



COLLECTIVE IMPACT IN PRACTICE

2016-2018



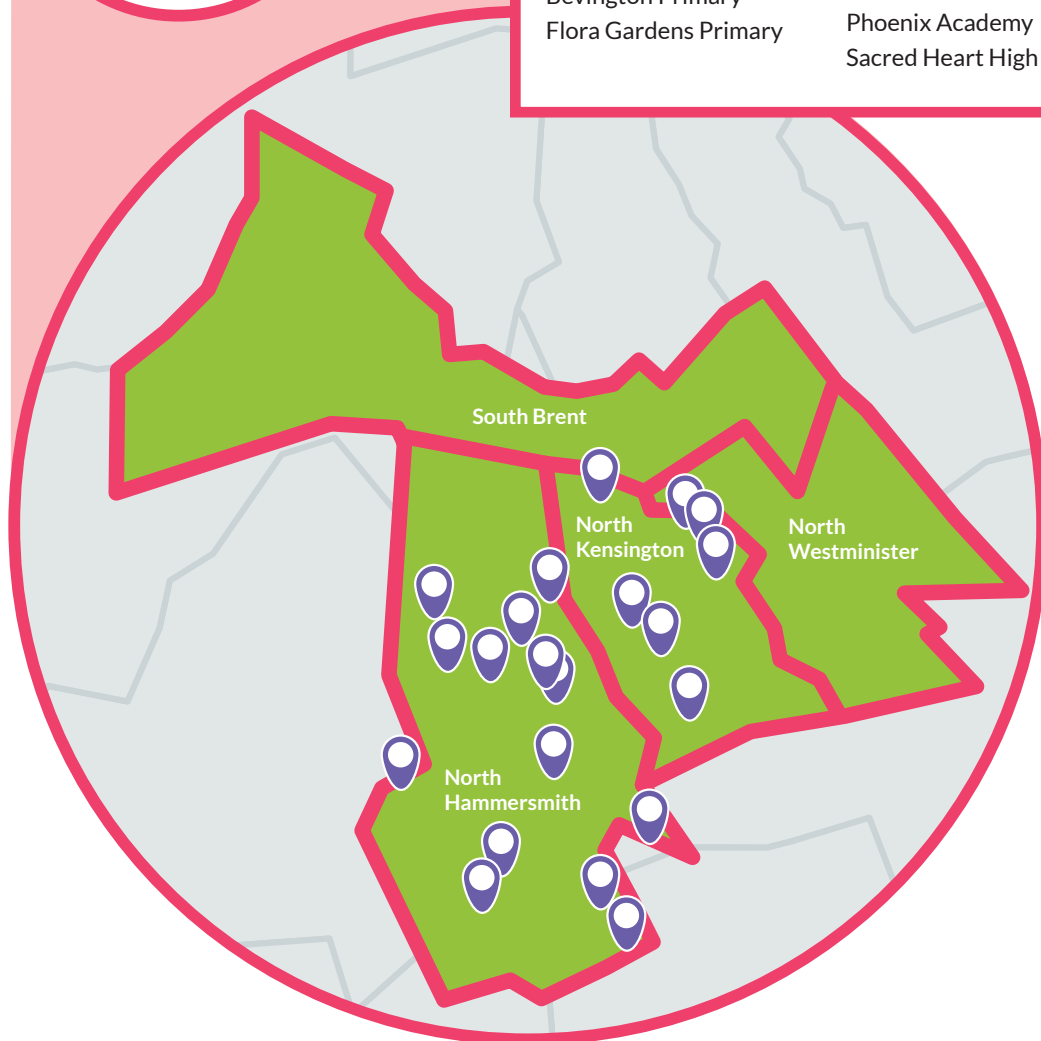


Our partner schools

Ark Bentworth Primary
Ark Brunel Primary
Ark Burlington Danes
(Primary and Secondary)
Ark Conway Primary
Ark Swift Primary
Bevington Primary
Flora Gardens Primary

Harmony Neighbourhood
Nursery
Kensington Aldridge
Academy
Miles Coverdale Primary
Old Oak Primary
Oxford Gardens
Phoenix Academy
Sacred Heart High School

St Clement and St James
C.E. Primary
St John XXIII Primary
St Mary's Primary
St Thomas C.E. Primary
Wendell Park Primary
West London Free School
William Morris 6th Form



Acknowledgments

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With thanks to Freddie O'Farrell (WLZ Development & Commissioning Manager) for leading on this report.

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INTRODUCTION

This report tells the story of the children and young people who participated in West London Zone between 2016-18. It also charts the development of our model and shares what we have learnt during this time.

West London Zone (WLZ) was designed by families, charities, local government and schools, who came together because of a shared experience. Everyone knew someone – friends, siblings, sons, daughters – whose lives had gone off track, and who might have taken a different path if the right support system had been in place.

We aim to change this narrative for an entire generation of young people, in one of the most unequal communities in the country. Our place-based model brings together opportunities already available and carefully introduces new assets from elsewhere, to support one young person at a time, in an intensive and highly personalised way, over the long term. We believe that if we can empower enough young people to define and achieve their goals, they will break the cycle of generational inequality and our whole neighbourhood will benefit in the long-run.

After a successful pilot project,ⁱ West London Zone was formally launched in September 2016, in partnership with 132 children and families, 3 schools and 12 charities. Today, 700 children and young people are participating in our programme, across 21 nurseries, primary and secondary schools in North Hammersmith and North Kensington. The vast majority of these children are aged 5-18, and we are also piloting an Early Years project with the support of the Big Lottery Fund.

In the summer of 2018, we won an in-principle offer from the Life Chances Fundⁱⁱ to expand across our 'Zone' (see map), and support 3,000 children by 2023. This funding is only released if further local authorities, schools, and philanthropists join us.

Early intervention is common sense. Investment can produce huge social benefits and save money in the future – but it requires patience. Regular elections and changing governments do not favour a long-term perspective, and current public sector budget constraints make funding preventative work a huge challenge. We would like to extend our immense gratitude to the organisations and individuals that have supported us, especially in our very early stage of development, and encourage many more to partner with us to realise our vision.

“Children don’t grow up in a vacuum... They need hope. Above all they need to be seen as a whole person. They need consistent support, not fleeting encounters with a disconnected, underfunded bureaucracy. That is the insight behind West London Zone.”

Jenni Russell, *The Times*¹

Roman numerals refer to footnotes; numbers refer to endnotes.

i. We conducted our Pilot Year in 2015-16, with 118 children across three settings. For more information, see our *Pilot Implementation Study*: <https://westlondonzone.org/pilot-implementation-study/>

ii. This is a central government ‘top up’ fund, run by the Department for Culture, Media and Sport and Big Lottery, which aims to tackle complex social problems by incentivising local authorities to commission ‘outcomes-contracts’.

WHY WE ARE NEEDED

1. 59,000 children and young people (aged 3-19) live in our Zone. Nearly **1 in 5** of them – approximately 12,000 – are at risk of negative outcomes, such as social isolation, unemployment, and poor mental health.² Due to **chronic inequality**, there is a core group of children in most of the 108 Zone schools who could benefit from additional support, regardless of how 'good' that school is seen to be.³
2. **Increased demand for children's services** (27%) and **reduction in funding** (57%) are the two most significant sources of financial pressure for local authorities.⁴
3. Charities, schools, and statutory services tend to work in isolation, not always with those who could benefit most, and do not always provide the right support at the right time.
4. 'Disadvantaged children' in the UK are among the **unhappiest in the OECD**, with only 15% of disadvantaged students in the UK feeling 'socially and emotionally resilient'.⁵
5. By the time they take their GCSEs, the gap that exists between these children and their peers is equivalent to over **two years of learning**.⁶

OUR MISSION

We serve children and young people (aged 3-18) with a number of related, unmet needs, who are at risk of negative outcomes in their lives. We provide long-term, preventative support tailored to each individual child through our partnership of Link Workers, charities, schools, families and other community organisations, so that these children get on track to flourish in adulthood.

OUR VALUES

Collaborative
Local
Evidence-led
Accountable
Relationship-driven

THEORY OF CHANGE

If every child and young person is flourishing in four key areas – with good emotional and mental wellbeing, building positive relationships, confident and aspirational for the future, and making good progress at school – then they are 'on track' to become happy, independent adults. WLZ will achieve this for children in our place who are struggling in these areas, with a long-term programme of support and opportunities, tailored to each individual, guided by a 'trusted adult' Link Worker, carefully phased and managed over time.

COLLECTIVE IMPACT IN PRACTICE



Welcome from Louisa Mitchell, Chief Executive

"Collective impact is not just a fancy name for collaboration... [it] represents a fundamentally different, more disciplined, and higher performing approach to achieving large-scale social impact"

Kania & Kramer, *Stanford Social Innovation Review*, 2011⁷

Our Zone is a model of the modern city – densely populated, diverse, defined by extreme inequality.ⁱⁱⁱ Around 59,000 children and young people (aged 3-19) live here. In some areas, more than 50% of children live below the poverty line.⁸ Yet their neighbours live on the most expensive streets in Britain.⁹

West London Zone aims to empower every child to grow up into the adult they want to be. We believe the best way to do this is to bring the whole community together to provide joined up, highly personalised support over the long-term, guided by a trusted adult, and with the child at the centre of their own programme.

In developing our model, we have blended and built on two ideas from the US: the Harlem Children's Zone and Collective Impact. Our first inspiration was Harlem, which famously aimed to provide 'cradle to career' support to end generational poverty in one community (President Obama's 'Promise Neighbourhoods' – rolled out across 20 states – were an explicit effort to replicate the children's zone model in different contexts).

However, we do not need to build new services from scratch, as was required in Harlem. We need to join up and complement what already exists (in a fragmented way) in our Zone.

This context – inequality of opportunity, but not a lack of opportunities – is what led us to our second inspiration, Collective Impact and in particular, its 'five conditions of collective success'. These state that a Collective Impact initiative must: establish a **common vision** for change; **share measurement systems**; plan and deliver **mutually reinforcing activities**; ensure **continuous** communication; and be supported by a '**backbone**' organisation.¹⁰

I am often asked if we needed to adhere to all of these principles or whether it is 'enough' to apply one or two. My answer is always the same: we had to focus on all of them, all of the time. We may have executed some better than others, but we had to ensure we never lost sight of all five when we were first designing, piloting and implementing our model. I wrote these five principles on a post-it note, stuck it to my computer screen, and considered them every day.

iii. Our 'Zone' is a single community in West London, roughly three square miles covering parts of Hammersmith, Kensington, Westminster, and Brent. It is home to 340,000 people.



To 'make theory real' and achieve our mission, we have created an intensive, highly-structured, direct delivery model that embraces all five principles.

- **Common vision:** families, schools, charities and local councils work together to empower every child to define and achieve their goals.
- **Shared measurement:** all parties are working towards a shared outcomes framework, encompassing wellbeing, relationships, confidence/aspiration, and progress at school.
- **Mutually reinforcing activities:** all parties participate in every child's Individual Support Plan, developing skills and strengths, and addressing needs.
- **Continuous communication:** non-stop, proactive, deliberate at all levels, driven by our Link Workers.
- **Backbone:** West London Zone is the independent organisation managing multiple stakeholders, ultimately accountable for success or failure.

The key to our model is putting the child at the centre. We don't bring groups of children to programmes; we bring the right programmes to individual children. This process is made possible by our Link Workers, who are directly responsible for a cohort of children and work side-by-side with the school. At first, this role was conceived as simply 'organising services', but over time it has developed into a powerful 'trusted adult' role empowering children to define and achieve goals, supported by their families. This model enables schools to provide early intervention that budgets no longer allow, using our deep local knowledge and presence to do so. It also supports specialist charity partners to deliver their service the best they can for every child

as part of a comprehensive package. The development of the Link Worker role is a good proxy for the journey of West London Zone as a whole, from coordinating infrastructure to being at the heart of it.

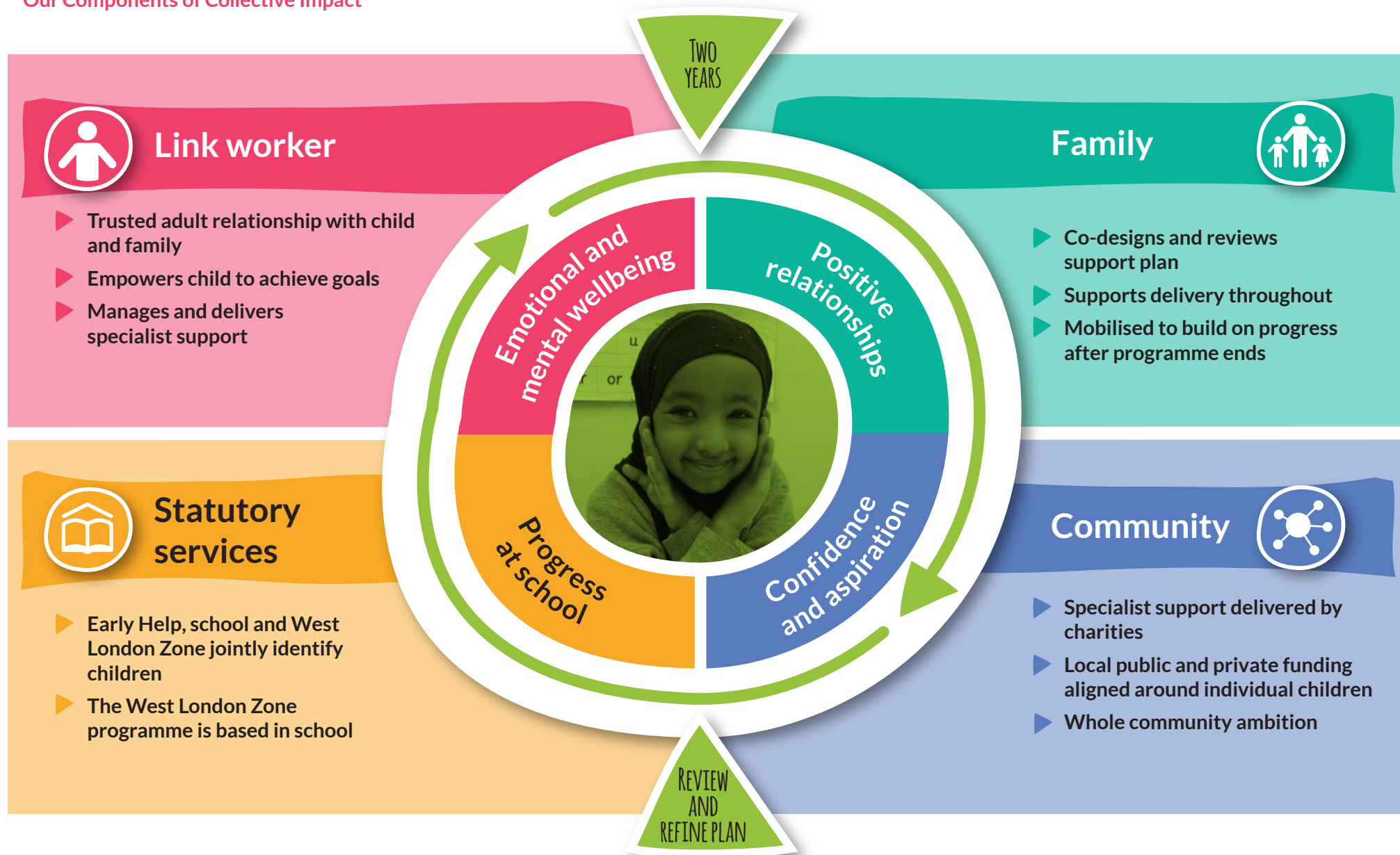
To truly drive Collective Impact, we had to consider the way that money tends to work – flowing from multiple sources to multiple projects, without a common end goal. Our funding model brings together local public and private money around a shared set of outcomes – as explained in Chapter 5 – to ensure that local resources are working in concert with a common end goal. We do not operate in the US philanthropy environment (from which Harlem Children's Zone benefitted), so we have had to be more creative and diverse about funding, and make it relevant to our delivery.

As a new initiative that can be perceived from different angles – our partnership, our personalised approach to early intervention, our outcomes-based pooled funding structure – we hope there is much to be learnt from our experience. We aim to be open, so we do not shy away from being honest about our challenges and our learnings. Preventative work takes time, and whilst this report articulates the positive results we have seen with the children we have worked with so far, we have a long journey ahead of us to achieve the community-level change we want to see. Progress so far means we are excited by the potential of our model and we welcome input and ideas from readers to help us further improve.



Louisa Mitchell, Chief Executive

Our Components of Collective Impact



CHAPTER 1 OUR MODEL

“A big barrier for us is the issues that the children bring to school that stop them making the progress they should make, or engage with or trust the school. WLZ has worked at a level it’s impossible for teachers to work at.”

Oli Knight, Phoenix Academy Head, quoted in *The Guardian*^{iv}



West London Zone is a ‘place-based’ model. This means we seek local solutions to longstanding social problems. And though we have big ambition, we are focused on one community.

West London Zone first emerged from a local criminal justice charity, Only Connect. From 2012-2014, Only Connect had groups of young people interview other young people and residents interview families to understand how they use services. In 2014, we initiated a formal ‘Steering Group’ process, bringing together over 40 representatives from charities, community organisations, schools, children’s centres, local government and foundations. This group designed the West London Zone model, addressing the need to bring together multiple stakeholders around each individual child and work towards a shared set of outcomes.

As it exists today, this model is more of a direct delivery ‘frontline’ model than we first anticipated. We facilitate a two-year ‘Individual Support Plan’ for each child, with specialist services delivered by our partnership of charities. We also lead in the delivery of that plan, with our Link Workers building and maintaining a trusted relationship with each child and family, managing and delivering specialist support alongside our partners, and empowering each child to set and achieve personal goals. Our emphasis is on deep relationship work combined with a focus on goals and outcomes. In 2017, we started a strategic partnership with Impetus-PEF, which has helped to drive significant refinements to the model.

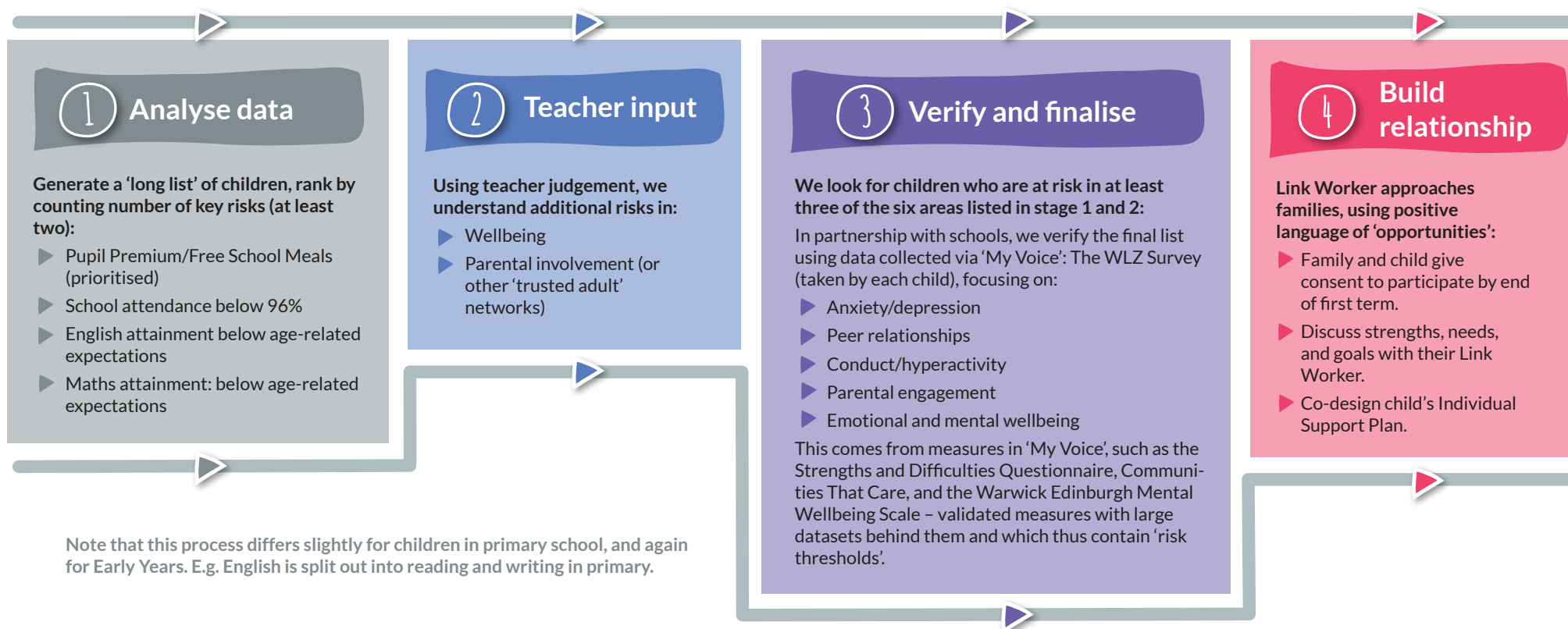
iv. Kim Thomas, ‘Idea from Harlem transforms young lives in West London’, *The Guardian*, 14th August 2018.



1. We proactively identify children who could most benefit

Traditionally, charities rely on ‘referrals’ – where people are directed to support by others or even seek help voluntarily. Yet this approach has a longstanding limitation, raised repeatedly by our Steering Group: often, the people who need support the most may not be the ones actually accessing it. To overcome this problem (more acute for an early intervention service than for others, given it addresses emerging problems, not immediate

‘crises’), we have developed a method to proactively identify children and young people who could benefit from participating in a West London Zone programme – outlined below. This data- and relationship-driven process is completed in partnership with the school and the council’s Early Help team. Places are limited, so we use both qualitative and quantitative to make sure that we work with the children and young people who could benefit most from additional support. Then we want to make sure that there is no stigma associated with participation, so establishing a trusted relationship with a Link Worker is a key part of this process.



Who were our first children and young people?

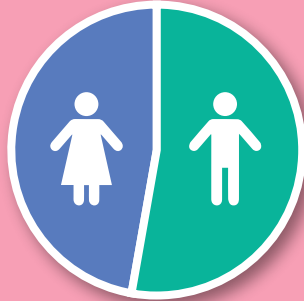
Last year

53%

of our cohort
were male and

47%

were female



46%

were in Years
5-8, the critical
**primary to
secondary**
transition.

The vast majority of our cohort live in a deprived area, with 64% living in areas defined as the most deprived in the UK

(top 10% according to the Income of Multiple Deprivation 2015;

Percentage of WLZ Children at risk in each area at start of programme (2017)

Live in deprived area (most
deprived 30% nationally)

83%

Below statutory
attendance threshold

65%

At risk of serious mental
health crisis

56%

Below age-related
expectations in English
and Maths

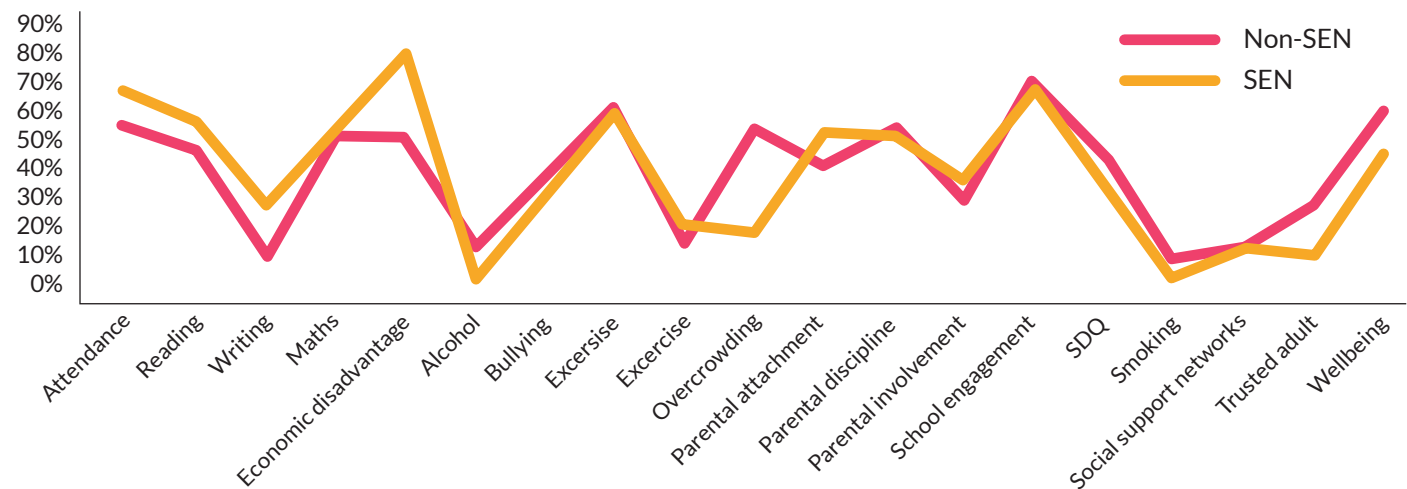
50%

0 10 20 30 40 50 60 70 80 90

Percentage of WLZ Children at risk in each area at start of programme (2017) - Year 5 upwards

We measure a broad range of risks as part of our identification process. We have found remarkable similarity between children who are defined at school as having Special Educational Needs, and those who are not – as shown on the graph to the right.

This suggests that many children have multiple, unmet needs.





2. The Individual Support Plan

With Link Workers in school from September, their first job is to approach families, describe the programme using the positive language of ‘opportunities’ and ‘benefits’ (rather than the potentially negative language of ‘support’ or ‘needs’), and explain that the family will be involved every step of the way.^v From these initial conversations emerges each child’s ‘Individual Support Plan’ (ISP) – the core of each child’s two-year programme, with four key components:

Two-year plan, specific to every child

Informal engagement	Delivery partner specialist support	Developmental support	Formal engagement
Build trusted relationship; review short-term goals	Expert partners targeting WLZ outcomes	Link Worker support targeting WLZ outcomes	Review of medium and long-term goals; review of Individual Support Plan
Regular ‘check ins’ with child, perhaps at lunch or after school; regular communication with family	Needs-based: E.g. counselling, literacy/ maths support	Developing a ‘growth mindset’; Facilitating small group sessions where children pursue own development and learning, e.g. growth mindset, Reading-wise, Athletics	Scheduled 1:1 sessions with Link Worker; collaboration with child and family, and school
	Strengths-based: E.g. debating, football, dance		
	Widening horizons: E.g. trips, career workshops		

The ISP is reviewed and refined on a half-termly basis (at least), based on feedback from the child, family, and school, and informed by the data we constantly collect on attainment, school attendance, and wellbeing/relationships. Throughout the two years, we aim for each family to become increasingly engaged with their child’s progress and development – so that when the programme comes to an end, they can help their child continue to flourish.

THE ‘CORE COMMITMENT’ WE MAKE WITH EVERY CHILD

I will see my Link Worker every week to check in on how I am getting on

I will meet formally with my Link Worker to review progress every half term

I will receive at least six hours of specialist or developmental support towards my goals every term

“It’s kind of unprecedented for some to engage with an adult in this way. Once they start developing a trusting relationship, they’re more open to other opportunities.”

Link Worker, quoted in *Children and Young People Now*^{vi}

v. The identification process takes the better part of the first term in a school to complete. Families are required to participate in West London Zone – and meaningful relationships take time to build. To date, we have had a low decline/dropout rate as a result of this patient ‘set-up’ period. See Chapter 2: Our Impact.

vi. Emily Rogers, ‘The Cradle to Career Neighbourhood Project’, *Children and Young People Now*, July 2018

Based in schools but employed by us, Link Workers guide each child through their programme, coordinating and adjusting support, and meeting regularly to discuss progress and aspirations.

LINK WORKER: FARIAL MISSI



Farial Missi has been based in one of our secondary schools since our Pilot in 2015. This school had multiple changes of leadership in this time; Farial has been a consistent, 'trusted adult' presence for WLZ children throughout, helping them set and achieve personal goals, and managing additional opportunities delivered by our partner charities.

Having grown up in this community, Farial attended this school herself. Children and young people in this area see Farial as one of their own. In return, they have made remarkable progress.

Among those who have completed a two-year programme at this school, 93% of children improved or met their targets in English. 87% improved their mental wellbeing. In fact, the average SDQ score (how we measure wellbeing) more than halved from 16 to 7 – well below the threshold for being at risk of a mental health crisis.

As a testament to Farial's dedication to the children and families she works with, she received a major award in 2017 (Leap: Confronting Conflict's 'Inspirational Adult of the Year'), and came runner-up in Hammersmith and Fulham Young People's Achievements Award in 2018.

Farial is now managing a group of new Link Workers, using her experience to ensure West London Zone makes a similarly strong start in our new schools.

West London Zone's specialist support is delivered through a partnership of charities, giving our children access to opportunities they might not otherwise have.

OUR PARTNERS

Action Tutoring

And Circus

Arch 197 Street Dance

Art Therapy

Be Enriched

Beanstalk Charity

Children's Literacy Charity

Choose to Live

Clement James Centre

Code Club (Link Worker)

Creative Futures

Doorstep Library

Element

Fearless Futures

Fit-Age Parkour

Football Beyond Borders

Growth Mindset (Link Worker)

Hammersmith Community Gardens Association

Home-Start Westminster

Hackney Learning Trust

Let Me Play

London Sports Trust

Mathletics (Link Worker)

Move LDN

P3 Charity

Place2Be

ReACT drama therapy

Reading Wise (Link Worker)

Real Action

Reclaimed

Rhythm Studio

Successful Failures

Team Up

Third Space (Link Worker)

UrbanWise.London

West London Action for Children

Working With Men

"The communication and relationship with the Link Workers is very valuable and allows us to best prepare for the support we deliver with the young people"

Delivery Partner

How we work with partners

Working to WLZ Outcome Area(s)	Aligned with WLZ Theory of Change in:	Sourced via WLZ Quality Framework	WLZ Quality Assurance	WLZ Impact monitoring
Emotional and mental wellbeing	Design	Research	Observation	Engagement
Positive relationships	Delivery	Impact Report		
Engagement and aspiration	Monitoring	Meetings	Feedback from Child, Family, Link Worker, School	Attendance
Progress at school	Benefit	Observation	Review meetings (two per annum)	Outcomes
	Sustainability	Testimonies	Annual 'health check'	

Because of the bespoke nature of our programme, each child who participates in West London Zone will have a slightly different experience and each school will have a programme specifically designed to flex and complement what they already offer. However, the basic framework of each plan is the same for every child: **a Link Worker, based in a school or nursery, who manages each child's support programme for two years. This includes specialist services delivered by our partnership to address needs, develop skills, build on strengths, and widen experiences.**

"[West London Zone] has allowed us to work collaboratively with local schools and several of the young people have since attended other activities at our centre"

Delivery Partner





3. How do we ensure we are having an impact?

We have a bespoke data system, which enables us to track the outcomes we work to every day. Our Link Workers collect data on the frequency, length and content of every interaction they have with a child. Our partners record each child's attendance and engagement at every session. These data are automatically displayed on visual 'data dashboards'. This gives us an idea of how well each child is engaging with their programme, allowing the Link Worker to quickly follow up if a child has not attended or

engaged at school or at a support session. To understand how each child is progressing towards their four outcome areas, our partners measure their impact on the outcome area they are delivering to at regular intervals and we repeat the same process we use for identification annually – using data from the school, qualitative teacher input, and 'My Voice', our survey which we designed for this purpose with Dartington Social Research Unit.



Outcomes Framework^{vii}

		Emotional and mental wellbeing	Positive relationships	Confidence and aspiration	Progress at school
		<i>'I feel good about myself'</i>	<i>'I get on fine with others'</i>	<i>'I am confident and want to do well'</i>	<i>'I have progressed well at school'</i>
Primary school	End of Two Year Programme	Strengths and Difficulties Questionnaire (SDQ)	SDQ peer relationship sub-scale	School attendance; SDQ emotional sub-scale; WLZ measure based on Brofenbrenner ¹¹	On track to meet age-related expectations by the end of primary school ^{ix}
	End of primary school			School attendance; SDQ emotional sub-scale; Link Worker or teacher assessment re. confident for transition	KS2 results 'expected standard' in Reading, Writing and Maths
Secondary school	End of Two Year Programme	SDQ; Warwick Edinburgh Mental Wellbeing Scale	SDQ peer relationship sub-scale; Communities That Care	School attendance; Communities That Care	On track to achieve age-related expectations by the end of secondary school ^{viii}
	End of secondary school			School attendance; Link Worker and teacher progression planning survey for KS5	Level 4 GCSE in English and Maths; enrolled in full-time Education, Employment or Training

vii. Note that Early Years Outcomes Framework is still in development, though it is influenced by the Early Years Foundation Stages.

viii. Quantitative projection according to baseline and end of programme measurement, or teacher assessment.

CHAPTER 2 OUR IMPACT

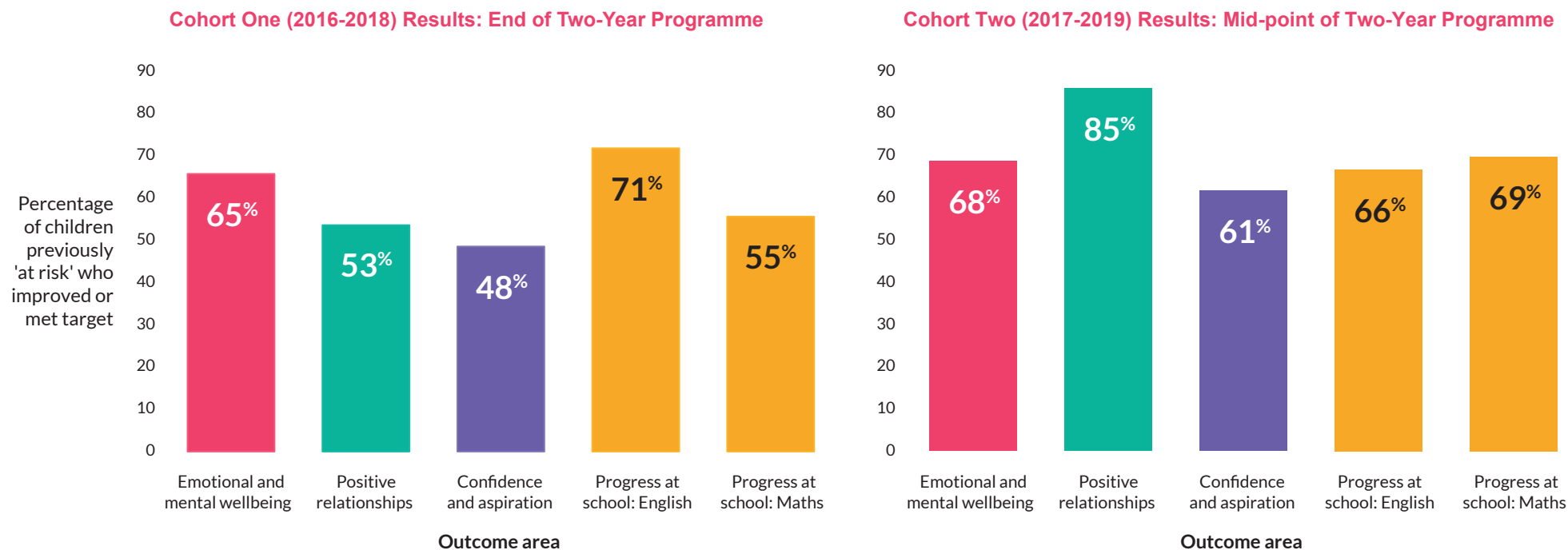
In late 2018, we finalised the outcomes data for our Cohort 1. We also analysed the 'mid-point' data for our Cohort 2, who are one year through their two-year programme. The table below shows both sets of results, but they are not directly comparable as explained below:

We improved the programme during the delivery for Cohort 1, with support from Impetus-PEF. While Cohort 1 made good progress, Cohort 2 are already benefitting from these refinements. Our children have multiple, connected, unmet

needs which is why our programme lasts for two years – it takes time to build the necessary relationship with the Link Worker, and it is usually necessary to address emotional wellbeing, relationships and engagement with school before beginning an intensive literacy programme, maths tutoring or study skills. As such, we do not necessarily expect progress to be visible in the data only one year through the programme, so it is encouraging and affirming of our model improvements that Cohort 2 midpoints are that much stronger than Cohort 1 end-of-programme-outcomes.

"Before I started going to my Link Worker, I was always fighting, messing about, but ever since I started I've been concentrating more on my lessons. She's really good at getting people on the right path."

Child, 12





905

children so far supported (or being supported) including Pilot

COHORT 1 DELIVERY METRICS (JAN 2017 - SEPT 2018)

Each child interacted
with their Link Worker

153

times on average

Each child
participated in

61

hours of partner support on average

Only

9%

of children and families declined WLZ after they were approached. This number is decreasing all the time as we develop a track record

Only

6%

of children dropped out of the programme – most when they changed school

"She [Link Worker] understands us on the level, because you know how she's kind of young, and she knows where we come from and that... For her to win an award is kind of amazing. I respect her for that."

Child, 12, re. Link Worker winning the 2017 Inspirational Adult Award, at Leap: Conflicting Conflict's Lighting the Fire awards

We focus on improving each outcome for each individual child, rather than concentrating on raising averages across the cohort. We also only measure our success based on improving the results of those who were at risk in each outcome area at the start of the programme. In addition to the baseline, mid-point and end of programme metrics shown in the table above, we also plan to measure longer-term outcomes when each child leaves their current school setting (see outcomes framework on p.14). This will allow us to see how their progress has been sustained, giving a strong indication of whether they are still on track to flourish in adulthood.

"I'm just so appreciative and excited about the fact that my son can even take part in West London Zone, what you guys have been doing is already great"

Parent, secondary school child



Samir, age 14: After 2 years with WLZ

FROM

LINK WORKER:
FARIAL

TO

Emotional and mental wellbeing

Top 10% most at risk of mental health issues



Bottom 10% at risk



Progress at school

Bottom third in English and Maths

Top third in English and Maths



Positive relationships

Lonely, vulnerable
Hung around with children who were truanting

Made friends, became a role model for younger children



Confidence and aspiration

Always distracted at school, lacked confidence
Attendance at 94.9% (but this is misleading because he would sign in and then truant)

School attendance up at 95.5%
Wants to go to University and become a banker



Alice, age 8: After 1 year with WLZ

FROM

LINK WORKER:
JUANITA

TO

Emotional and mental wellbeing

At risk of mental health crisis (SDQ score of 17); difficulty regulating emotions



Huge improvement, with low risk of mental health problems (SDQ = 3)



Progress at school

At age-related expectations, but potential to be high-achieving

Achieving 'above' age-related expectations in Maths, and Writing but not Reading. Not yet achieving her target and more work to be done.

Positive relationships

Asked her LW to support with peer relationships; self-identified as low confidence

Made friends through after-school 'circus skills'; improved self-esteem



Confidence and aspiration

Attendance at 95% (below statutory threshold)

Attendance is now 98% - above threshold
100% attendance at partner support

CHAPTER 3 COLLECTIVE IMPACT BOND

“At a time when funding for local services has never been tighter – with huge pressure on budgets for children’s and young people’s services – West London Zone has created a brilliant new model to make our money go further.”

Leader, Local Authority

“West London Zone provides a local and sustainable model of delivery unlike any other.”

Director of Commissioning for Children’s Services in the Tri-Borough^{ix}

This funding model drives our delivery model

Part of our mission at West London Zone is to ensure that no child ‘falls through the cracks’. To ensure we achieve this, we have designed a blended financial model with revenue from diversified public and private sector sources, with a significant portion on ‘outcomes payments’ for individual children. This means:

- **We cannot give up on any child, no matter how challenging the work.**
- **We can provide more support than any of these parties could afford on their own.**
- **We are not reliant on one source of funding alone.**

We call this a ‘Collective Impact Bond’, because it is a form of Social Impact Bond (an outcomes-based commissioning structure where the initial working capital is provided by a social investor, in our case Bridges Fund Management^x) yet it unusually brings together multiple local stakeholders around each individual child. Under this model,

funding follows each child from their local council, their school, and philanthropy, topped up by a central government fund, with each child supported by multiple charities and stakeholders, all bound by the same ‘whole-child’ outcomes framework (See p.14).
^{xi} Our work with Early Years children is grant-funded until 2020 with the support of the Big Lottery Fund, rather than being part of this Collective Impact Bond structure, as we are still developing this part of our programme.

Our commissioners pay us in instalments over the course of a child’s two-year programme, when we provide evidence of each individual’s engagement with the programme and their progress at the end. This is called ‘outcomes-based’ commissioning, according to the payment schedule on page 20. According to a ‘rate card’, we can be paid for a range of different outcomes at the end of the two years, up to a maximum of three, according to a ‘rate card’: 1) **Reading** (primary) or **English** (secondary); 2) **Maths**; 3) **Writing** (primary) or **School Engagement** (secondary); 4) **Emotional Wellbeing**; 5) **Relationships**; 6) **School Attendance**; 7) **Parental Engagement**.

ix. Tri-Borough’ service sharing agreement (Hammersmith & Fulham, Kensington & Chelsea, and Westminster City Council) came to an end in 2018.

x. Because payment is in arrears, Bridges Fund Management provided WLZ with a loan at the beginning of the contract (hence the term ‘social investor’) to deliver the work. Bridges also ‘shares the risk’ in case we underperform, in which case they would receive less payment.

xi. Currently this is the Commissioning Better Outcomes fund, run by the Big Lottery Fund.



"Rather than just writing a cheque and hoping for the best, we wanted to give in a way that makes the project more likely to succeed. Projects like the West London Zone are the future of philanthropy."

Philanthropic funder

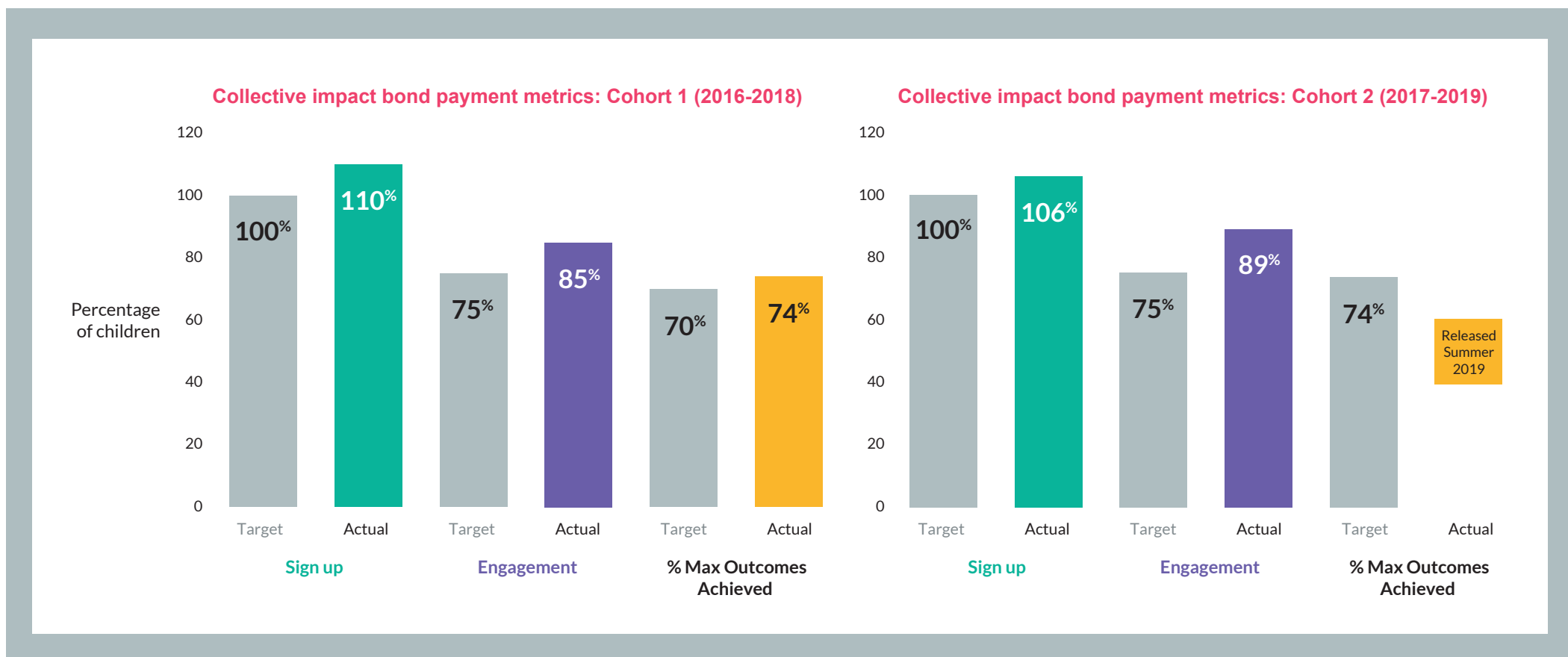
Collective Impact Bond: Structure



*Commissioning Better Outcomes fund (Cabinet Office/Big Lottery Fund).

Payment schedule

Free	Payment 1: Sign Up Autumn Term Year 1	Payment 2: Engagement Spring Term Year 1	Payment 2: Engagement Spring Term Year 2	Payment 4, 5, and 6: Outcomes Achieved Summer Term Year 2
Child is identified as eligible for support	Child/family gives consent to participate	Sufficient interactions with LW and attendance at partner support	Maintained interactions and attendance	Three final payments from a possible 'rate card' of 7 (see p.18) at end of 2-year programme, and only if one engagement payment has been met, so as to link attribution



Establishing our Collective Impact Bond required perseverance and flexibility. We needed to (i) involve families, school, and charities and find key supporters in each group; (ii) partner with a social investor, Bridges, who shared our vision; (iii) agree a

payment mechanism that balanced performance incentives with risk; and (iv) involve our Link Worker team every step of the way, so that they were ready to take on the challenge from the outset.

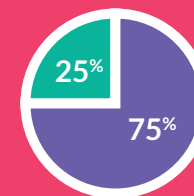
Benefits	Challenges
Innovation has helped to generate interest and get us where we are today	Complexity can be off-putting, but we are trying to simplify all the time
Drives a high-performance culture and gets results	Multi-commissioner approach is time-consuming
Provides transparency and accountability in a challenging funding environment for early intervention	Danger of an 'over' focus on targets generating inflexibility in the model
Diversity of revenue sources is important for long-term sustainability – multiple local commissioners to draw on in the long term rather than just one Local Authority (as is the case for most Social Impact Bonds).	
Enables smaller, local organisations to access social investment and requires them to measure impact (essential to claim payment).	

EARLY INTERVENTION SAVES MONEY

We intervene early because it is the best way to ensure every child can have the future they want. But there is also a strong financial argument in favour of investing earlier in a child's life. For each child, a tailored WLZ support programme costs just over £3,000 a year to provide, on average. According to the Early Intervention Foundation,¹² a one-off hospital admission for mental health costs £42,236. A permanent school exclusion including alternative school provision can cost up to £87,890, a

person aged 18-24 not in education, employment, or training costs the state an average of £3,507 every year.... the list could go on.¹³

We think we will prevent many of these things from occurring and over time we will be able to prove that. But it will take time. There is no quick fix. In the meantime, every time we prevent just one of these things for one child, we have already saved the state money in the long-run.



Three quarters of lifelong mental health problems are established by age 18¹³

CHAPTER 4 WHAT WE'VE LEARNT



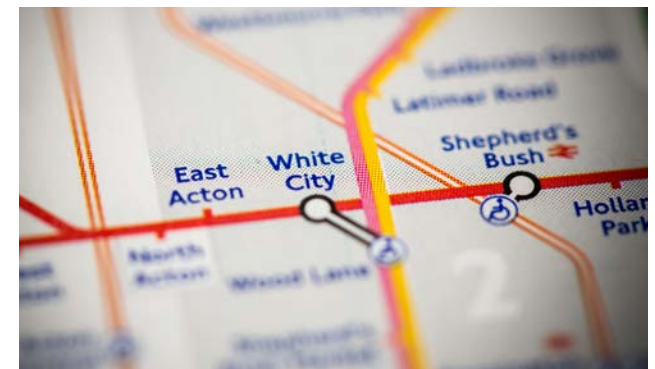
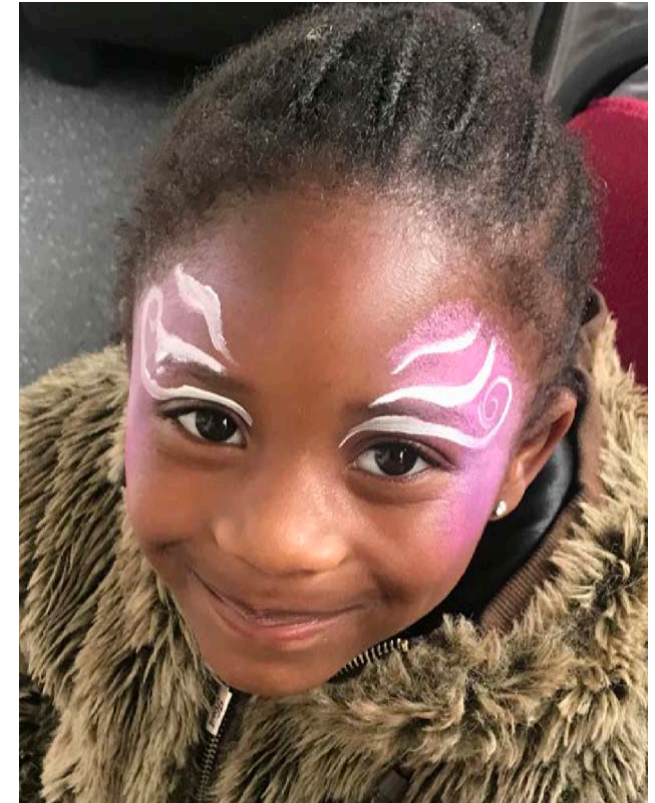
- **Scope:** Collective Impact lends itself to 'mission creep'. We have learned to be disciplined and deliberate about **who we work with, what we do,** and **what we aim to achieve** – and not be apologetic about what we don't do.
- **Relationships:** Multi-stakeholder models are complex, labour-intensive and time-consuming. **Relationships based on trust** require intensive effort and constant communication to a level that cannot be underestimated.
- **Schools:** Our model works best when we **invest the time to understand every school** we partner with, building deliberate relationships up and down the staff body, being **flexible to each environment,** anticipating problems and fixing them before they escalate. Our Link Worker model in every school enables this kind of focus in every school.
- **Partnership:** For us this does not mean simply 'talking' about collaboration. It means joint 'doing' – **shared frontline delivery and accountability for every child.**
- **Individual child focus:** When there is a partnership 'issue', **focusing on the individual child** nearly always gets to a solution.



- **Data:** To our own detriment, collective impact encourages some unnecessary data collection. We have had to rethink our measurement, **decide what was truly necessary, and be strict** about collecting only that.
- **Localism:** We have learnt not be purists when it comes to the question of place and local resources. We always **work with local assets when we can,** but we fill gaps by bringing in necessary people and programmes from elsewhere and carefully integrating them using our deep local presence, so that they are accepted and effective.
- **People:** 'Orchestration' of services is not enough. **A trusted adult needs to be at the centre** of all the structures in a child's life to hold everyone and everything together.
- **Parents:** **A planned and deliberate strategy for engaging parents** is essential to ensure maximum and sustained impact.
- **Money:** Our collective funding model drives our collective delivery model, forcing us all to work to a shared outcomes framework. **Money follows the child** and payments are only made on evidence of quality and success – ensuring transparency and accountability in an age of austerity.
- **Innovation:** Unfortunately, early intervention is not a priority for policymakers. The innovation of our multi-stakeholder Collective Impact Bond was necessary to grab attention and **get adequate funding** – and yet finding money for preventative work still remains a major challenge.

CHAPTER 5 WHAT NEXT?

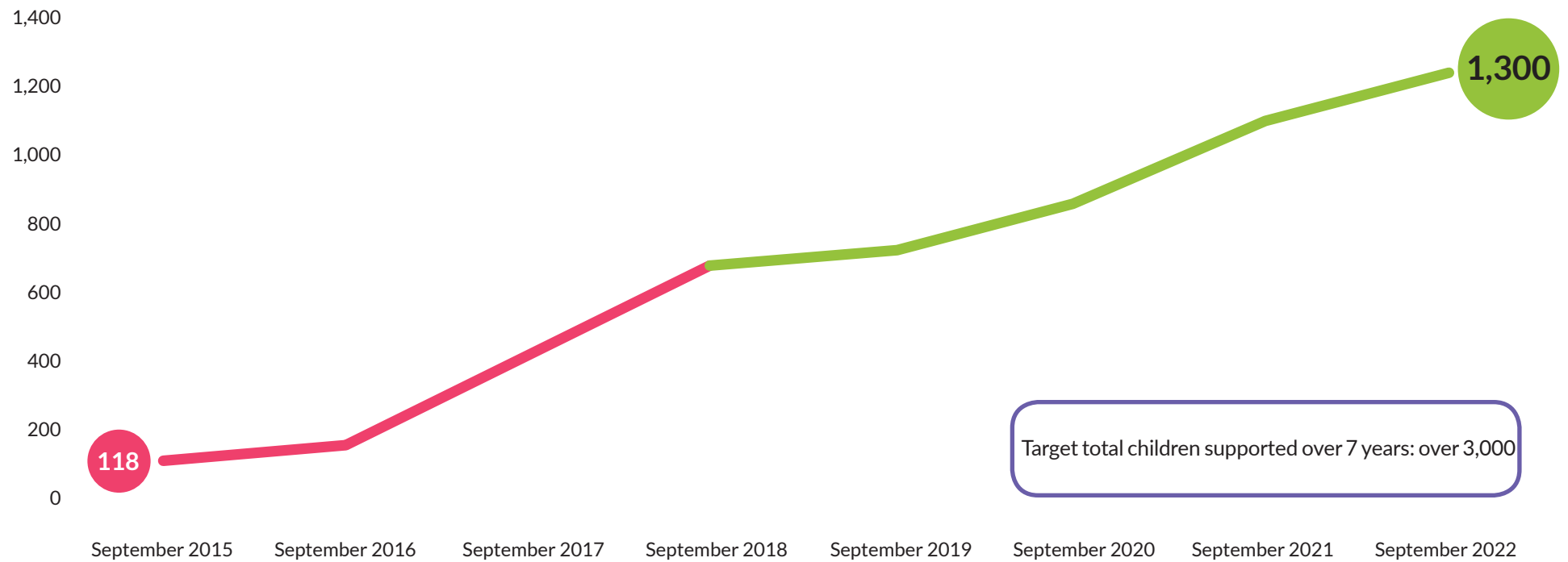
- **Get Zone-wide:** we plan to expand across our whole Zone in the coming year, working across multiple schools in **north Hammersmith, north Kensington, north Westminster and south Brent**. This is our community – our ‘place’ – and would be the first step towards testing our place-based ambition. We aim to support 3,000 children and young people by 2023.
- **Grow steadily:** to achieve our vision of transforming the life chances of a generation (and permanently change the story for children and young people in this area), we need to become truly embedded across this whole community. This means steady growth year-on-year from now to 2023 to get embedded across our place:
 - 700 active children at once to 1,300 ;
 - 23 schools to 50;
 - 40 employees to 65.
- **Improve impact:** we aim for better results every year as we constantly sharpen our delivery model and never stop the cycle of learning and refining. We look forward to continuing the valuable work we have been doing with Impetus-PEF in this area.
- **Evaluate our ‘place-based’ impact:** our unit of success is the child, and we have learned how to determine our impact on each individual we work with. Now we need to determine how to evaluate our impact on our community. Key questions include:
 - How do we define community-wide impact?
 - How many children do we have to work with to achieve that definition?
 - What data and analysis are required to demonstrate it?
 - How long will it take and how do we sustain it once we achieve it?
- **Replicate:** there are different approaches to collective impact and different models emerging for children’s zones, hubs and communities. Ours is just one approach, of which some elements will be portable and replicable, with adjustments always made for local contexts:
 - Our methodology for proactively identifying children;
 - The Link Worker role holding the relationships and all components of the intervention;
 - Our approach to partnership;
 - Our shared outcomes framework;
 - The principles of the funding structure that drives shared accountability (not necessarily the same sources and proportions of funding).
- We have an ambition for replication in other urban areas in the UK, but we believe that the way to drive future replication is to focus on proving our model works in West London. That is the immediate priority, whilst constantly learning about and reflecting on the potential for the future.



Academic year	Chronological year	Activity
2014-2015	Year 0-1	Co-design with local people
2015-2016	Year 0	Pilot project
2016-2017	Year 1	Start of commissioned delivery
2017-2018	Year 2	Model refinement and plan for getting Zone wide
2018-2019	Year 3	Roll out improved model and set-up for getting Zone wide
2019-2020	Year 4	Zone-wide operations and start of five-year evaluation



Number of children participating in WLZ per year: Historic actuals and future projections



Volumes	September 2015	September 2016	September 2017	September 2018	September 2019	September 2020	September 2021	September 2022
Schools/LW per school	3	5	15	21	26	32	41	50

ENDNOTES

1. Jenni Russell (2018), 'Troubled Young Men are Being Left to Die', *The Times*, 12th April 2018, at <https://www.thetimes.co.uk/article/troubled-young-men-are-being-left-to-die-h2323gl8p>
2. Estimate based on research on West London, regarding the impacts of poverty on children in urban areas and on analysis of children in schools we are already working in. We applied a high/medium/low need formula to the relative need of all schools in the Zone, using what we know about our current schools as a starting point. This supports the figure produced by academic research, which estimates that around 20% of children and young people are at risk of negative outcomes later in life. E.g. Paul Marshall (2013), *The Tail: How England's Schools Fail One Child in Five - and What Can be Done*, Profile Books Ltd; Caspi et al (2016), 'Childhood forecasting of a small segment of the population with large economic burden', *Nature Human Behaviour* Vol. 1, Article 5.
3. The majority of schools in the Zone are rated as 'Good' or 'Outstanding' by Ofsted. Yet there is a core group of children in almost every one of these schools with additional needs. Among the 'persistently disadvantaged' (to use the terminology of the Education Policy Institute, *Education in England: Annual Report*, 2018), there has been no closure in the attainment gap since 2011. This is also true at the Local Authority level e.g. – 81% of 'non-disadvantaged' young people in Hammersmith and Fulham will achieve a Grade 4 or above in their English & Maths GCSEs. Yet in one of our partner schools, just 35% of disadvantaged pupils will achieve this benchmark. Indeed, as inequality increases, data which relies on the 'average' between two extreme poles becomes misleading – the average in this case would be 58%. 'Disadvantaged' is defined as those who were eligible for free school meals at any time during the last 6 years and 'looked-after' children.
4. New Local Government Network (2018), Leadership Index: October 2018. Available at: http://www.nlgn.org.uk/public/wp-content/uploads/Leadership-Index_October-2018.pdf
5. Organisation for Economic Co-operation and Development (2018), *Equity in Education*. Available at: <http://www.oecd.org/education/equity-in-education-9789264073234-en.htm>
6. Change to Education Policy Institute (2018), *Education in England: Annual Report*.
7. Kania, J. and Kramer, M (2011), 'Collective Impact', *Stanford Social Innovation Review*, Winter 2011, at https://ssir.org/articles/entry/collective_impact
8. End Child Poverty 2018, 'Poverty in your area', at: <http://www.endchildpoverty.org.uk/poverty-in-your-area-2018/>
9. Christie, S (2018), 'Revealed: The most expensive street in Britain, where property prices average £35m' *The Telegraph*, 27th September 2018. Available at <https://www.telegraph.co.uk/property/house-prices/revealed-expensive-street-britain-property-prices-average-35m/>
10. Kania and Kramer (2011), see endnote 7.
11. Bronfenbrenner, U. (1979), *The Ecology of Human Development*. Cambridge, MA: Harvard University Press. Bronfenbrenner stressed the importance of different 'ecological systems' to understand child development. A child typically finds themselves in different ecosystems, from home life moving outward to the larger school system and the most expansive system which is society and culture.
12. Early Intervention Foundation (2016), *The Cost of Late Intervention*. Available at: <https://www.eif.org.uk/report/the-cost-of-late-intervention-eif-analysis-2016/>; for mental health statistic, see Education Policy Institute (2018), Access to children and young people's mental health services, at: <https://epi.org.uk/publications-and-research/access-to-camhs-2018/>
13. Early Intervention Foundation (2016), permanent school exclusion is calculated by total cost of permanent school exclusions divided by recorded cases in 2016-17. The EIF sometimes includes Pupil Referral Unit costs, and sometimes does not. We have included them here, though not every child who is excluded will go on to a PRU.

OUR FUNDERS



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