities, our funders and advisers, the children's centre and schools we worked in, and the children themselves and their parents, who have together achieved a huge amount and laid the foundations for great work in the coming years.

Danny Kruger,
Chairman

Louisa Mitchell,
Chief Executive Officer

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INTRODUCTION

WLZ emerged from criminal justice charity, Only Connect (OC), which has a youth centre in West London. OC found that young people who turned to crime typically lacked long-term support which was effectively co-ordinated throughout their childhood, and were exposed at a young age to a culture of the streets which disrespected learning, work and family life. A visit to Harlem Children's Zone (HCZ) in New York in 2011 inspired the aim of doing 'whatever it takes' to support children from 'cradle to college' and to do so with enough people in an area so that the community 'tips' into a place of aspiration and achievement.

The 'West London Zone' area in London is 3 square miles around the Harrow Road (north Hammersmith, north Kensington, north Westminster and south Brent), home to around 66,000 children and young people aged 0-25 years.

While the aim of WLZ remains the same as HCZ's, the operating model is different. WLZ is a Collective Impact model (see box).* Through 3 years of research and relationship building and a design process led by a Steering Group of local social sector organisations, WLZ concluded that around one in five children and young people in the Zone (13,000 people) should be targeted for early intervention to prevent risk factors in childhood developing into negative outcomes in adulthood. It also concluded that the reason this did not currently occur was due to a lack of effective identification of need and a lack of connectivity between professionals and agencies (in the public and social sectors) working with young people at risk of poor outcomes in adulthood.

Our model, therefore, aims to connect West London's rich ecology of local 'social assets' to deliver better outcomes for children so that they arrive in adulthood safe, happy and healthy – meaning they have good physical and mental health, are ready for sustained and gainful employment, and are able to forge positive relationships.

The pilot took place during academic year 2015/16 in White City, Hammersmith. The pilot set out to see whether it was possible to get this innovative and complex operating model off the ground, as well as to refine the hypothesis and theory of change, and establish how to measure outcomes. Given the one-year period of the pilot and WLZ's theory of change, which demands consistent long-term support for children, any direct improvement for the 118 children who participated would be an added bonus.

The principal achievement of the pilot is that WLZ's operating model has been successfully implemented and WLZ is ready to embark on the next stage in September 2016, the three-year Proof Stage. An additional achievement is that 36 children (32% of those we could fully assess) exhibited fewer indicators of risk of poor future outcomes at the end of the pilot compared to the start. However, 55 children (49% of those we could fully assess) showed no change, and 20 children (18 % of those we could fully assess) disappointingly went backwards** (see p.13-16 for analysis of outcomes).

WLZ spent £580,000 during the pilot year from July 2015 to August 2016 inclusive. This figure includes the set up for the pilot, delivery of our work to 118 children, the post-pilot analysis and write up. It also includes the development of the Year 1-3 Proof Stage and the Collective Impact Bond model.

The purpose of the upcoming three-year Proof Stage is to determine whether this operating model can progress at-risk children towards flourishing outcomes in life by better linking social sector provision and mobilising consistent trusted adult support within the community. For school age children, the Proof Stage will be funded through commissioning from a local council, local schools, philanthropy and central government/Big Lottery, on a payment-by-results model seeded with upfront social investment. For Early Years the proof stage will still be philanthropically funded as there is further development work to do to refine the approach.

Five principles of Collective Impact (CI) *	How WLZ met this principle in the pilot (See p.4 for a description of the WLZ model to clarify terminology)
COMMON AGENDA	WLZ's vision is that all children arrive safe, happy and healthy in adulthood
SHARED MEASUREMENT	All partners collected the same data points in the WLZ format: attendance and pre and post support outcomes measures
MUTUALLY REINFORCING ACTIVITIES	Each child had a bespoke plan of support from the partnership, designed by the backbone to match needs using identification data and coordinated by the Link Worker
CONTINUOUS COMMUNICATION	Backbone spoke at least weekly to all partners & anchors, by phone, email and face to face as well as organising group meetings
BACKBONE SUPPORT	Dedicated backbone team provided data, management and finance support

*Kania, J., Kramer, M. Collective impact. (Stanford Social Innovation Review website http://www.ssireview.org/articles/entry/collective_impact. (Published Winter 2011. Accessed 10 August 2016).

**This is according to a risk factor profile made up of a composite of binary risk factors. This is a blunt measurement method that offers no nuance or scale - so a child may improve in one risk factor and not in another and that will be equal to 'no improvement' - and will be changed for year 1.

OVERVIEW OF THE MODEL

The WLZ approach puts the **child** at the centre with all stakeholders focused on their shared goal of improving outcomes for that child. Children are identified through their **anchor organisations**, currently schools and children's centres. Each child has a **Link Worker**, employed by WLZ, who works in and around their anchor with them. The Link Worker facilitates support from WLZ's social sector **partners**, to provide the child with whatever they need to build on their strengths and address their needs to help them progress towards flourishing outcomes. That is co-ordinated by a **backbone** team who raise money, manage the work, and rigorously use data to monitor it.

We summarise the backbone's work as 'identify children, act to support them, monitor their progress'.

PARTNERS

ANCHOR

CHILD LINK WORKER

BACKBONE
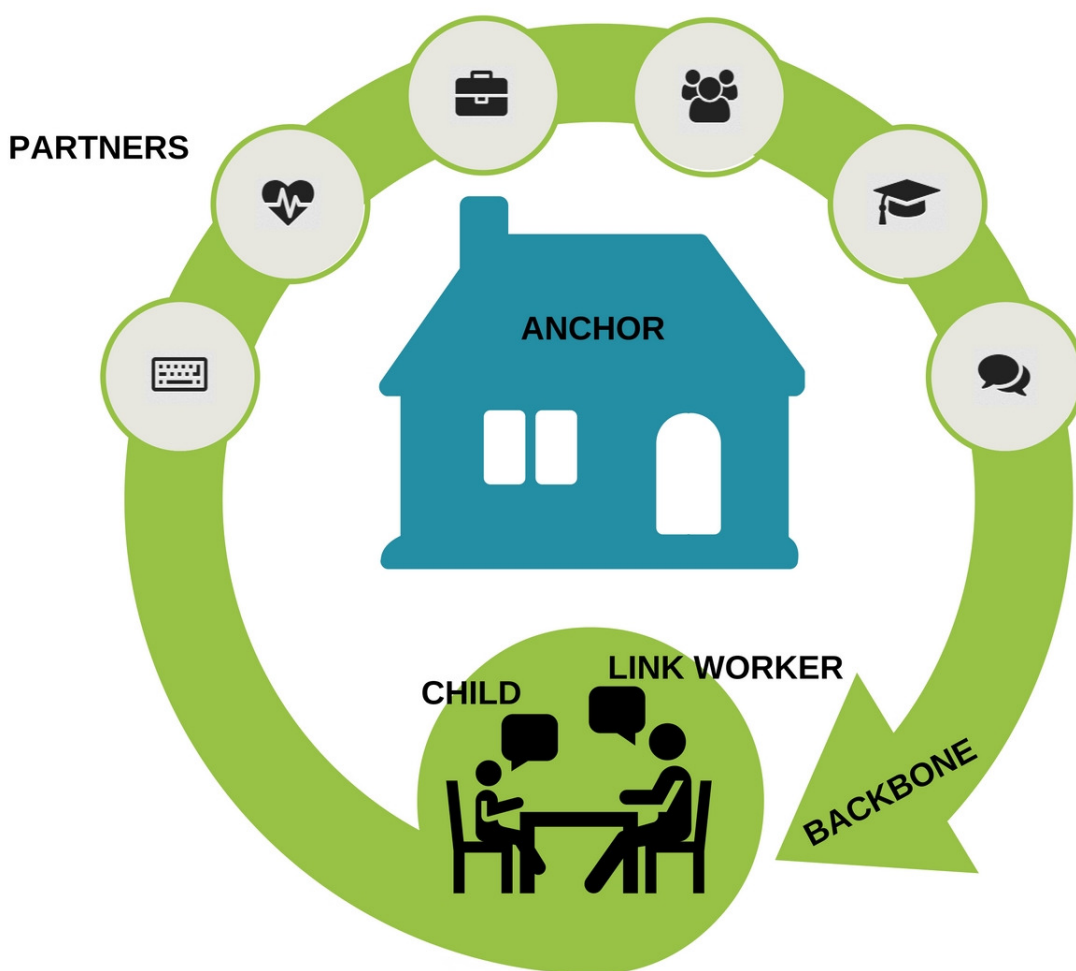
THE PILOT

WHAT WE SAID WE WOULD DO	WHAT WE DID	WHAT WE WILL DO IN YEAR 1
Support 120 children and young people age 0-25 years	Supported 118 children aged 3-12 years old (we started with 128)	Support 120 school age children; approx. 50 Early Years children
Conduct active identification using risk factor data	Successfully completed identification using anchor administrative data	Comprehensive WLZ Data Collection Survey for more robust identification in Year 1
Work with 4 anchors	Worked with 3 anchors	Start with 3 school anchors; develop new Early Years anchors; try new approach with older youth with employment charity
Contract 12 social sector partners to deliver support	12 partners contracted with clauses in contracts on attendance, outputs, data sharing, pre/post quantitative measurement. Over 400 social sector support sessions delivered	Wide enough partnership to offer any support needed; partners contracted to attendance
Deploy 3 Link Workers across the anchors to facilitate the work and build the WLZ community	3 Link Workers integrated in 3 anchors. Total of 722 Link Worker interactions in Phoenix and 1,162 in Ark Swift	4 Link Workers in 3 school anchors; Early Years Link Worker in Children's Centres; project manager for employment. Interactions measured in minutes
Establish clear and user-friendly data collection processes	All partners sharing data as requested, social sector partners according to WLZ templates	Continue to use processes established in pilot; design more automated systems
Ensure adequate attendance at all support	Average attendance rate at support was 70% for Phoenix students and 62% for students at Ark Swift	We aspire that attendance at partner support is 96%, in line with that at school.
Conduct pre-and post measurement and enable social sector partners to do so too	Conducted measurement using anchor data; 7 out of 12 social sector partners conducted pre/post quantitative measurement	All partners to conduct quantitative pre/post measurement that has a normative scale; WLZ to use Data Collection Survey for whole child progress measurement
Establish operations for a complex place-based collective impact model ready for Year 1-3 Proof Stage	Functional model developed for schools; Early Years strategy requires more work	School age model ready for Year 1-3 Proof Stage; Early Years to be developed
Consider any positive outcomes for participants an added bonus	36 out of 113 (32%) students for whom we have data reduced their number of risk factors	Be paid on achieving positive outcomes for WLZ children

The Anchors

Anchors are settings for our work with two key roles: to give WLZ access to children, and to provide physical space for delivery. From Year 1, anchors will also be joint commissioners of WLZ (along with the council, philanthropists and central government/Big Lottery). The anchors are key actors in the place-based approach of WLZ, and are important for embedding the long-term change we aim to nurture in the community, which is that there is a culture among people living there to support children to grow up well.

Pilot anchors:
Randolph Beresford Early Years Centre
Ark Swift Primary Academy
Phoenix High School

Schools:
Each school is different and we now undertake a ***Common Assessment Framework*** over several months so as to understand their values, policies, curriculum, aims of the leadership team and existing support system before starting work. Both anchor schools in the pilot had leadership changes during the pilot year. Our secondary school was taken over by Future Academies, creating a challenging backdrop. Our primary academy was graded 'good' by Ofsted who liked the support WLZ was offering in the school.

We learned that in future we need visible buy-in from the Head Teacher disseminated throughout the school. We must be aligned in ***our values and beliefs***. We must also share the same aspiration for the children and be in agreement with our ***behaviour policy***. We need to agree organisational parameters around scheduling and use of space and have key contact people for the WLZ team and for the social sector partners delivering support on the ground so as to avoid wasting time. All of this is articulated in our manual ***'How to work with schools'.***

Our model needs to be able to flex to provide the children with the support they need as well as fill gaps in existing support provided by our anchors. **This ability to shape support bespoke to each individual, around the existing school offer, was attractive to the schools**. In our pilot secondary school the prevailing need was academic support. In our pilot primary academy, the most significant needs were for mental well-being and behaviour support. The academy did not want academic support because of the high volume of numeracy and literacy already on the curriculum due to 100% numeracy and literacy targets. We realised too late that where we could have helped was to provide support with improving the home learning environment.

'**The one stop shop and efficiencies that provides are the key here. As is the connection into the community which we simply did not have before**', Damian McBeath, Executive Head of three Ark Primary Academies in West London.

Children's Centres:
Children's centres are even more diverse than schools in what they can offer and our model needs to flex to the very different offers made to families by different children's centres. In the pilot WLZ supported Randolph Beresford to use existing assets more effectively – by supporting the use of its large outside space and garden area for Forest School Outdoor Learning – and to bring in support to fill gaps, such as family management in the home. But the Early Years needs more experience and more grant-funded strategic work to determine the future WLZ model. **Michele Barrett, Head of Randolph Beresford said: 'WLZ can do the strategic piece we cannot do and can find and engage the social sector support that we simply do not have the resources to spend the time on.'** WLZ is currently designing a pragmatic and frontline plan for Early Years based on the pilot experience, so as to develop the Early Years' approach in 3-4 Children's Centres in the early part of the Proof Stage, with a view to developing a more sustainable and commissionable model over time.

Employment agencies:
We had hoped to work with the Shepherds Bush Jobcentre Plus but despite positive conversations, operations did not come together. Discussions are under way with an employment charity as our anchor for the older youth in the Year 1-3 Proof Stage.

The Link Workers

Link Workers (LWs) engage directly with children and families and co-ordinate support from social sector partners. They work mostly in their anchor but also in the WLZ office. They are:

- Trusted adults to the children and parents/carers
- Reliable professionals for the anchor and social sector staff
- Role models in the community

The LWs started out in a facilitation role based on feedback from our Steering Group that connecting and co-ordinating all the social sector support on behalf of children and families required a dedicated individual working on the ground. But the role evolved into significant direct engagement to ensure children sustain their support and make the most of it. By the end of the pilot, it comprised these three elements:

1 **Initial engagement:** understand child and family situation, help identify goals, strengths and needs

2 **Ongoing engagement:** set short term, achievable targets that all work up towards achieving the long term goal

3 **Coordination and logistics:** timetabling, coordinating with WLZ backbone and anchor
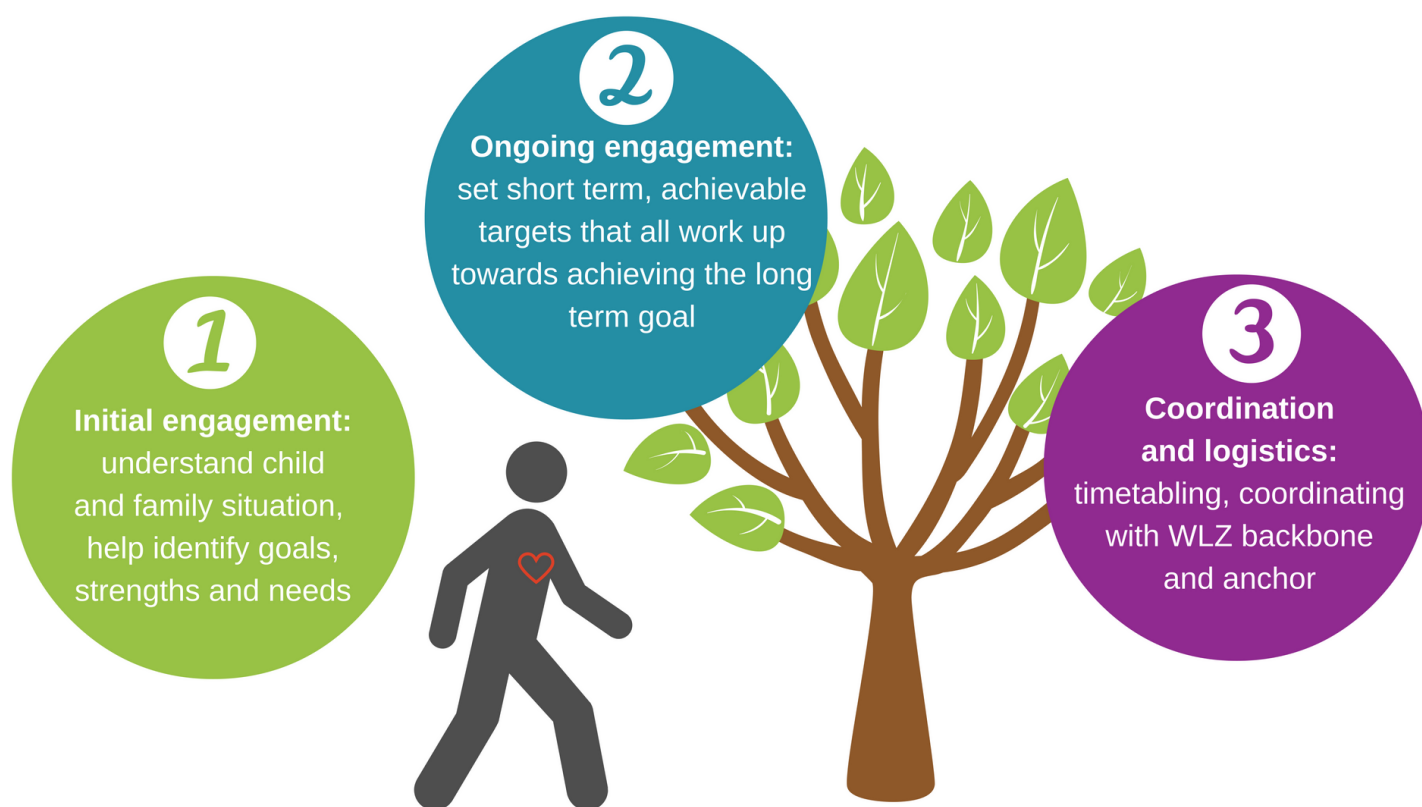
'I must congratulate Farial (Phoenix High School LW) for all her work as the students are engaging with the programme due to her dedication and commitment.'
Eleanor Hatchett, SENCO of Phoenix High School

We learned through the pilot that LWs need to quickly determine the highest need children and work with them according to the following **engagement structure:**

Intensity of the LW approach   **Estimated % of cohort**

Light touch: Constant trusted adult presence, contact at support sessions, informal 'check-ins'; goal setting at initial engagement and light follow-up through to end of year revisit

60-70%

Medium: 1:1 meetings every 3-4 weeks on top of regular light touch engagement; close tracking of targets and goals using reward system
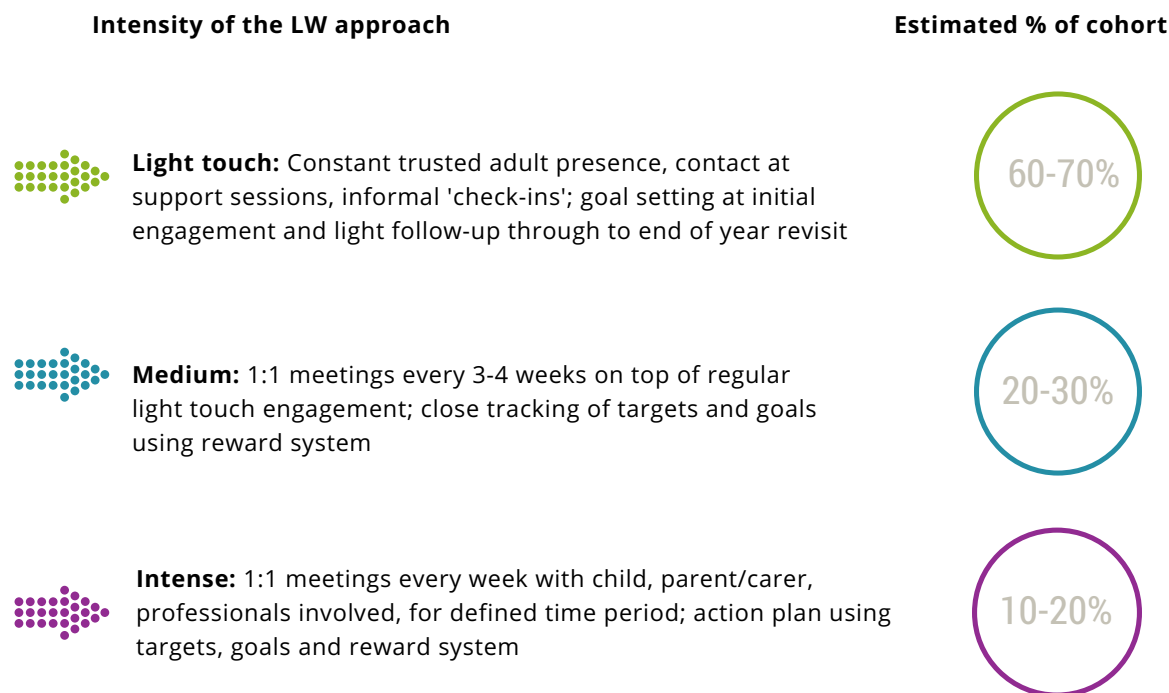
20-30%

Intense: 1:1 meetings every week with child, parent/carer, professionals involved, for defined time period; action plan using targets, goals and reward system

10-20%

Engagement practice is evolving from the ***Kaizen steps*** which we started the pilot with, to possibly combining it with ***Motivational Interviewing (MI)*** techniques summarised as OARS: Open-ended questions, Affirmations, Reflective listening, Summaries. The aim of the Kaizen steps is to make sure participants fully understand what they are engaging in and have a stake in making it work for them. The aim of MI is similar, but with a further focus on self-determination including not only the right and the skills to make decisions, but to be treated with respect. We are considering embedding MI across the organisation going forward to develop techniques to better support WLZ's practice of positive reinforcement. A firm grip on attendance and behaviour, coupled with rewards for achievements that are also communicated to parents/carers, have had a very positive impact on the children in the pilot.

Engagement tools:

Flourishing tree for rewards   Workbooks   Certificates

LWs record every child, parent/carer and professional interaction as contact or engagement, depending on the nature of the interaction. They also record key notes of these conversations and by the end of the pilot were recording amount of time spent per interaction (in minutes) so that intensity of support can be recorded and analysed against need and progress.

Pilot Link Workers

Phoenix High School

Farial Missi

- Former head girl of Phoenix
- Works in Phoenix Youth Club
- Academic research on children's values
- Teaching assistant
- Local resident

Ark Swift Primary Academy

Rahel Goenner

- Children in local Early Years Centre and primary school
- Previous social sector and community organising expertise
- Training to be a psychotherapist

Randolph Beresford Early Years Centre

Cinzia d'Ambrosi

- Children in local primary school
- Research into effect of poverty on people living in White City
- Art/photography teacher, photo journalist

The three pilot LWs were all local residents and role models in the community. They had a broad range of experience in community organising and working with children. This deep attachment to place is important. WLZ also has a Reference Board of local residents in place to ensure that the governance of the organisation appropriately represents and is guided by the citizens who live in the area. However, a broader range of experience is also necessary in the LW team and new LWs hired for Year 1 have both teaching and social care experience. They must remain 'neutral' from within the community while being closely aligned with anchor staff. Though the LW role is clearly defined for schools, it needs more development for the Early Years. All LWs need to have the following:

HEAD
Experience, e.g.
social work, teaching,
psychology
Work to highest
standards

HEART
'Relatable' and
empathic
Attachment to
place/people
Role model
Ambitious

HAND
Proactive
Solution-focused
Data driven

Note: with thanks to Dartington Social Research Unit/Lankelly "Everything I Am In One Place" for providing the 'Head, Heart, Hands' framework.

The Partners

Our pilot partners offered a range of strengths and needs-based support. Play sessions at the White City Adventure Playground were important for creating positive opportunities for the children, reducing the potential for stigma attached to participating in WLZ. Mental health counselling and academic tutoring were necessary needs-based support.

Randolph Beresford Early Years Centre

- **Home Start:** volunteer home visiting & befriending
- **The Music House for Children:** music to support communication
- **Forest School:** outdoor learning

Ark Swift Primary Academy

- **West London Action for Children:** mental health counselling
- **QPR:** fitness & nutrition
- **White City Play Project:** after school adventure play club
- **Hammersmith Community Gardens:** therapeutic gardening

Phoenix High School

- **ClementJames Centre:** 1:1 tutoring and academic support
- **React:** drama therapy
- **Funpact 'Bridging The Gap':** parent/child course
- **Real Action:** Butterfly reading programme
- **London Sports Trust:** fitness & nutrition
- **White City Play Project:** adventure play club
- **Hammersmith Community Gardens:** therapeutic gardening

Delivery cycle

Research → Joining criteria → Letter of understanding → Support assignment → Contracting → Pre-delivery set up → Baseline testing → Delivery → Post delivery testing → Reflection & review

Items in purple were developed through learning in the pilot and will be added for year 1
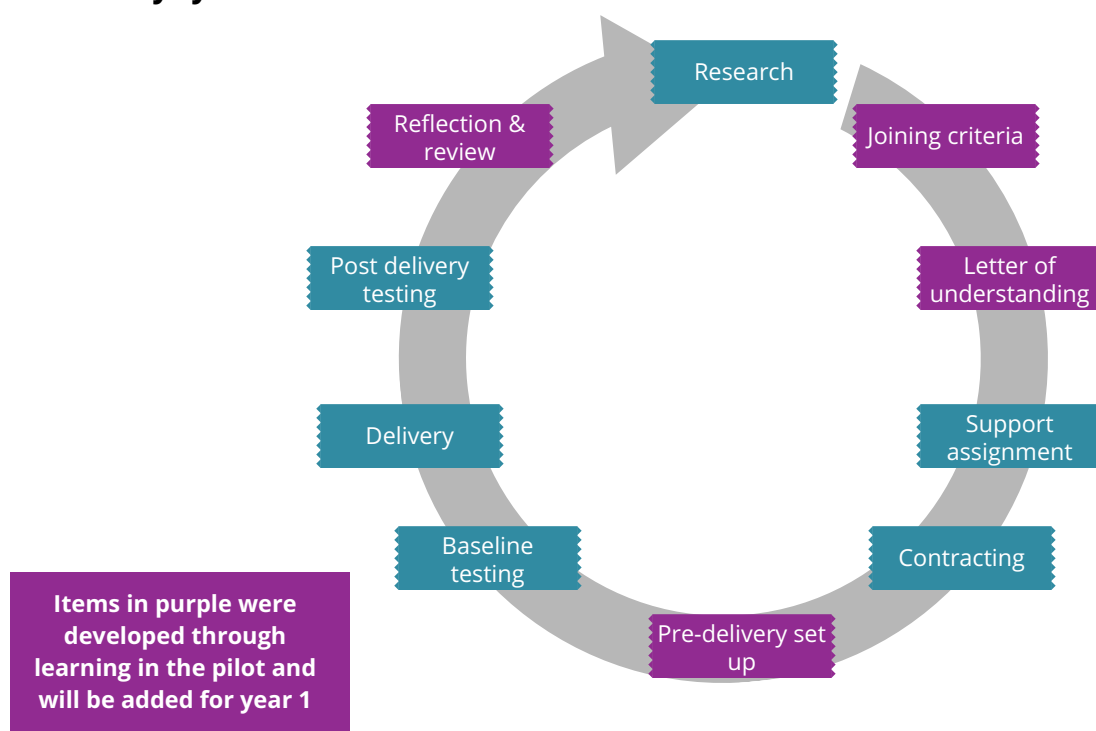
We entered into partnerships for the pilot based on in-depth knowledge of each organisation gathered, from our research in the community and/or the Steering Group process, and their will to work with us. We are grateful to all our partners for being willing to participate in our pilot and for persevering through challenges. Over the course of the year, a clear joining criteria has emerged. It is conducted as a joint process to enable mutual understanding. During this process WLZ creates a highly bespoke *Joining Information Form (JIF)*. The aim is for both WLZ and the potential partners themselves to determine whether we can have a fruitful partnership that can deliver the best support possible for the children. Months of analysing evidence standards and frameworks and trying to develop WLZ's own scoring matrix has ultimately resulted in a judgment based on 8 joining criteria**:**

OUTCOME

DELIVERY MODEL

LOCATION AND COMMUNITY ENGAGEMENT

CAPACITY

EVIDENCE AND IMPACT

DATA COLLECTION AND SHARING

COST AND FUNDING

VALUES AND RELATIONSHIPS

Whilst in summary these may look like standard 'selection criteria', each category is considered uniquely for the WLZ context. For example, the 'delivery model' must fit with WLZ's model of operating in or close to the anchor directly with children.

Ultimately contracting depends on need. We have learned that our partners need time to add capacity to accommodate increased volumes of children, so we will try in future to estimate the need in advance of entering into a contract. We can do this by knowing the anchors well (i.e. Do they have an internal counsellor? What is their academic record?) and by having an overall picture of the needs of children in the Zone. We also learned that session leaders can hit the ground running if we share each child's strengths, needs and goals prior to starting support. This is important – children are actively identified meaning that session leaders can find themselves with a fairly homogenous group of high need children. The session leaders were typically more used to mixed groups from passive referral and self-referral, which provide them with varied behaviour needs including a few useful role models. In the post-pilot survey, 7 out of 12 partners said they had adapted their model of delivery to accommodate the high level of need in the cohort.

WLZ is unashamedly focused on improving outcomes for each child. We communicate regularly with all partners – in the end of pilot survey, all partners said they 'had the right amount of contact' with the WLZ team – and we have what is called a *'delivery practice monitoring and management framework'*.

This provides a means to ensure jointly that children who are part of WLZ are being given the best support possible to improve their outcomes in life, and focuses on the programme not organisation. If our practice has a positive impact on the organisation as a whole, that's a good wider benefit of being part of WLZ, but that is not our focus. Our framework constitutes 6 levels:

Level	Evidence
1 Policies and procedures	Standard documents checked and aligned with WLZ before contracting
2 Delivery practice	Session plans, feedback loops, informal LW observation to check fidelity to the model
3 Participant engagement	Dashboards track engagement, LW provides background info on participants; end of term/support satisfaction surveys, feedback from joint behaviour management meetings*
4 Intensity of support	Weekly attendance data from partners, LW support if 2 consecutive sessions missed
5 Outcomes	Quantitative measures for pre and post support to track progress to agreed outcome
6 Mutually reinforcing activities/ values	Adoption of WLZ approach for whole organisation tracked through WLZ annual Collective Impact report card

*Shared learning meetings, are a key component of our partnership managed, tried and successfully tested with a behaviour management meeting in Phoenix High School during the pilot

Our rationale is that if the delivery is true to the model (Level 2) and the participants are actively participating (Level 3) then we believe they will benefit from a greater intensity of support (Level 4) than if they are disengaged at sessions which are not true to the model. We have also developed *a shared quality framework* that enables us to determine which areas are working well and which need improvement, or might ultimately lead to termination. Shared measurement of outcomes needs more work, but in future all partners will use a quantitative pre and post measure that has a normative scale and we aim to bring some partners (those working towards fitness and academic outcomes, for example) closer to sharing measures.

The below case study demonstrates the bespoke nature of working with WLZ so that the support fits exactly what the children need. This was only possible because The ClementJames Centre (CJC) shared WLZ's laser focus on delivering the best possible support for the children so as to give them the best chance of progressing.

The ClementJames Centre – **a tale of the ups and downs of a 'pilot-within-a-pilot' (as CJC called it) and a lesson in co-operative partnership**

January 2016

The ClementJames Centre (CJC) delivers education and employment support for adults and children and was able to provide much needed English and Maths 1:1 support in their North Kensington centre structured as 30 minutes 1:1 for each child and 90 minutes of IntoUniversty's group academic support.

The location was challenging because it meant the LW and another WLZ staff member had to accompany the children to the centre which took an hour on public transport and foot (taxi was too expensive) in the winter months.

Before support commenced, the Link Worker shared information on each participant. One of the baseline tests had a technical fault and was unavailable, another test was challenging to the point that some of the children gave up and guessed the answers. This impacted delivery and post-testing.

February 2016

WLZ and CJC raised concerns over some of these challenges and the flexibility of the CJC team meant that a meeting at February half-term resulted in positive changes to delivery.

March 2016

However, post-testing at the end of the spring term revealed weaker than hoped for improvement in Maths, partly due to poor attendance of some students. CJC proactively suggested further changes to improve Maths delivery and again demonstrated their open-mindedness by agreeing to include some of the same children in the Summer cohort, rather than a new group as planned.

May 2016

After the all-partner behaviour meeting in Phoenix High School at the end of the spring term, the CJC team worked with our LW sharing information and tactics to engage the children better.

Progress was evident on a weekly basis and parents started to receive positive phone calls about their children from the very dedicated CJC team. One mother told our LW that it was the best phone call she had ever received about her son.

June 2016

Ramadan came upon us and it was clear most of the children would not be able to travel an hour and back to CJC after school when they were fasting so the support could not continue. CJC, demonstrating great flexibility, agreed to deliver in school rather than on their North Kensington site (which had been a stipulation when we started working together).

July 2016

At the end of term, 8 out of 10 children scored higher in English and 8 out of 11 in Maths with 1 staying the same in Maths. These results were adjusted for age.

The Children

The data

The systems and processes described so far exist in order to improve outcomes in life for the children who participate. WLZ succeeded - against some expectations - to collect a significant quantity of reliable data on the children through the course of the pilot. This enabled us to analyse their progress towards improved outcomes, but more importantly for the purposes of our pilot, it also helped us learn how to analyse such progress in future. Our approach of learning-through-doing has perhaps been greatest in this component of the work.

We worked closely with the anchors to extract what we needed from their data systems. While we have been able to identify children and measure their progress towards improved outcomes using anchors' data on attainment (or the Early Years Foundation Stage Profile scores for the younger children) and behaviour, this was not as straightforward as we had hoped. The process and aims with regard to measurement had to be refined during the course of the pilot, affecting the nature, consistency and results of analysis undertaken. Much of the data is subjective (teacher determined) and the quality variable. For instance, recording of behaviour incidents is dependent on school policy and teacher judgment and varies across schools.

We did better with data on attendance at, and evaluation of, our partners' support sessions, because this was something we could more actively manage and standardise. We provided our delivery partners with standard templates for collecting attendance and pre and post measurement data, with instructions for use. In our end of year partner survey, 11 out of 12 partners said these forms were 'very easy to use'. At year end we were only missing 4 sessions worth of attendance data from over 400 support sessions.

Identifying children to work with

We identified children by conducting a 'risk factor' analysis using attainment and behaviour data and a large dose of teacher knowledge. We then used the same data at the end of the year to determine whether the children had progressed (see box overleaf for an explanation of our identification methodology).

Through this analysis, we determined that overall, 36 students exhibited fewer indicators of risk of poor future outcomes at the end of the pilot compared to the start, 55 stayed the same and 20 declined*. In Phoenix High School, 14 out of 30 (46%) students reduced their risk profile. In Ark Swift Primary Academy, 9 (27%) students out of 33 reduced their risk profile, whilst in Randolph Beresford, the number was 13 out of 49 students (26%). See overleaf for information on 'identification/risk factor analysis' and further analysis of progress in outcomes.

During the pilot we learned that this method of identification and measurement of progress towards flourishing outcomes is not detailed or nuanced enough to understand the children properly and monitor their progress. For the Year 1-3 Proof Stage, WLZ will roll out the ***WLZ Data Collection Survey***, designed in partnership with Dartington Social Research Unit. This will enable us to actively identify the children with the detail required and to provide annual measures that are predictive of subsequent well-being, malleable (meaning they measure something that can be improved) and measureable (meaning they can be meaningfully captured using reliable tools). We will continue to analyse school attainment and attendance data, although it may be necessary to use our own standardised academic test.

We started with 128 children in the pilot and ended with 118; this mobility is something we will have to deal with every year and need to understand more fully in terms of impact on our results. Our aim in future is to identify for participation approximately 20% of children and young people who are at risk of poor outcomes in life (though excluding those with the most complex challenging needs who may already receive statutory support). This 20% figure is based on a prior body of evidence suggesting that approximately one in five struggle at school or across a range of indicators of child development.**

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* This is according to a risk factor profile made up of a composite of binary risk factors. This is a blunt measurement method that offers no nuance or scale - so a child may improve in one risk factor and not in another and that will be equal to 'no improvement' - and will be changed for year 1.

** See, for example, http://childrencountsscotland.dartington.org.uk/needs-and-services which demonstrates work by the Dartington Social Research Unit; and 'The Tail: How England's schools fail one child in five and what can be done', edited by Paul Marshall (2013).

Some notes on the identification methodology / 'risk factor' analysis for school age children

At the start of the pilot year, WLZ collected and analysed data on students' risk factors for identification and for establishing a baseline for each child. Risk factors included: whether or not students had free school meals (FSM), whether or not students lived in a highly disadvantaged postcode (bottom 20% according to IMD), data on academics, attendance (below 96%), and behaviour (more than 5 behaviour incidents in the first 31 days of the school year).

Yet not all of these risk factors could be treated as outcome data. Information regarding whether or not a student receives free school meals or resides in one of the most deprived postcodes, is important in providing insight into whether or not a student is disadvantaged, but these are not measures which WLZ has the scope to impact or change. However, behaviour, academic, and attendance outcomes are within the WLZ remit, and are therefore treated as outcome data. Frustratingly, school attendance data did not allow for a successful pre and post measurement methodology (in future, the previous year's attendance rate for a child must be collected in a way that can be compared on an annual basis and individual circumstances must be understood). Therefore only behavioural and academic data was used for both risk factor identification and outcomes measurement. For Phoenix, this meant that students could score a maximum of 3 risk factors (at risk on English, Maths, and behaviour), and for Ark Swift, four (at risk on English reading, English writing, Maths, and behaviour) and these were the outcomes that were measured.

Academic attainment measure for Phoenix High School: at the start of the pilot year, for the 'risk factor' analysis, WLZ collected standardised scores from the September tests of English and Maths. For the post survey, teacher assessed levels (which take developmental age into account) was the only data available. Levels are equivalent to a range of standardised scores (e.g. between 90 and 100). As such, we derived the midpoint of the teacher assigned level to get the standardised score and then converted that score into a percentile rank. The threshold for 'at risk' was falling into the bottom quintile of national scores.

Academic attainment measure for Ark Swift Primary Academy: these were presented as levels in relation to a baseline relating to the National Curriculum Levels (well below baseline, below baseline, at baseline, and well above baseline) for English reading, English writing and Maths. All levels were teacher assigned. No standardised scores or percentages were provided. All levels were adjusted for age. The threshold for 'at risk' was 'below baseline' in terms of age expected progress, for a given measure, according to teacher assessment.

Behaviour incidents: the behaviour policy differed across the two schools but for both schools, recorded behaviour incidents in the first 31 days of the school year was the risk factor and was compared to the number of recorded behaviour incidents in the last 31 days of the school year to measure progress. The 'at risk' threshold was 5 or more incidents.

Profile of the children involved in the pilot:

	Phoenix	Ark Swift	Randolph Beresford
Cohort	34	33	51
% Male	67	66	52
% FSM	51	48	N/A
% SEN	45	25	45
% EAL	27	51	N/A
Age range	11-12	5-10	42-56 months

FSM: Free School Meals; SEN: Special Educational Needs; EAL: English as an Additional Language

Measuring progress: data on outcomes

The principal issues identified through the 'risk factor' analysis were attainment in Phoenix High School and behaviour in Ark Swift Primary Academy. At Randolph Beresford Early Years Centre a high proportion of our cohort scored low in the Early Years Foundation Stage Profile.

At Phoenix High School, in total, 87% of the cohort for whom we have data showed improvement in English (controlling for age). Of those 'at risk' in the bottom quintile nationally in English, 80% lifted themselves out of the bottom 20%. The support offered by WLZ focused more on literacy than numeracy and the results bear this out with only 31% of the cohort showing improvement in maths and only 20% of those 'at risk' in maths lifting themselves out of the bottom 20%.

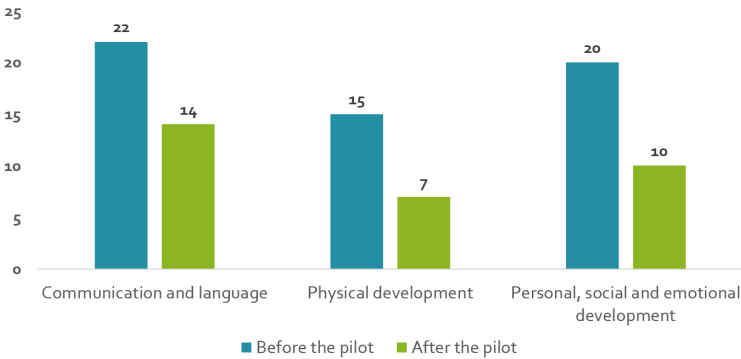| Outcome for Phoenix High School children	Number of students in the bottom 20% (pre)	Got out of the bottom 20% (post)	Stayed in the bottom 20% (post)
English	20	16	4
Maths	15	3	12

At Ark Swift Primary Academy, progress in academic attainment was difficult to measure because the data was provided as teacher assessed levels. There are only five levels which does not allow for much movement or nuance. In addition, WLZ did not provide any academic support, as mentioned above. There were very modest improvements in English writing and although there was no recorded improvement in English reading and Maths according to the data, nobody went backwards.

On behaviour, at Ark Swift Primary Academy, for the 33 children for whom we had behaviour data, at the start of the pilot, 13 of these (39% of the cohort) had 0 behaviour incidences over the first 31 days of the school year and that number had risen to 22 by the end (67% of the cohort). Those who had 0-4 behaviour incidents also declined. And most importantly, of those 8 children considered 'at risk' with 5 or more instances, all improved as shown in the graph below but 2 children who started with 1-4 incidents declined to more than 5 incidents.

At Phoenix High School, of the 33 children for whom we had behaviour data, 7 started out with 5 or more behavioural incidents and 6 of these still had 5 or more by the end of the pilot, albeit with a new behaviour policy introduced by the new Head Teacher midway through the pilot.

The progress measurement at Randolph Beresford was positive with the numbers of 'below baseline' students declining in all three of the Prime Areas of the Early Years Foundation Stage (EYFS)*. For communication and language, the number of children below baseline shrank from 22 to 14, for physical development from 15 to 7, and for personal, social and emotional development from 20 to 10.

Numbers of students in the 'below baseline' groups for selected outcomes in EYFS, before and after pilot, Randolph Beresford Early Years Centre

Post-pilot improvement in English amongst Phoenix High School children, classified 'at risk' at start of pilot
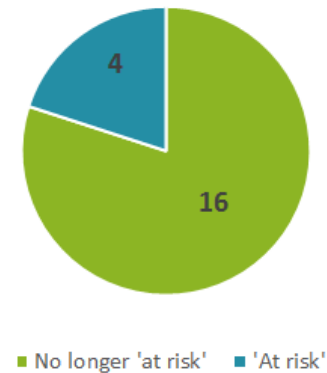
Number of students with behaviour incidents at Ark Swift in the first and last 31 days of the pilot
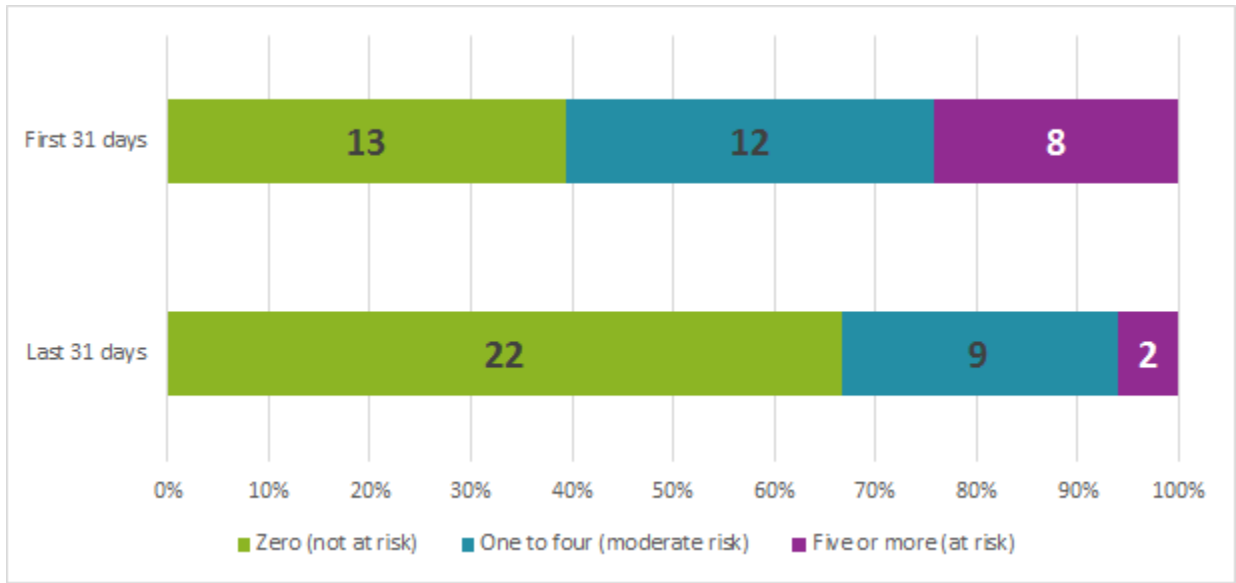
*Progress measurement at Randolph Beresford Early Years Centre: scores for the Early Years Foundation Stage (EYFS) scores framework presented as one of three levels in relation to the EYFS baseline. Students were assessed at being either 'below baseline', 'at baseline', or 'above baseline'. No standardised scores or percentages were provided.

Relationship between outcomes, LW engagement rates and attendance at support sessions

Our method of tracking LW engagement changed during the course of the pilot from number of instances (i.e. occasions on which the LW was in direct contact with a particular child) to 'time spent' (in minutes). This means that pre and post comparison analysis was not possible, but will be going forward.

We do know that Phoenix High School students who improved their risk profile had on average 24.1 LW engagements, compared to 18.2 for those with no change and 12.5 for 2 students whose risk profile worsened.

Average attendance at partner support sessions was 70% for Phoenix High School, a figure which must be raised in future. In terms of partner support sessions, those students with 1 or 2 risk factors at the end of the pilot recorded notably higher attendance than those with 2 or more risk factors. Students who improved their risk profile attended more partner support on average, when compared with their peers whose risk profile declined or stayed the same.

Although the data set is very small, the results in Phoenix High School point to a positive relationship between higher attendance at support sessions, higher LW engagement and a reduction in risk factors.

In Ark Swift Primary Academy, LW engagement was spread evenly across the children, which was the agreed engagement framework, and reflected the children's age and capability to engage. In future, the intensity will be more varied according to need.

Average attendance at partner support sessions was 62%, a figure which must be raised in future. There was no clear relationship between attendance at partner support sessions and risk factors, although those students who improved their risk profile by the end of the pilot had on average higher attendance and those who still had a high number of risk factors (3 or 4) by the end of the pilot tended to have lower engagement with delivery partner support overall. However, risk factors at Ark Swift included 3 academic factors and 1 behaviour factor so the improvement in risk factors is heavily skewed towards academic performance which WLZ did not focus on.

In Phoenix High School, students who improved their risk profile (that is, had fewer risks at the end of the pilot compared to the start) had, on average, higher Link Worker engagement, attended higher numbers of support sessions from delivery partners and had higher attendance rates at those sessions than those children who did not improve their risk factors.

In Randolph Beresford, the LW engaged in an intense way with a small number of the identified children's parents and this engagement strategy for the Early Years needs more development in Year 1. It was not possible to collect data on attendance at partner support sessions in the same way that it was collected for the school age children.

In general, in all anchors, student attendance at support sessions was mixed and for next year, clearer lines of responsibility between partners and LW have been established in order to ensure better attendance. Ultimately WLZ's long term aspiration is for attendance at support to match attendance at school, which should be 96%.

Children's feedback

We gathered feedback from the children at the end of the pilot via a self-report survey. Of the 26 Phoenix children surveyed, all scored their enjoyment in WLZ and in support sessions, and their usefulness, a 3 or above on a scale of 1-5. The 19 children surveyed in Ark Swift gave similar responses.

More importantly all the secondary school children scored WLZ a 3 or above when asked if they thought WLZ had helped them to move towards their goal and whether they would recommend WLZ to their friends. All of the primary academy children, except 1, scored WLZ a 5 on these questions.

Conclusion

As we said in the introduction, the purpose of the pilot was to establish complex operations to address complex needs. While we were pleased that 32% of the children we could fully assess reduced their risk factors during the course of the pilot, that meant that 68% did not change or increased their risk factors. We cannot yet directly attribute the positive changes to WLZ and we cannot say that those that went backwards might have declined further if they had not participated in WLZ. In addition, we were conducting this analysis with data which was often subjective and whose quality was variable. There was also not a big enough sample size to run statistically significant tests on a comparison group. However we tested the methodology using matching based on gender, age and risk factors. Using the learning from that work, we believe we now have the processes in place to conduct comparison group analysis in Year 1 and are therefore now set up with a robust model that can establish attribution in future.

Perhaps a more important 'result' than these outcomes themselves, was the fact that in the end of pilot survey, 8 out of 12 partners said that working collectively improved delivery around the 'whole child'. Anecdotally, we know we have good news stories (illustrated by our two case studies), as well as some that we are disappointed with, but we now believe that we have a method and a model for delivering more good news stories in the years ahead.

Case Study 1

Mobilising the community assets and supporting the whole family to improve outcomes for a WLZ primary academy girl

This Year 2 girl's family moved to London from the Democratic Republic of the Congo. She lives with her mother, who speaks little English, and two older siblings. The father and another sibling live separately in North London. The girl was struggling academically because of her level of English. The staff at the Academy were surprised she was in the cohort because she was new, quiet and under the radar. By working with all the family and with multiple assets in the community, WLZ was able to help her through her first year at school in West London. We believe this is an example of supporting her early, before she regressed towards poor outcomes and mobilising multiple community assets around her family to do so.

3. EARLY HELP HUB
LW referred family to Early Help (with consent) with housing issues, but difficult to support given immigration issues and language barriers.

4. WHITE CITY CATHOLIC CHURCH
LW introduced family to local Catholic Church & their international evenings. Their first faith community since moving to UK

5. NOTRE DAME REFUGEE CENTRE
Family shown Notre Dame refugee Centre and booked appointment for specialist help.

2. ARK SWIFT MAIN GATE
LW engaged Mum at drop off. Needs help with immigration issues, housing and mental health support.

6. HAMMERSMITH PARK
Family attended WLZ picnic and LW helped older sister with Sixth Form applications.

1. ARK SWIFT PLAYGROUND
Child enjoys sports & QPR helps break down language barriers. Also assigned gardening and WLAC therapy.

40 Link Worker interactions Jan-July 2016

7. SHEPHERD'S BUSH LIBRARY
LW took family to get library cards as reading is a challenge. Found that child loves adventure books.

START
Below baseline in academics due to being EAL and new to UK

END
At baseline in academics
Average support attendance is 89%

Case study 2

Patient, committed support for a secondary school boy who could have gone under the radar

This year 7 boy comes from a large Albanian family. The father is away on construction projects much of the time and the mother is overwhelmed at home. There was little parental engagement in his education and he was very low in self-esteem but did not feel he needed any support, even in academics where his scores were low. Through intensive support and the LWs engagement with the mother too, he became more self-aware and flourished throughout the year, and his mother became more engaged with his education.

Oct 2015:
Joins WLZ

- Lacked confidence & motivation
- Poor academic performance
- Poor parental engagement
- PlayStation only 'extracurricular activity'

"He is doing so well. Such a vast improvement in his attitude to learning to when he first started." – Hannah, CJC

Feb 2016:
Mid-pilot

- Feels good about being 'selected'
- Attends academic support (The Clement James Centre, CJC), drama therapy & physical activity (London Sports Trust, LST) sessions
- LW improved attendance through 1:1 engagement
- New seating plan for CJC, encouraging peer interaction and praise improves attitude

"He has improved so much.. Look at the confidence in him when he's running in front of his peers." – Weghata, LST

June 2016:
End of Pilot

- Mother more engaged with progress through LW updates
- Dream to attend Russell Group University
- Talks up about his dreams and goals to friends, teachers and peers
- Participates in extra sports and learning to create games & YouTube videos

"Thank you so much for all you've done for him… Can he be a part of WLZ next year?!" – Mother

- Behaviour: 8 incidents
- Below baseline in academics

- Behaviour: 0 incidents
- Above baseline in academics
- 45.3 hours of support provided

THE MODEL FOR THE YEAR 1-3 PROOF STAGE

Did the pilot work? Its purpose was to flight-test a model ready for a three-year Proof Stage, and in that respect, it worked. WLZ has a commissioned, payment-by-results, operating model to roll out for children aged 4-18 years old over the next three years, and is designing an operational plan to further develop the work in the Early Years.

Most importantly, we know how to identify the children who will benefit most from WLZ. This is because of the new, active identification methodology we are introducing into the Year 1-3 Proof Stage via our **WLZ Data Collection Survey**. We need more rigorous and nuanced identification than we were able to undertake with school administrative data and to enable us to identify those children at risk of poor outcomes in life, who may not yet be presenting obvious symptoms but whose lives we can get on track through early identification and intervention.

Anchors, particularly schools, are the right settings for the work providing they are aligned with WLZ aspirations for the children, the Head Teacher/Head of Centre is bought in and commits to disseminate that commitment through the anchor, and all the contact points and logistics can be established as necessary.

LWs are highly valued by schools. Their role comprises direct engagement with children and families and facilitation of support. They have an engagement structure to work within, an engagement practice to follow and tools to use.

The community Reference Board is an important element of the governance structure representing the citizens in the Zone. The LW role in the Early Years needs more defining.

A core group of social sector partners are ready and willing to provide the necessary bespoke support, although we will always be adding capacity and expertise. There is a transparent joining process to follow and delivery practice management and monitoring framework to work within.

The backbone team is necessarily lean and, we like to think, high quality in terms of resources and output. The core team who designed, assembled and delivered the pilot remain in place.

As for the money, a financing structure that transparently pools budgets around school-aged children is in place. A long time designing a sophisticated pooled funding approach has resulted in schools, the local council, central government/Big Lottery and local philanthropists jointly commissioning for the first time.

Our model is ready for longer-term 'proving', and in the Year 1-3 Proof Stage we will learn how effective it is at delivering improved outcomes for the children involved.

Some outstanding questions for the Proof Stage:

- How to evidence the wider benefit of collective impact and build that into evaluation processes?
- What are the overall targets for population level change?
- How to move beyond a 'deficit model' by which we are paid for 'reduction in risks', and towards a 'strengths model' where commissioners accept the value - and the evidence - of improvements in positive measures around attitudes, relationships and community life?
- Can we demonstrate the value of WLZ to a broader range of public sector commissioners?

- How to tap into the private wealth in the Zone more effectively?
- Can we get all our partners to properly understand their dosage (how many hours of support necessary to deliver a specified percentage change in the outcome)?
- How will the inevitable demographic changes and population mobility in the Zone affect delivery and outcomes?
- What happens when all participants are pro-actively identified for support through WLZ's new identification methodology, rather than passively referred as is more usual?
- Should WLZ be a visible brand or buried in the people and relationships it creates for and with the children?

COMMUNITY NETWORK MAP

WLZ continually develops relationships with the community groups and charities (local 'social assets') supporting children and young people. Below is our map of the assets in White City with whom we worked in the Pilot. Click the map for a link to the webpage (westlondonzone.org/community-network-map) with the key for each number.