



ST JOHN'S
FOUNDATION EST.1174

CHANGING LIVES. FOR GOOD.

Impact Evaluation Report

2021-22

 **ImpactEd**

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Executive Summary

In 2020 St John's Foundation launched their ambitious strategy to **narrow the attainment for Key Stage 2 children** across Bath and North East Somerset. Their vision for the Foundation Fund is to ensure all children who are identified as requiring additional support grow into healthy, happy educated members of their communities. This report contains the evaluation findings from the first academic year of a three-year pilot programme of interventions that were introduced across seven primary schools in which outcomes for pupil premium pupils have historically been persistently low.

The Foundation Fund **targets children from pre-birth to age 12** through interventions which aim to increase their educational outcomes by supporting their learning and by addressing their physical, behavioural, and emotional needs. The Foundation Fund has three strands: the Primary Empowerment Programme (PEP), Early Years (EY) and Nutritious Food and Safe Places Programme (NF&SPP).

The **Primary Empowerment Programme funds external organisations to deliver additional support** in foundational reading, writing, maths, oracy, and emotional and behavioural wellbeing. The **Early Years strand funds speech and language support to children aged 3-5** in pre-school environments and provides enhanced healthcare pathways for new mothers requiring mental health support. The **Nutritious Food and Safe Places Programme is focused on improving access to affordable and nutritious food across BaNES** by providing funds for food-bank distributors, food clubs and pantries.

This is the **first annual evaluation of the three-year pilot programme**. The long-term aim of St John's Foundation is to **reduce the attainment gap between pupil premium and non-pupil premium pupils**, therefore we have **included an analysis of the changes in the attainment gap** as it is vital that we track long-term developments. However, we would not expect to see a narrowing of the gap within the first year of the programme, particularly not in the wider context of the impact of the pandemic on pupils' learning. Therefore, we have **included commentary on the changes to the proportion of pupil premium pupils achieving age-related expectations**, as we think this is important in evaluating the programme in the short-medium term.

It is also important to note that this report **is on the impact of the key outcomes of the Foundation Fund framework**, and not an evaluation of the work of individual delivery partners or interventions. We aim to provide a holistic evaluation of the collective work of all involved.

This executive summary starts with the key findings and an outline of the structure of the report. It then provides an overview of the national and regional picture regarding the attainment gap, and long-term impact of the pandemic, providing a picture of the size and scope of the challenges St John's Foundation is working to overcome. It then moves on to the evaluation itself, covering evaluation aims and design.

Key findings

Below we summarise the key findings relating to each of the key themes. All findings relate to the academic year 2021/22 only.

- ▶ **Overall Attainment:** Between 2019 and 2022, the proportion of pupil premium pupils in PEP primary schools meeting Age Related Expectations (ARE) increased by 15 percentage points in reading and remained stable in maths. Nationally, between 2019 and 2022, the proportion of pupil premium pupils meeting ARE remained stable in reading and decreased by 11 percentage points in maths (DfE, 2022a). This shows that improvements in pupil premium pupils meeting age related expectations have increased faster in the PEP schools than nationally.
- ▶ **Attainment Gap:** Between 2019 and 2022, in PEP primary schools, the attainment gap reduced by 14 percentage points in reading, and 7 percentage points in maths. Between the autumn and summer term of 2021/22 (the first year the PEP programme was running), the attainment gap in PEP primary schools widened by 2 percentage points in reading and narrowed by 2 percentage points in maths.

Nationally, between 2019 and 2022, the attainment gap increased by 2 percentage points in reading and by 5 percentage points in maths. Although we do not yet have precise figures, research suggests that nationally during 2021/22 the attainment gap widened in reading and narrowed in maths.

This shows that in 2021/22, changes in the attainment gap in PEP primary schools reflected national trends; however, in the long-term, PEP primary schools have been successful in narrowing the attainment gap, whilst it increased nationally. Although all the schools in the programme have made improvements, we have found there is significant variation between school in terms of the size of the improvements achieved.

- ▶ **Non-Cognitive Skills:** Even though there was an average overall decrease of 4% in the non-cognitive outcomes of pupils in the PEP primary schools, there was a narrowing of the gap between the non-cognitive outcomes of pupil premium and non-pupil premium pupils and SEND and non-SEND pupils.
- ▶ **Access to Services:** The upskilling of Early Years practitioners has increased the overall access to speech and language support for young children, with 38 referrals made in 2021/22. 30% of the children identified as requiring additional speech and language support in the autumn term 2021 were meeting age-related expectations by the summer term 2022. There is a considerable uptake of crisis food in the BaNES area and on average between 350 and 400 meals per week were delivered to families in postcodes surrounding PEP schools in 2021/22.
- ▶ **Perception and Awareness:** Amongst front-line delivery staff and head teachers there was a sense that both parents and children's awareness of services had increased and that perceptions of them had become more positive.

- ▶ **Joined Up Working:** Whilst there were some barriers to effective communication, delivery partners and specialist health professionals were working more closely with schools to identify and support pupils most in need.
- ▶ **Systemic Change:** School leadership reported being able to deliver interventions more effectively, and there was a 23% increase in practitioner confidence implementing early interventions for children with speech and language needs. In 2021/22, food providers were working to create supportive communities which reduce stigma around accessing crisis food.

Given the impact of the pandemic, the huge pressures placed on schools in the year 2021/22, and the PEP primary schools' position of relative disadvantage, the **improvements in the outcomes of pupil premium pupils in PEP primary schools in 2021/22 should be seen as a considerable success**, particularly since improvements were greater than gains made nationally. Furthermore, **the reduction in the attainment gap in maths and the slight increase in reading in 2021/22**, combined with an **overall reduction since 2019**, should also be viewed extremely positively, particularly since the attainment gap has increased nationally over the same period. Furthermore, the **narrowing of the gap between pupil premium pupils and non-pupil premium pupils' non-cognitive outcomes** suggests that **targeted interventions are working**. There is evidence that these skills - such as metacognition and self-efficacy – can be **particularly important in closing disadvantage gaps** (Gutmann & Schoon, 2013).

Pupils across the seven primary schools and in early years settings who need additional speech and language support are now **more likely to receive earlier identification and support**. Throughout the past academic year, a total of 787 children were screened, with 285 identified as needing further support. These 285 children received targeted support, and showed a considerable improvement, with **over 30% of both boys and girls moving into the age-related area and no longer requiring specialist support**. Qualitative data identified that as early years practitioners and teaching staff have been upskilled, their confidence and sense of empowerment has enabled them to more efficiently and effectively identify pupils in need of speech and language support, resulting in a considerable number of referrals to specialist speech and language therapists.

Data gathered from FareShare South West who work with local community groups in BaNES and across the whole of the South West to distribute nutritious food to those most in need, highlights that **the uptake of crisis food has remained relatively stable over the past 1.5 years**, where families with children and young people under the age of 18 continuing to access food. On average, **between March 2021 and August 2022, communities surrounding PEP schools received between 350 and 400 meals per week**. Conversations with key stakeholders indicates that these community groups are working to create spaces of empowerment and community for those in need to mitigate any sense of stigma associated with accessing crisis food.

This report begins by describing the three strands of the programme. It then goes on to provide an overview of the evaluation design and process. This includes the measures used to evaluate each of the key themes, the sample sizes of the data collected, the analysis methods used and the evaluation limitations. The main body of the report contains the key findings which are structured

around the six key themes. The report ends with recommendations for programme delivery and evaluation. At the end of the report we have included a glossary of key terms and a list of references. The appendices contain the full outcomes framework and the results of the attainment data.

The National and Regional Context

Long periods of home learning during the pandemic increased educational inequalities since pupils had different amounts of online learning, varying access to technology and disparate levels of parental support (EEF, 2022). **COVID-19 negatively impacted the attainment of all pupils, but particularly those from disadvantaged backgrounds** (FFT, 2022). There is strong evidence that pupils have experienced a greater impact in areas of high deprivation, and those in KS1 have been the most significantly affected, with lower attainment than previous cohorts across all subjects. It is now thought that **in the academic year 2020/21, the attainment gap in primary schools in England widened by 0.5 months in Maths and 0.7 months in reading** (EEF 2022). It is estimated that the gap widened by another month in reading in the year 2021/22, and most evidence shows that, despite some recovery in 2021/22 due to in-person teaching, by summer 2021, on average pupils were not performing as well in both maths and reading as pre-pandemic cohorts.

Aside from the impact on attainment, there has also been an effect on pupil wellbeing. There is emerging evidence that suggests **the pandemic has negatively impacted children's mental health and contributed to low levels of engagement** (ImpactEd, 2021, Lucas et al., 2020). Furthermore, heightened levels of anxiety have made it harder for some pupils to attend school (Bussières et al., 2021).

Despite BaNES being classed as one of the least deprived areas in the country, these statistics mask pockets of high deprivation which remain within the area. In BaNES in 2019, 7.9% of the population was income deprived and, of the **115 neighbourhoods in BaNES, 5 were among the 20% most income deprived in England**. Two of the primary schools St John's has been working with are in the top 10% most deprived areas in the country. This high level of income inequality has contributed to the long-standing inequalities in educational outcomes. BaNES has a wide and persistent attainment gap between the educational outcomes for children in receipt of Free School Meals (pupil premium pupils) and their peers.

Outcomes for this cohort are amongst the lowest for all local Authorities in England. Nationally, 55% of pupil premium pupils achieve their learning goals at 5, compared to just 46% of pupil premium pupils in BaNES. This is compared to 73% of all other children nationally, and 78% of pupils in BaNES. Despite significant work over the years to close the gap, 'this pattern is proving difficult to shift' (BaNES Council, 2021).

Evaluation Aims and Design

ImpactEd was brought in once the fund was launched to independently monitor and evaluate key outcomes. As the independent evaluator of the fund, we have worked in partnership with staff from St John's to identify key outcomes against which the impact of the fund will be measured. We have **created a comprehensive evaluation framework which will be used over 10 years to evaluate the impact of the fund**. Through continuous monitoring, evaluation and programme refinement, the project aims to create a model which can be replicated in schools and other education and healthcare settings across BaNES.

This evaluation analysed pupil attainment data, pupil wellbeing survey data, qualitative research into the experience of delivery partners and schools, and secondary data from delivery partners to evaluate the impact of the programme on the key outcomes. In the evaluation framework, the key outcomes are grouped around six key themes, around which this report is structured. The table below summarises the type of data collected in the evaluation of each of the key themes.

Theme	Summary of Programme Aim	Type of Data
Attainment	The gap between the proportion of pupil premium pupils and non-pupil premium pupils achieving age-related expectations narrows.	Attainment data
Non-cognitive skills	Pupils' social and emotional outcomes improve.	Pupil survey data
Access to services	Children and families have increased access to healthcare, education and food services.	Focus groups with teachers and delivery partners Secondary data provided by delivery partners
Perceptions and awareness	Family engagement with education and health services improves and parents have more confidence accessing support.	Focus groups with head teachers and delivery partners Secondary data provided by delivery partners
Joined up working	Organisations working in different sectors act in unison to help vulnerable people.	Focus groups with head teachers and delivery partners

Systemic change	School leaders can implement interventions effectively and education professionals are upskilled.	Focus groups with head teachers and delivery partners
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1. Programme Overview

The St John's Foundation Fund consists of three discrete strands of activity which contribute to the common overall aim of reducing the attainment gap in BaNES. These strands are:

- ▶ The Primary Empowerment Programme (PEP): Supporting pupils in BaNES primary schools in social, emotional and academic capacities
- ▶ Early Years (EY): Supporting the first few years of children's lives through several specific sub-programmes:
 - *Language for Life*: Supporting pre-school pupils in speech & language and other areas
 - *Perinatal Emotional Wellbeing Partnership (PEWP)* programme: Supporting new mothers experiencing mild-to-moderate mental health needs
 - *Early Nurture Service*: Building social, emotional and mental health (SEMH) capacity among schools and nurseries, addressing growing pressure on settings from increasing numbers of children with SEMH needs.
- ▶ Nutritious Food and Safe Places Programme (NF&SPP): Improving access to affordable and nutritious food in BaNES

A detailed overview of each of these strands and the specific programmes that fall under them are detailed below.

1.1 Primary Empowerment Programme

The Primary Empowerment Programme provides funding for seven primary schools in BaNES with the greatest need. Schools have a say in how the fund is spent and in 2021/22 some schools spent some of the money employing additional staff such as TAs and buying reading books. A large proportion of the fund was used by schools to resource interventions run by external delivery partners. Most interventions currently work at a whole school level (e.g., training teachers), with support provided on a range of outcomes from social and behavioural learning to oracy and numeracy. The table below highlights which delivery partners operate in which schools.

	Brighter Futures	HCRG	Voice 21	Bristol Trading Services	Ruth Miskin Training	White Rose Maths
St Michael's	✓	✓	✓	✓	✓	✓
Castle Primary	✓	✓		✓	✓	✓
St Keyna	✓	✓		✓	✓	✓
St Martin's	✓	✓		✓		✓

Roundhill	✓	✓	✓	✓		✓
Twerton	✓	✓		✓	✓	✓
St Mary's	✓	✓	✓	✓		✓

Table 1: Overview of the seven PEP schools which delivery partners they work with

For this year's evaluation, data was gathered from as many delivery partners as possible. However, since it was the first of the programme and not all interventions were fully embedded in schools, not all delivery partners were able to provide the type of data required to suitable analysis. Please refer to Appendix A for more information on each of the delivery partners who have provided us with data, and the size and scope of the interventions they have delivered in the PEP schools.

1.2 Early Years

The Early Years strand covers several specific programmes aiming to support the first few years of children's' lives in the BaNES area. The list below outlines the delivery partners who have been providing these programmes and interventions, and who have provided data for this 2021/22 evaluation:

Language for Life

Language for Life (LfL) is a programme under the Early Years strand for children in Early Years settings. These settings are varied and include nurseries attached to primary schools, independent nurseries, and small-scale childminders. The HCRG care group (previously known as Virgin Care) train staff in the EY settings to use the Wellcomm toolkit to screen children. Children are rescreened periodically to check their progress over a period of time. Those flagged as requiring specialist support are referred using the traditional channels funded by the local authority.

Perinatal Emotional Wellbeing Partnership (PEWP)

The Perinatal Emotional Wellbeing Partnership (PEWP) is an umbrella programme which brings together, and supports through additional funding, organisations that support the emotional wellbeing of new mothers. St John's directly funds three organisations - Bluebell Buddies, Open Space and Trauma Counselling – whilst the others are funded by the Integrated Care Board. Bluebell Buddies is a buddy-scheme which offers one-to-one support for parents experiencing perinatal mental health difficulties. The 'buddies' are women who have themselves experienced perinatal mental health challenges; they offer emotional support and signpost women to other services. Open Space is a mental health project offering art-based psychotherapy in groups of up to 5. Three courses of 12 weeks are delivered a year. During the course, mothers are encouraged to explore their emotions through talk and creative activities. Bright Start's Children's Centre's trauma counselling service offers specialist, trauma-informed, one-to-one counselling. This service piloted in August 2020 and has been heavily oversubscribed, with 33 referrals received in the first six months. For this evaluation, we have been in touch with Bluebell Buddies and Open Space.

1.3 Nutritious Food and Safe Spaces Programme (NF&SPP)

Initially, Nutritious Food and Safe Spaces were two separate strands, but were merged when it became clear that the work is intrinsically linked; whilst accessing nutritious food, people are provided with a safe space and support from a wide range of organisations.

The aim of the NF&SPP is to ensure all children have access to affordable, nutritious food. FareShare works with local community groups and organisations in the BaNES area to provide them with nutritious food for those who need it most. Such organisations include hostels, day centres, lunch clubs, addiction agencies, young people's projects and refugee centres.

For this year's evaluation, we have been in touch with our key contact at FareShare South West, who has provided us with secondary data related to the amount of food distributed in the BaNES area to organisations working with young people and families. This includes day-care centres, schools, family community support centre. Data from number of Healthy Start Vouchers which has been reported on in previous St John's Quarterly Board Updated was not available for this report, due to issues in data collection on both a local (BaNES) and national level. Efforts are in place to ensure that this data is successfully collected for further reports.

2. Methodology

This section contains the overall approach to the evaluation. It begins by showing how each outcome relates to the key themes and programme strands in the outcomes framework. It then outlines each of the measures used to evaluate the intermediate-term outcomes, and discusses data collection, sample sizes, and analysis methods used. It ends with evaluation limitations.

2.1 Outcomes Framework

The outcomes framework was created in 2021 in partnership with staff at St John’s. It shows the key outcomes the fund is working towards. The purpose of the outcomes framework is to capture the outcomes against which the impact of the programme will be measured. The key outcomes are grouped into six themes; attainment, non-cognitive skills, access to services, perceptions and awareness, joined up working and systemic change. Whilst together the three programme strands are designed to meet all the key outcomes, separately they cover only some.

The outcomes are also grouped into intermediate and long-term outcomes. Since this is the first year of the evaluation, we have not been able to evaluate any of the long-term outcomes. We expect that this will be possible in the second annual evaluation 2022/23. The table below shows how each of the outcomes evaluated in this report are related to the six themes and are met by the three programme strands. We have included only the intermediate-term outcomes here; the long-term outcomes framework can be found in Appendix B.

Intermediate-term Outcomes

Theme	Outcome	PEP	EY	NF&SPP
Attainment	▶ Children improve on age-related expectations on assessments	✓	✓	
	▶ Children improve their study skills, including self-regulation	✓	✓	
Non-cognitive skills	▶ Children’s self-confidence improves	✓	✓	✓
	▶ Children’s anxiety is reduced, and wellbeing improves	✓	✓	✓
	▶ Children’s learning and their motivation to learn improves	✓	✓	
	▶ Children’s self-efficacy & aspirations improve	✓	✓	
	▶ Children’s metacognition improves	✓	✓	
Access to services	▶ School attendance improves & exclusions are reduced	✓		
	▶ Children have increased access to specialist speech & language support		✓	

	▶ Early identification of children’s needs improves, and support is strengthened		✓	
	▶ Children & families have access to affordable, nutritious food initiatives			✓
	▶ Children & families have access to safe places			✓
Perceptions & awareness	▶ Family engagement with education (and youth services) improves	✓	✓	✓
	▶ Parental confidence around and awareness of services increases	✓	✓	✓
	▶ Children’s awareness & knowledge of nutritious food is increased	✓		✓
	▶ Families’ awareness of how to access food initiatives improves			✓
	▶ There is greater dignity for those accessing food initiatives			✓
	▶ There is reduced stigma around safe places use			✓
Joined up working	▶ There is improved joined up working & info. sharing between services that work with children (e.g. they use a common language and tools)	✓	✓	✓
	▶ There is better sharing of best practice between organisations	✓	✓	✓
	▶ Organisations working in different sectors act in unison to help vulnerable people	✓	✓	✓
Systemic change	▶ School leadership gains support & resources to implement interventions effectively	✓		
	▶ Early Years workforce in key geographical areas is upskilled		✓	
	▶ Need for crisis food provision is reduced			✓

Table 2: Outcomes framework showing how the key outcomes relate to the six themes and programme strands

2.2 Evaluation design

Table 3 below shows the type of data that was collected to measure each of the key intermediate outcomes.

Intermediate-term outcomes

Area	Outcome	Key Stage	Measurement
Attainment	▶ Children improve on age-related expectations on assessments	KS1	Attainment data in Reading, Writing and Maths in the Autumn Term 2021 and Summer Term 2022.
		KS2	
Non-cognitive skills	▶ Children improve their study skills, including self-regulation	KS1	Thrive Data: Secondary data provided by Thrive Toolkit
	▶ Children's resilience improves	KS2	Emotion Regulation Questionnaire: 10-item scale designed to measure respondents' tendency to regulate their emotions
	▶ Children's anxiety is reduced, and wellbeing improves	KS2	GRIT-S scale: 8-item scale designed to measure respondents' reliance/grit
	▶ Children's learning and their motivation to learn improves	KS2	Short Warwick-Edinburgh Mental Wellbeing Scale: 7-item scale designed to measure respondents' wellbeing
	▶ Children's self-efficacy & aspirations improve	All	Teacher qualitative feedback on pupil motivation
	▶ Children's metacognition improves	KS2	MSQL Self-Efficacy Scale: 9-item scale designed to measure respondents' self-efficacy
	▶ Children's metacognition improves	KS2	MSQL Metacognition Scale: 9-item scale designed to measure respondents' metacognition
Access to services	▶ School attendance improves & exclusions are reduced	KS1 KS2	School records on attendance and exclusions collected through the ImpactEd platform Teacher and delivery partner feedback on pupil behaviour and engagement
	▶ Children have increased access to speech & language support	EY	Referral data from LfL team
		KS1	Interviews and focus groups with LfL staff and practitioners Collection and collation of secondary data from LfL team

	<ul style="list-style-type: none"> ▶ Early identification of children’s needs improves, and support is strengthened 	EY KS1	<p>WellComm Speech and Language Assessment data</p> <p>Interviews and focus groups with LfL staff and practitioners</p>
	<ul style="list-style-type: none"> ▶ Children & families have access to affordable, nutritious food initiatives 	All	<p>Collection of secondary Healthy Start Voucher data</p> <p>Collection and collation of secondary food distribution data</p>
Perceptions & awareness	<ul style="list-style-type: none"> ▶ Family engagement with education and youth services improves 	All	Focus groups with teachers and frontline delivery staff on family engagement
	<ul style="list-style-type: none"> ▶ Parental confidence around and awareness of services increases 		
	<ul style="list-style-type: none"> ▶ Children’s awareness & knowledge of nutritious food is increased 		
	<ul style="list-style-type: none"> ▶ Families’ awareness of how to access food initiatives improves 		Focus groups with delivery partners and schools to understand food distribution processes and awareness of food initiatives
	<ul style="list-style-type: none"> ▶ There is greater dignity for those accessing food initiatives 		
Joined up working	<ul style="list-style-type: none"> ▶ There is improved joined up working & info. sharing between services that work with children (e.g. they use a common language and tools) 	All	Focus groups with delivery partners and SLT on joined up working
	<ul style="list-style-type: none"> ▶ There is better sharing of best practice between organisations 		
	<ul style="list-style-type: none"> ▶ Organisations working in different sectors act in unison to help vulnerable people 		

Systemic change	▶ School leadership gains support & resources to implement interventions effectively	All	Focus groups with delivery partners and SLT on leadership support and teacher training
	▶ Early Years workforce in key geographical areas is upskilled		
	▶ Need for crisis food provision is reduced		Quantity delivered: quantity of crisis food provided – data collected via delivery partners

Table 3: Table showing the measures used to evaluate each key outcome

2.3 Data Collection and Analysis

Demographic Data

To provide essential context and understanding to the landscape in which these schools are situated in, we collected demographic data for each school pertaining to the number of children eligible for Pupil Premium (PP) and those with Special Educational Needs and Disabilities (SEND). In addition, we collected the gender split and age groups amongst children from each year group. Table 4 below shows the proportion of pupil premium, SEND, male and female pupils in each school included in the ImpactEd dataset. We have included the percentage of female pupil premium and female SEND pupils to show the gender split within those groups.

School	Pupil Premium Pupils	SEND pupils	Female	Male
Castle Primary (n=166)	42% (48% female)	26% (33% female)	47%	53%
Roundhill (n=181)	51% (42% female)	33% (28% female)	44%	56%
St Keyna (n=208)	37% (53% female)	31% (42% female)	51%	49%
St Martin's (n=169)	51% (50% female)	46% (33% female)	41%	59%
St Mary's (n=248)	37% (39% female)	26% (28% female)	50%	50%
St Michael's (n=143)	65% (55% female)	34% (46% female)	55%	45%
Twerton (n=86)	72% (44% female)	41% (34% female)	45%	55%
Total (n=1201)	47% (47% female)	33% (35% female)	48%	52%

Table 4: Proportion of pupil premium, SEND, male and female pupils in each school included in the ImpactEd dataset

Regional and National Attainment Data

A dataset held by the DfE (2022a) which provides end-of-KS2 SATS results by national, regional, and local authority level, and pupil and school characteristics, was used to contextualise the analysis of the 2021/22 attainment data from the Primary Empowerment Programme.

The dataset included data from between 2015/16 and 2018/19, and 2021/22. Due to the impact of the COVID-19 pandemic on schools, the government did not publish primary attainment data in the years 2019/20 and 2020/21.

The dataset cut by local and regional authority provided the reading, writing and maths attainment from Primary schools across Bath and Northeast Somerset, whilst the dataset cut by pupil characteristics provided the percentage of pupil premium and non-pupil premium pupils achieving ARE nationally in reading, writing and maths.

Attainment Data from the PEP Primary Schools

Attainment data was collected from the seven PEP primary schools to evaluate changes in the proportion of pupils working at age-related expectations and to measure the attainment gap.

Schools were asked to provide attainment data (reading, writing and maths scores) for all pupils in Years 1 – 6 in the autumn term of 2021 and the summer term of 2022. Schools were able to provide attainment data in any format to allow flexibility. The PEP primary schools all use different attainment scales. This is because there is no standardised assessment in primary until year 6, and so, although there is some consistency in the language, most schools have developed their own assessment systems.

Once collected, the attainment data was matched to the pupil database held on the ImpactEd platform. Since not all attainment data provided by the schools included Unique Pupil Identifiers (UPNs), some data was unable to be matched and was excluded from the analysis. Table 5 below shows the matched data sample sizes by school.

School	Maths	Reading	Writing
Castle Primary	94	84	144
Roundhill	181	181	149
St Keyna	202	202	201
St Martin's	169	169	169
St Mary's	232	232	90
St Michael's	131	131	131
Twerton	73	73	74
Total	1082	1072	958

Table 5: Overview of the final matched sample sizes used in the attainment analysis

In order to standardise the data across the schools, the scales were converted into two categories: ‘Not meeting ARE’ or ‘Meeting ARE’. This approach was favoured over converting into a percentage point scale, since the scales had different ranges. Furthermore, the two categories allowed us to calculate the percentage point gap between pupil premium pupils and non-pupil premium pupils meeting ARE, and therefore answer our overarching research question. Table 6 below shows how the various school scales were converted into these two categories.

School	Not meeting ARE	Meeting ARE
Castle Primary	PKS (Pre Key Stage), BLW (Below), WTS (Working Towards)	EXS (Expected)
Roundhill	Below, Just Below	On-track, Gtr. Depth
St Keyna	B (Below), W (Working Towards)	S (Secure)
St Martin’s	Score < 100	Score > 100
St Mary’s	Below, Just Below	On-track, Gtr. Depth
St Michael’s	Y3 score < 36 Y4 score < 42 Y5 score < 48 Y6 score < 54	Y3 score > 35 Y4 score > 41 Y5 score > 47 Y6 score > 53
Twerton	Well Below, Below	Expected, Gtr. Depth

Table 6: Overview of the PEP schools and the type of attainment data that they used. Due to a wide variety of assessment types that schools used, ImpactEd converted these grades into a binary system as outlined in the left column

Descriptive statistics were used to evaluate the impact of the programme on the attainment gap. The percentage change between the proportion of pupil premium pupils and non-pupil premium pupils working at or above ARE in the autumn and summer terms was calculated for reading, writing and maths, and the Primary Empowerment Programme overall.

Thrive Data

Since it is hard to assess and evidence pupil progress in attainment in reception and KS1, we also collected data from Thrive practitioners who, supported by Brighter Futures, have been offering emotional and behavioural support to KS1 pupils in PEP schools. To identify pupils most in need of support, the Thrive practitioners assessed pupils before the intervention. Pupils who were not able to demonstrate the expected social and emotional behaviours for their age group were given additional support by the Thrive practitioners. Pupils were assessed again at the end of the intervention to see if they had progressed to the level expected of their age group.

This data was collected and analysed to work out the proportion of pupils progressing developmentally to a standard expected of their age group. Since Thrive practitioners are not yet established in all PEP schools, the decision was made to run a pilot evaluation in 2021/22. This involved working with Brighter Futures to collect Thrive data from two schools; Twerton, and Roundhill. The data provides information on how many pupils were working below standard expectations in the autumn 2021 and summer 2022 term, and so can be used to analyse the impact of the Thrive approach on school settings.

Table 7 shows the numbers of pupils we have Thrive data on from Roundhill and Twerton.

School	Reception	Year 1	Year 2
Roundhill	50	49	48
Twerton	None	34	33

Table 7: The sample sizes of the Thrive data collected from Roundhill and Twerton

The Thrive dataset is limited in the following ways;

- ▶ The data does not include unique pupil reference numbers and so therefore cannot be matched to other forms of data (i.e., demographic, attainment and pupil survey data).
- ▶ The dataset reflects the work of in-school and Brighter Futures Thrive Practitioners, and so cannot be used to make judgments about the impact of PEP alone.
- ▶ The Thrive framework is age-specific, and so we expect pupils to make progress regardless of support.
- ▶ Teacher assessments are subjective and so we should be careful when drawing comparisons between schools, although the extra training and support given to teachers because of PEP should have helped to mitigate this.

Pupil Survey Data

Pre and post pupil surveys were used to measure five non-cognitive outcomes for pupils using self-reported, academically validated scales. Details of the non-cognitive outcomes are in Table 8 below.

Outcome	Measurement details
Emotion Regulation	Emotion regulation in this context refers to an individuals’ ability to alter or re-interpret their emotions following stressful or upsetting events. The re-framing of stimuli and experiences is called ‘cognitive reappraisal’ and is one of the most effective strategies for emotion regulation. We have used the Emotion Regulation Questionnaire (Gross & John, 2004) which tests cognitive reappraisal by focussing on a) emotional experience and b) emotional expression.

Grit	Grit refers to an individual's tendency to sustain interest in and effort toward very long-term goals. Individuals high in grit do not swerve from their goals, even in the absence of positive feedback and in cross-sectional studies, grit correlates with lifetime educational attainment and, inversely, lifetime career changes (Duckworth, et al., 2007). We have measured Grit using the Grit-S Scale which tests how diligently an individual works towards achieving their goals even in the face of adversity and a lack of progress.
Wellbeing	Wellbeing refers to a state in which individuals thrive and flourish, including contentment and overall sense of purpose as well as day-to-day happiness. (Huppert, Baylis, & Keverne, 2004). We measured Wellbeing using the Short Warwick-Edinburgh Mental Wellbeing scale.
Meta-cognition	Metacognition means 'thinking about thinking': pupils' ability to think explicitly about their own learning. It is strongly associated with academic progress and improves other skills required for learning, such as critical thinking (Flavell, 1979). We measured metacognition using the Cognitive Strategies Use and Self-Regulation subscales of the Motivated Strategies for Learning Questionnaire.
Self-efficacy	Self-efficacy is a measure of pupils' belief in their ability to achieve a specific task in the future. Self-efficacy is correlated with higher academic achievement and persistence, and also contributes to pupil wellbeing (Gutman & Schoon 2013). We measured self-efficacy using the Self-efficacy subscale of the Motivated Strategies for Learning Questionnaire.

Table 8: Overview of non-cognitive survey measures administered to all pupils in KS2 PEP schools

Surveys were taken at two time points: baseline in the autumn term 2021 and endline at the end of the summer term 2022. Since pupil surveys are not a reliable tool for KS1 pupils, only pupils in KS2 (Years 3-6), were surveyed. Due to pressures on schools partly caused by the COVID-19 pandemic, St Martin's Garden and St Mary's were unable to complete both the baseline and endline surveys and so were not included in the analysis. The sample sizes for each school are shown in Table 9 below.

School	Emotion Regulation	Grit	Wellbeing	Self-efficacy	Metacognition
Castle Primary	91	92	90	90	88
Roundhill	117	117	117	116	110
St Keyna	111	111	111	109	107
St Michael's	96	94	94	94	93
Total	415	414	412	409	398

The percentage change from the baseline to endline was calculated for each year group, school, and

Table 9: Sample size of non-cognitive survey completion rates by PEP school

at programme level. Since non-cognitive outcomes tend to remain relatively stable over-time

(ImpactEd, 2022)¹, the percentage change from baseline to endline has been used to evaluate the impact of the Primary Empowerment Programme on pupils’ non-cognitive outcomes.

The results were compared to the relevant national benchmarks. The national benchmark is derived from data collected from a sample of over 100,000 pupils nationally who have completed the surveys on the ImpactEd platform. Comparing to a pre-existing national benchmark provides a means of contextualising pupil results against national trends and helps us to understand how significant any observed differences were.

Attendance and Exclusions Data

Attendance data was collected using the ImpactEd platform, which is able to automatically sync up to the school’s Management Information Systems (MIS). Table 10 indicates the number of KS2 pupils who had both baseline and final attendance data and were therefore able to be matched and included in the analysis.

School	Pupil Premium	Non-Pupil Premium	Total
St Martin's	44	38	82
Roundhill	80	76	157
St Mary's	23	33	56
St Keyna	44	70	114
St Michael's	72	36	108
Castle Primary	75	80	159

Table 10: Proportion of matched attendance data for pupils in KS2 PEP schools

For KS1, only Twerton had both baseline and final attendance data, with 36 Pupil Premium pupils and 9 non-Pupil Premium pupils, with an overall sample size of 45 pupils used within analysis. Unfortunately, national benchmarks were not available for this data. According to the Department for Education, national data for attendances in schools for 2021/22 will not be available until March 2023.

Although exclusions data was also collected to track the change in the number of exclusions, it was decided to omit this from this year’s report. This is because national data is currently unavailable for exclusions and so, without a baseline or national benchmark, we have nothing meaningful to compare it to. In subsequent reporting exclusions data will be included in the analyses, where comparisons will be drawn from this baseline year.

¹ Of all the pupils who took surveys in wellbeing, anxiety, metacognition and resilience (grit) on the ImpactEd platform, levels only varied on average by 1.3 percentage points from September 2021 to July 2022.

WellComm Data

The Language for Life (Lfl) programme is using the WellComm Communication and Language toolkit to assess pupil progress on age related speech and language expectations over time. The toolkit is an evidence-based assessment and intervention tool designed to support practitioners in their work with children during the Early Years period. The toolkit uses a traffic light assessment system which records a child's speech, language, and communication development. A 'Green' assessment suggests no intervention is needed, an 'Amber' assessment indicates that extra support should be provided and 'Red' suggests the need for a referral to a Speech and Language Therapist (SLT).

We worked with the Lfl team to gather three sets of data over the past academic year, spanning from September 2021 to September 2022. This data encompassed number of referrals made from Early Years setting to SLTs, as well as number of pupils screened and moving from Red to Amber or Green zones.

The WellComm dataset is limited in the following ways;

- ▶ The data does not include unique pupil reference numbers and so therefore cannot be matched to other forms of data (i.e., demographic data).
- ▶ The dataset reflects the work of in-school and Language for Life Practitioners, and so cannot be used to make judgments about the impact of Early Years alone.
- ▶ The WellComm framework is age-specific, and so we expect pupils to make progress regardless of support.

Interview and Focus Group Data

Interviews and focus groups were held to capture the full impact of the programme from the perspective of front-line delivery staff. We took a semi-structured approach to the qualitative research; this meant that 'probe' questions were used to direct conversation towards the impact of the fund on the key outcomes, whilst at the same time, participants were allowed to share their experience of delivering the interventions more broadly.

Three focus groups were held in October 2022 with the following stakeholders;

- ▶ Primary Empowerment Programme head teachers (from St Michael's, St Mary's, Castle Primary, St Martin's, Twerton and St Keyna)
- ▶ Primary Empowerment Programme Delivery Partners (from White Rose Maths, HCRG Care, Bristol Trading Services, Glasshouse Academy, Brighter Futures)
- ▶ Perinatal Empowerment Programme staff members (from Bluebell Buddies)

In the case that a representative was unable to attend the focus group, a 20-30 minute follow-up interview was held. In total, 5 interviews were held with the following stakeholders;

- ▶ A representative from FareShare South West
- ▶ An Open Space therapist (from the Perinatal Empowerment Programme)
- ▶ A LfL delivery partner
- ▶ Head teachers from St Michael's and Castle Primary

The qualitative data was analysed using a deductive thematic approach, meaning that the data was systematically 'coded' to find common themes relating to the key outcomes. These themes are presented throughout the report to contextualise and enrich the quantitative findings. Several specific head teacher and delivery partner experiences that came out of the qualitative research have been highlighted in the report as well.

2.4 Limitations

There are some important limitations with this evaluation that should be considered when assessing its findings:

- ▶ **Some attainment data was not matched:** Since not all schools provided attainment data that included pupil unique reference numbers (UPNs), not all data which was provided was able to be successfully matched. We will work in partnership with St John's in 2022/23 to ensure that the attainment data which is collected contains UPNs. Whilst this may put an additional burden on schools, we think that it is important as attainment is a key part of the evaluation.
- ▶ **School attainment measures are not standardised:** Since primary schools use different assessment measures and assessment scales in years 1-5 we advise not drawing comparisons between schools. St John's may want to consider asking Primary Schools involved in PEP to use the same standardised assessment to aid future evaluations.
- ▶ **Data from delivery partners could not be matched to attainment and survey datasets:** Data collected from organisations delivering interventions as part of the Primary Empowerment Programme did not share data containing pupil unique reference numbers (UPNs) and so, whilst the data provided a useful snapshot of the type and dosage of support being delivered in each school, we could not identify which pupil had received the support. This meant that we cannot link attainment and non-cognitive outcomes to specific interventions. We advise St John's to consider asking Delivery Partners to collect pupil level data, although this will have to be done on a case-by-case basis as it depends on the type of intervention and data collection processes required.
- ▶ **Lack of pupil and parent voice:** Although pupil and parent outcomes are a focus of this evaluation, no qualitative research with pupils or parents was conducted as part of this evaluation. Future evaluations could consider if it is feasible to embed research with parents and pupils into the evaluation design.

- ▶ **Pupil measures lack validity and can be unreliable:** This report uses self-reported surveys pupils undertake with respect to emotion regulation, grit, wellbeing, self-efficacy and metacognition at baseline and endline levels. Young pupils, particularly those in years 3 and 4, may not be capable of providing reliable data in the surveys undertaken. Feedback from head teachers has emphasised that some pupils, particularly those with SEND, require teacher support to be able to access the surveys. Whilst we have triangulated findings from self-reporting pupil surveys with other forms of data where possible to mitigate this limitation, we believe that pupil surveys are practically the best tool we have to measure non-cognitive outcomes.
- ▶ **No control group design:** This evaluation does not feature a control group. Therefore, whilst ImpactEd may be able to identify changes in measures between the pre and post surveys, a causal link between these changes and pupils' experiences of the interventions funded by St John's Foundation cannot be made. We can only establish the level of association between participation in the programme and changes in outcomes over time. We cannot claim that any changes observed were *caused* by participation in the programme. In order to mitigate this, national and local benchmarks have been used where possible.
- ▶ **Not all pupils participated in surveys:** Due to problems related to the on-going effects of the COVID-19 pandemic, only four of the seven schools on the Primary Empowerment Programme completed both the baseline and endline surveys. Furthermore, whilst some interventions spanned years 1-6, since self-reporting measures are not accessible to KS1 pupils, only KS2 pupils were surveyed. This means that the sample that responded may have something fundamentally different compared to wider cohorts, and therefore the data is subject to selection bias.

3. Outcomes

3.1 Attainment

This section shows the results of the analysis of the PEP primary school attainment data. It looks at the proportion of pupils achieving age-related expectations across maths, reading and writing, as well as the attainment gap. See appendix C a full breakdown of the attainment data results by school, and appendix D for a full comparison of the year 6 attainment outcomes to the 2019 KS2 SATS results.

The National Context

The graphs below are based on a dataset held by the DfE (2022a) which provides end-of-KS2 SATS results by national, regional, and local authority level, and pupil and school characteristics. Due to the impact of the COVID-19 pandemic on schools, the government did not publish primary attainment data for the years 2019/20 and 2020/21.

Figure 1 below illustrates the upwards trend between 2015/16 and 2019/20 in the proportion of pupil premium pupils meeting ARE, and the subsequent decline in 2021/22 following the pandemic.

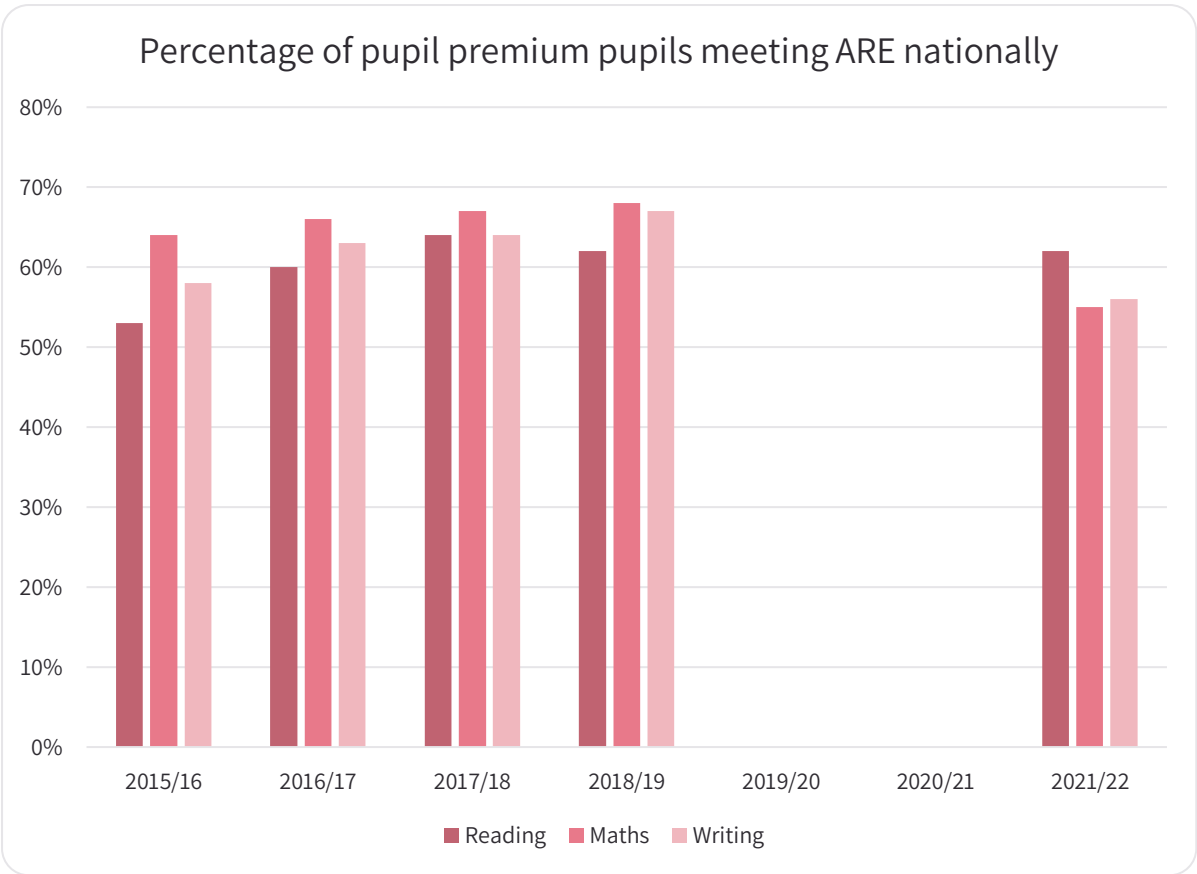


Figure 1: Percentage of pupil premium pupils meeting ARE nationally

Between 2018/19 and 2021/22, in reading, attainment remained stable for disadvantaged pupils at 62% and increased from 78% to 80% for other pupils. In writing, attainment fell from 68% to 55% for disadvantaged pupils and from 83% to 75% for other pupils. In maths, attainment fell from 67% to 56% for disadvantaged pupils and from 84% to 78% for other pupils (DfE, 2022a). The percentage point difference between pupil premium and non-pupil premium pupils is shown in figure 2 below.

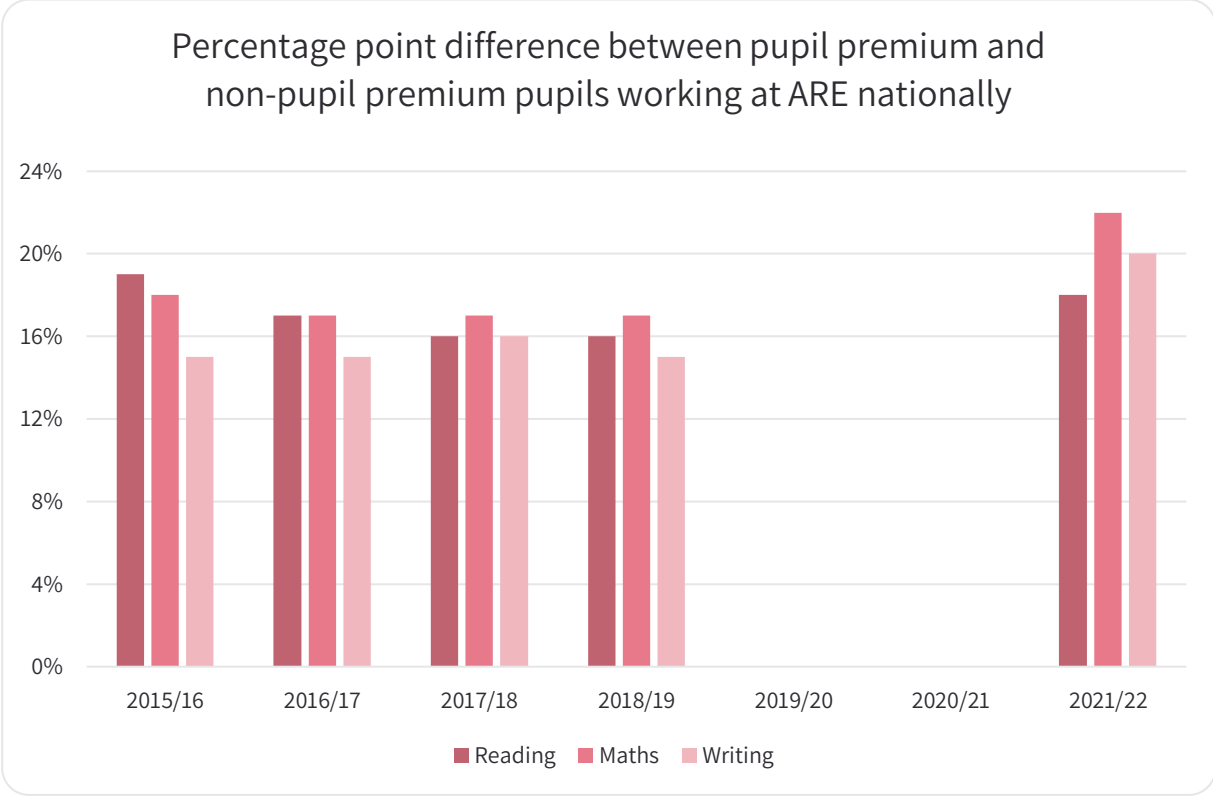


Figure 2: Percentage point difference between pupil premium and non-pupil premium pupils meeting ARE nationally

The Regional Context

A higher proportion of pupils in the BaNES area have historically achieved ARE in their end-of-KS2 SATS than the national average. However, this data masks huge inequalities in the region and the large attainment gap between disadvantaged and non-disadvantaged pupils.

Figure 3 below shows the proportion of pupils in BaNES meeting ARE since 2015. It clearly shows the impact of COVID-19 on SATS results.

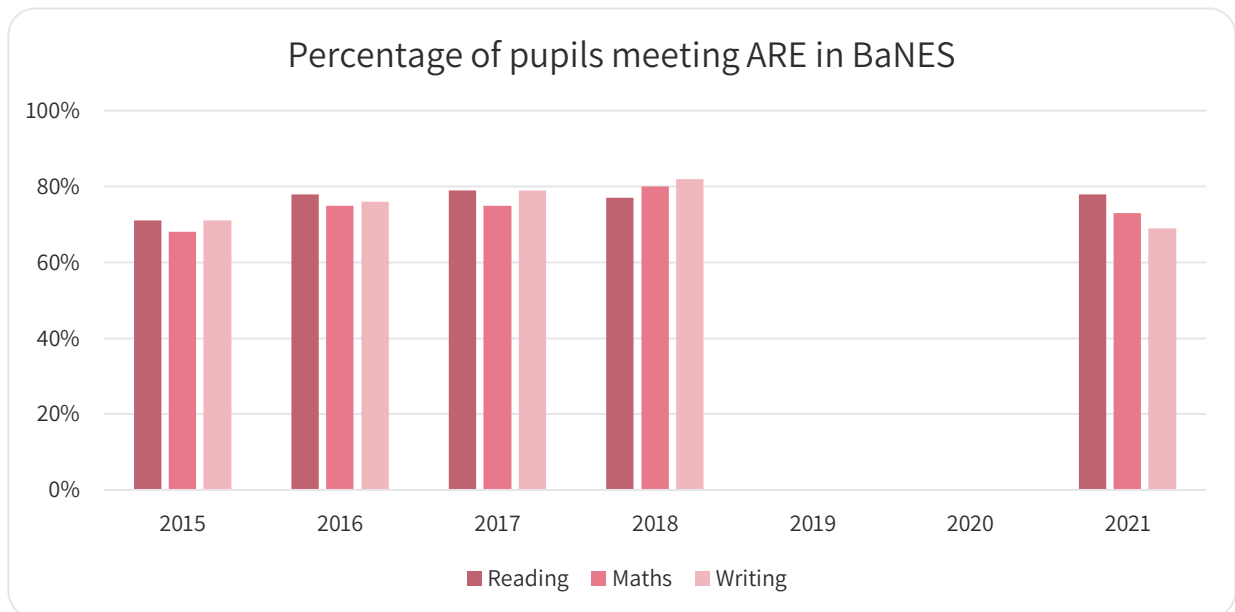


Figure 1: Percentage of pupils meeting ARE in BaNES area

Unfortunately, due to the limited amount of data which has been gathered from schools since the pandemic, we cannot break the DfE dataset down by pupil characteristics. However, BaNES local authority figures have been used to show the attainment gap in BaNES pre-pandemic (BaNES Council, 2021).

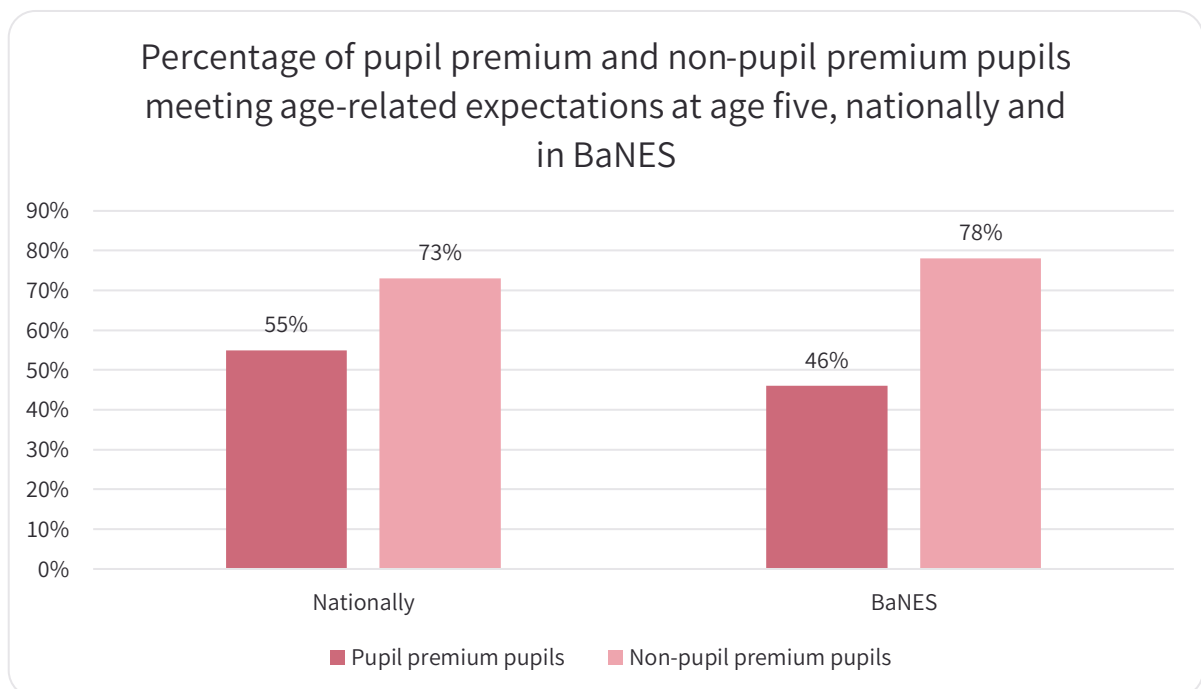


Figure 2: Percentage of pupil premium and non-pupil premium pupils meeting age-related expectations at age five across a national context and within BaNES

Figure 4 above shows that nationally, 55% of pupil premium pupils achieve their learning goals at five years old, compared to just 46% of pupil premium pupils in BaNES. This is compared to 73% of all other children nationally, and 78% of pupils in BaNES. This represents an attainment gap of 32% in BaNES at age five.

PEP Primary Schools

KS2 2018/19 SATS results for each of the PEP Primary schools was obtained from the government website. The data is broken down by pupil characteristic and provides percentage of pupils achieving ARE in reading and maths.

Figure 5 below shows the percentage point difference between pupil premium and non-pupil premium pupils achieving ARE in reading and maths. We can see that the size of the attainment gap varied hugely across subjects and schools.

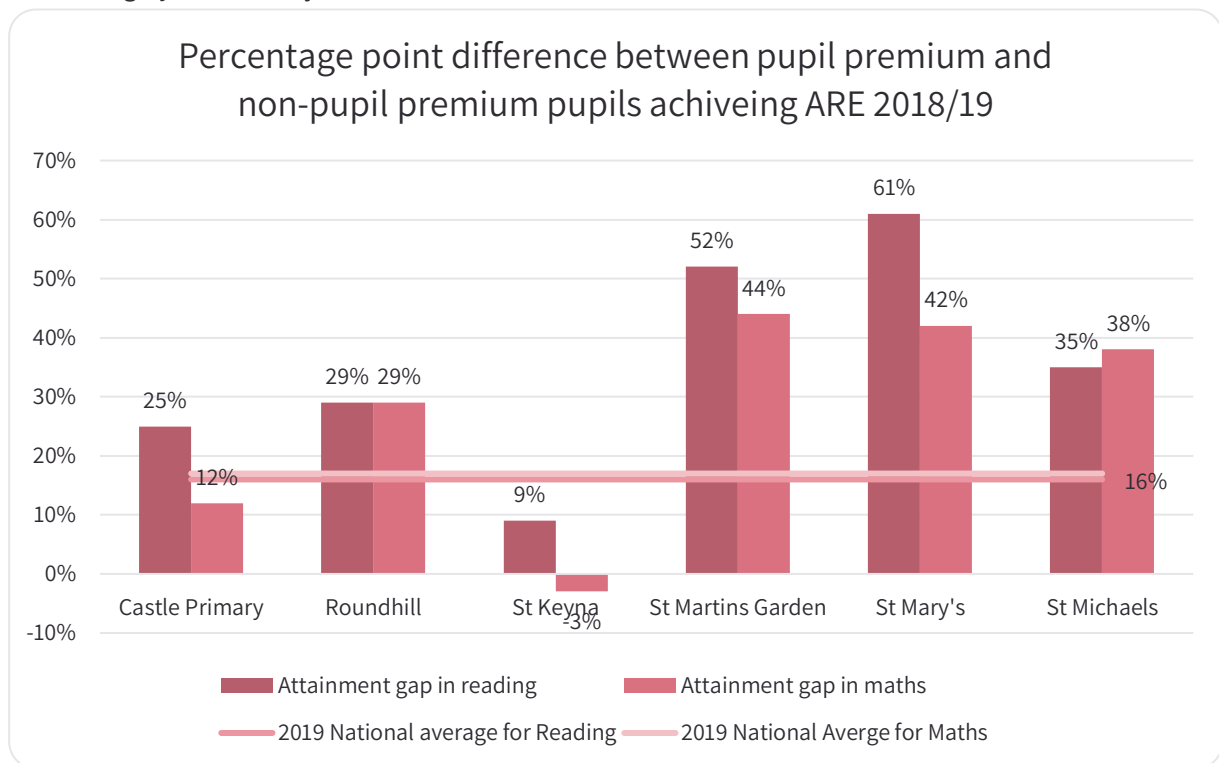


Figure 5: Percentage point difference between pupil premium and non-pupil premium pupils achieving ARE 2018/19

In 2019, the average attainment gap in reading across the PEP schools was 34 percentage points, whilst nationally it was 18 percentage points. The average attainment gap in maths across the PEP schools was 27 percentage points, whilst nationally it was 22 percentage points. This shows that pre-pandemic, **inequalities in educational outcomes were larger in PEP schools compared to the national average.**

Furthermore, in 2019, on average, 39% of pupil premium pupils achieved ARE in reading and 49% of pupil premium pupils achieved ARE in maths. This is compared to 62% of pupil premium pupils nationally achieving ARE in reading nationally, and 68% of pupil premium pupils nationally achieving ARE in maths. This shows that **PEP primary schools historically have had lower than average outcomes for disadvantaged children.**

This report will now discuss the key findings from the analysis of the attainment data from 2021/22 provided by schools in the Primary Empowerment Programme. It is worth noting that the national benchmarks below are taken from 2019 KS2 SATS results.

In appendix D we compare year 6 attainment data from 2022 to the 2019 KS2 SATS results. Whilst we feel that this is a worthwhile comparison, we have put it in the appendix since the purpose of this section is to analyse the changes in pupil outcomes over the course of the programme which was running in the academic year 2021/22.

Key finding 3.1.1: The proportion of pupil premium pupils meeting ARE increased by an average of 18 percentage points between autumn 2021 and summer 2022 across reading, writing and maths

Figure 6 below shows the proportion of pupil premium pupils meeting ARE in the autumn term 2021 and summer term 2022 in PEP primary schools. We can see that **the proportion of pupils meeting ARE increased in all three subjects**. The biggest gains were made in reading, where **20 percentage points more pupil premium pupils were meeting ARE in the summer term compared to the autumn term**.

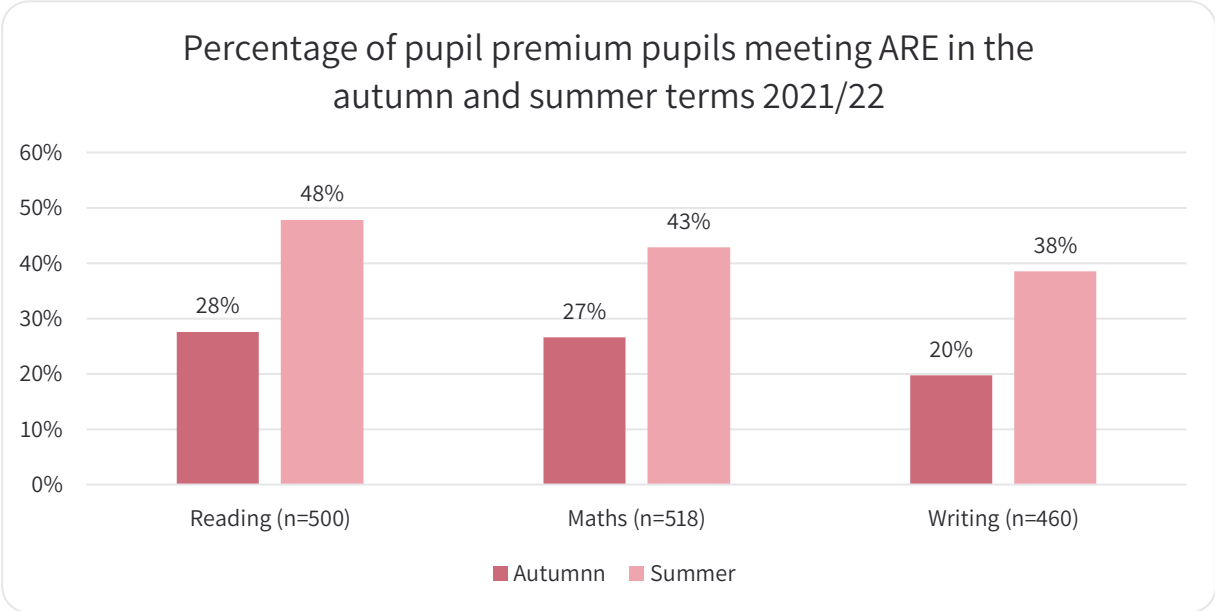


Figure 6: Percentage of pupil premium pupils meeting ARE in the autumn 2021 and summer 2022 terms

However, when we compare the rate of progress of non-pupil premium pupils to the rate of progress of pupil premium pupils, we find **that non-pupil premium pupils were progressing at a faster rate than pupil premium pupils during the academic year 2021/22**. For example, although writing made the highest gains in terms of increasing the proportion of pupil premium pupils meeting ARE, the attainment gap increased the most in writing. There was a 19 percentage point difference in the percentage of pupil premium pupils and non-pupil premium pupils meeting ARE in the autumn term, and a 25 percentage point difference in the percentage of pupil premium pupils and non-pupil premium pupils meeting ARE in the summer term. This means that **the attainment gap increased by 6 percentage points in writing**.

Figure 7 below shows how the attainment gap changed in reading, writing and maths between the autumn and summer term.

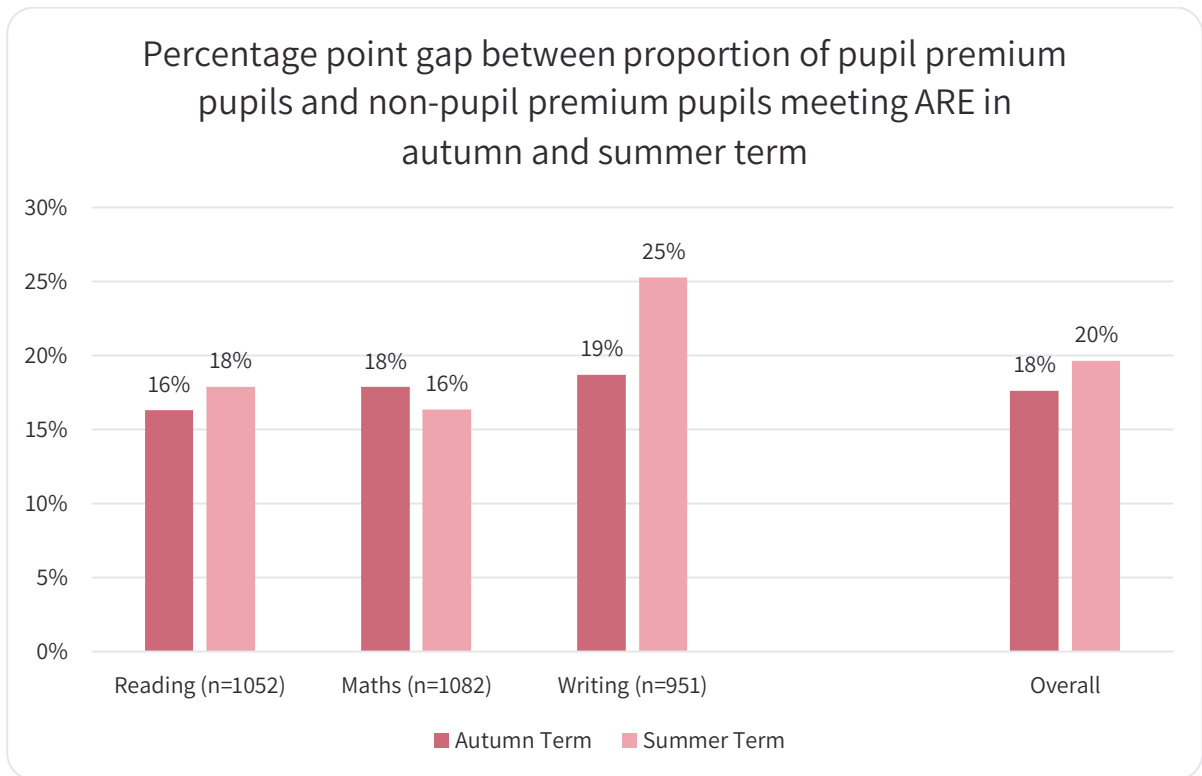


Figure 7: Percentage point gap between proportion of pupil premium pupils and non-pupil premium pupils meeting ARE in autumn 2021 and summer 2022 terms

We can see that in reading in the autumn term, there was a 16 percentage point difference in the proportion of pupil premium pupils and non-pupil premium pupils meeting ARE, and an 18 percentage point difference in the summer term. This means that the **attainment gap widened by 2 percentage points in reading.**

Maths, however, saw a decrease in the attainment gap. In the autumn term, there was an 18 percentage point difference in the proportion of pupil premium pupils and non-pupil premium pupils meeting ARE, and a 16 percentage point difference in the summer term. **This represents a narrowing of the attainment gap by 2 percentage points.**

Figure 8 below illustrates the percentage change in the attainment gap between the autumn and summer terms by subject.

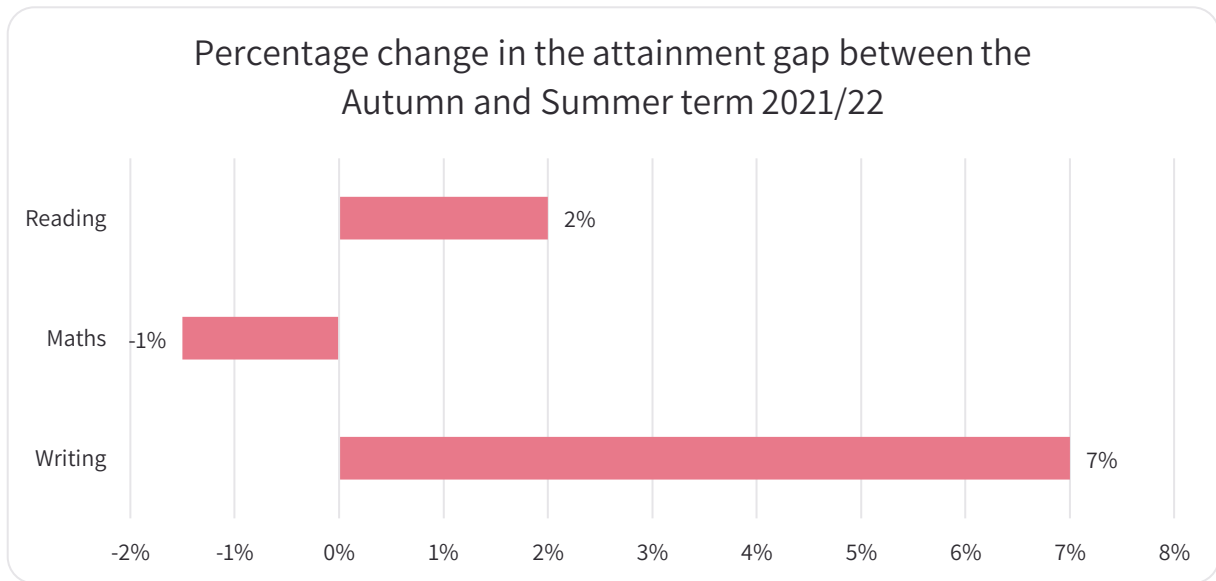


Figure 8: Percentage change in the attainment gap between autumn 2021 and summer 2022 terms

Nationally, between 2019 and 2022, the attainment gap in KS2 SATS data increased by 2 percentage points in reading, by 5 percentage points in maths and by 5 percentage points in writing. We do not have precise government figures for the changes in the attainment gap during the year 2021/22, however, evidence suggests that **although pupils had not recovered from the learning that they had lost by summer 2021, more progress towards maths had been made in 2021/22 than in reading.** For example, NFER (2021) found pupils were only one month behind expected levels in maths by the end of the summer term compared to three months for reading. This suggests that the **direction of the changes in the PEP schools' attainment gap in reading and maths reflect national trends.**

Most research from 2021/22 has been limited to reading and maths, leaving writing relatively under-researched. Christodoulou (2022) also found some evidence of a widening of the disadvantage gap for Year 1 children in writing. Research with pupils in Key Stage 1 (Rose et al., 2021) noted that the disadvantage gap peaked in the Spring 2021 assessments, while Christodoulou (2022) found a **greater fall in the writing performance of disadvantaged pupils in Year 1 in January 2022 compared to non-disadvantaged pupils,** indicating a further widening of the gap. Whilst the substantial increase in the attainment gap in writing in PEP primary schools is concerning, it is likely that it also reflects national trends.

Overall, the DfE (2022b) found that the attainment gap, which had increased earlier in the COVID-19 pandemic, showed some narrowing in summer 2021, and both groups showed some signs of recovery. By the end of the school year in 2021 however, the disadvantage gap remained wider than it had been at the start of the pandemic. **The gap proved harder to close in areas of high deprivation where pupil premium pupils were found to be less likely to be engaged than pupil premium pupils in areas of low deprivation.** Low pre-pandemic attainment of pupil premium

pupils was also associated with lower levels of engagement. In this context, the **results in both maths and reading should be seen positively**, and more research is needed to understand the reasons for the increase in writing. This report will now look at the results in each subject in greater detail.

Key Finding 3.1.2: In maths, the proportion of pupil premium pupils meeting ARE increased by 16 percentage points in 2021/22. The attainment gap narrowed by 2 percentage points, and four of the seven PEP schools were successful in narrowing the gap

Figure 9 below shows that six out of the seven schools increased the proportion of pupil premium pupils meeting ARE between the autumn and summer term.

Across all the schools, in the autumn term, an **average of 27% of pupil premium pupils met ARE in maths, whilst in the summer term, an average of 43% of pupil premium pupils met ARE in maths**. This represents a 16 percentage point increase. However, levels are still far below the national average.

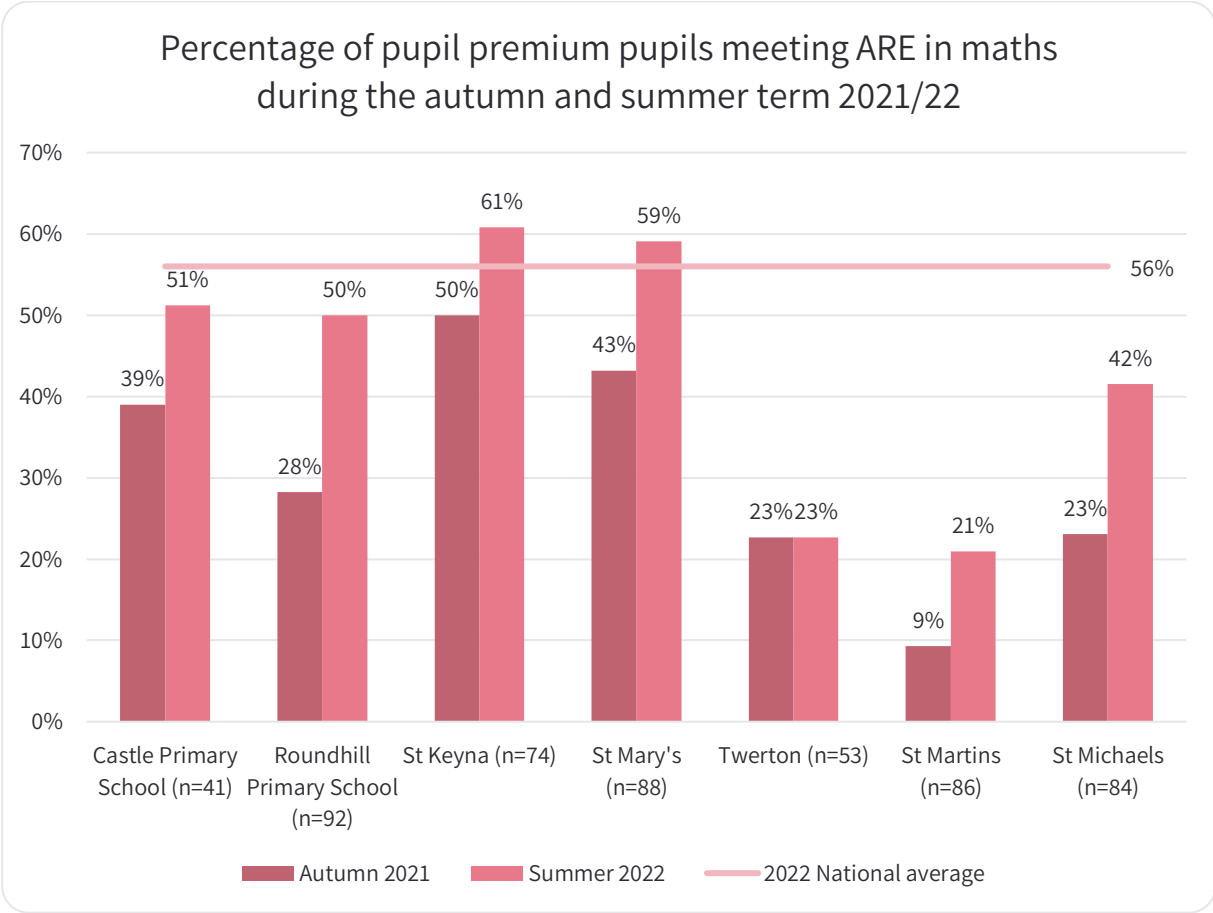


Figure 9: Percentage of pupil premium pupils working at ARE in maths during the autumn 2021 and summer 2022 terms

Figure 10 below compares the percentage point gap in the proportion of pupil premium pupils and non-pupil premium pupils meeting ARE in the autumn and summer term. On average across the PEP primary schools, pupil premium pupils saw an increase of 16 percentage points, and non-pupil premium pupils saw an increase of 14 percentage points. This shows that **the attainment gap in maths narrowed by 2 percentage points**.

Percentage point gap between proportion of pupil premium pupils and non-pupil premium meeting ARE in Autumn and Summer term

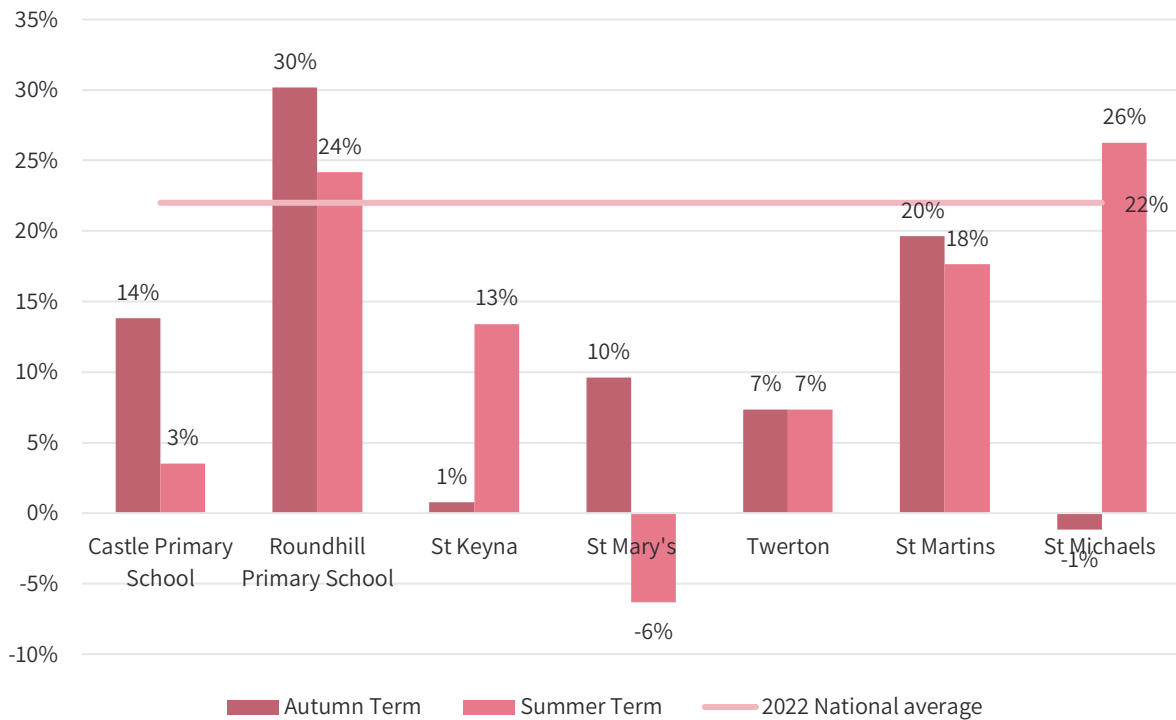


Figure 10: Percentage point gap between proportion of pupil premium pupils and non-pupil premium meeting ARE in Autumn and Summer term

Although research suggests that maths attainment levels have made the biggest gains since the pandemic, the attainment gap for maths widened by 5 percentage points since 2019 (DfE, 2022a, FFT, Teacher Tap and EEF, 2022). In light of this, **the narrowing of the gap seen in four of the seven PEP schools should be viewed as a considerable success.** Furthermore, the **attainment gap is smaller than the 2022 national average in 5 out of the 7 schools.**

White Rose Maths has been commissioned by St John’s to support maths teaching in the PEP schools. Head teachers gave very positive feedback, highlighting the ‘intensive training courses’ and online ‘CPD’ courses. **One head teacher commented that it has given them the ‘framework and resources’ to deliver a ‘really bespoke package’** in maths teaching which ‘otherwise we wouldn't have had access to either because we couldn't afford it, or we didn't have the staff to do it’. Whilst this qualitative data and the findings above suggest that the programme is having a positive impact on schools, particularly given the variation in maths outcomes between schools, more quantitative data is required to fully understand the link between the programme and pupil outcomes.

Key Finding 3.1.3: In reading, six out of seven schools were successful in increasing the proportion of pupil premium pupils meeting ARE in 2021/22. However, the attainment gap increased by 2 percentage points and widened in four out of the seven schools

The **proportion of pupil premium pupils meeting ARE in reading increased by 20 percentage points between the autumn and summer term**, rising from 28% to 48%. Figure 11 below shows

that all schools apart from St Mary’s were successful in increasing the proportion of pupil premium pupils meeting ARE in reading. However, all apart from St Keyna remain below the national average.

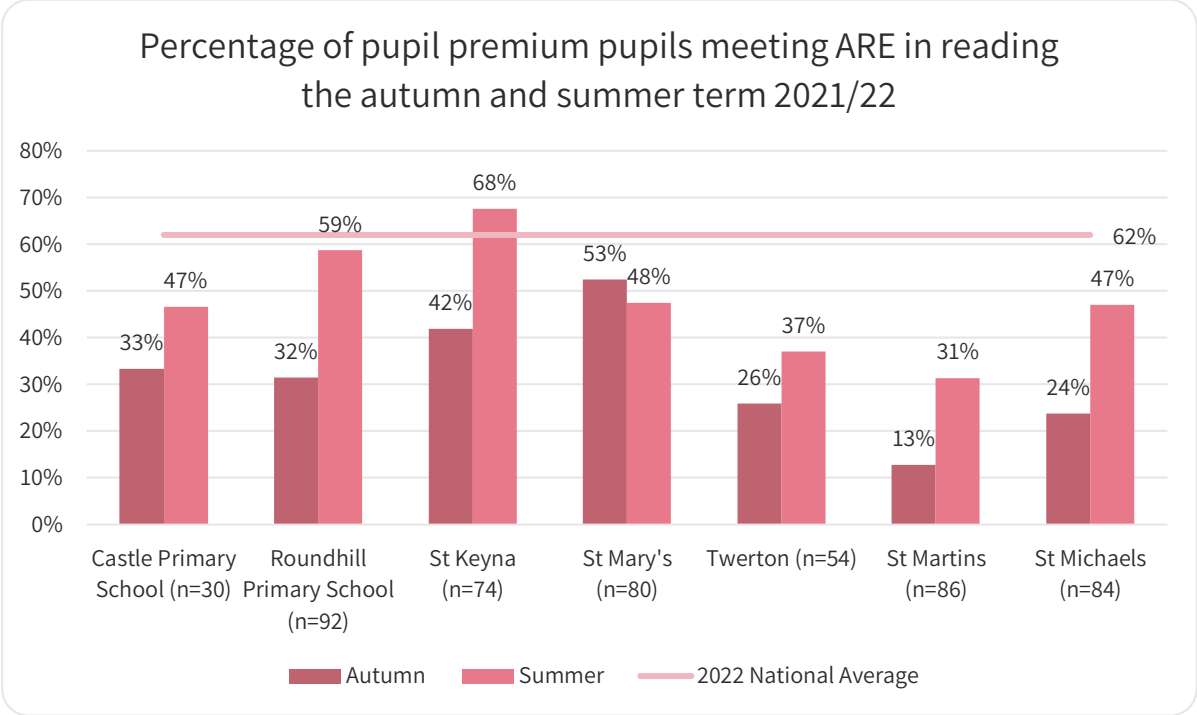


Figure 11: Percentage of pupil premium pupils working meeting ARE in reading during the autumn 2021 and summer 2022 terms

Despite this, the attainment gap widened by 2 percentage points. This is because a higher proportion of non-pupil premium pupils progressed into the working at standard band than pupil premium pupils. Across all the PEP primary schools, between the autumn and summer terms, **20% more pupil premium pupils progressed to the higher attainment bands, whilst 22% more non-pupil premium pupils progressed to the higher attainment bands.**

Data from **Reading Recovery shows that the programme has been implemented successfully** in four out of the seven PEP Primary Schools. In total, 23 children have received support; 7 at Castle Primary, 3 at Roundhill, 6 at St Mary’s, and 4 at Twerton. 52% of the cohort who received support were pupil premium, 61% were male and 52% were SEND.

52% of pupils who received support from Reading Recovery were ‘Discontinued’ in 2021/22. This means that these children have made sufficient progress in literacy learning during their programme to catch up with the average band for their class and have been judged to be likely to continue learning at the same rate as their peers, without the need for further special support. 44% of children were still receiving support at the end of the academic year and 4% (1 pupil) was referred back to the school to receive a different form of support.

We found that there **exists huge variation between the schools regarding changes to the attainment gap in reading**, seen in Figure 12 below. At the extremes, St Keyna’s attainment gap increased by 11 percentage points, whilst Twerton’s attainment gap decreased by 11 percentage points. There is no trend between schools accessing Reading Recovery support and reading

outcomes, however, this is to be expected since the sample size of pupils working with Reading Recovery is very small.

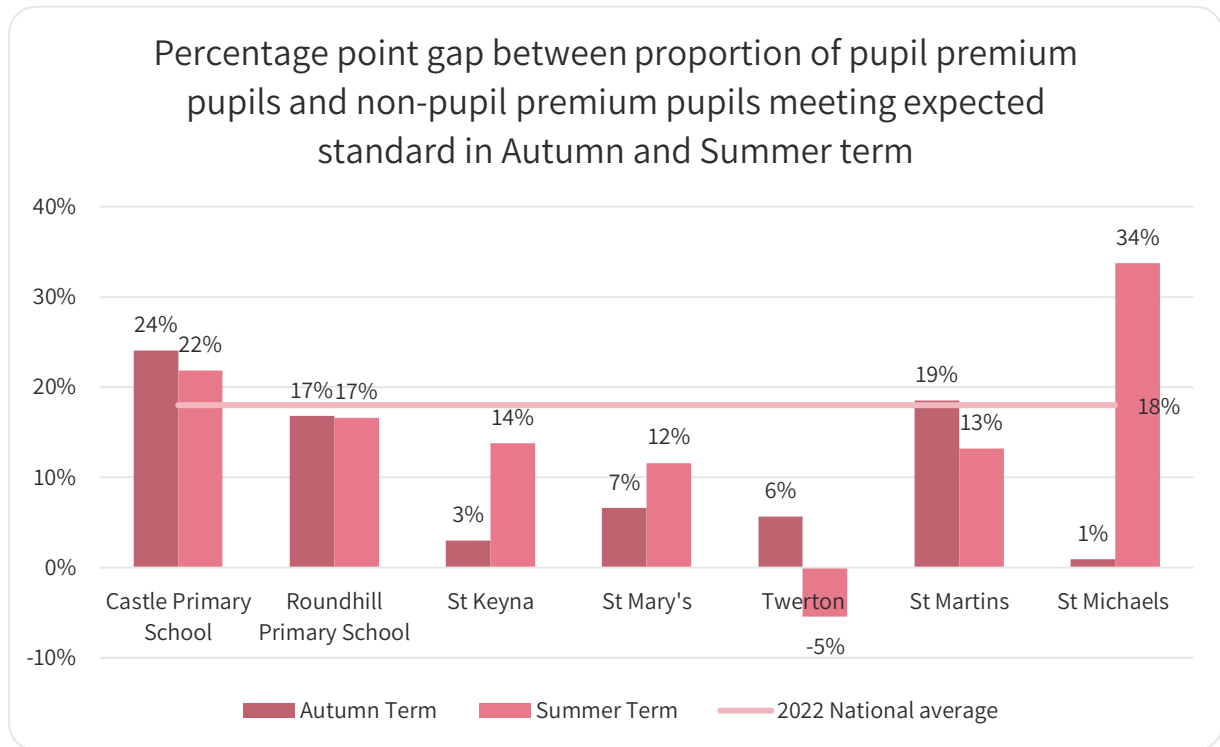


Figure 12: Percentage point gap between proportion of pupil premium pupils and non-pupil premium pupils meeting expected standard in Autumn and Summer term

When comparing the schools, it is worth considering that **Twerton is an Infants school** with pupils in Key Stage 1 only, and there is **strong evidence that Key Stage 1 pupils were the most significantly affected by the pandemic**, with lower attainment than previous cohorts across all subjects (EEF, 2022). In addition, although each school received a funding package from St John's, differences in individual cost and budgets as well as staff capacity could have had an impact on overall reading progress.

Key Finding 3.1.4: In writing, although the proportion of pupil premium pupils meeting ARE increased by 18 percentage points, the attainment gap widened by 8 percentage points in 2021/22. This is the largest increase in any of the subjects and only 1 of the seven schools narrowed the gap.

As we see in Figure 13 below, the proportion of pupil premium pupils meeting ARE increased in six out of the seven schools between the summer and autumn terms. However, all apart from St Mary's remain below the national average.

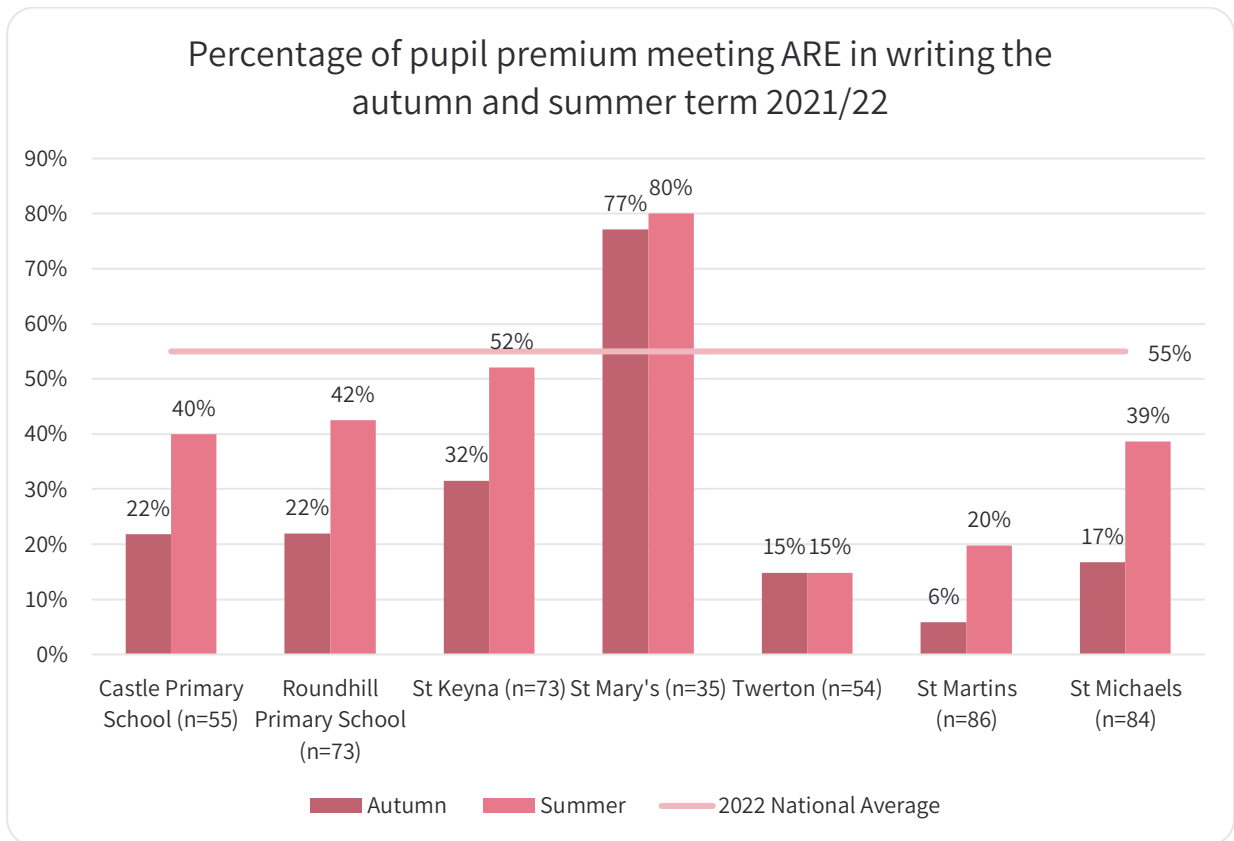


Figure 13: The percentage of pupil premium pupils meeting ARE in writing from the autumn 2021 to summer 2022 terms

However, since the proportion of non-pupil premium pupils meeting ARE increased at a higher rate compared to non-pupil premium pupils, **the attainment gap widened overall by 8 percentage points**. This is because, whilst there was an increase of 18 percentage points in the proportion of pupil premium pupils in the higher attainment bands in the summer term, there was an increase of 26 percentage points in the proportion of non-pupil premium pupils in the higher attainment bands in the summer term.

Castle Primary was successful in narrowing the attainment gap, whilst the attainment gap remained the same at Twerton. In all the other primary schools the attainment gap widened. This is shown in Figure 14 below which shows the attainment gap for each school in the autumn and summer terms.

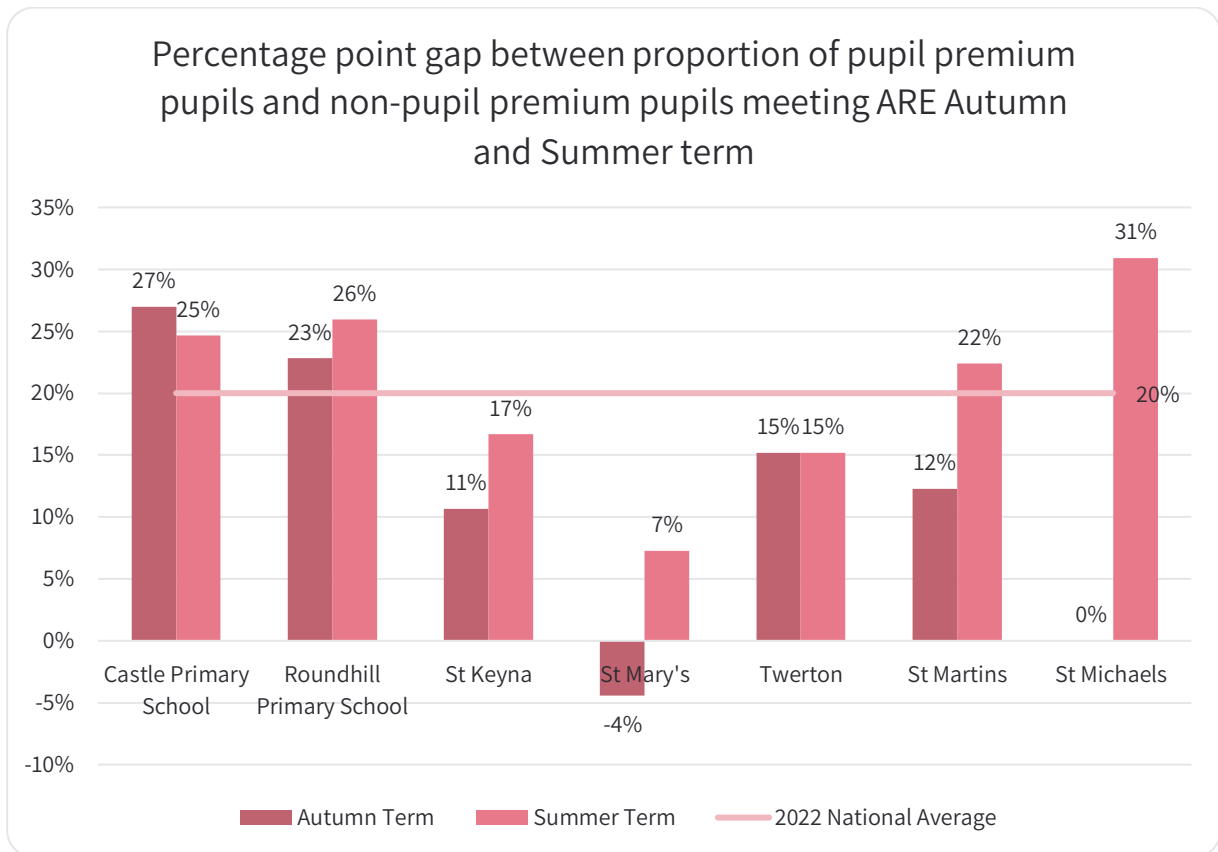


Figure 14: Percentage point gap between proportion of pupil premium pupils and non-pupil premium pupils meeting ARE Autumn and Summer term

As has previously been discussed, there has been relatively little research into the impact of the pandemic on writing. However, there is emerging evidence that handwriting skills in particular were adversely affected, with pupils struggling the most with stamina, speed and letter formation on their return to school (Teacher Tapp, 2022). The findings here therefore reflect wider trends and suggest more 1-1 or small group writing instruction is required in the PEP schools.

Key Finding 3.1.5: Whilst the proportion of SEND pupils meeting ARE increased by 8 percentage points in 2021/22, the gap between SEND and non-SEND pupils meeting ARE increased by 15 percentage points

Figure 15 below shows the proportion of SEND pupils meeting ARE in the autumn and summer term. We can see that **the proportion of SEND pupils meeting ARE increased in all three subjects**. The biggest gains were made in reading and writing, where the proportion of SEND pupils meeting ARE increased by 11 percentage points.

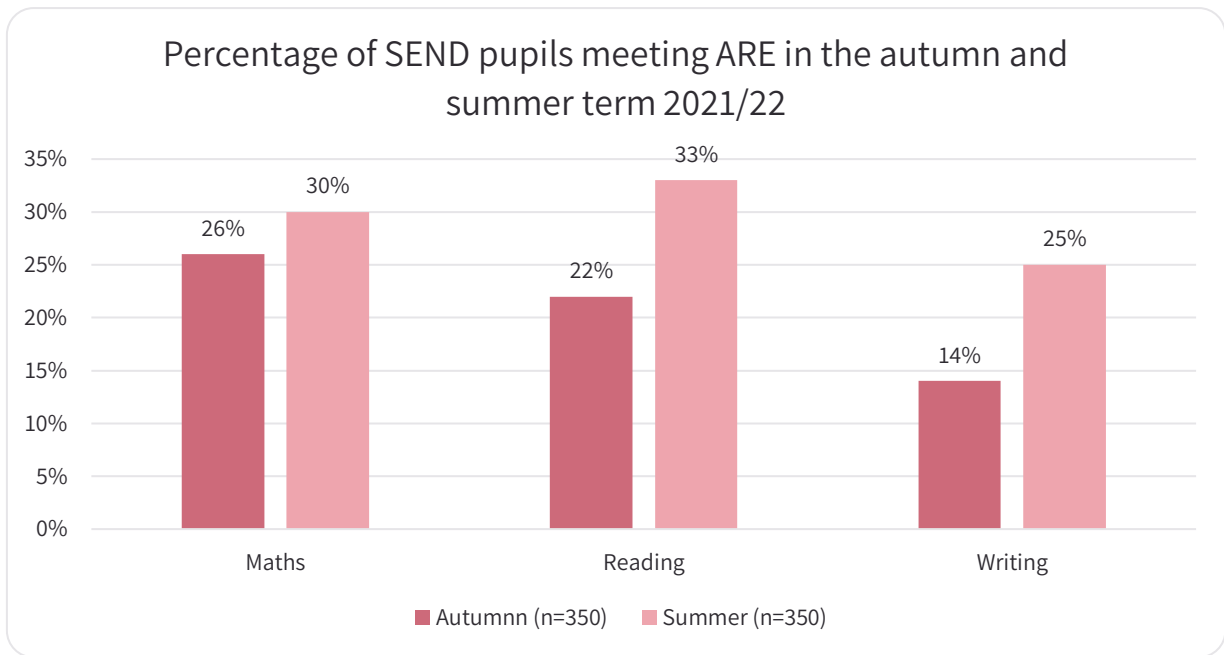


Figure 15: Percentage of SEND pupils meeting ARE in the autumn and summer term 2021/22

However, when we compare the rate of progress of non-SEND pupils to the rate of progress of SEND pupils, we find **that non-SEND pupils are progressing at a faster rate than SEND pupils**. This is shown clearly in figure 16 below. We can see that the proportion of non-SEND pupils meeting ARE has increased more than the proportion of SEND pupils meeting ARE.

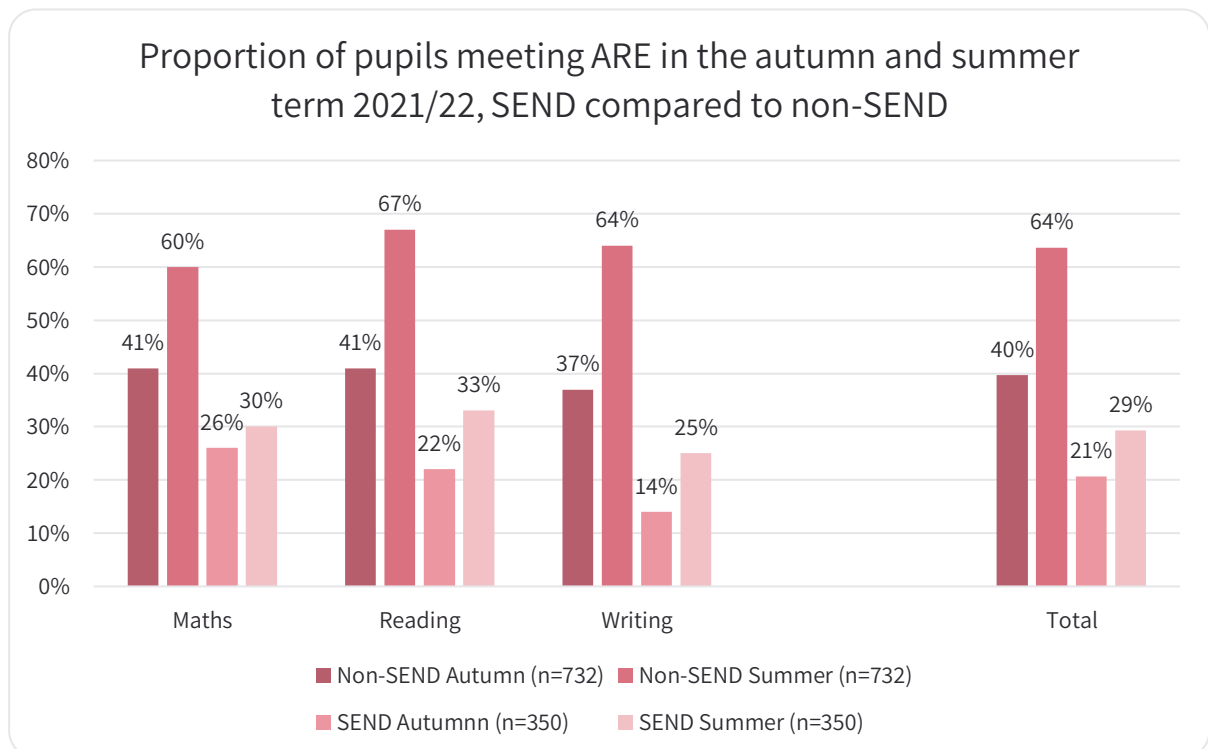


Figure 16: Proportion of pupils meeting ARE in the autumn and summer term 2021/22, SEND compared to non-SEND

Overall, there was a 19 percentage point difference in the proportion of SEND and non-SEND pupils meeting ARE in the autumn term, and a 34 percentage point difference in the of SEND and non-SEND pupils meeting ARE in the summer term. This means that **the gap between SEND and non-**

SEND pupils increased by 15 percentage points during 2021/22. This is shown in Figures 17 and 18 below.

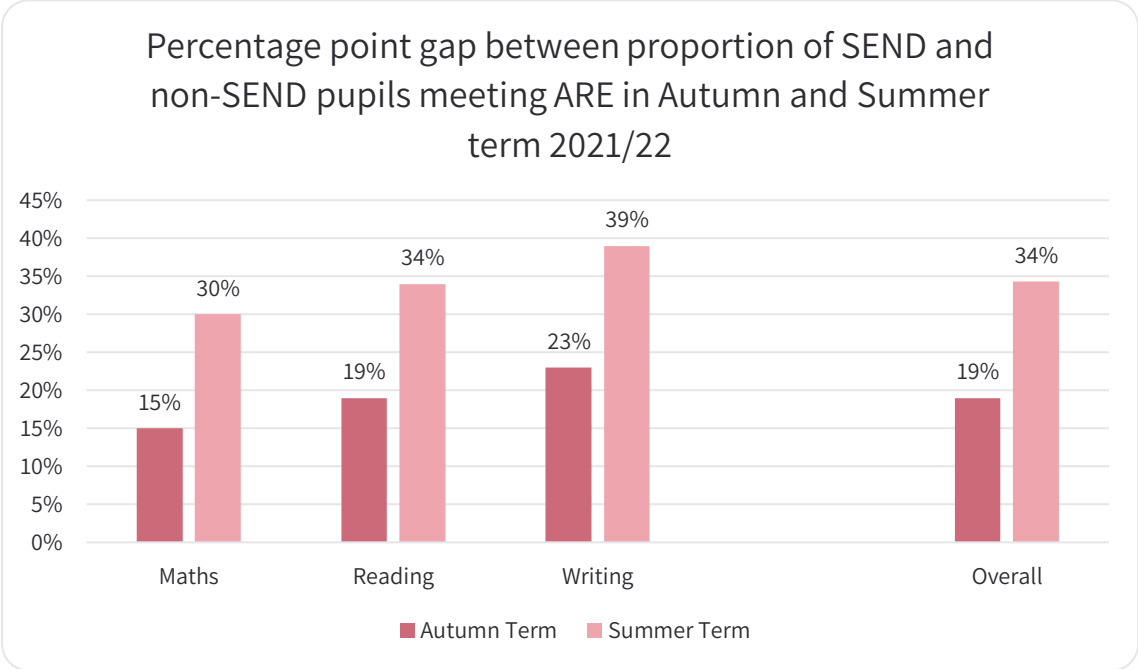


Figure 17: Percentage point gap between proportion of SEND and non-SEND pupils meeting ARE in Autumn and Summer term 2021/22

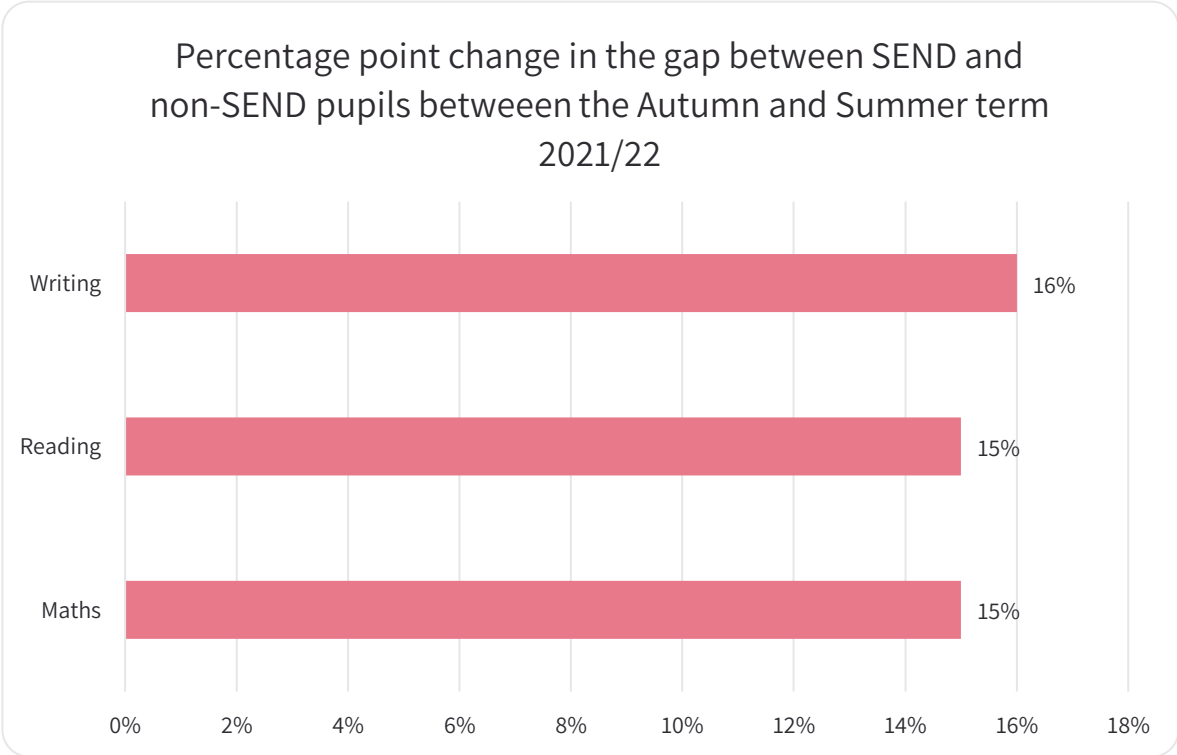


Figure 18: Percentage point change in the gap between SEND and non-SEND pupils between the Autumn and Summer term 2021/22

To date there have been relatively few studies on the impact of the pandemic on SEND pupils. A recent EEF (2022) review of the evidence of the impact of COVID on learning stated that, ‘whilst there

40

is some qualitative evidence that the provision for children with special education needs or disabilities (SEND) and their families was disproportionately impacted by the COVID-19 lockdowns (Ofsted, 2021) ... there is limited evidence on the impact on the attainment of pupils with SEND'. However, there is emerging evidence to indicate that **children with SEND's academic outcomes were affected as much as those of other pupils** (DfE, 2021).

Children with SEND are more likely to experience socio-economic disadvantage (Black, 2019) and are **more likely to suffer from behaviour problems** (Fauth et al., 2017). These factors may have made home-schooling harder for these pupils and their families and led to a widening of the gap during the pandemic and in the long-term.

The table below shows the proportion of all pupils in PEP primary schools who are identified as SEND and PP. We can see that 59% of all pupils at PEP primary schools are either SEND or PP, and 26% are SEND and PP. This means that **on average 1 in 4 pupils in PEP primary schools are socio-economically disadvantaged and have a learning disability**. The finding above suggests that this is a group of pupils who require additional support.

Pupils in PEP Primary Schools	Non-SEND	SEND
PP	26%	21%
Non-PP	41%	12%


Table 11: Proportion of PEP primary school pupils who are identified as being SEND and/or PP.

Key finding 3.1.6: Qualitative data shows that head teachers can see the impact the fund and work of the delivery partners is having on teacher training and pupil achievement

Head teachers from PEP schools highlighted the many different ways that the fund and the work of the delivery partners had impacted their schools. One head teacher mentioned that the delivery partners had improved the overall offer that they had for their pupils, where the **quality of the teaching had improved due to the additional support, resources and CPD that they had received**. This gave teachers the time, resources and expertise to focus on quality-first teaching and learning.

Head teachers said that whilst they were starting to see some impact of the fund on pupil outcomes, they thought it would **take some time for the work of the Foundation Fund to be fully reflected in their results**. Most emphasised the challenges they had faced in the year 2021/22 due to the long-term effects of the pandemic and its impact on pupils' social and emotional development and skills in reading, writing, phonics and maths.

The additional CPD allowed teachers to focus on 'where the gaps were' and alter the curriculum to meet pupils' needs. Head teachers described how it gave them the space to 'pinpoint those areas' across the school that most needed development and the extra time to 'do things more fully' than they would have been able to otherwise.

 I don't know what it would have been like to be in a school in our situation, post pandemic, without that additional support and funding, I think it would have been really quite challenging. So... [it] really it couldn't have been better planned."
- *Head teacher*

Key finding 3.1.7: After considerable groundwork in setting up bespoke speech and language support in PEP primary schools, pupils showed progress in their speech and language development

Qualitative and anecdotal data gathered from the HCRG speech and language therapist working in the PEP schools shows that after considerable groundwork in setting up effective systems to identify and target speech and language needs, pupils began receiving effective support in their speech and language development. Working with the schools' SENCO, designated Leadership Teams (if applicable) and head teachers, **a bespoke package on addressing speech and language needs in each school was planned**. As part of this work, the HCRG speech and language therapist spent considerable time in each school reviewing current processes and resources to gain a better understanding of the individual personality of each of the schools.

The schools were relatively engaged, with four actively engaging, two partially engaging, and one school who due to extenuating circumstances was less engaged. Of these schools, **work has started in five schools to build up a core resource hub for speech and language support**. This has included organising the resources already in the schools, adding additional resources and mapping current gaps. One school now has an effective, well-equipped speech and language therapy resource hub and another school is close to achieving this. It was mentioned that **this bespoke support provided by the HCRG practitioner has led to an increase in confidence amongst speech and language therapy teaching assistants** with working with young pupils and their speech and language needs.

In December 2021, WellComm toolkits were delivered to all schools except for one who did not request support. Practical resources were developed to make the toolkit as simple to use as possible. One school received direct training and was then able to complete screenings across all age groups in that school, while for the remaining five schools, the HCRG practitioner completed the screenings in each school themselves, with **a total of 55 screenings completed**. As a result of these screenings, **20 pupils received direct support for speech and language needs**. All of these pupils made progress in 2021/22, with five pupils reportedly no longer requiring specialist support. However, it was observed that school engagement with the WellComm toolkit was quite poor. Completing most of the screenings themselves, the HCRG practitioner was able to use their specialist experience to evaluate the WellComm toolkit and create a summary of potential issues and possible solutions for this age range of pupils requiring support. It was mentioned that further work in this area is planned, as **it is possible that an alternative approach or tool might map and support the needs of the pupils more effectively**.



This (the WellComm screening) gave schools more insight into their needs and ideas for in-class support and secondary transfer where needed.”
- *HCRG SALT practitioner*

As part of in-school upskilling, accessible information documents were created for parents to help them understand their child’s needs. The HCRG practitioner attended two support groups sessions with parents and spoke to parents over the phone. In addition, homework folders were set up for children receiving therapy support in four of the schools. These folders were designed to share ideas and top with parents and carers to enable them to join in with the targeted support for their child. It was noticed that **for parents who were empowered to reach out and ask questions, and who engaged positively with homework folders, their children made better progress in their speech and language development**.

3.2 Non-Cognitive Skills

Pre and post pupil surveys were used to measure the five non-cognitive outcomes identified in the evaluation framework; emotion regulation, grit, wellbeing, self-efficacy and metacognition. In total, four schools completed the baseline and endline surveys, Castle Primary, Roundhill, St Keyna and St Michael’s.

The analysis below looks at the percentage change in non-cognitive outcomes between the autumn term 2021 and the summer term 2022, as well as comparing the results to the national average. Since we were looking at percentage change, only matched data was included in the analysis. The national benchmark is derived from data collected from a sample of over 100,000 pupils nationally who have completed the same survey on the ImpactEd platform. Unfortunately, we do not have a national benchmark for emotion regulation because it is a survey measure specific to the St John’s evaluation.

At the end of the section is an analysis of the Thrive Data; data collected from Brighter Futures practitioners working in PEP primary schools to support pupils’ social and emotional development. Since we cannot survey KS1 pupils, this data has been included here.

Key finding 3.2.1: Key Stage 2 pupils’ non-cognitive outcomes decreased on average by 4%

Figure 19 shows the average levels of the non-cognitive outcomes in the pre and post pupil surveys. We can see that **all the outcomes measured decreased very slightly between the autumn and summer term**. The outcomes were **measured close to the national benchmarks**.

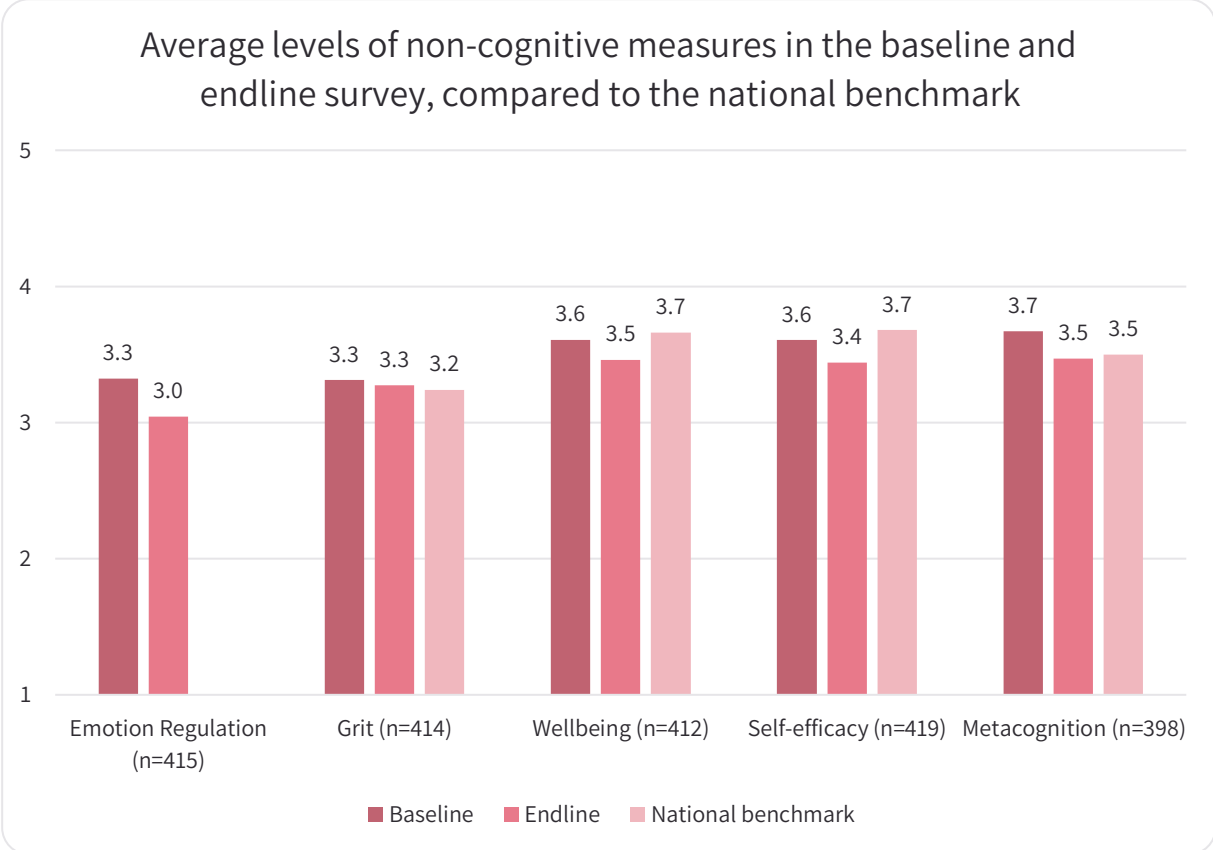


Figure 19: Average levels of non-cognitive measures in the baseline and endline survey, compared to the national benchmark

The smallest decrease was in grit which fell by just 1% from 3.31 to 3.28. In contrast, metacognition and emotion regulation both fell by 5%, from 3.67 to 3.47 and 3.32 to 3.04 respectively. The percentage change in all the non-cognitive outcomes is shown in Figure 20 below.

According to the BaNES Children and Young People’s Health Survey conducted in 2022 (Schools

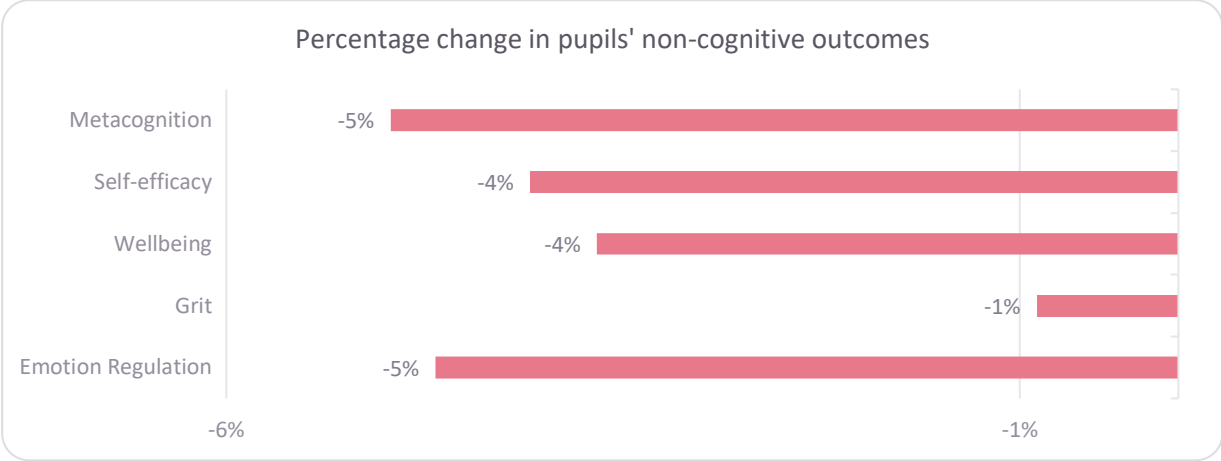


Figure 20: Percentage change in pupils' non-cognitive survey outcomes

Health Education Unit, Exeter, 2022) across 39 primary schools in the BaNES area, 10% of males and 11% of females reported to be “quite” or “very” unhappy with their life at the time of completing the survey, while 26% reported medium to low self-esteem. This survey **indicates that children attending schools in the pockets of highly deprived areas in BaNES face challenging mental and emotional wellbeing challenges** and corroborates with the findings shown above.

Key finding 3.2.2: Pupil premium pupils’ non-cognitive outcomes decreased by 2 percentage points less than non-pupil premium pupils’ non cognitive outcomes

Pupil premium pupils’ non-cognitive outcomes were measured slightly below non-pupil premium pupils’ non-cognitive outcomes at the start of the academic year 2021/22. However, over the course of the year, pupil premium pupils’ non-cognitive skills fell on average by 2%, whilst non-pupil premium pupils’ non cognitive skills fell on average by 5%. This meant that by the end of the academic year, **pupil premium pupils’ non-cognitive outcomes were in line with non-pupil premium pupils non-cognitive outcomes**. This is shown in Figure 21 below.

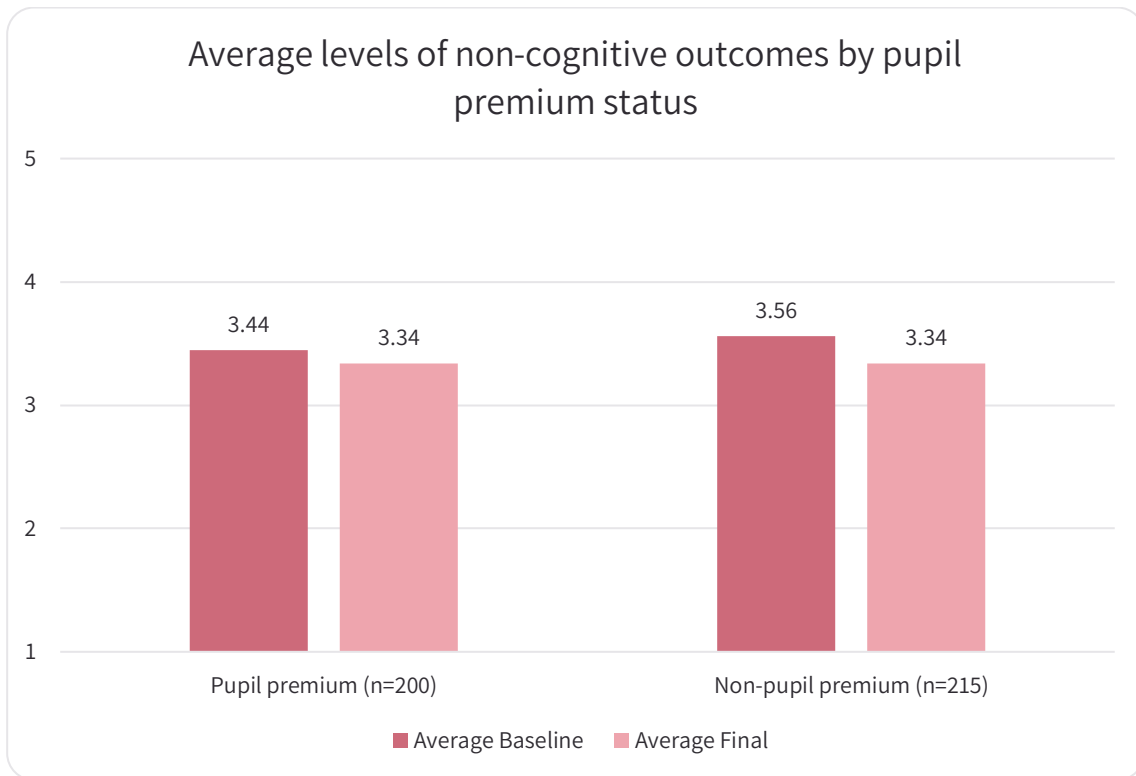


Figure 21: The average levels of non-cognitive survey outcomes by pupil premium status

We can see that this trend was consistent across all the non-cognitive measures in Figure 22 below.

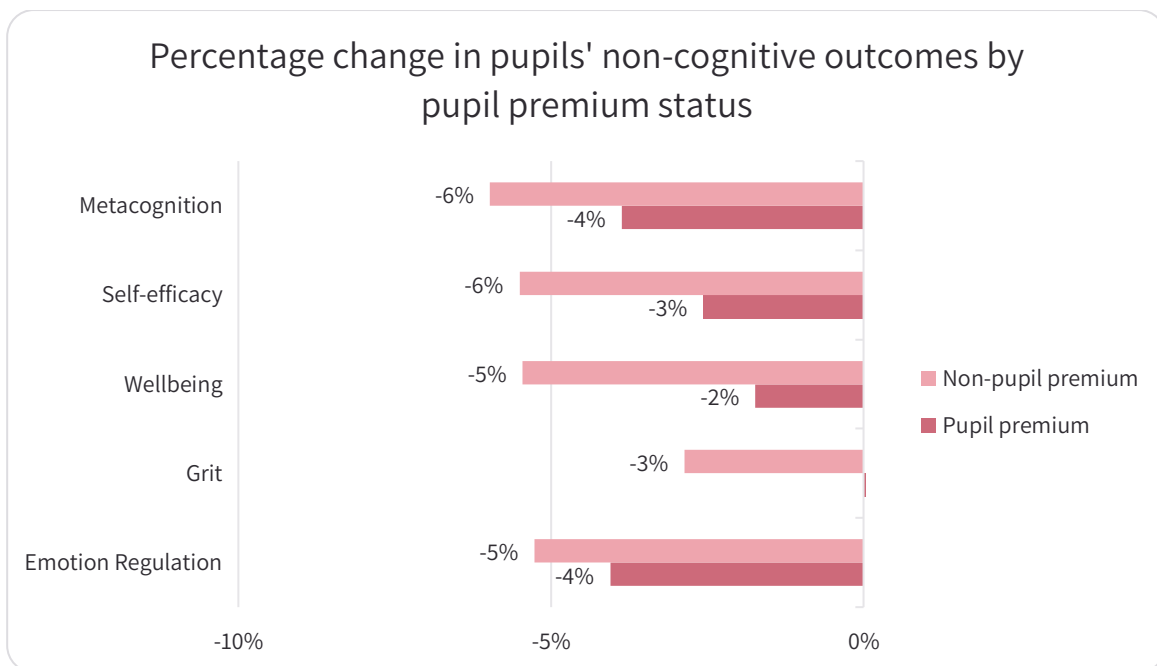


Figure 22: Percentage change in pupils' non-cognitive outcomes by pupil premium status

This finding which suggests a narrowing of the gap between pupil premium and non-pupil premium non-cognitive outcomes is particularly interesting, seeing as the analysis of the academic outcomes suggests that the attainment gap has increased. **Although this requires additional research, it may be that the interventions are having a more immediate impact on pupils' social and emotional outcomes compared to academic attainment.**

Key finding 3.2.3: SEND pupils' non-cognitive outcomes decreased on average by 1%, 4 percentage points less than non-SEND pupils whose non-cognitive outcomes decreased on average by 5%

Figure 23 shows the average scores in autumn 2021 and summer 2022 for all SEND pupils surveyed. We can see that **SEND pupils started and ended above the national benchmark in three out of the four non-cognitive measures we have a benchmark for.**

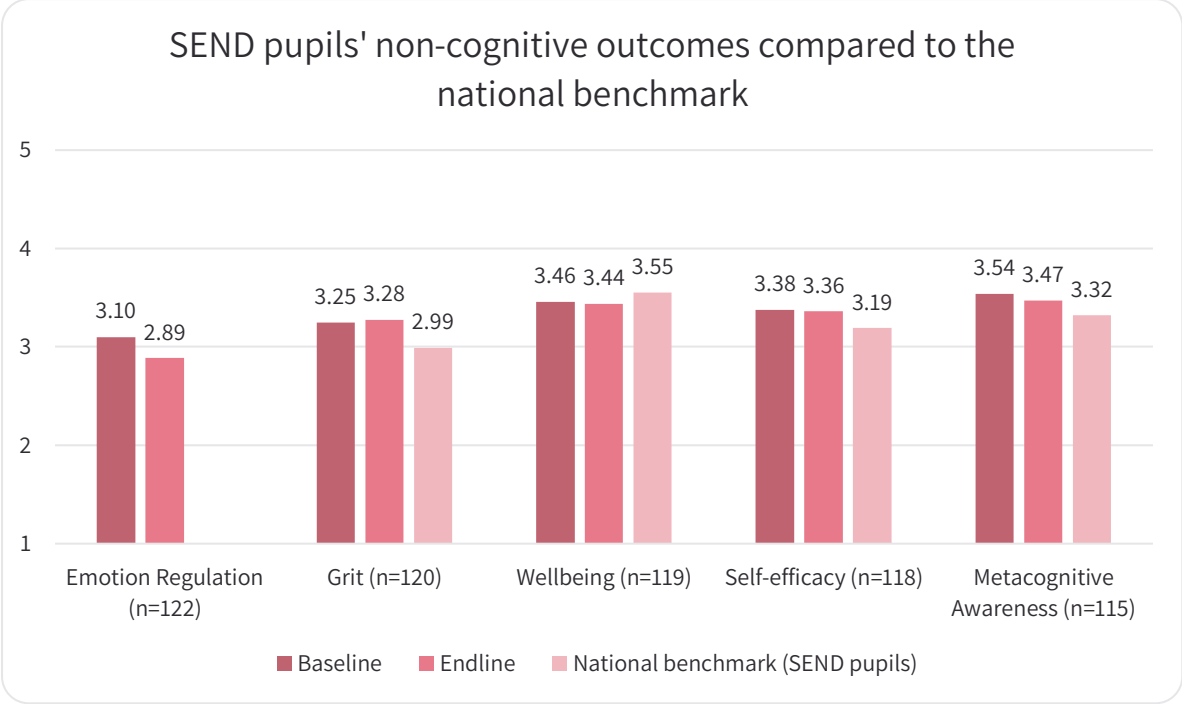


Figure 23: SEND pupils' non-cognitive outcome compared to the national benchmark

Overall, SEND pupils' non-cognitive outcomes decreased by 1%. This was relatively good compared to non-SEND pupils whose non-cognitive outcomes decreased by 5%. Figure 24 below shows the percentage change in all the non-cognitive outcomes for SEND and non-SEND pupils, where we can see the same trend exists across all the non-cognitive measures. The biggest different was in self-efficacy where **non-SEND pupils' self-efficacy fell by 6 percentage points more than SEND pupils' self-efficacy.**

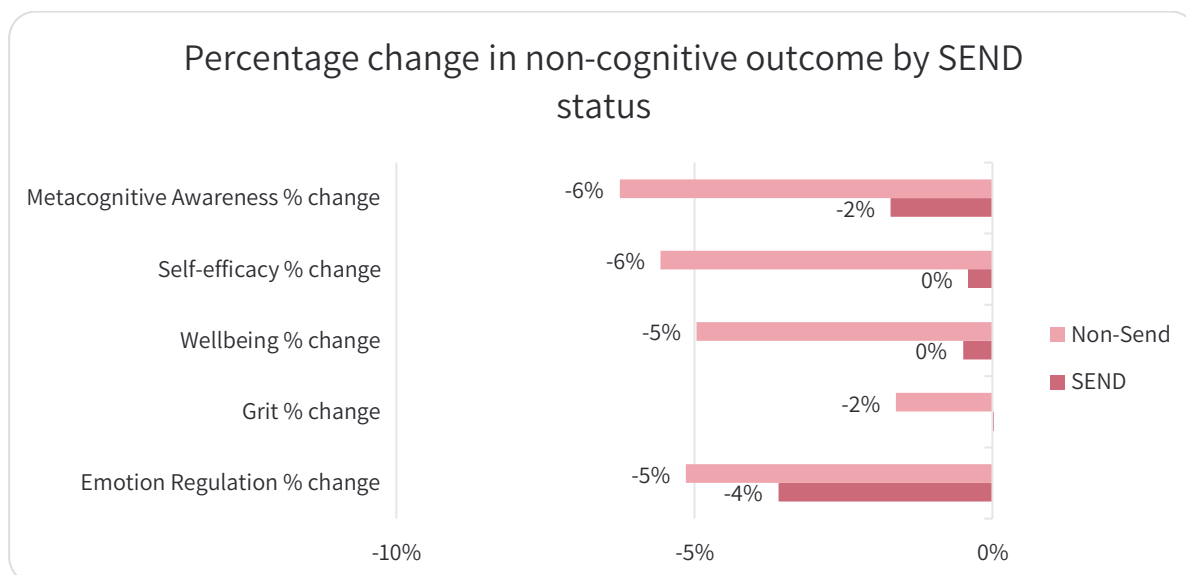


Figure 24: Percentage change in non-cognitive outcomes by SEND status

This finding shows a **narrowing of the gap between SEND and non-SEND pupils** in terms of non-cognitive outcomes and is further evidence that the **targeted interventions are increasing the non-cognitive skills of the pupils most in need.**

Key Finding 3.2.4: The proportion of pupils in reception and Key Stage 1 assessed as being below age related expectations in their social and emotional development fell by 23%

Pupils in reception and KS1 in Roundhill and Twerton were assessed using the Thrive toolkit. Pupils placed in the 'rarely' or 'emerging' bands are working below age related expectations in terms of their social and emotional development within the Thrive matrix and were seen to be requiring additional support. Pupils were assessed in the autumn term (2021), pre-intervention, and again at the end of the summer term, at the end of the intervention.

Figure 25 below shows the proportion of pupils working in the 'rarely' and 'emerging' bands in the autumn and summer term. We can see that **the biggest impact was made on the 'rarely' band, which decreased from 23% to 11%, a change of 12 percentage points.** The proportion of pupils working at 'emerging' fell from 34% to 23%, a change of 11%. Overall, **23% less pupils were working below age-related expectations in terms of their social and emotional development in the summer compared to the autumn term.**

Percent of reception and KS1 pupils at below age related expectations in terms of their social and emotional development

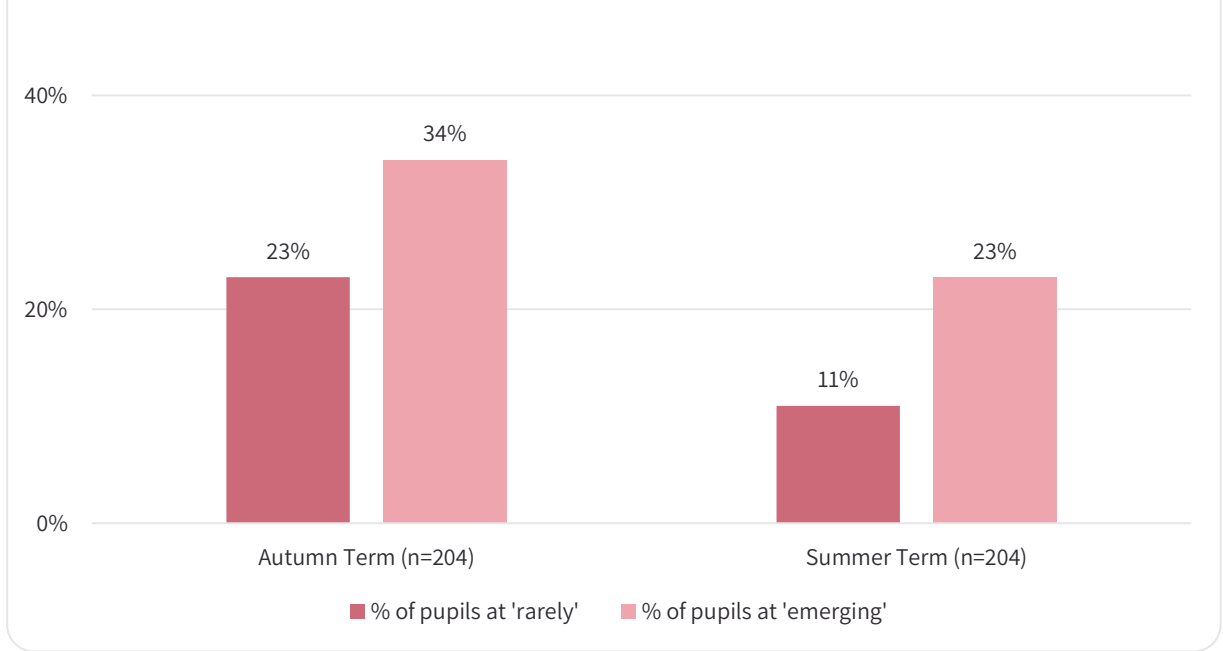


Figure 25: Percentage of reception and KS1 pupils at below age related expectations in terms of their social and emotional development

When we look at the two schools separately, we can see that there is a far higher proportion of pupils in the lower band, 'rarely', at Twerton compared to Roundhill. Overall, **Twerton reduced the overall proportion of pupils working below age-related expectations by 37%**, from 71% to 34%. At Roundhill on the other hand, the proportion of pupils working below age related expectations increased by 6%, rising from 36% in the autumn to 42% in the summer. The differences between the two schools are shown in Figure 26 below.

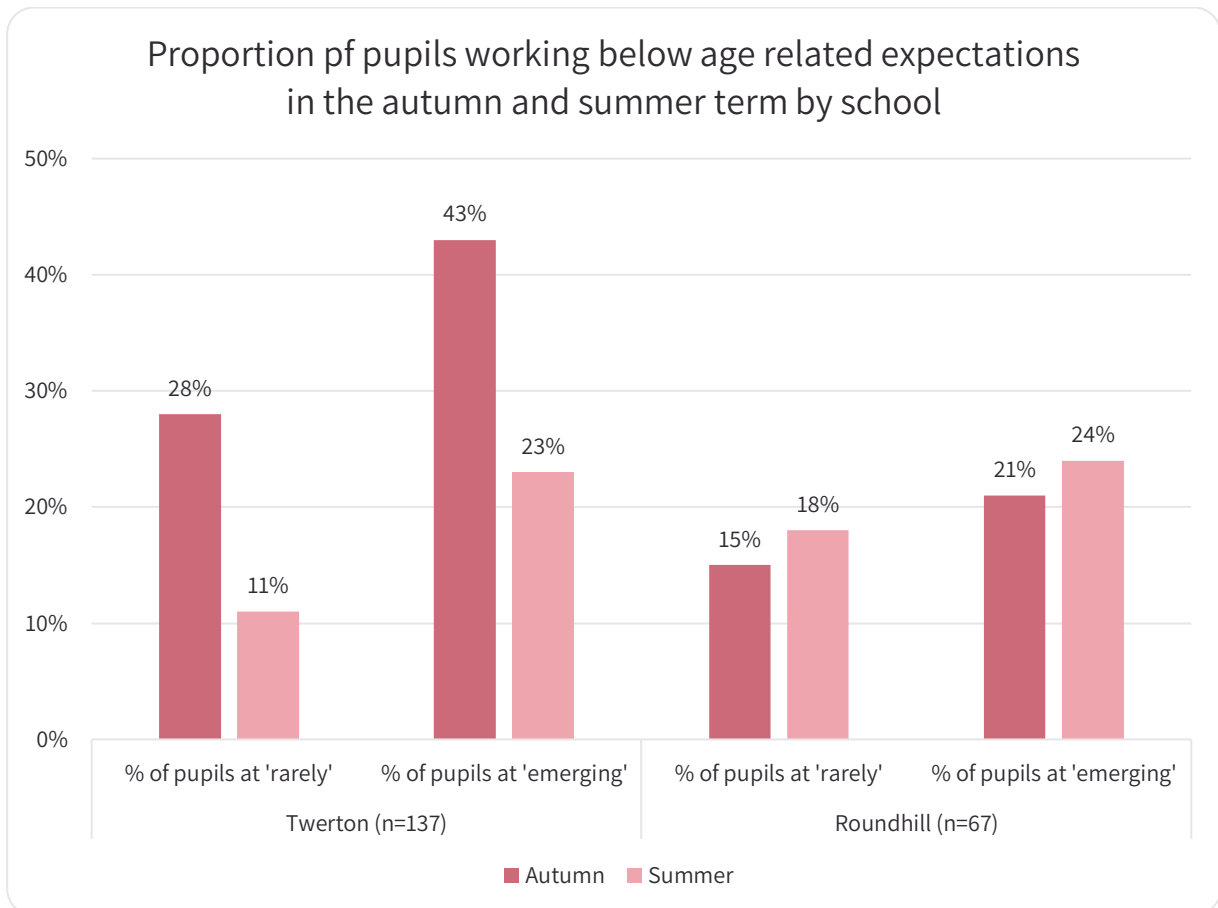


Figure 26: Proportion of pupils working below age related expectations in social and emotional areas in the autumn 2021 and summer 2022 terms by school

It is also interesting to look at the differences between the two schools in terms of which groups of pupils are receiving the most support. Overall, we found that pupils in the lowest band, 'rarely', were more likely to receive support. For example, **69% of pupils in the 'rarely' band received support in the summer term, compared to 31% of pupils in the emerging band.**

When we break this down by school, we find that more support was directed at pupils in the 'rarely' band in Twerton compared to Roundhill in the autumn term. However, in the summer term, the schools had adapted the same approach and were focussing support on pupils most in need. This can be seen in Figure 27 below.

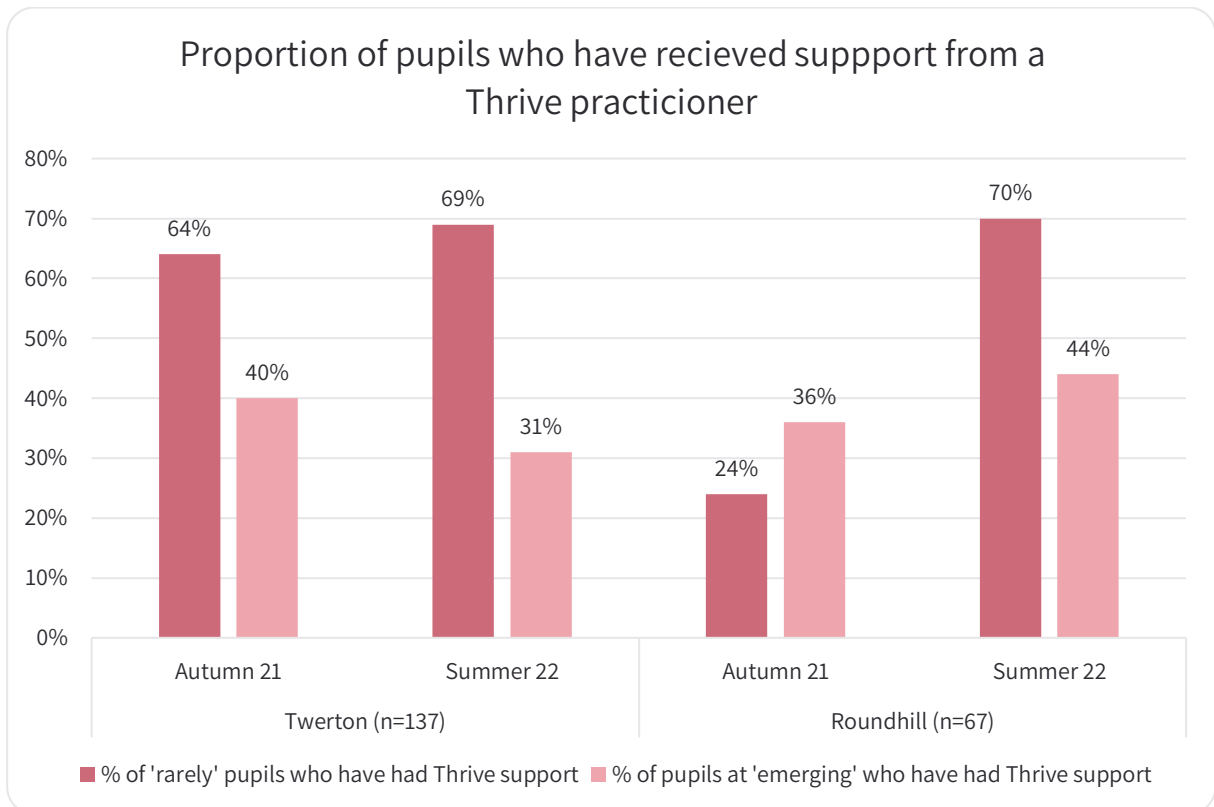


Figure 27: The proportion of pupils who received support from a Thrive practitioner following their initial screening

Key Finding 3.2.5: Head teachers highlighted the importance of the Foundation Fund in allowing them to direct resources to where it was most needed and overcoming mental health and wellbeing issues caused by the pandemic

Head teachers could see that the pandemic had ‘heightened separation anxiety, or anxiety-based issues in some children’, and that this was leading to long-periods of absence. However, the additional support provided by delivery partners to pupils in school enabled their leadership team, SENCO and pastoral managers to reach out into the local community and support some of their families with high needs. Other head teachers said that they had asked the delivery partners - specifically the Thrive practitioners - to focus on children with the most complex needs during lessons. It was noticed that this had **allowed teachers to support children who required extra help but who did not always receive it due to a lack of resource.**

Head teachers also highlighted the various ways pupils’ wellbeing had improved because of the Foundation Fund. For instance, some pupils seemed happier and more comfortable in schools while others had found positive role models. Heads stated that **after attending intervention sessions, pupils were better at self-regulating their emotions.**

bb There are some children who are much happier in school [and] much safer in school.”
- Head teacher

3.3 Access to Services

The following section outlines the key findings according to the sub outcomes associated with Access to Services. This includes the analysis of attendance data from the PEP primary schools, data from Language for Life practitioners working in Early Years settings, food distributors working across BaNES and data from the Perinatal Empowerment Programme.

Key finding 3.3.1: In five out of the seven PEP primary schools, pupil premium pupils had a larger decline in attendance compared to non-pupil premium pupils

As part of the overall PEP programme, a key outcome was to see whether the programmes delivered within the seven schools would have an impact on the overall attendance of pupils. Frequent school attendance is an important metric to measure, as the rate of school attendance has a significant impact on the cognitive, social and emotional outcomes of a young person (Lissack & Boyle, 2022). In England, the DfE stipulates that an attendance rating of 95% for an academic year is good, while any attendance rating that falls below 90% requires school and local authority intervention.

Attendance ratings for the six KS2 PEP schools were collected via the ImpactEd platform at a baseline and final time point. In this instance, the baseline attendance scores were gathered between 01/09/2021 and 05/11/2021, and the endline attendance scores were gathered between 13/06/2022 and 15/07/2022. Across these two windows, an average was taken of these attendance scores to create a baseline and endline attendance score for each school. For all schools, the attendance scores were not available for all pupils (see table 10). Most schools had an almost equal proportion of pupil premium to non-pupil premium pupils.

Figure 28 below shows the attendance scores for all KS2 pupils from the relevant KS2 PEP schools. As can be seen, **all scores showed a drop in attendance over the year, with St Martin's and St Keyna both showing an average 7 percentage point decrease.**

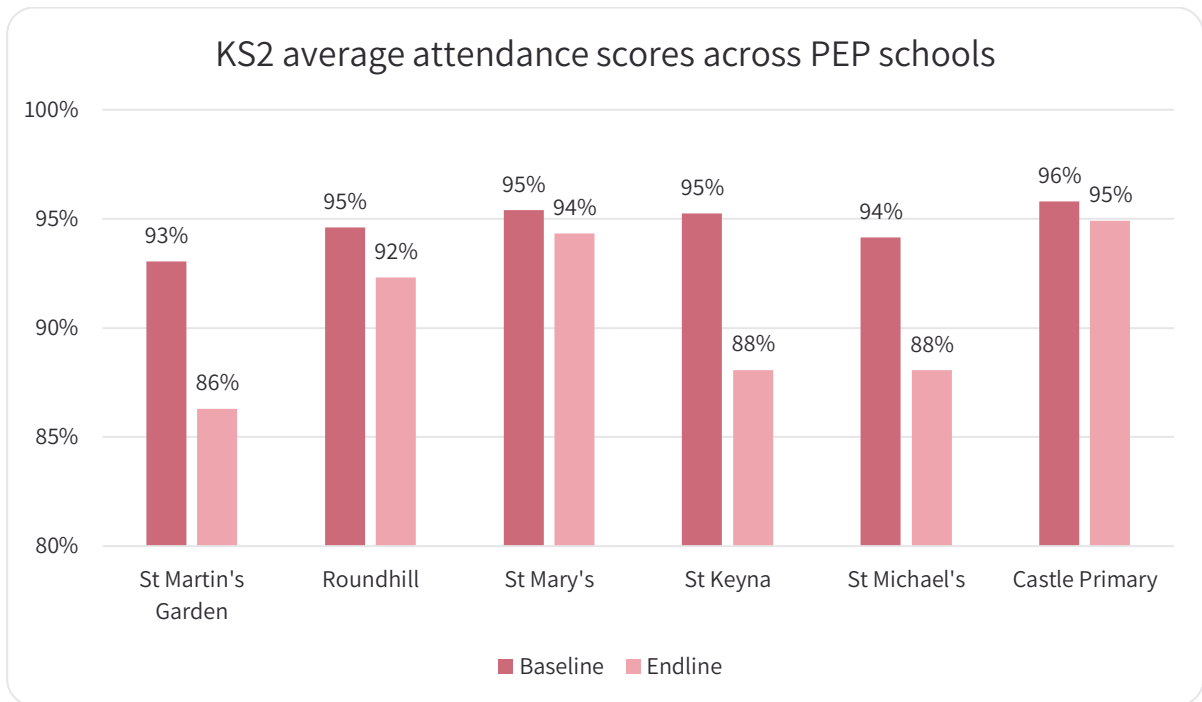


Figure 28: Baseline (Autumn 2021) to endline (Summer 2022) attendance scores across all six KS2 PEP schools

When looking at attendance scores between pupils eligible for pupil premium and non-pupil premium pupils, we can see that in **all schools apart from St Michael's and Castle Primary, pupil premium pupils on average had a larger decline in attendance compared to non-pupil premium pupils**. National data from England wide primary schools shows that the average attendance across the 2021/22 academic year was 91%. While no equivalent data was available for pupil premium pupils, the national average equivalent for pupils eligible for free school meals was 89% (DfE, 2022c). These figures from the DfE were reported in July 2022, and so should be compared to the endline attendance rates of the PEP primary schools.

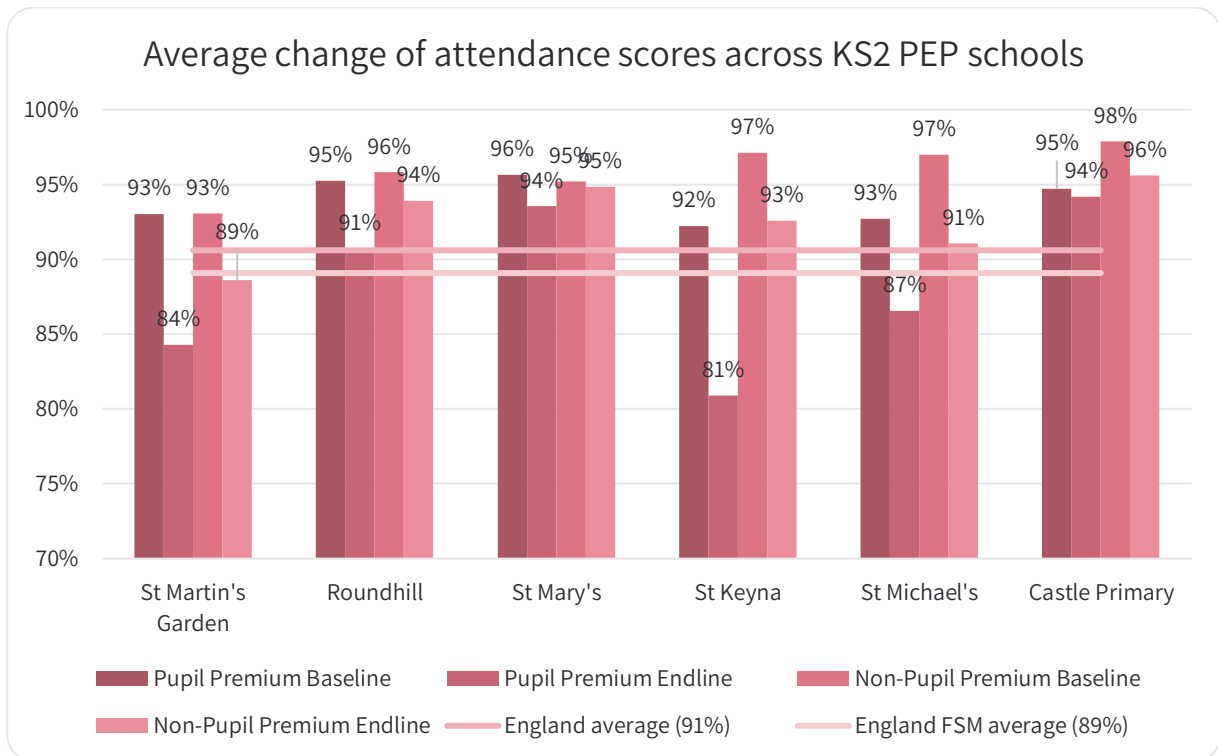


Figure 29: Average change of attendance scores across KS2 PEP schools, with England wide average attendance for 2021/22 as a benchmark

As can be seen in Figure 29 above, **Roundhill, St Mary's and Castle Primary schools registered their pupil attendance to be in line with or above both the England and FSM wide pupil average attendance.** For the remaining schools, St Martin's, St Keyna and St Michael's, average attendance levels for pupil premium pupils at baseline were above the national average in the autumn term 2021, but dropped to below this at the end of the academic year in summer 2022. However, the drop below the average FSM score was only several percentage points for most; the largest being St Keyna which fell 7 percentage points below the national FSM average.

Scores for KS1 pupils were unavailable except for Twerton. Scores for this can be seen in Figure 30 below.

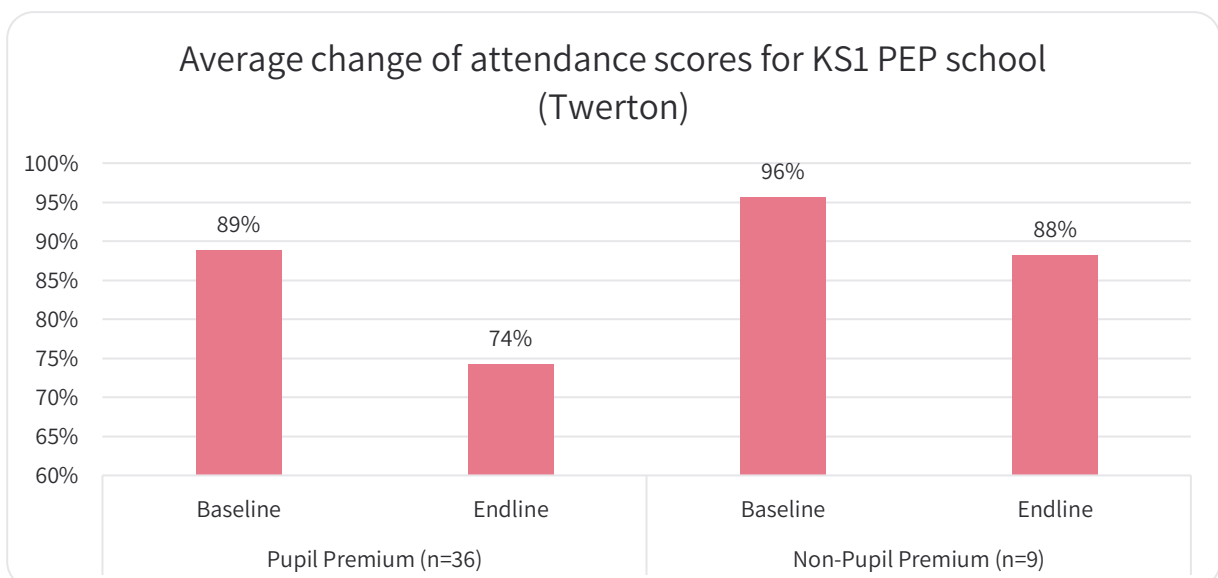


Figure 30: Average change of attendance scores for Twerton. Twerton was the only school with available KS1 attendance data

As can be seen in Figure 30 above, in Twerton, both pupil premium and non-pupil premium pupils showed an average decrease in attendance over the course of the year. **Pupils eligible for pupil premium started at a lower average rate of attendance at 89% than non-pupil premium pupils at 96%**, and demonstrated a greater decrease in attendance scores of 74% at the final compared to non-pupil premium pupils at 88%. The differences between these two groups must be read with caution however, as the proportion of pupil premium pupils (n=36) is significantly greater than non-pupil premiums (n=9).

Overall, this data indicates that the PEP schools attendance rates were lower than the national average. However, it needs to be considered that these schools have high proportions of pupil premium pupils. Furthermore, the DfE (2022d) reported that attendance has been lower than usual across the country over the past academic year and reported reasons such as pupils suffering from greater anxiety, or have specific health needs for their absences. This in line with the Key Finding in 3.2.1 in this report, where pupil non-cognitive outcomes in wellbeing, emotion regulation, grit, metacognition and self-efficacy showed an average decrease over the course of the 2021/22 academic year.

Key finding 3.3.2: The upskilling of Early Years practitioners has increased the overall access to speech and language support for young children, with 38 referrals made over the past year

There are currently 20 Early Years settings across the Bath and Keynsham area that are participating in the LfL programme. Although there were originally 22 settings engaged with the LfL programme on the outset of this evaluation, two settings have dropped out due to maternity leave and a setting closure. From September 2021 to August 2022, referrals using the WellComm toolkit for speech and language therapy were made from the settings to the Speech and Language Therapy Clinic Service.

Over the past year, **a total of 38 referrals were made**, with 18 referrals from September 2021 to January 2022, and 20 referrals from February 2022 to August 2022.² An additional 8 referrals were made to a Health Visitor. This separate pathway was mentioned in the March 2022 Quarterly Board Update, where children under the age of three are referred to a Health Visitor instead of a Speech and Language Therapist.

During an interview with a LfL practitioner, it was noted that **the increase in Early Years practitioner's (EYP) confidence, knowledge and skill in identifying children's needs had had a positive effect on the increase of referrals made to Speech and Language Therapists**. LfL commented that since EYPs have upskilled in their understanding and early identification of speech and language development needs amongst their young children, they have been better placed to know what to do to refer these children to specialist services. It was noted that although the

² Note that these numbers differ slightly from the Quarterly Board updates in May and June 2022, due to back-recording in the settings.

WellComm toolkit played an important role in assisting Early Years practitioners in referring



So it's not just the toolkit, it's everything else around the side that goes along with it, the knowledge and skill set, the pathways of support, that is really having a huge impact.”

- *Language for Life practitioner*

children, it was also **the skillset and knowledge of the different pathways of support available to the children that were considered to be having an impact on the number of referrals being made**, and the subsequent support that the children were receiving.

Key finding 3.3.3: Strengthened support of Early Years practitioners is linked to the improvement

in earlier identification of children’s speech and language needs

To identify the needs of children’s speech and language development the WellComm Communication and Language toolkit was used. This assesses child progress on age related speech and language expectations over time, using **a traffic light assessment system** which records a child’s speech, language, and communication development. A ‘Green’ assessment suggests no intervention is needed, an ‘Amber’ assessment indicates that extra support should be provided and ‘Red’ suggests the need for a referral to a Speech and Language Therapist. Over the past year (from September 2021 to August 2022), the Early Years settings involved in the LfL programme have been collecting setting level data on the number of children recorded as ‘Green’, ‘Amber’ and ‘Red’, with a total of 787 screens made.

Of these 787 children, 285 children were identified as needing additional support. Figure 31 below highlights this cohort of 285 children, who made progress over the course of the past year. This means that they were screened as Amber or Red from their initial screening, and thus received two or more screenings. We can see the improvement of this cohort over the course of the year, where in their final screening, **both female and male pupils showed marked improvements of moving into the Green zone**. Specifically, the Green zone for girls increased by 31%, and increased by 30% for boys.

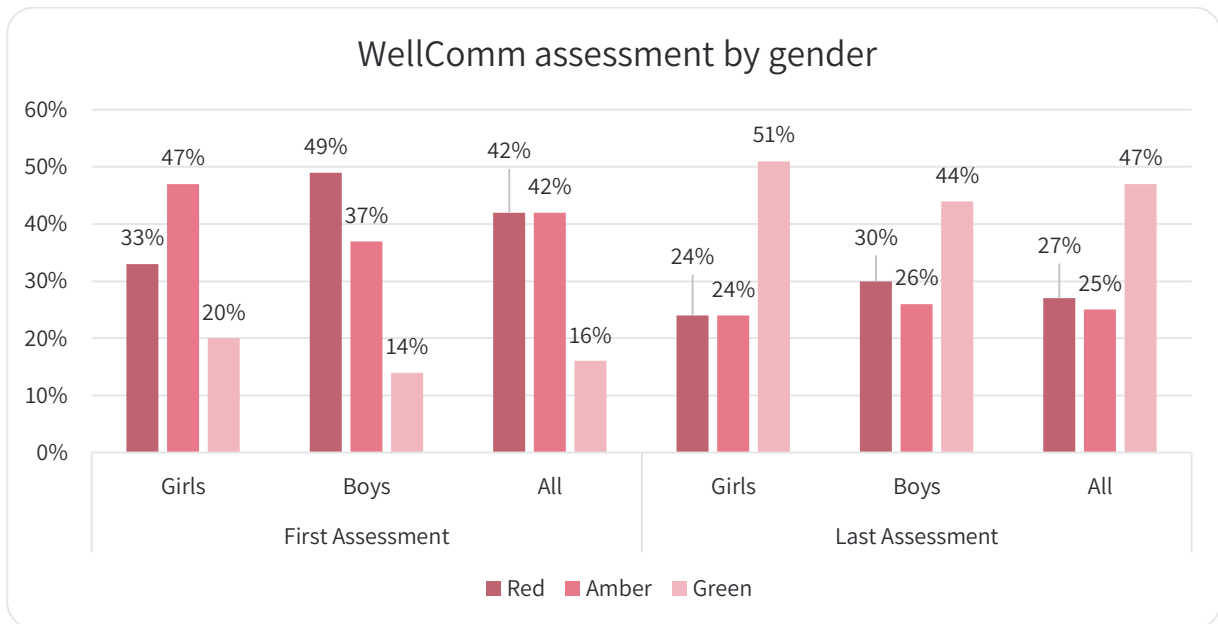


Figure 31: WellComm assessments by gender during their first screening and again at their most recent screening. Total n= 285, Male n= 161, Female n= 123

When looking at the cohort of children who have English as an additional language (EAL), a similar trend of improvement can be seen, where **20% of children moved into the Green zone following their intervention and second screening**. As can be seen in the figure 32 below, non-EAL children showed a greater improvement with 32% from their first to second assessment.

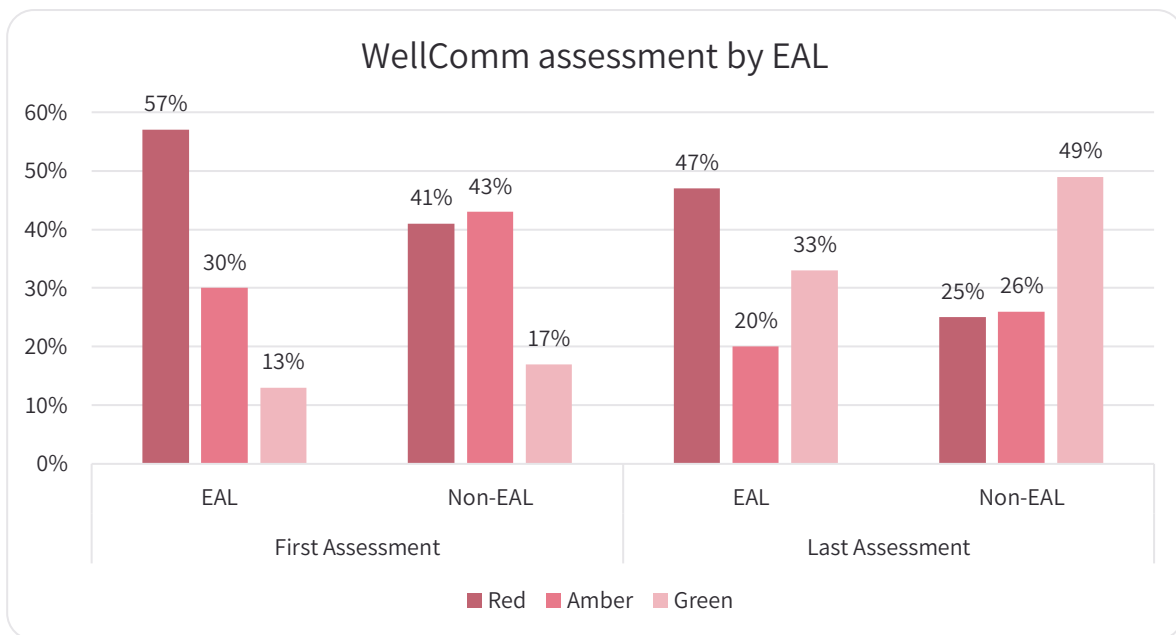


Figure 32: WellComm assessment by EAL during their first screening and again at their final screening. Non-EAL n=254, EAL n=30

Finally, when comparing pupil premium pupils to non-pupil premium pupils, a considerable change can be seen from the first to last assessment. As can be seen in Figure 33 below, **the number of Pupil Premium children in the Green zone increased by 47% after receiving their intervention and undergoing a second screening**. A similar trend of improvement was also seen amongst non-Pupil Premium children although slightly smaller increase of 29%.

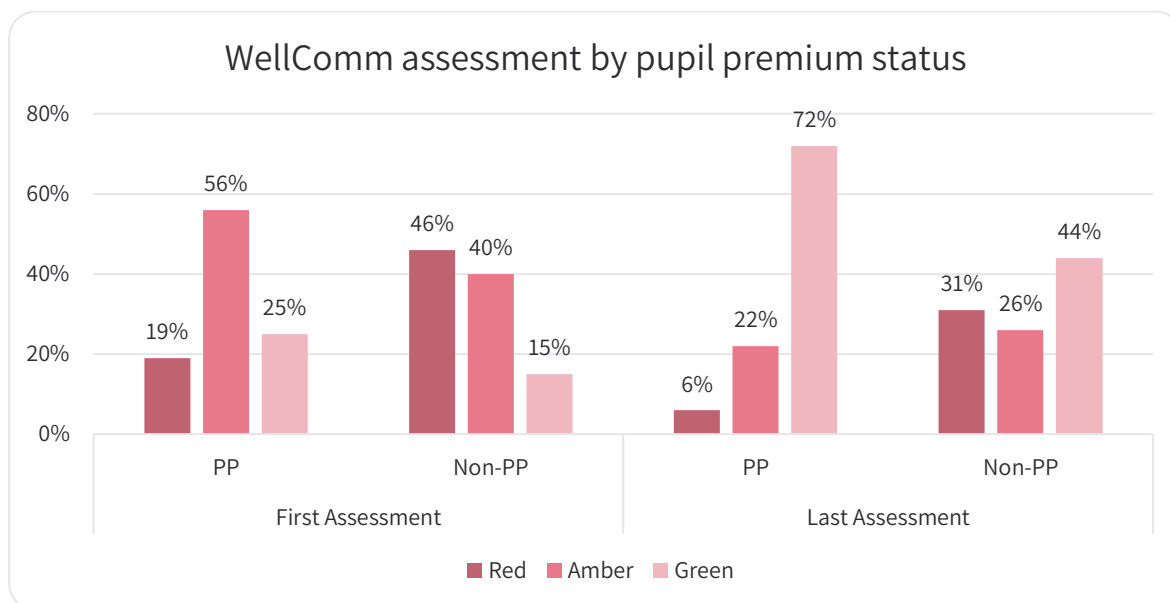


Figure 33: WellComm assessment screening by pupil premium status. Pupil premium n= 36, Non-pupil-premium= 36

The marked change in children moving from Red or Amber zones to Green zones is perhaps an effect of the upskilling in confidence and knowledge in using the WellComm toolkit amongst EYPs. When speaking to head teachers, they reported that their **Early Years children had increased access to specialist speech and language support**. Some noted that by their staff having been upskilled by the speech and language therapists, **practitioners embedded directly in the Early Years settings were able to not only provide improved support to the children, but also identify needs earlier on**. The delivery partner delivering specialist speech and language support, LfL, was positive about

bb ...more than anything, it is knowing that [the toolkit is] embedded so beautifully and not one setting has had anything negative to say about the toolkit, [they only speak of] the positive process, and how easy it is to use, how useful it's been, and how much the toolkit has had an impact on the day to day thinking of the children.”
- Language for Life practitioner

how the WellComm toolkit increased children’s access to the right support. They reported that their **training of practitioners to use the WellComm toolkit meant that their responses to children's needs were becoming more effective and efficient**.

Simultaneously, it was also remarked that visits from

specialist Speech and Language Therapists were increasing in length, reflecting that the work and responses were becoming more in-depth.

Furthermore, LfL practitioners commented that with an increasingly skilled team of Early Years practitioners, children were being moved through the screening process more quickly. Finally, several head teachers reported that they were able to now start teaching language skills in Nursery schools, and assess children’s language skills earlier on. This not only benefited pupils as it meant that they were given support earlier on, but it also enabled schools to pre-empt appropriate measures ahead of pupils starting in reception.

Key finding 3.3.4: Children and families continue to have access to affordable and nutritious food initiatives

Data was collected from FareShare South West, who gathered numbers of meals distributed by community food members to children or families with children from March 2021 to August 2022. Data was specifically gathered from beneficiaries who served children under the age of 18 and families with children. Figure 34 below highlights these beneficiary types, and the quantity of food (in kgs) delivered to them from March 2021 to August 2022. During this time, **2 childcare centres, 3 out of school clubs, 2 community centres and 11 schools benefited from this food distribution.**

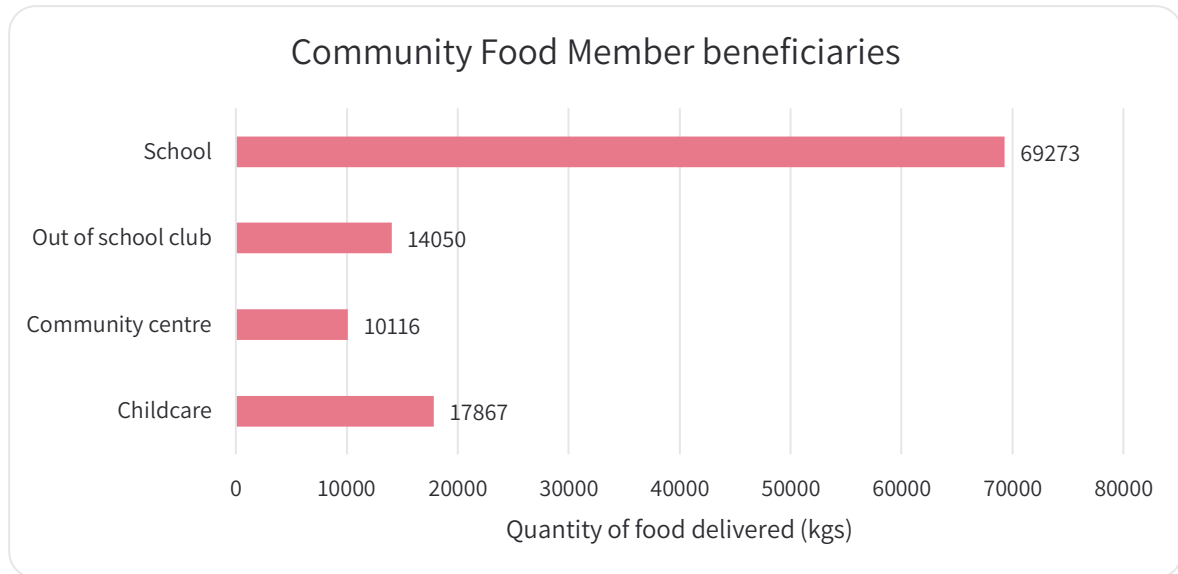


Figure 34: Groups of beneficiaries and the amount of food received (in kgs) from FareShare South West from March 2021 - August 2022

These figures of food in kgs have been broken down into the equivalent of meals distributed. As seen in Figure 35 below, **the number of meals distributed was at its highest in 2022 in late spring, early summer at 6,416 meals.** A second, albeit minor peak of meals distributed can also be seen at the tail end of the COVID-19 lockdowns in March 2021.



Figure 35: Number of meals distributed to beneficiaries with families with children and/or children under 18 years old

An outcome as part of the NF&SPP is to track the number and types of nutritious food that is being distributed to children within the BaNES area, and specifically in the local communities directly surrounding the seven PEP schools. According to the BaNES Children and Young People’s Health Survey conducted in 2022 (Schools Health Education Unit, Exeter, 2022) across 39 primary schools in the BaNES area, **6% of children did not eat portions of fruit, beans/pulses or vegetables on the day before the survey.** It is evident that there is a need for nutritious food within these highly deprived areas in BaNES. Figure 36 below highlights the number of meals distributed to children and family beneficiaries by type of nutritious food.

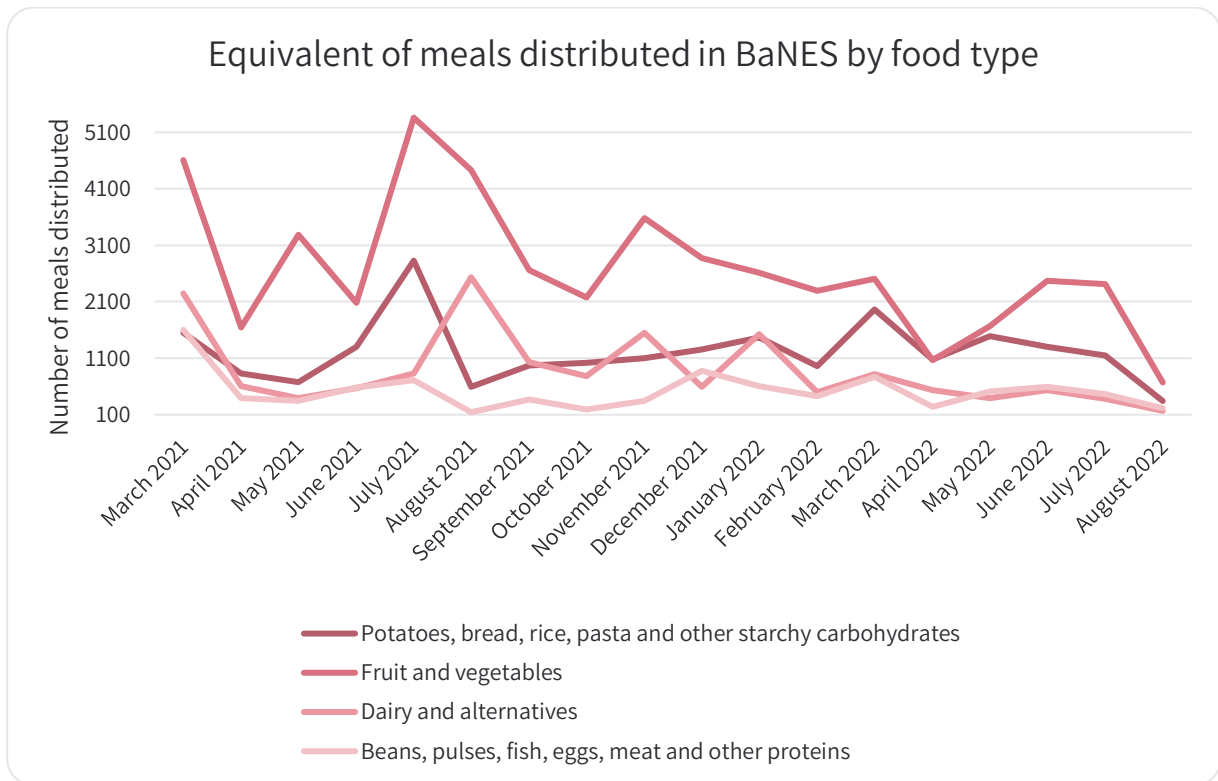


Figure 36: Amount of food distributed to families with children and children under 18 years old, visualised as number of meals distributed, and by type of food

As can be seen in Figure 36 above, **all food types saw a considerable uptake in the summer of 2021, and a small peak in the winter of 2021/22.** On average, fruit and vegetables were more readily available, and thus more equivalent meals of fruit and vegetables were distributed to communities. Beans, pulses, fish, eggs, meat and other proteins were consistently less readily available, and although this category of food followed a similar trend to the other categories, it was on a much smaller scale.

When speaking with Oasis Hub Bath, a community food member who receives daily drops of food from FareShare South West, it was apparent that the food that they receive from FareShare allows them to offer their beneficiaries a variety of nutritious food. “The food from FareShare varies from week to week. We’ve really benefitted from the amount of ambient food that’s come in over the past year. **Fresh fruit and veg always goes down well with families, it’s often things that are hard to afford so it makes it easier to provide their children with fruit and veg.** We also include recipe ideas and families are really appreciative of that.”

Figures 35 and 36 above both show a drop off in food uptake in August 2022. Although this may indicate a drop in demand and need for crisis food, this may also indicate a simple dip in the trend, and may increase again in the winter months of 2022. Further data is needed over a longer period of time in order to make any claims on stable trends.

Figure 37 below highlights the average amount of food (shown in kgs) distributed to various community food members in postal areas closely associated with the seven PEP schools. The postal code BA2 is the area in which Roundhill, Twerton, St Martin’s and St Michael’s schools are located.

The postal code BA3 is where St Mary’s is located, and the postal code BS31 is where Castle Primary and St Keyna are located.

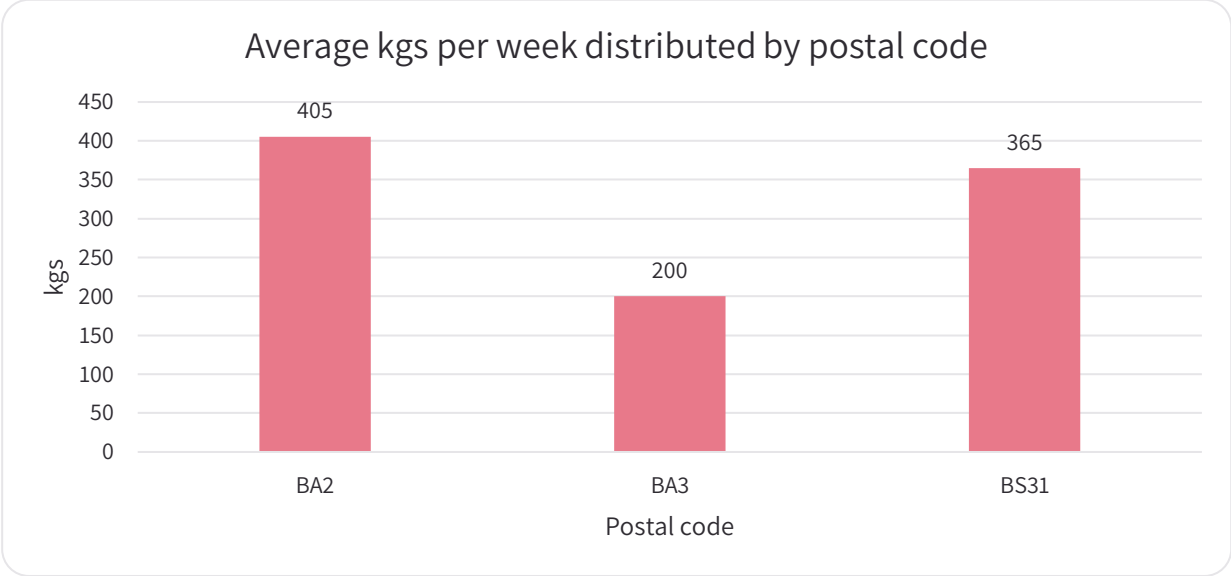


Figure 37: Average number of kgs distributed per week to postal codes surrounding the seven PEP schools

Figure 37 above shows that on average, **communities surrounding Roundhill, Twerton, St Martin’s and St Michael’s received 405 meals per week**, closely followed by communities around Castle Primary and St Keyna, who received 365 meals on average per week.

Although these figures provide an idea of the current climate in which families and children are living in and the number and types of food that they are receiving, this data needs to be read with caution, as it cannot be directly connected to any of the specific schools or Early Years settings in the Primary Empowerment Programme and Early Years strand , and therefore cannot be linked up to any of the pupils that this programme is working to serve. This data does however show that there is a considerable uptake and need of crisis food in the BaNES area, and that it does not currently look like this demand is decreasing in any significant way.

Key finding 3.3.5: 98% of women accessing mental health support through the Perinatal Empowerment Programme showed ‘clinical improvement’ and improved their emotional connection to others around them and their baby

The Perinatal Empowerment Programme (PEWP) delivered by a number of services acting operating under the same umbrella, such as Bluebell Buddies (buddy scheme), Bright Start’s Children’s Centre (trauma counselling service) and Open Space (arts-based group psychotherapy), was successful in supporting new mothers to improve their mental health and navigate the services available to them. Table 12 below shows the number of women accessing and receiving support in the third quarter of 2022 (April - June).

Quarterly reporting Q3-April-June 2022	Total
Number of new referrals	111

Number of new women starting receipt of service	65
Number of sessions women 'Did Not Attend'	37
Number of women finishing intervention this quarter	66

Table 12: Number of women accessing and receiving support in the Perinatal Empowerment Programme in April – June 2022

We can see that the service is oversubscribed, **where only 59% of mothers who are referred to the service end up receiving support**. 50% of the referrals are made directly to the Bluebell Buddies scheme; the others are made to trauma counselling and group therapy programmes. Although just under half (48%) of the women accessing support have their outcomes recorded before and after the intervention, those who do, show significant improvement. **An average of 98% of women who have their before and after outcomes recorded show ‘clinical improvement’ and 98% are recorded as having a deeper social and emotional connect to others around them and their baby.**

The focus group with staff from Bluebell Buddies scheme and Open Space suggested that the impact of the PEWP programme can be attributed to the way the various services work together in unison. Bluebell staff members argued that the **service was ‘embedded in the region’ because it has ‘really good links with local health professionals, other specialist mental health services, the children’s centres, and the hospital’**. This means that they do ‘not duplicate each other’s areas of work’, and instead provide ‘complementary services’ which **‘give a holistic pathway of care’**. In practical terms, the Bluebell staff members talked about how they often have conversations about referral levels and how the service is functioning and how best they can support each other.

By working closely with the specialist teams, health visitors and GPs, the service can instil confidence in the women that it will provide the safety net they need. Strong communication channels, the staff argued, meant that women no longer had to ‘tell their story, lots of times, to lots of different people’. This helped to create a sense of trust in the system, thereby reducing the ‘stigma and shame and fear around disclosure’. Bluebell staff felt that **women were now more likely to talk freely with other health professionals and ask for help when they need it**. Bluebell staff felt confident that parents are ending up ‘on the right pathway, at the right time, in the right service’.


3.4 Perception and Awareness

Data to evaluate the impact of the programme on the perception and awareness of services amongst disadvantaged pupils and their families was collected from qualitative research, including small focus groups and 1:1 interviews with both head teachers and delivery partners.


Key finding 3.4.1: Overall, there was a sense that the awareness of support services in education and health had increased, and that perception of them had become more positive

There was a **variation in parental engagement reported by head teachers**, where some stated that since the pandemic, they had experienced an increase in parental engagement, whilst other schools expressed that parents were coming into school less and were therefore less engaged following the pandemic.

Head teachers did reflect that the variety of **support provided through St John's Foundation Fund had increased their overall capacity** which allowed them to deliver sessions with parents and to implement best practices in school that they were able to share with parents. Some head teachers also noted that **parents were more likely to engage with delivery partners than with the school**. One reason given for this was that since some parents perceived delivery partners to be third parties and separate from the school, they were less concerned with being questioned or judged in regard to their relationship with their child.

 Working with delivery partners has opened up new channels of communication with parents that might otherwise not have been possible.”
- Head teacher

Some delivery partners expressed that since they had started working with St John's, they **had seen an increase of parental engagement and confidence in using their services**. Over the course of the past academic year, parents were attending more Q&A sessions, providing feedback and completing programmes. One delivery partner attributed their high pupil retention and parental engagement to the programme practitioners texting parents before the programme began. In a similar vein, they also noted that **being embedded into the local community had increased parental engagement because it made them appear to be 'trustworthy'**.

 It might be that they know, like, a church that their friend attends, they might go there and say, okay, you know, I need to access support, and now that there's more of a joint approach.”
- Delivery partner

Many delivery partners noted that **delivering a service to groups of parents was a good way of increasing engagement**, as parents seemed to want to engage with their peers, as well as it decreasing the stigma associated with accessing a particular service.

Some delivery partners expressed that some schools had not allowed them to have direct access to parents and this had hindered their ability to engage with the local community. They did note that this was changing as schools were beginning to trust the delivery partners and see the benefits of them working directly with parents.

3.5 Joined Up Working

To evaluate the impact of the programme in creating links between support services, we conducted qualitative research into the experience of front-line staff including head teachers and delivery partners.

Key finding 3.5.1: Collaboration and communication between schools, support services and delivery partners improved

Head teachers agreed that they had benefited from discussing best practices with other schools, enabled and facilitated by St John's. They appeared to have enjoyed cross-collaboration, and some stated that conversations had informed strategic decisions around resources. Similarly, delivery partners had enjoyed working with other delivery partners. Some noted that they had shared methodologies, data collection approaches and decision-making around monitoring. It was clear that **the longer delivery partners had worked together, the better their joined-up working had become**. A minority of delivery partners, however, thought that their work was too different for them to collaborate.

When speaking to head teachers, several expressed that they had begun to see more joined-up working both between themselves and the delivery partners, as well as feeling the impact of delivery partners collaborating amongst themselves. **One school noted that a clear success of two delivery partners collaborating was their ability to deliver more assessments**. Schools also remarked that **joined up working was most successful when internal staff were trained to deliver resources because they had a deeper understanding of how the school operated**. They also noted that joined up working worked best with delivery partners who had a consultative and collaborative approach, rather than a rigid and prescriptive approach.

Delivery partners highlighted that **their staff being on the ground with school staff had allowed them to develop a sense of trust in their settings**, facilitating open and honest communication, and in turn developing effective joined-up working. Delivery partners also stated that **communication with schools had worked best when senior leadership had delegated responsibility to more junior members of staff** who had greater capacity to implement specific interventions.

Key finding 3.5.2: Although joined up working and information sharing between schools and delivery partners improved, some barriers to communication were also identified

Many schools reported that their work with delivery partners had not been as smooth as expected. Head teachers recognised that some of the barriers to joined up working was due to their own ways of working. Some schools expressed that they had found it **hard to start take on so many delivery partners at once, and as a result they had not been able to engage as fully with all of them as they would have wanted**. They also noted that they would have benefited from having more internal capacity so specific members of staff could have taken the lead on working with specific delivery partners.

Head teachers also expressed that the delivery partners had operated in certain ways which made it harder to for them to collaborate. They felt that they had acted as the ‘cornerstone’ and experienced an increased workload as a result. Some schools also noted that **some delivery partners had not**



[It is important that we] sing from the same hymn sheet. So, I think it’s really vital that we keep working really closely together with their [the delivery partners’] team.”

- *Delivery partner*

been as flexible as they would have liked in their offering, and that some had not been proactive in communication, both of which put the onus on the school to organise interventions. A few schools also noted **a lack of consistency in delivery partner staff, as well as issues around staff attendance**, which negatively affected both their working relationship and the impact on pupils.

When speaking with delivery partners, it was evident that some had observed a low level of engagement from schools. For instance, several delivery partners mentioned slow or non-existent email engagement and staff members not signing up to training sessions. It was also noted that schools may have been offered too many resources at once which meant that they did not have the capacity to engage and implement all the interventions. Additionally, several delivery partners observed that schools were overwhelmed and struggled to effectively implement any intervention.

Delivery partners hypothesised that the low levels of engagement from schools may have been because the resources and interventions that they were being provided were free. Seeing as **the resources were essentially “gifted” to schools, this could have meant that there was potentially less ‘buy in’** than when a school actively chose a specific intervention or programme. Both schools and delivery partners echoed the thought that there may have been benefits in taking a slower approach to the deployment of the resources to the schools.

Overall, schools and delivery partners were keen to collaborate more, both with each other and also within their own groups; they expressed an interest in having more opportunities to work together and would appreciate St John’s Foundation Fund facilitating such sessions.

3.6 Systemic Change

To evaluate the impact of the programme in creating long-term change at a system level, we conducted 1:1 interviews and focus groups with head teachers and delivery partners. We also used a pre and post practitioner survey to measure the impact of the programme on staff working in Early Years settings.

Key finding 3.6.1: School leadership reported an increase in the availability of effective support and resources for pupils in need

It was clear that school leadership thought that the fund had made a huge impact on the quality of support and resources necessary to implement interventions effectively.

As a result of the Foundation Fund, **schools have been able to increase capacity to support a broader range of pupil needs.** Having additional staff who could help pupils with more complex needs freed up internal capacity to focus on pupils with less complex needs. This therefore expanded support to a broader range of pupils without losing depth of the help offered to them.



.. I have additional adults that can read to our children who we know don't get listened or read to at home. So I can plug all of those gaps, as I'm in control of that resource."

- Head teacher

A range of training was reported to have been implemented, ranging from reading, oracy, and maths to tuition upskilling. **Head teachers expressed that some of the training they had received through St John's was some of the best CPD they**

had received. Schools also noted that their ability to deploy training to their early career teachers made a huge difference, with some head teachers saying that those teachers who were facing a steep learning curve have only made it through because of the funding from St John's.

When asked about the long-term impact of this upskilling, **several heads considered that this current increase in staff training would be able to be sustained beyond the resources being provided by St John's,** demonstrating that the Foundation Fund is also working to increase future capacity of schools. Others however said that they thought the **changes were not long-term due to ongoing staff capacity issues.**

Several headteachers observed that the more their schools were in control of the specific resources being delivered to their school, the greater the impact of the intervention. They argued that **having the freedom to choose the area they wanted to target made most sense because they were confident in identifying the gaps in their pupils' learning and know best how to address them.**



...because we have had really high quality CPD, we've been able to focus on where the gaps are, and the deficits that the children bring, following the pandemic... we've been able to utilise the funding to pinpoint those areas most in need."

- Head teacher

Key finding 3.6.2: Early Years workforce in key geographical areas across BaNES has upskilled over the past year, with a 23% increase in practitioner confidence in implementing early interventions for child speech and language needs

As part of the Language for Life programme, EYPs (Early Years Practitioners) across the 20 participating settings were asked to complete a survey during summer 2021 and again during summer 2022. Acting as a baseline and final, these two timepoints allow some insight into the change over time in how setting practitioners have gained knowledge and skills in implementing the WellComm toolkit with the children in their Early Years settings. Practitioners were asked a series of questions on a 5-point Likert Scale. Although a total of 68 practitioners completed the baseline survey and a total of 49 completed the final survey, it was possible to only match 30 of these responses. Figure 38 below shows the average change in responses from baseline to final amongst these 30 matched individuals, **showing a 23 percentage point increase in overall confidence in implementing the WellComm toolkit.**

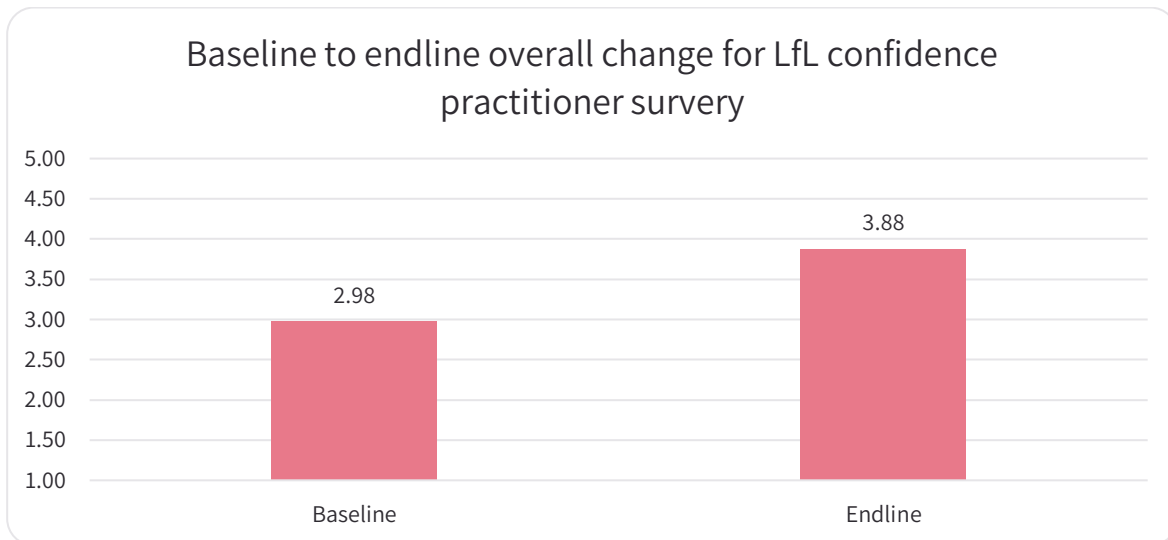


Figure 38: Baseline to endline overall change for Early Years Practitioner's confidence in implementing the WellComm toolkit and referring children in need. n=30

Specifically, the questions focussed on asking practitioners how confident they felt in eight areas of implementing the WellComm toolkit. Figure 39 below highlights the average percentage change seen across these eight individual questions. As can be seen, a noticeable increase amongst practitioners in their confidence around completing the screening process with children and following this up with completing the necessary intervention for that child can be seen.

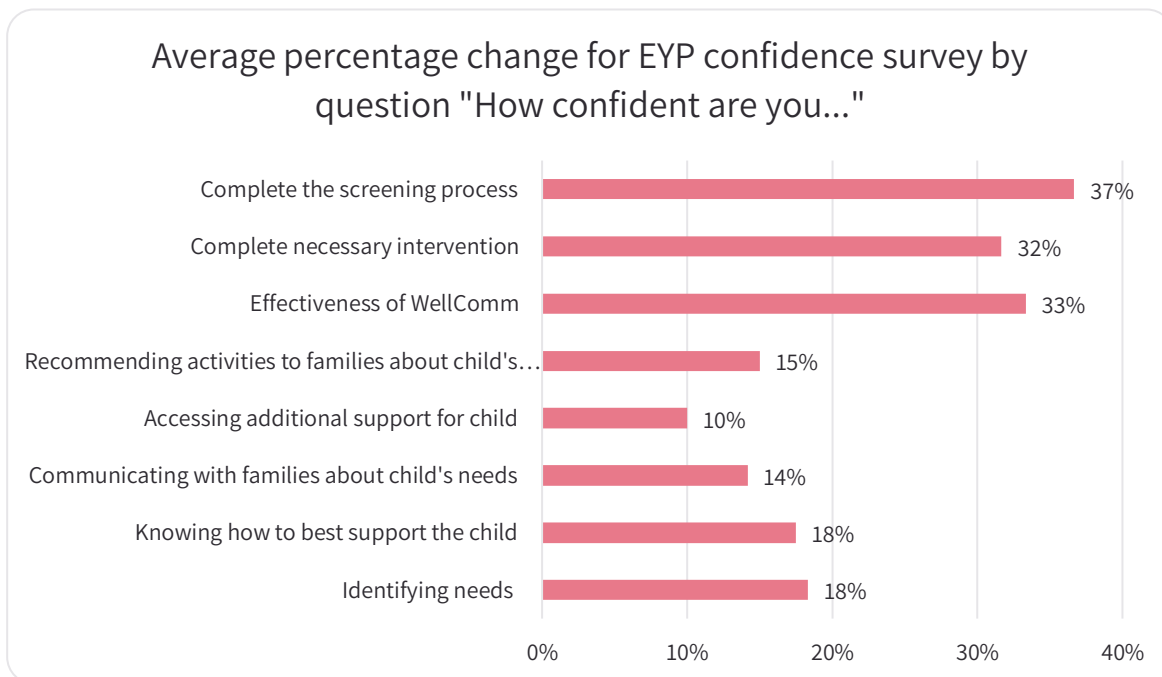


Figure 39: Average percentage change for each question, where Early Years Practitioners were asked "how confident are you..." n=30

When speaking with a LfL delivery partner, it was evident that this increase in confidence has had a marked change over the course of the past year. They were very positive about the impact that the St John's Foundation Fund had had in helping them to empower and upskill practitioners. It was noted that **training practitioners to use their toolkit has upskilled them in both their assessment skills but also their ability to communicate with parents.**

LfL found that the practitioners had become more independent problem solvers and confident in referring children. This was apparent in the kind of questions that were being asked in response to children's' needs. **EYPs were now asking questions about specific cases and theories and were seeking training on implementing scaffolding.**

This shift was also reflected in that practitioners were handling more complex cases. These comments along with the Practitioner Surveys highlight a marked increase in practitioner confidence in not only delivering precise speech and language development screening using the WellComm toolkit, but also knowing and executing follow up interventions and actions when necessary.



So we can see that their (Early Years Practitioners) thinking and their knowledge, and their overall upskill around communication and development is having an impact on all points of their decision making for a child."

- *Language for Life delivery partner*



...so they (Early Years practitioners) feel really empowered. They feel that they can make a difference on the ground. And I know that's having a big impact on the quality of referrals that are coming through to clinics."


- *Language for Life delivery partner*

The **positive uptake in implementing the WellComm toolkit is impressive considering the wider blockers that many Early Years settings have been facing over the past few years.** Issues such staff capacity and salary, illness and overall funding has meant that many settings have struggled to stay open. In light of this, the Language for Life practitioner was considerably impressed at the dedication that many practitioners in Early Years settings have demonstrated.

Key finding 3.6.3: Need for crisis food is not necessarily reduced, but food providers are aware of creating supportive communities which reduce overall stigma in accessing crisis food

Many children attending schools in the BaNES area are struggling at school due to hunger and an overall lack of food. According to the BaNES Children and Young People's Health Survey conducted in 2022 (Schools Health Education Unit, Exeter, 2022) across 39 primary schools in the BaNES area, **10% of pupils did not have anything to eat before they started their lessons on the day of the survey.** Furthermore, **28% of the surveyed children found it difficult to concentrate at school because they felt hungry on at least three days in the week** before the survey was taken. This data highlights that there is a real need for crisis food across BaNES, and that the St John's Foundation Fund plays a vital part in tackling this need.

When speaking with FareShare South West, it was clear that work to not only provide assistance during times of crisis through the provision of food, but also establish a sense of community and foster a sense of empowerment amongst communities in the BaNES area was a priority. It was mentioned that over the course of the past few years, there has been a shift in focus away from getting sheer volumes of food out to communities, and towards trying to make the food as impactful as possible in people's lives.

 Yeah, the number of people accessing it [the crisis food] has increased, but I'm sure that must be competence in knowing where to access it and less stigma as well."
- FareShare delivery partner

Furthermore, it was mentioned that **the number of people accessing crisis food had increased over time. This however could be due to a lowering of stigma associated with accessing crisis food rather than reflecting an increase in need within the community.** Anecdotally, it was reported that many community food members try to make the experience of collecting crisis food as accessible as possible. Creating areas to sit and have a cup of tea and chat with volunteers enables beneficiaries to feel more empowered.

One community food member who received regular food drops from FareShare South West reported that although they are working to address immediate need, they are determined to be there for the community in the long-term as well. They acknowledge that the issues of food need will not disappear "overnight", and that instead, they want to build a community of individuals so that they can support them in a more holistic way.

 It's not just about crisis support, it's about being there for people in the long-term and walking alongside them on their journey."
- Community food member

4. Conclusion and Recommendations

The Foundation Fund has been **fighting against long-standing social, economic and educational inequalities**, which were worsened by the pandemic. As our qualitative research has shown, the **impact of the pandemic** was felt by all children in BaNES, but **most deeply by disadvantaged children and their families**, who struggled with the additional social, emotional, and economic long-term stressors put on them. PEP primary schools have been working on the front-line to provide these children with the support they need to make up for the time lost, and head teachers have expressed how significant the extra funding and support from St John's was to them and their staff in fighting the impact of the pandemic.

As we have shown, gains have been in certain areas; most notably, the **narrowing of the attainment gap in maths and non-cognitive outcomes**, the **successful implementation of a range of different interventions** in PEP primary schools, the **upskilling of teaching staff** across the board, the **screening and additional speech and language support** in the Early Years and the **new healthcare pathways for mothers** with mental health needs.

The evaluation has highlighted some areas for improvement; for example, **more needs to be done to reduce the attainment gap in writing** and new ways of working could be explored to **improve the communication channels between delivery partners and schools**. St John's should also start to consider **how best to ensure the project makes systemic impact** so that pupil outcomes continue to improve in the long-term, even after the funding comes to an end. Programme and evaluation recommendations are outlined below.

Recommendations for programme delivery

- ▶ **Due to the success of PEP primary schools in reducing the attainment gap in maths, continue to embed new teaching practices** to ensure the changes are long-term.
- ▶ Work to close the attainment gap in reading by **continuing to support schools to buy new books and provide 1:1 reading support to pupil premium pupils**. Consider implementing **oracy interventions** without placing an additional burden on teaching staff. Many head teachers said that they would like to work with Voice21, but currently do not have the resources available to implement their practices.
- ▶ Since the attainment gap is the largest in writing, **provide pupil premium pupils with small group or 1-1 writing lessons in writing** to reduce the attainment gap. Consider funding new interventions which target writing specifically.
- ▶ **Continue to embed the Thrive approach in PEP primary schools and target the support from Thrive practitioners** at pupils in the lowest band as this is where the impact is felt the most.
- ▶ Establish **strong communication channels** between head teachers and delivery partners to ensure effective implementation of interventions.

- ▶ Provide schools with **more forums for cross-collaboration**. Encourage teaching staff from all levels to connect with teachers from other schools and share knowledge and skills.
- ▶ Consider new ways of **reaching out to the families of disadvantaged pupils** to help to facilitate parental engagement in schools.
- ▶ Work with PEP schools and practitioners in Early Years to **ensure that changes made to these settings are systemic** and not impacted by high staff turnover rates.

Recommendations for the evaluation

- ▶ Ask schools to **include pupil UPNs in attainment data** to ensure all data can be successfully matched.
- ▶ Consider asking schools to use a **standardised primary assessment tool** to ensure that attainment data is more robust. This will allow standardised comparison of attainment across all PEP schools.
- ▶ Explore different avenues for **delivery partners or schools to collect pupil-level data on which pupils are being targeted by the various interventions**. This will mean that the impact of the interventions on pupils' academic and non-cognitive outcomes can be explored. This would also allow us to compare the outcomes of pupils who had received targeted support to those who had not.
- ▶ **See if it is feasible to embed pupil and parent voice** in the evaluation process.
- ▶ Consider **focussing the evaluation on fewer outcomes** so that we gain a deeper understanding of key areas such as attainment and attendance.
- ▶ Compare results in the year 2021/22 to the results in the year 2022/23 to capture the **long-term impact** of the St John's Foundation Fund.

Glossary of Terms

Evaluation Terminology

- ▶ **Academic attainment:** This refers to test scores in academic subjects such as maths, science, English etc. Some evaluations will compare pupils' attainment in tests for these subjects at the start (baseline) and end (final) of an evaluation to see whether they have made progress over time.
- ▶ **Academically validated measures:** These are scales to measure social and emotional skills linked to academic achievement and long-term life outcomes that have been developed and peer reviewed by academic researchers within the fields of education and psychology. These have been developed to ensure:
 - **Predictive validity.** These skills have been shown to be closely related to desirable life outcomes such as educational achievement, employability and earnings potential, or long-term health and life satisfaction. (In psychometrics, predictive validity is the extent to which a score on a scale or test predicts scores on some criterion measure. For example, the validity of a cognitive test for job performance is the correlation between test scores and, say, supervisor performance ratings.)
 - **Construct validity.** The measure tests for the skill that it says it does, as defined in the literature.
 - **Test-retest validity.** The results stay the same when tests are repeated.
- ▶ **Baseline:** The initial assessment of pupils' attainment or social and emotional skills, at the start of an evaluation.
- ▶ **Change over time:** The difference between a pupil's baseline result and their final result, either for attainment or social and emotional skills. This indicates progress made during participation in the programme. This will begin to indicate whether the programme has had an impact on pupils, though we must also account for other factors that could lead to this change, which is why we recommend the use of control groups and qualitative analysis.
- ▶ **Endline:** The final assessment of pupils' attainment or social and emotional skills at the end of an evaluation.
- ▶ **Evaluation:** An evaluation is set up to measure the impact of a particular programme. This will involve monitoring the programme over a specified period, for one or more groups, in order to evaluate the progress participating pupils make. One programme can involve multiple evaluations, and we recommend gathering data across multiple time points to ensure valid and reliable results are generated.

- ▶ **Evaluation Group(s):** An evaluation will either cover one specific group of pupils, who all participate in the programme (e.g. a new programme trialled in one class, or an intervention with one small group). Or, the evaluation may cover multiple evaluation groups (e.g. as several small-group interventions, or with multiple classes carrying out the same programme). In the case of multiple evaluation groups, it can be useful to compare the outcomes for different groups to build up a stronger data set, as well as to compare differences in implementation to see whether this has an effect on results.
- ▶ **Matched Pupils:** Matched Pupils are pupils who carried out both a baseline and a final assessment at the start and end of the evaluation. It can be useful to consider results from Matched Pupils only because this means only including those pupils who participated in the full duration of the programme.
- ▶ **Outcomes:** We use outcomes to refer collectively to any social and emotional skills and academic attainment scores that are being measured over the course of an evaluation.
- ▶ **Participating pupils:** The group of pupils participating in the evaluation, and not forming part of a control or other group.
- ▶ **Programme:** This could be any intervention, project or programme run in school with the aim of improving pupil outcomes or life chances. ImpactEd works with schools to build evaluations of their programmes in order to better understand whether they are having their intended impact.
- ▶ **Social and emotional skills:** The term ‘social and emotional skills’ refers to a set of attitudes, behaviours, and strategies that are thought to underpin success in school and at work, such as motivation, perseverance, and self-control. They are usually contrasted with the ‘hard skills’ of cognitive ability in areas such as literacy and numeracy, which are measured by academic tests. There are various ways of referring to this set of skills, such as: non-cognitive skills, twentieth century skills and soft skills. Each term has pros and cons; we use social and emotional skills for consistency but we recognise that it does not perfectly encapsulate each of the skills that come under this umbrella.

Educational Terminology and Acronyms

- ▶ **ARE:** Age-Related Expectations
- ▶ **BLW:** This refers to pupils working below the standard of the pre-key stage.
- ▶ **DfE:** This refers to the Department for Education in the UK.
- ▶ **EAL:** English as an Additional Language. This acronym refers to learners whose first language is not English.
- ▶ **EXS:** This refers to pupils working at the expected standard

- ▶ **EYP:** Early Years practitioner
- ▶ **FSM:** Free School Meals. There are a range of eligibility criteria for a child to receive free school meals. Although all pupils in infants in government-funded school are eligible for free school meals, the use of the acronym FSM pupils refers to those eligible beyond Year 2. These pupils will be eligible if their parents receive various subsidies from the government. More detail can be found [here](#).
- ▶ **KS:** Key Stage. This refers to groups of years in the English school system. Key Stage 1 refers to Reception, Year 1 and Year 2. Key Stage 2 refers to Year 3, Year 4, Year 5, and Year 6.
- ▶ **LAC:** Looked After Children (LAC) are children who have been in the care of their local authority for more than 24 hours. Looked after children are also often referred to as children in care.
- ▶ **MIS:** Management Information System. These are systems schools use to collect and store information about their pupils, parents and teachers.
- ▶ **PKS:** Pre-key stage. This refers to pupils working below the overall standard of national curriculum assessments but are engaged in subject specific study.
- ▶ **PP:** Pupil Premium. This is additional funding allocated to schools and local authorities for pupils who are disadvantaged, designed to improve their progress and exam results. Pupils who are eligible for the premium funding might receive free school meals, or have been eligible in the past 6 years, or have been adopted from care or have left care, or children who are looked after by the local authority. Pupils whose parents are in the Armed Forces are also eligible for pupil premium funding.
- ▶ **SATs:** Standard assessment Tests
- ▶ **SEMH:** Social, Emotional, & Mental Health. Pupils said to have SEMH needs are pupils who have severe difficulties in managing their emotions and behaviour.
- ▶ **SENCO:** Special educational needs coordinator.
- ▶ **SEND:** Special educational needs, and disabilities. A child or young person has special educational needs and disabilities if they have a learning difficulty and/or a disability that means they need special health and education support.
- ▶ **WTS:** This refers to pupils working towards the expected standard.

Concepts in this report

- ▶ **Attainment Gap:** The attainment gap refers to the difference in attaining age-related expectations between disadvantaged pupils and their peers.

- ▶ **Disadvantaged Pupils:** The term 'disadvantaged' is a broad term. There are many different ways a pupil might be qualified as disadvantaged. A pupil could be economically disadvantaged; pupils eligible for FSM are often used as a proxy for economically disadvantaged. Pupils who have been looked after by local authority, or who have been in care, may also qualify as being 'disadvantaged'. A pupil may be called disadvantaged if they are identified as requiring SEND support.
- ▶ **Traffic light assessment system:** This refers to a system where pupils self-assess using three colours appearing on a traffic light. In this system red means the pupil still does not understand the concept, amber means a bit of support may be required but there is some understanding, and where green means that the student had understood it very well.
- ▶ **Covid-19:** This refers to the global pandemic that spread across the globe in early 2020. Its spread led to mass school closures across the UK and huge disruption across the whole UK education system. The impact of covid-19 are still being felt within the education sector.

Measures for social and emotional skills

- ▶ **Anxiety:** Anxiety is a feeling of worry or fear that is experienced as a combination of physical sensations, thoughts or feelings. Feelings of anxiety are associated with significant negative outcomes, including impaired academic, social and health functioning (Reardon & Spence, 2018).
- ▶ **Metacognition:** Metacognition means 'thinking about thinking': pupils' ability to think explicitly about their own learning (Flavell, 1979; Higgins et al., 2016). It is strongly associated with academic progress and improves other skills required for learning, such as critical thinking. Metacognition enables pupils to develop strategies to plan, monitor, and evaluate their learning.
- ▶ **Motivation:** Motivation is what causes an individual to want to do one thing, and not another. Intrinsic motivation relates to pupils' inherent enjoyment or interest in a task. Intrinsic motivation has positive effects on academic performance, encouraging high-quality learning and creativity (Gutman & Schoon, 2013; Vallerand, 1997). Teaching which is focused on intrinsic goals as opposed to extrinsic goals improves test performance across all age groups (Vansteenkiste et al., 2004).
- ▶ **Self-efficacy:** Self-efficacy is a measure of pupils' belief in their ability to achieve a specific task in the future. Self-efficacy is correlated with higher academic achievement and persistence, and also contributes to pupil wellbeing. (Gutman & Schoon 2013, DeWitz et. al. 2009).
- ▶ **Teamwork:** Teamwork is defined as a young person's perceived ability to collaborate and work with others to achieve a common goal in a group or team context (Anderson-Butcher et al., 2014). It is often particularly associated with capacity to engage in collaborative learning and work well in groups. Life skills such as teamwork are protective factors that predict healthy outcomes for young people and are highly relied upon within professional fields such as medicine, education, business and engineering (Newman et al., 2014).

- ▶ **Wellbeing:** Wellbeing refers to a state in which individuals thrive and flourish, including contentment and overall sense of purpose as well as day-to-day happiness. (Huppert, Baylis, & Keverne, 2004).

Programme Terminology

- ▶ **BaNES:** This refers to the area that this evaluation is focused on, Bath and North East Somerset.
- ▶ **Delivery partner:** These are the organisations, selected by St. John's Foundation, currently delivering interventions to pupils in and outside of schools and to children in Early Years settings.
- ▶ **HCRG:** Health Care Resourcing Group. This is a delivery partner that focuses on providing both temporary and permanent supply of nursing, social care and teaching staff across the UK.
- ▶ **LfL:** Language for Life. This is a delivery partner working with Early Years practitioners to implement a system in recognising and addressing early speech and language development needs amongst pre-school aged children.
- ▶ **NF&SPP:** Nutritious Food and Safe Spaces Programme. This is the strand of the programme which aims to provide people in BaNES with easily accessible, nutritious food, safe spaces and access to services.

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Appendix A: Delivery Partners

This appendix outlines those delivery partners and their interventions who have provided us with data and who have therefore fed into the 2021/22 evaluation.

White Rose Maths

White Rose Maths is an organisation which supports schools to develop their maths teaching. All seven schools in the Primary Empowerment Programme have signed up to White Rose Maths. As part of this, all schools have been granted access to the White Rose Maths resources, which include schemes of work, lesson materials and worksheets, digital tools and assessments, and all have access to online CPD sessions.

The table below details the type and dosage of training schools have been given by White Rose Maths over the past academic year.

Table 13: Overview of the type and dosage of training that the PEP schools have received from White Rose Maths over the past academic 2021/22 year

Training	Number of times this form of support has been accessed by PEP schools
Webinar	8
Face-to-face	0
Early Years Foundation Stage	5
School Visit	5
Other CPD	6
Total	24

Bristol Trading Services

Pupils' reading has been supported by Reading Recovery, a short-term intervention for the lowest attaining literacy learners in years 1 and 2 run by Bristol Trading Services. Children are taught individually by a specially trained teacher for 30 minutes each day for between 12 and 20 weeks of instruction. The goal is for pupils to reach a level where they are reading at the average range of classroom performance for their age. The Reading Recovery programme has been shown to be an

efficient and effective means of overcoming literacy difficulties for many children when delivered as designed. It is particularly effective for those most at risk of failure, such as children in poverty, children with limited control of English and those who have made the least progress in their pre-school and early school experience.

Glasshouse Academy

In collaboration with Bath Recreation, Glasshouse Academy works with schools in Bath to raise aspirations and create opportunities for young children. Through running after school social clubs where pupils are able to build trust and developing strong relationships, the project aims to support young pupils in fostering empathy, communication and teamwork. Glasshouse Academy works directly in several of the PEP schools (St Michael's and Roundhill), where in collaboration with teachers and head teachers, children who would most benefit from and contribute to the experience of Glasshouse Academy are selected to participate.

Brighter Futures

Brighter Futures is a not-for-profit organisation that supports the delivery of children's social care, early help and prevention, and education services (including SEND). St John's have partnered with Brighter Futures to offer children in KS1 additional emotional and behavioural support and provide teacher training in PEP schools. Brighter Futures practitioners have been using the Thrive Toolkit to screen pupils and identify those with educational needs and disabilities. The Thrive Toolkit is an evidence-based approach to education intervention and can help practitioners and teachers identify problems and plan solutions. Data from the Thrive assessments has been used to evaluate children's progress in relation to age-related outcomes.

HCRG Care Group

Working across England, HCRG (formally known as Virgin Care) works with the NHS and local authorities to transform health care. In relation to the St John's Foundation Fund, HCRG delivers targeted support on speech and language to children identified as being in need. Part of both the Early Years strand and the PEP strand, children and pupils who have been identified as requiring additional assistance and support in their speech and language development are referred to a Speech and Language Therapist associated with HCRG. As part of this evaluation, we have been in touch with several members of HCRG who are working specifically in the Early Years strand, as well as one individual who has been working specifically with schools in the PEP strand.

Appendix B: Outcomes Framework

The table below shows how each long-term outcome relates to the six themes and three programme strands.

Long-term Outcomes

Theme	Outcome	PEP	EY	NF&SPP
Attainment	▶ Children meet age-related expectations at key transition points	✓	✓	✓
	▶ Children meet relevant reading, writing, oracy & maths levels	✓	✓	✓
	▶ Classrooms become a more effective learning space	✓		
Non-cognitive skills	▶ Children’s mental and physical health improves	✓	✓	✓
	▶ Children are ready to learn in the classroom/EY setting	✓	✓	
Access to services	▶ There is increased enrolment in low attaining schools	✓		
	▶ All families in BaNES have access to affordable, nutritious food			✓
	▶ Families are better able to navigate food-based support			✓
	▶ Families and children are better able to navigate services			✓
Perceptions & awareness	▶ Family engagement with education (and youth services) improves	✓	✓	✓
	▶ Intergenerational family engagement in education improves	✓		
Joined up working	▶ There is an expanded network of support around children and families that can be operated at scale (in relevant areas)	✓	✓	✓
	▶ Collaboration between schools improves	✓		
Systemic change	▶ Schools become better able to support behavioural changes internally	✓		
	▶ Early Years workforce in key geographical areas more confident and independent using skills		✓	
	▶ Need for crisis food provision is eliminated			✓

Table 14: Long-term outcomes framework

Appendix C: Attainment Data 2020/21

The table below shows the matched attainment data analysed by each school, in reading, writing and maths.

		Non-Pupil premium meeting exp or abv				Pupil premium meeting exp or abv			
		Autumn Term		Summer Term		Autumn Term		Summer Term	
		Number	%	Number	%	Number	%	Number	%
Writing	Castle Primary School	40	49%	53	65%	12	22%	22	40%
	Roundhill Primary School	34	45%	52	68%	16	22%	31	42%
	St Keyna	54	42%	88	69%	23	32%	38	52%
	St Mary's	40	73%	48	87%	27	77%	28	80%
	Twerton	6	30%	6	30%	8	15%	8	15%
	St Martins	15	18%	35	42%	5	6%	17	20%
	St Michaels	0	0%	33	70%	0	0%	33	39%
Reading	Castle Primary School	31	57%	37	69%	10	33%	14	47%
	Roundhill Primary School	43	48%	67	75%	29	32%	54	59%
	St Keyna	53	45%	96	81%	31	42%	50	68%
	St Mary's	78	59%	78	59%	42	53%	38	48%
	Twerton	6	32%	6	32%	14	26%	20	37%
	St Martins	26	31%	37	45%	11	13%	27	31%
	St Michaels	1	2%	36	77%	1	1%	36	43%
Maths	Castle Primary School	28	53%	29	55%	16	39%	21	51%
	Roundhill Primary School	52	58%	66	74%	26	28%	46	50%
	St Keyna	65	51%	95	74%	37	50%	45	61%
	St Mary's	76	53%	76	53%	38	43%	52	59%
	Twerton	6	30%	6	30%	12	23%	12	23%
	St Martins	24	29%	32	39%	8	9%	18	21%
	St Michaels	0	0%	28	60%	1	1%	28	33%

Appendix D: KS2 attainment outcomes in 2019 compared to 2022

This appendix compares the KS2 SATS results in 2019 to the year 6 attainment outcomes in the summer of 2022. Whilst the 2019 SATS results provide a useful comparison and benchmark, the analysis is in an appendix and not the main body of the report because there is a three-year gap between the two sets of results (the 2019/20 and 2020/21 data is unavailable due to the impact of the COVID-19 pandemic). This means that changes we see between 2019 and 2022 cannot be attributed to the PEP programme alone.

Year 6 attainment outcomes overall findings: 2019 SATS results compared to 2022 attainment data

In 2019 there was a 35 percentage point attainment gap in reading and a 27 percentage point attainment gap in maths. In 2022, there was a 21 percentage point gap in reading and a 20 percentage point gap in maths. This is seen in figure 40 below.

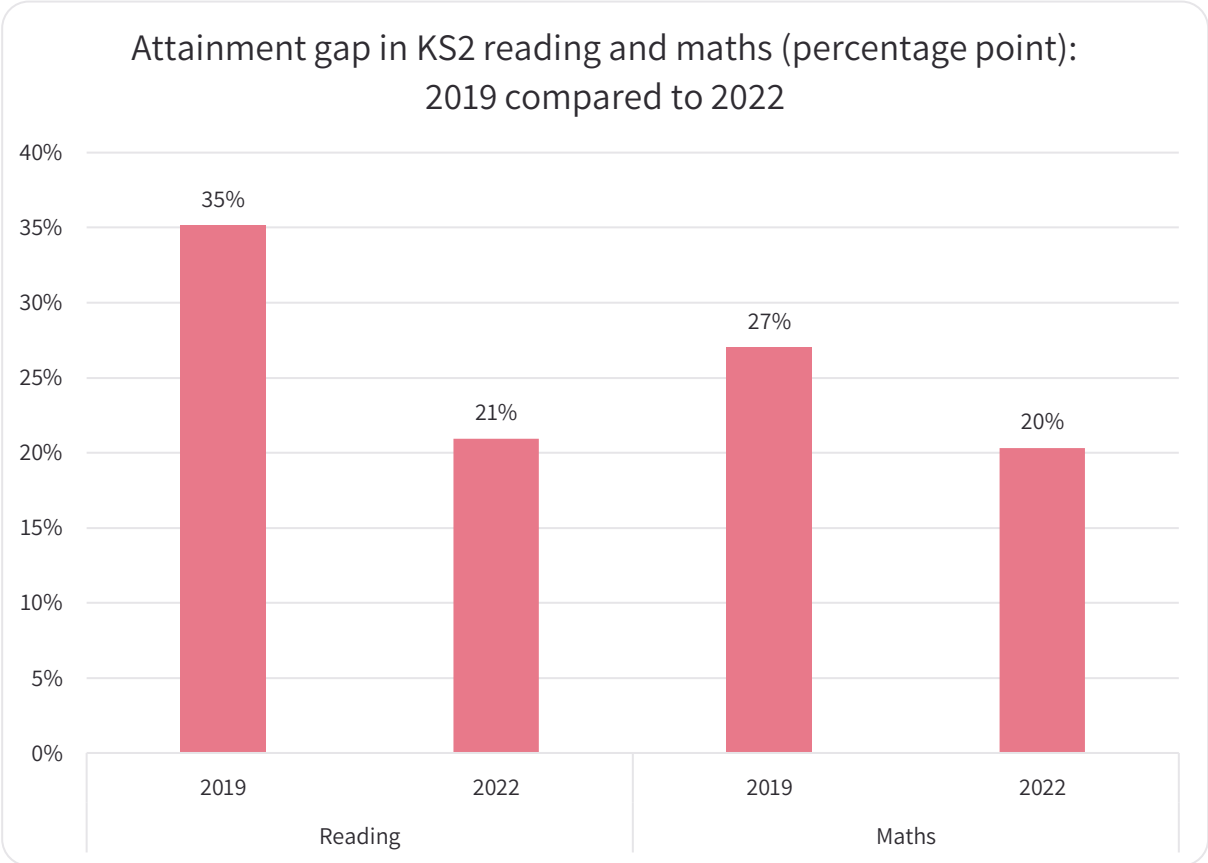


Figure 40: Attainment gap in KS2 reading and maths (percentage point): 2019 compared to 2022

Therefore, **between 2019 and 2022, the attainment gap reduced by 14 percentage points in reading, and 7 percentage points in maths.** The section below breaks this down by subject and school.

Year 6 attainment outcomes in reading: 2019 SATS results compared to 2022 attainment data

Figure 41 below shows the percentage of pupil premium and non-pupil premium pupils who achieved age-related expectations in their year 6 SATS in reading in 2019 and in the summer of 2022. In 2019, the average proportion of pupil premium pupils achieving age related expectations was 39% and the average proportion of non-pupil premium pupils achieving age related expectations in was 74%. This means that the attainment gap in reading in 2019 was 35 percentage points.

In 2022, the average proportion of pupil premium pupils achieving age related expectations was 54% and the average proportion of non-pupil premium pupils achieving age related expectations was 75%. This means that the attainment gap in reading in 2022 was 21 percentage points. **From these findings we can conclude that the average attainment gap in reading across the PEP primary schools with KS2 pupils fell between 2019 and 2022 by 14 percentage points.**

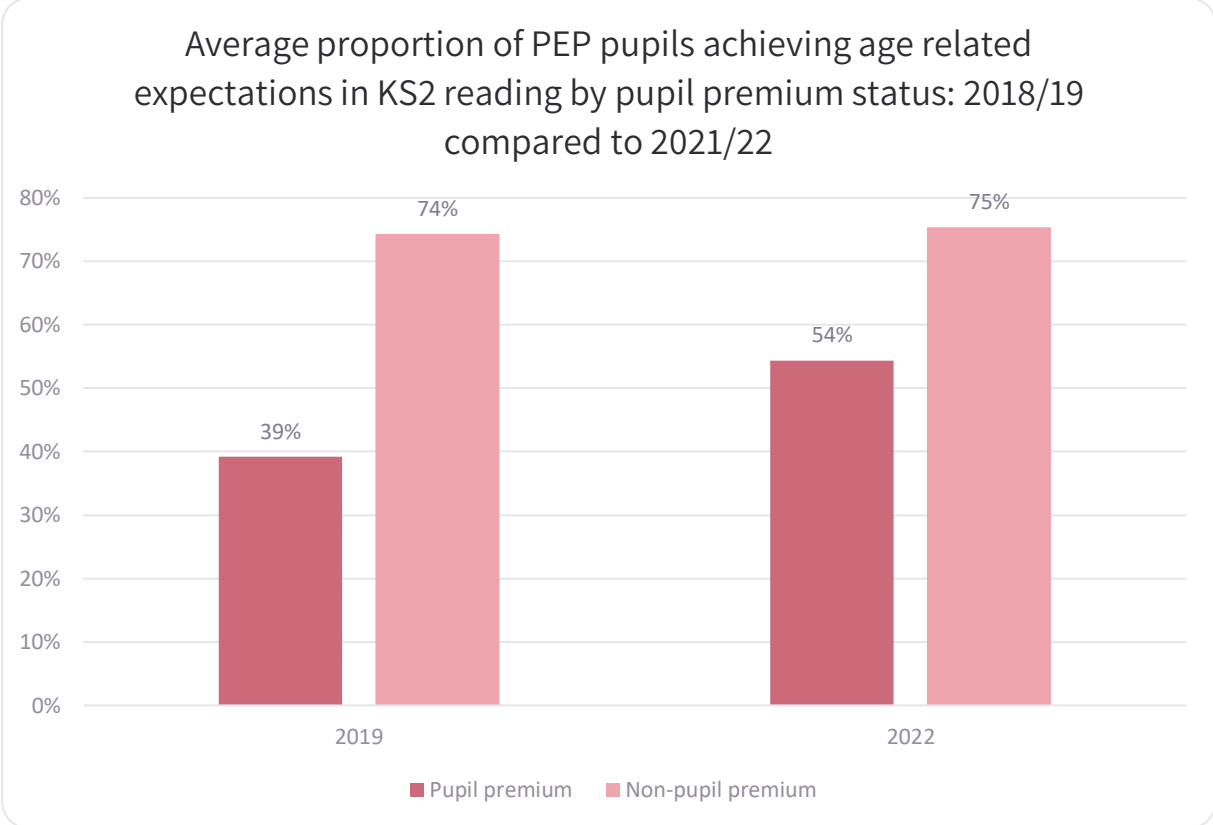


Figure 41: Average proportion of PEP pupils achieving age related expectations in KS2 reading by pupil premium status: 2018/19 compared to 2021/22

Interestingly, we can see that the proportion of pupil premium pupils achieving age related expectations in reading increased between 2019 and 2022, whilst the proportion of non-pupil premium pupils achieving age related expectations in reading remained stable in 2019 and 2022.

Figure 42 and 43 below compare the 2019 SATS results to the year 6 2022 attainment data for each PEP primary school.

Percentage of pupils achieving age related expectations in KS2 reading by pupil premium status: 2019 compared to 2022

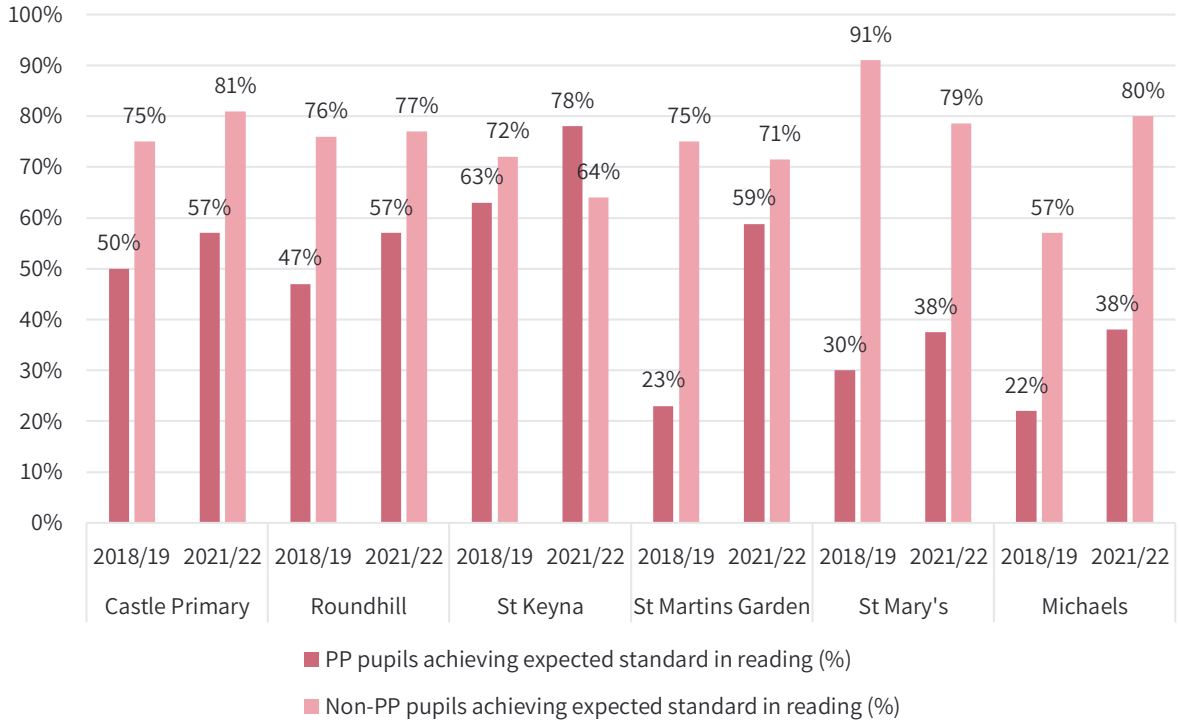


Figure 42: Percentage of pupils achieving age related expectations in KS2 reading by pupil premium status: 2019 compared to 2022

Attainment gap in KS2 reading: 2019 compared to 2022 (percentage point)

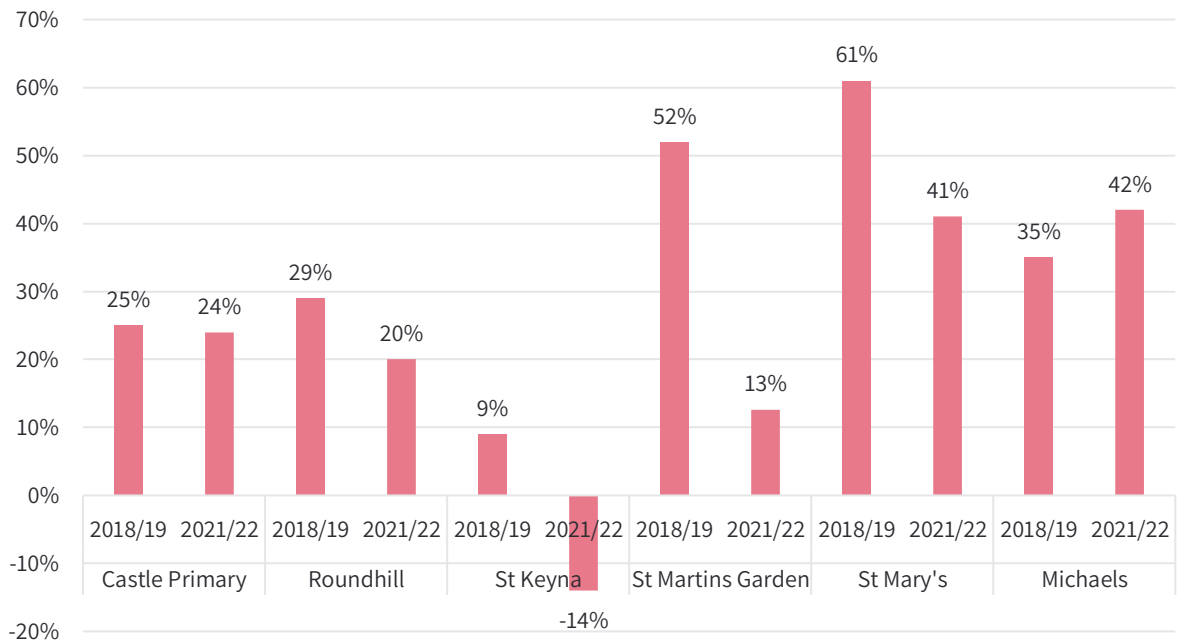


Figure 43: Attainment gap in KS2 reading: 2019 compared to 2022 (percentage point)

Year 6 attainment outcomes in maths: 2019 SATS results compared to 2022 attainment data

Figure 44 below shows the percentage of pupil premium and non-pupil premium pupils who achieved age-related expectations in their year 6 SATS in maths in 2019 and in the summer of 2022. In 2019, the average proportion of pupil premium pupils achieving age related expectations was 49% and the average proportion of non-pupil premium pupils achieving age related expectations in was 76%. This means that the attainment gap in maths in 2019 was 27 percentage points.

In 2022, the average proportion of pupil premium pupils achieving age related expectations was 48% and the average proportion of non-pupil premium pupils achieving age related expectations was 68%. This means that the attainment gap in maths in 2022 was 20 percentage points. **From these findings we can conclude that the average attainment gap in maths across the PEP primary schools with KS2 pupils fell between 2019 and 2022 by 7 percentage points.**

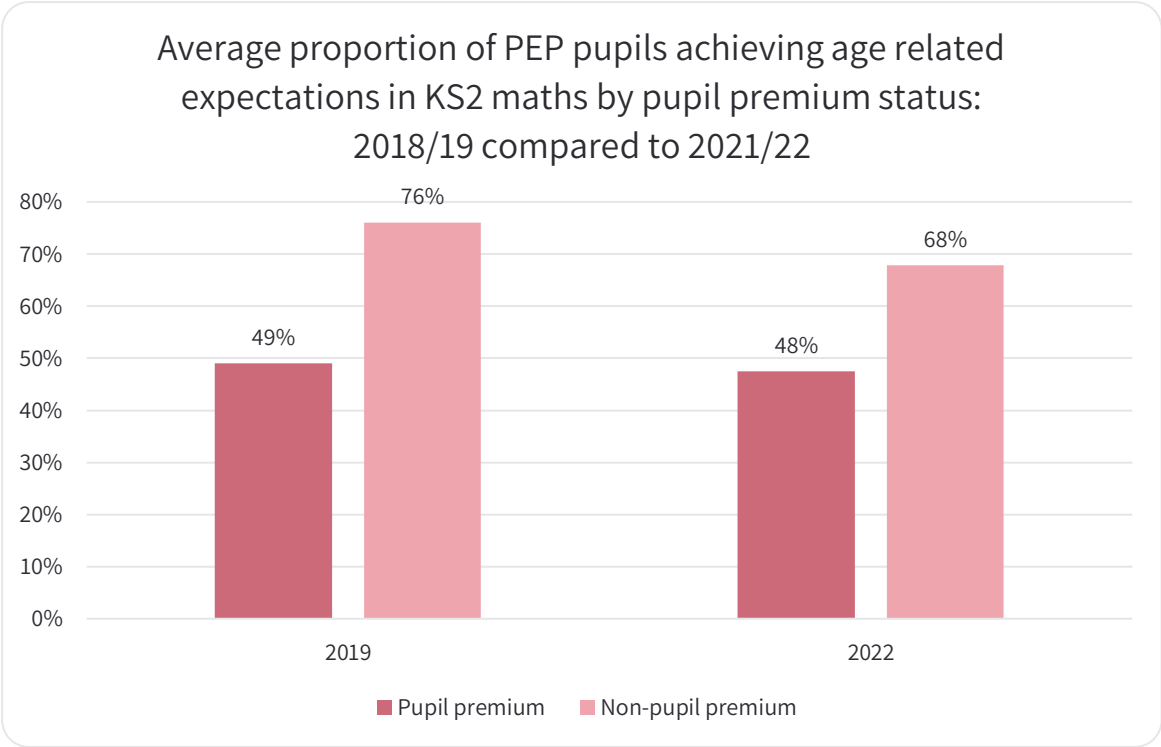


Figure 44: Average proportion of PEP pupils achieving age related expectations in KS2 maths by pupil premium status: 2018/19 compared to 2021/22

In contrast to the trends in reading, in maths between 2019 and 2022, we find that the proportion of non-pupil premium pupils achieving age related expectations fell, whilst the proportion of pupil premium pupils achieving age related expectations remained stable.

Figures 45 and 46 below compare the 2019 SATS results to the year 6 2022 attainment data for each PEP primary school.

Percentage of pupils achieving age related expectations in KS2 maths by pupil premium status: 2019 compared to 2022

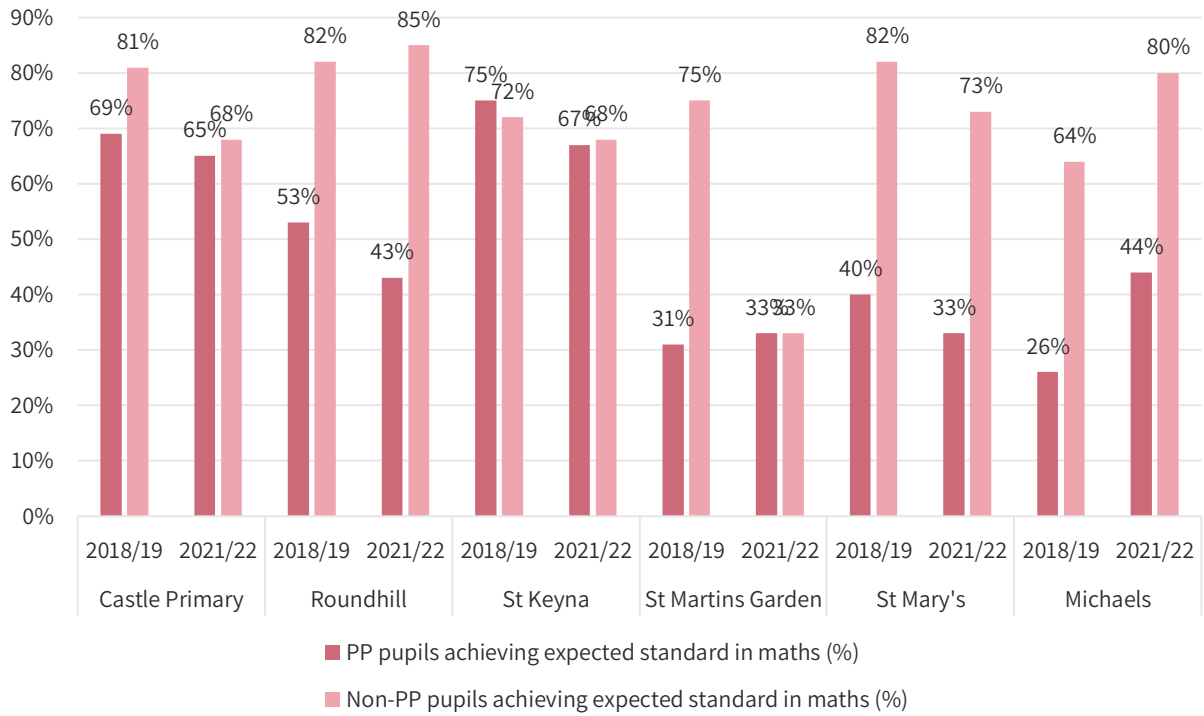


Figure 45: Percentage of pupils achieving age related expectations in KS2 maths by pupil premium status: 2019 compared to 2022

Attainment gap in KS2 maths: 2019 compared to 2022 (percentage point)

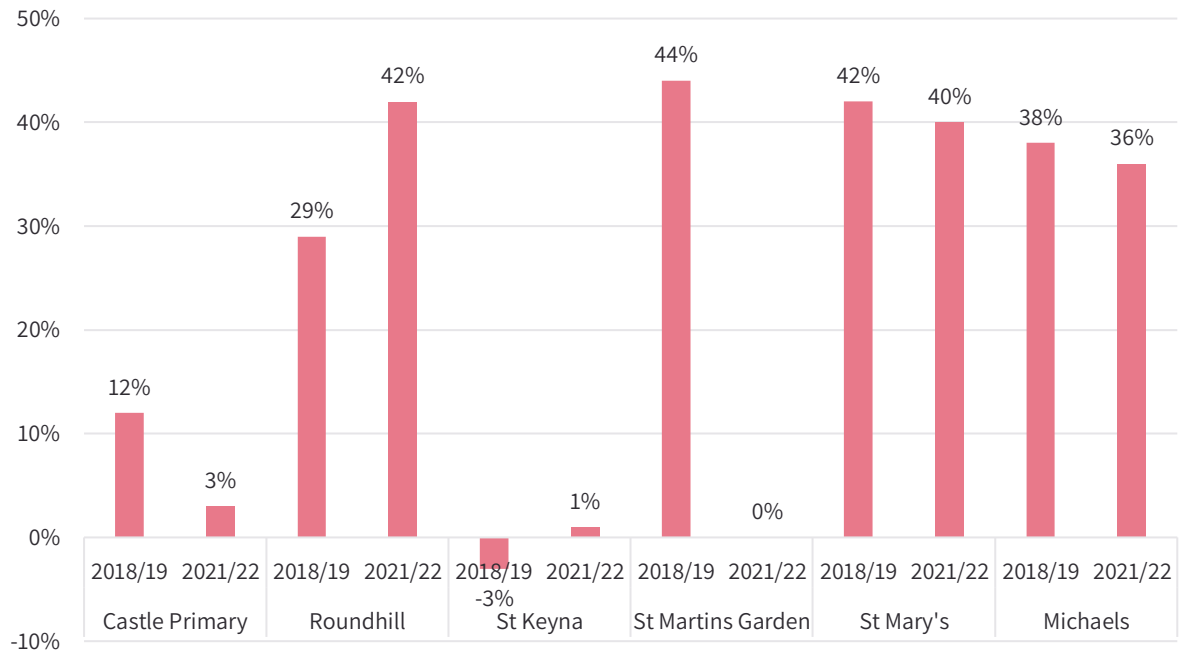


Figure 46: Attainment gap in KS2 maths: 2019 compared to 2022 (percentage point)

