St John's Foundation

IMPACT EVALUATION REPORT (JANUARY 2025)

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Contents

1.Executive Summary

23/24 is the third year of the partnership between St John's Foundation (SJF) and ImpactEd Evaluation (IEE). IEE is evaluating the impact of SJF's Best Start in Life (BSiL). This programme targets under-served children from pre-birth up to 12 years old in Bath and North East Somerset (BaNES), with the aim of providing them with the best opportunities in life. In this evaluation, 'under-served pupils' is defined as pupils with Pupil Premium (PP) status, which means they have had access to Free School Meals (FSM) in the past six years.

This year, IEE's evaluation is exclusively focused on the Primary Empowerment Programme (PEP) strand. This is to facilitate a deeper exploration of how individual delivery partners and interventions are impacting pupils across the whole school. This evaluation will answer the following research questions (RQs):

▶ **RQ1.** Is BSiL increasing access for under-served children in BaNES to additional interventions and support?

▶ **RQ2.** To what extent is BSiL contributing to sustainable systemic change among education settings?

▶ **RQ3.** To what extent is BSiL improving the outcomes of under-served children in BaNES?

▶ **RQ4.** What type of interventions are perceived as most effective in improving outcomes of under-served children in BaNES?

Overall Impact

The 23/24 evaluation demonstrates BSiL's success in expanding intervention access for under-served children and facilitating positive change through enhanced teaching practices, particularly in social emotional mental health (SEMH), reading, and speech and language.

The evaluation also indicates that BSiL has contributed to narrowing gaps between under-served pupils and their peers, including a smaller gap in phonics performance in PEP schools than BaNES averages and reduced declines in non-cognitive skills such as wellbeing and grit.

However, further work is needed to see significant improvements in headline outcomes and contribute to sustainable systemic change. In both phonics and social and emotional health, interventions should ultimately lead to more sustained improvements.

Below we summarise the key findings by each research question, followed by potential implications for SJF to consider. From a programme perspective, these include considering follow-on implementation support by delivery partners and considering how systemic change can be embedded within schools beyond funding for additional capacity.

For future evaluation, potential implications include considering the collection of pupil contextual information direct from delivery partners, reviewing options for comparison or control groups, and sustained qualitative research to continue to answer the "how" and "why" of any observed impact.

Key Findings by Research Question

RQ1: Is BSiL increasing access for under-served children in BaNES to additional interventions and support?

BSiL has expanded access to interventions for under-served children. In the 23/24 academic year, 1,151 children were directly served by SJF-funded interventions, an increase of 26% from 21/22.

Access to reading interventions was the area that saw the greatest increase, driven particularly by the expansion of Ruth Miskin (a literacy and phonics training provider) to more schools.

BSiL has also supported small increases in school attendance for PP pupils in Key Stage 2 (KS2), with participating schools showing greater than average PP attendance for BaNES.

While small, attendance shifts are particularly important because consistent school attendance is a key factor in pupils being able to access educational and pastoral support. The gap between under-served pupils and their peers in PEP schools (-3.23%) compares favourably both to the BaNES gap (-4.7%) and national average (-3.5%).

Data headlines

- 1,151 children directly served by SJF-funded interventions in 23/24, increased from 914 children in 21/22 and 1,095 children in 22/23.
- From 22/23 to 23/24, there was a small increase in the average attendance of PEP schools' KS2 PP pupils' (+0.81%), greater than the national increase for FSM pupils (0.5%).
- In 23/24, the gap in attendance between under-served pupils and their peers in PEP schools (-3.23%) was smaller than the BaNES gap (-4.7%) and national average (-3.5%).

Potential conclusions

- Programme implementation has driven increased intervention access. This should be celebrated and continued.
- More work would be needed to collect data from delivery partners of the profile of children directly supported by interventions.

RQ2: To what extent is BSiL contributing to sustainable systemic change in education settings?

Education practitioners report that BSiL is acting as an enabler of systemic change in terms of access to interventions, leading to change both in the classroom and at whole-school level.

96% of respondents reported that they had implemented new policies and practices, with those receiving support in social, emotional and mental health (SEMH) approaches being most likely to implement change in the classroom. The only SEMH intervention (Brighter Futures) was also associated with the highest levels of whole-school change.

Access to professional support has also been significantly widened by BSiL. 483 practitioners were supported by SJF-funded interventions in the 23/24 academic year, an increase of 63% from 21/22. To sustain this change, participants noted the importance of leadership support and the additional capacity provided by the funding. Practitioners also noted that follow-up implementation support from delivery partners could help to embed change.

Data headlines

- 483 education practitioners were directly supported by SJF-funded interventions in 23/24, an increase from 296 practitioners in 21/22 and 353 in 22/23.
- Of 77 respondents, 73 practitioners (96%) reported that interventions had supported them to implement new strategies in the classroom. Examples of changed practice were most common for SEMH and speech and language interventions.
- Practitioners reported most confidence in sustaining changed practice for reading and SEMH interventions, and least confidence in sustaining changes in oracy.

Potential conclusions

- BSiL has successfully supported the implementation of new policies and practices.
- SEMH interventions (Brighter Futures) appear to be driving both the highest levels of classroom and whole-school change, and practitioners reported greatest confidence in the ability to sustain that change.
- Further follow-on support from delivery partners could be beneficial to sustain change, particularly for delivery partners who train teachers and those with lowest implementation confidence (oracy and speech and language).
- Embedding system change when funding for additional capacity is no longer available is a key challenge to consider.

RQ3: To what extent is BSiL improving the outcomes of under-served children in BaNES?

There is a positive but mixed picture for BSiL's performance in improving outcomes for under-served pupils.

The proportion of PEP schools' under-served pupils achieving age-related expectations (ARE) in Year 1 phonics in 23/24 was greater than for BaNES as a whole, and has increased by 5% from 21/22 (54% to 59%). However, this is a decline from 22/23, in which 64% of under-served pupils achieved age-related expectations.

Interpreting this against the wider BaNES picture provides important context. The decline from 22/23 to 23/24 is in line with the trend across BaNES, which also saw a 5% decrease in the proportion of under-served pupils meeting age-related expectations. Overall, in PEP schools, the phonics attainment gap has narrowed over time since 21/22, whereas the BaNES Year 1 phonics attainment gap has slightly widened.

In 23/24, there was a decline reported in pupils' non-cognitive skills of emotional regulation, grit, wellbeing, self-efficacy and metacognition. These skills are important because research evidence suggests that they help predict academic achievement and later life outcomes.

Importantly, however, these declines were within the context of a decrease for non-PP pupils of 3.7% to 5.6% (depending on the measure) within PEP schools. As such, there is some evidence to suggest that PEP may be providing some protection against decreases caused by wider educational factors.

There was generally strong alignment in non-cognitive skills between self-report data from pupils and observations by teachers. The exception was for emotional regulation, where teachers were more likely to report increases for PP pupils than pupils themselves.

Data headlines

- A greater proportion of under-served children achieved age-related expectations (ARE) in Y1 phonics in PEP schools (59%) than in BaNES (57%), but fewer than at a national level (62%). There was a decrease in the proportion achieving ARE from 22/23 results (-5%) but an increase against the initial 21/22 baseline (+5%).
- Over the last three years, PP pupils' scores in all non-cognitive outcomes either increased more or decreased less than their non-PP peers. However, small declines were still seen in the 23/24 academic year.

> ### 🔍 Potential conclusions
>
> - Support for phonics appears to have been effective in narrowing the attainment gap in PEP schools relative to BaNES, but further work would be needed to significantly improve outcomes and bring this gap below the national average.
> - While support for non-cognitive outcomes has narrowed the gap for under-served pupils relative to their peers, it has not yet translated to tangible improvement.

RQ4: What type of interventions are perceived as most effective in improving outcomes of under-served children in BaNES?

SEMH, reading, and speech and language interventions are perceived as the most effective by education practitioners. Brighter Futures' multi-faceted approach to support was seen as particularly effective, and Ruth Miskin was mentioned by practitioners most frequently as having contributed to positive outcomes. However, there are several caveats:

Those interventions that were offered at greater scale were also seen as most effective. These findings could therefore reflect greater practitioner awareness of the relevant interventions.

Perception of the overall effectiveness of interventions did not always correlate with 1) perceived impact for under-served pupils, and 2) pupil outcome data shown above.

Staff supervision, training and curriculum development activities were often perceived as most impactful, but were not always attributed to direct impact on pupil outcomes.

This indicates that while practitioners generally rated the interventions as effective, this often related to areas beyond immediate impact on pupil outcomes. Further support will be needed to translate this more directly into impact for under-served children, including consideration of the balance between whole-school change and direct support for young people.

Finally, Bristol City Council's support, a specialist literacy training and consultancy programme, was least embedded in the schools and appeared to be perceived as less effective.

> ### 📊 Data headlines
>
> - Interventions with the biggest reach (Brighter Futures, Ruth Miskin and HCRG) are perceived as having the most positive impact. Brighter Futures focuses on social, emotional and mental health; Ruth Miskin on phonics; HCRG on speech and language.
> - Ruth Miskin was mentioned as contributing to the highest number of positive outcomes, and Bristol City Council the lowest. These findings were consistent in practitioner surveys and impact workshops.
> - Professional development activities (e.g. supervision, coaching and curriculum development) were generally seen as more effective than one-to-one pupil support.

> **Potential conclusions**
>
> - Perception of the overall effectiveness of interventions did not always align with perceived impact for under-served children. For example, one delivery partner was rated 4.68 / 5 in terms of overall effectiveness, but only 36% of teachers perceived there to be improved outcomes for PP pupils in 23/24.
> - Given that professional development activities were most likely to be rated highly effective by practitioners, this could point to either or both of:
>   - The need for professional development activities to be further sustained to impact on pupil outcomes
>   - Potential for more direct pupil-facing interventions to be implemented.

Potential implications

Based on the conclusions above, there are several potential implications for SJF to consider. These should be balanced against SJF's understanding of the programme and strategic objectives to inform next steps.

Access to interventions and sustainable systemic change

- SJF could consider how change could be embedded within schools when funding for additional capacity may no longer be available.
- SJF could consider supporting school leadership development, given the perceived importance of leadership in embedding effective interventions.
- SJF could encourage delivery partners to provide follow-on support for sustaining change, particularly for delivery partners who train teachers and those with lowest implementation confidence (oracy and speech and language).

Project delivery

- SJF could consider how to further embed SEMH interventions, which are highly rated by practitioners but not yet translating to improved pupil outcomes.
- SJF could consider holding discussions on the balance between one-to-one pupil interventions and whole-school support with delivery partners.

Future evaluation design

- SJF could consider directly collecting data from delivery partners on the profile of children supported, to ensure it is representative of under-served communities in PEP schools.
- SJF could consider options for refining the quality of comparison or control group available, and how this might tie to programme implementation.

- SJF could consider continued or deeper qualitative research to help answer the "how" and "why" of any observed impact, and test the impact of programmatic changes above.

2. Introduction

BaNES' Context and the Need for Support

Understanding the BaNES landscape, and the place of the PEP schools within it, reveals the need for SJF's BSiL. Although BaNES is one of the least income deprived areas in the country, this masks pockets of disadvantage[1].

Table 1 captures the national, BaNES and PEP level picture of disadvantage through a range of measures. There is a lower percentage of BaNES pupils who are eligible for FSM (17.2%) than nationally (24.9%). However, every PEP school has a higher percentage of pupils who are eligible for FSM when compared to both the BaNES and national averages.

The percentage of pupils receiving SEN support in BaNES (19%) is slightly higher than nationally (18.4%). However, all PEP schools have a higher percentage of pupils with SEN support than nationally. In BaNES, there is a lower percentage of pupils who have English as an additional language (EAL) (7.6%) than the national average (20.8%), but four out of seven PEP schools have a higher percentage of pupils with EAL than the BaNES average.

Table 1

	(% of) Pupils eligible for FSMs	(% of) Pupils with SEN Support	(% of) Pupils with EAL Support	Pupil: Teacher Ratio[2]
National	24.90%	18.4%	20.80%	20:02
BaNES	17.20%	19%	7.60%	20:01
Castle Primary School	32.20%	18.84%	7.60%	18:01
St Martin's Garden Primary School	50.70%	25.51%	14.80%	16:01
St Keyna Primary School	32.10%	23.25%	7.40%	20:01
St Michael's Junior Church School	71%	28.08%	10.30%	20:01
St Mary's CofE Primary School	31%	24.07%	3.10%	18:01
Twerton Infant	61.60%	23.89%	7.80%	18:01
Roundhill Primary School	46.40%	20.56%	12.50%	21:01

This level of disadvantage in schools negatively affects pupils' attainment. Outcomes for this under-served regional cohort are amongst the lowest of all local authorities in England. Nationally, 55% of PP pupils achieve their learning goals at age five, compared to just 46% of PP pupils in BaNES. This is compared to 73% of all other pupils nationally, and 78% of pupils

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[1] Exploring local income deprivation

[2] Top 20 Primary Schools in Bath and North East Somerset

in BaNES. Despite significant work over the years to close the gap, 'this pattern is proving difficult to shift'[3].

SJF and PEP

In 2020, SJF launched their ambitious strategy to narrow the attainment gap for Key Stage 2 (KS2) children across BaNES. SJF's vision for BSiL is to ensure all children - regardless of their background - grow into healthy, happy, educated members of their communities. Through investment in organisations, charities and direct funding to schools, specific interventions have been implemented with the aim of reducing the attainment gap while providing wraparound support to aid the social and emotional development of children from lower socioeconomic backgrounds.

In 21/22 and 22/23, IEE evaluated BSiL's three strands of activity which contribute to the common overall aim of reducing the attainment gap in BaNES:

- **The Primary Empowerment Programme (PEP):** Supporting pupils in BaNES primary schools through academic attainment interventions and wellbeing support.
- **Early Years:** Supporting pre-school pupils in speech and language (Language for Life) and in social and emotional wellbeing (Early Nurture Service), and new mothers experiencing mild-to-moderate mental health needs (Perinatal Emotional Wellbeing Partnership).
- **Nutritious Food and Safe Places Programmes**: Improving access to affordable, nutritious food in BaNES and providing safe communal places in areas local to pupils.

The 23/24 evaluation is only focused on the PEP strand and will not use KS2 attainment as a measurement of success. These changes have been made to this year's evaluation to facilitate a deeper exploration of how individual interventions are impacting pupils and to more deeply interrogate the medium-term outcomes such as non-cognitive outcomes, rather than focusing on long-term outcomes such as KS1 and KS2 attainment.

Delivery Partners

SJF is engaging six organisations to deliver interventions in some, or all, of the PEP schools. Table 2 shows which delivery partners were working in each school in 23/24.

*Table 2: *Bristol City Council will no longer be providing support through SJF in 24/25*

	Brighter Futures	HCRG	Bristol City Council*	Voice 21	White Rose Education	Ruth Miskin
Castle Primary School	•	•	•		•	•
St Martin's Garden Primary School	•	•	•		•	

[3] https://democracy.bathnes.gov.uk/documents/s66070/Narrowing%20the%20Gap.pdf

St Keyna Primary School	•	•	•		•	•
St Michael's Junior Church School	•	•	•	•	•	•
St Mary's CofE Primary School	•	•	•	•	•	
Twerton Infant	•	•	•		•	•
Roundhill Primary School	•	•	•	•	•	•

Table 3 provides a summary on which area of support each deliver partner provides.

	Brighter Futures	**HCRG**	**Bristol City Council***	**Voice 21**	**White Rose Education**	**Ruth Miskin**
Focus	SEMH	Speech and language	Reading	Oracy	Maths	Reading (with a focus on phonics)

Methodology

This section outlines the research approach and data collection methods used to evaluate the effectiveness of BSiL's interventions. The methodology was designed to capture both quantitative outcomes and qualitative insights, ensuring a comprehensive assessment of BSiL's impact.

This evaluation does not have a formal Theory of Change, but there is a shared understanding of the assumptions for how the interventions are expected to drive change. The main problem SJF's BSiL aims to address is the persistent educational disparities and an attainment gap between under-served children and their less under-served peers caused by the high income inequality in BaNES. SJF's solution involves funding six key delivery partners across seven local schools to improve support for SEMH, maths, oracy, reading, and speech and language for under-served pupils. The assumption is that if under-served pupils and educators gain greater access to these resources, pupils will initially see improvements in their SEMH and non-cognitive skills, leading to better academic results and, ultimately, a reduction in the attainment gap.

SJF also want to address the problem of not understanding which type of intervention is having an impact on pupils. This is addressed through IEE's evaluation where different approaches to evaluating impact are being cross referenced in RQ4. There are three key

stages where the impact of an intervention can be evaluated. The table below visually summarises the three different stages of perceived impact:

Table 4

	Stage 1	Stage 2	Stage 3
Type of Impact	Education practitioners perceive an intervention as effective. (This could mean that a teacher perceives an intervention as effective at helping them to implement better teaching practices or as broadly helping some pupils).	Education practitioners perceive a positive change in under-served pupils' outcomes related to the intervention. (This means that they report on seeing positive changes in their PP pupils.)	Under-served pupils report on, or demonstrate, a positive change in outcomes related to the intervention. (This means that PP pupils are experiencing positive changes.)

Table 5 shows what data was used to measure which research question.

Table 5

Research Question	Measurement	Benchmark
RQ1	Delivery Partner Data (n = 6) KS2 Attendance: Longitudinal (n = 193)	n/a National, BaNES
RQ2	Education Practitioner Survey (n = 86) Semi-structured Interview with School Leaders (n = 7) Impact Workshops (n = 23)	n/a
RQ3	Emotion Regulation Survey: Longitudinal (n = 188), 23/24 (n = 355) Grit Survey: Longitudinal (n = 187), 23/24 (n = 355) Wellbeing Survey: Longitudinal (n = 186), 23/24 (n = 354) Self-efficacy Survey: Longitudinal (n = 186), 23/24 (n = 350) Metacognition Survey: Longitudinal (n = 179), 23/24 (n = 348) Y1 Phonics: 23/24 (n = 190)	National National National National National National, BaNES
RQ4	Delivery Partner Data (n = 6) Education Practitioner Survey (n = 86) Impact Workshops (n = 23)	n/a

Table 6 provides explanations to frequently used terms and concepts in the report.

Table 6

Frequently Used Terms	Explanation
Under-served, Pupil Premium and Free School Meals	In this report, under-served is used as an umbrella term to refer to both Pupil Premium pupils and those pupils who are eligible for Free School Meals. This report refers to both measures of being under-served, and will compare the two because DfE national and local benchmarks do not report on PP status but do report on FSM status.
Whole-school change	This could either refer to: a) change in pupils across the whole school; b) change in teachers c) both
23/24 Analysis	Comparing matched baseline and endline data from 23/24
Longitudinal Analysis	Tracking pupils across three academic years (pupils who have matched data across baseline in 21/22, endline 22/23, and endline 23/24).
Statistically Significant	A result has statistical significance when it is very unlikely to have occurred given the null hypothesis. In other words, if a result is statistically significant, it is unlikely to have occurred due purely to chance.
P-Value	A p-value is a measure of the probability that an observed result could have occurred by chance alone. The lower the p-value, the greater the statistical significance of the observed difference. Typically, the p-value of ≤ 0.05 indicates that the change was statistically significant. A p-value higher than 0.05 (> 0.05) is not statistically significant and indicates strong evidence for the null hypothesis, i.e. that we cannot be confident that this change did not occur due purely to chance.

Table 7 provides explanations to key limitations of this report.

Table 7

Limitations	Explanation
Attendance at Impact Workshops	There was variable attendance at the Impact Workshops, meaning not all interventions were equally represented, leading to some being less discussed. This impacts the ability to generalise findings for certain interventions. More information can be found in the Appendix.
Some small samples sizes	Most of the PEP primary schools only have one class per year.
No data on specific pupils targeted by interventions	Data collection at the individual intervention level was deemed to place excessive administrative burden on teaching staff. Consequently, evaluation efforts focus on assessing the collective impact of interventions.
No control group data	As the BSiL programme is operating at a whole-school level, this precluded the use of control groups in the evaluation design. To establish meaningful comparisons, regional and national benchmarks are being used where available.

3. RQ1: Is BSiL increasing access for under-served children in BaNES to additional interventions and support?

Overview of Findings

BSiL has expanded access to interventions for under-served children. In the 23/24 academic year, 1,151 children were directly served by SJF-funded interventions, an increase of 26% from 21/22.

Access to reading interventions was the area that saw the greatest increase, driven particularly by the expansion of Ruth Miskin (a literacy and phonics training provider) to more schools.

BSiL has also supported small increases in school attendance for PP pupils in KS2, with participating schools showing greater than average PP attendance for BaNES.

While small, attendance shifts are particularly important because consistent school attendance is a key factor in pupils being able to access educational and pastoral suppo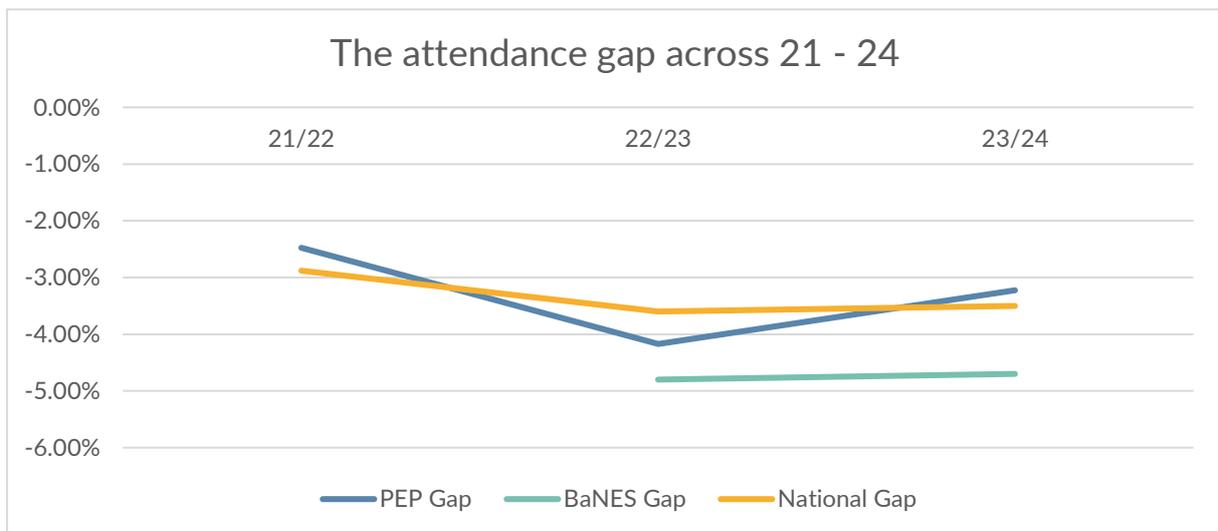rt. The gap between under-served pupils and their peers in PEP schools (-3.23%) compares favourably both to the BaNES gap (-4.7%) and national average (-3.5%).

In turn, we cover below:

- The data sources and sample used
- The supporting data for these findings
- Potential conclusions to consider.

Data Sources and Sample

Table 8 summarises, by delivery partner:

- the schools involved;
- the total pupil population they could have supported.

Table 8

	Brighter Futures	HCRG	Bristol City Council	Voice21	White Rose Education	Ruth Miskin
Number of schools	7	7	7	3	7	5
Total number of pupils	1526	1526	1526	576	1526	1168

Table 9 summarises the outcomes each delivery partner targets.

Outcome	Brighter Futures	HCRG	Bristol City Council	Voice21	White Rose Education	Ruth Miskin
Children improve their study skills, including self-regulation	✖					
Children's resilience improves	✖					
Children's anxiety is reduced, and wellbeing improves	✖					
Children's self-efficacy and aspirations improve	✖	✖	✖	✖	✖	✖
Children's metacognition improves	✖					
School attendance improves and exclusions are reduced	✖					
Children meet age-related expectations at KS1 phonics screening		✖				✖
Children improve their confidence and skill in reading			✖			✖
Children improve their vocabulary		✖				
Children are more engaged with their learning	✖	✖	✖	✖	✖	✖

Supporting Data

Headline finding 1: BSiL has expanded access to interventions for under-served children.

In the 23/24 academic year, 1,151 children were directly served by SJF-funded interventions, an increase of 26% from 21/22.

Figure 1

Number of pupils directly impacted by SJF-funded interventions

HCRG and Brighter Futures provide interventions directly to children. Ruth Miskin and Bristol City Council provide specific training to school staff who then provide direct interventions to specific children. Between 21/22 and 23/24, three partners saw an increase in pupils increasing their access: Brighter Futures (from 403 to 450 pupils), HCRG (from 119 to 182 pupils), and Ruth Miskin (from 352 to 519 pupils). Bristol City Council's pupil related support decreased from 30 pupils to zero during this period. Voice 21 and White Rose Education are not represented in the graph above because their interventions are not designed to be directly accessed by pupils.

Headline finding 2: Access to reading interventions saw the greatest increase, driven by the expansion of Ruth Miskin to more schools.

Reading support saw the largest increase in pupils accessing support between 21/22 and 23/24 (+127). This increase stems from Ruth Miskin's focus on literacy and phonics instruction, reflecting their expanding work with an increasing number of schools each year. As shown in Table 10, speech and language support saw the second largest increase in pupil access, primarily due to HCRG's interventions.

Table 10 - No. of Pupils Directly Supported in Achieving Specific Outcomes by Year

Outcome	21/22	22/23	23/24	21/22 – 23/24 change
SEMH	403	425	450	+47
Reading	392	519	519	+127
Speech and language	119	151	182	+63

Headline finding 3: BSiL has supported small increases in school attendance for PP pupils in KS2, with greater than average PP attendance for BaNES.

The following data is about KS2 pupils in 23/24. No BaNES benchmark is available for 21/22. This data is included in this research question because it indicates the scope for which pupils could be accessing in-school interventions.

Under-served pupils in PEP schools showed positive attendance growth, with a 0.81% increase from 22/23 to 23/24, reaching 91.53% attendance. PEP schools' under-served pupils achieved slightly better attendance (91.53%) than similar pupils in the BaNES region (91.1%). However, this remains slightly below the national average for attendance of 91.9%.

Figure 2

Headline finding 4: The gap in school attendance between under-served pupils and their peers in PEP schools (-3.23%) compares favourably both to the BaNES gap (-4.7%) and the national average (-3.5%).

The attendance gap between under-served and non-under-served pupils is smallest in PEP schools at -3.23%, compared to -4.7% in BaNES and -3.5% nationally. PEP schools are closing this gap more quickly than both regional and national rates. While small, attendance shifts are particularly important because consistent school attendance is a key factor in pupils being able to access educational and pastoral support.

Figure 3

Potential conclusions

- Programme implementation has driven increased intervention access. This should be celebrated and continued.
- More work would be needed to collect data from delivery partners of the profile of children directly supported by interventions.

4. RQ2: To what extent is BSiL contributing to sustainable systemic change in education settings?

Overview of Findings

Education practitioners report that BSiL is acting as an enabler of systemic change in terms of access to interventions, leading to change both in the classroom and at whole-school level.

Access to professional support has also been significantly widened by BSiL. 343 practitioners were supported by SJF-funded interventions in the 23/24 academic year, an increase of 82% from 21/22.

96% of respondents reported that they had implemented new policies and practices, with those receiving support in social, emotional and mental health approaches (SEMH) being most likely to implement change in the classroom. The only SEMH intervention (Brighter Futures) was also associated with the highest levels of whole-school change.

To sustain this change, participants noted the importance of leadership support and the additional capacity provided by the funding. Practitioners also noted that follow-up implementation support from delivery partners could help to embed change.

In turn, we cover below:

- The data sources and sample used
- The supporting data for these findings
- Potential conclusions to consider.

Data Sources and Sample

This section draws on data from four sources.

Table 11 – This table shows the sample size per source of data.

	Delivery Partner Reach Data	Education Practitioner Survey	Impact Workshop	School Leader Interviews
Sample Size	6	86	23	7

Supporting Data

Headline 1: BSiL is increasing access to interventions and professional support.

Over three years, there has been an increase in professionals accessing support, and receiving training, from 296 in 21/22 to 353 in 22/23 and 483 in 23/24. This is a 63% increase.

Table 12 – This table shows the number of professionals reached by delivery partners by year

Delivery Partner	21/22	22/23	23/24
Brighter Futures	91	106	120
Voice 21	4	5	2
HCRG	6	50	110
White Rose Education	61	61	61
Ruth Miskin	108	108	140
Bristol City Council	26	23	50
Total	296	353	483

Headline 2: Practitioners are implementing new whole-school policies and classroom practices.

Classroom practices

96% of practitioners who have received an intervention have implemented a new practice in their class teaching. Speech and language strategies were the most common practice adopted.

Table 13 – This table shows practitioners' responses (Yes/No/Unsure) to whether they have implemented new practices by outcome area

	SEMH	Oracy	Maths	Reading	Speech and language
Yes	47	12	40	43	49
Unsure	1	1	2	1	8
No	0	1	2	2	2

Respondents provided examples of specific new practices in their class they had implemented.

> - **SEMH:** Whole class Thrive, emotion regulation.
> - **Oracy:** Body language for oracy, providing opportunities for oracy.
> - **Maths:** Adapting White Rose Education resources, maths fluency techniques.
> - **Speech and Language**: Word Aware, speech assessments.
> - **Other:** Broader teacher practice (how to deliver a lesson, understanding when to use specific resources, using more visuals and talk partners).
>
> *"I am able to use my zones of regulation more effectively now to support the children when they are dysregulated."*
>
> *"I have tried new maths fluency techniques with my class and built them into our daily practice."*
>
> *"Using speech and language techniques and resources to help all children, not just those with SLIP."*

Whole-school policy changes

16 practitioners reported having seen the implementation of whole-school policy changes in a variety of ways.

- Six practitioners reported there being changes to their behavioural policy, often quoting the use of Thrive.
- Three practitioners reported changes to their reading, writing and phonics policies.
- Two practitioners reported implementing more oracy into their policies.

> This was corroborated by discussions with headteachers. They reported **relational and behaviour policy changes** across several of the schools. They also noted the introduction of structured and systematic whole-school approaches in many areas:
>
> - SEMH
> - speech and language
> - oracy for improving practice quality and consistency at a whole-school level.
>
> *"We have changed our Behaviour Policy to a more inclusive Regulation Policy that will meet the needs of our children to a greater degree."*
>
> *"So now we do whole class Thrive. But actually, it's been about teaching the staff how to do it well."*

Headline 3: Practitioners expressed a mixed level of confidence in sustaining practice and identified key ingredients for sustainability success.

Respondents in the Education Practitioners survey reported a **high level of confidence in sustaining new practices** in all five areas of practice. The highest confidence was reported for practices related to reading and SEMH but the variation across outcomes is not notable.

Table 14- This table displays the sample size and average score for each intervention, categorised by outcome.

	SEMH	Oracy	Maths	Reading	Speech and language
Score	4.54 / 5	4.17 / 5	4.45 / 5	4.76 / 5	4.29 / 5
Sample size	48	12	40	41	49

Practitioners stated **whole-school approaches were necessary** to implementing and sustaining school-wide changes.

"Built structures so that it is sustainable change… built structures within school where we can assess lower-level children, lower-level speech and language."

They also perceived **strong leadership as being crucial** for the successful implementation of school-wide approach to practice and policy.

"How school staff think about the school teaching, pastoral support, and sort of how also staff are behaving. But I also think that goes alongside which leaders you've got leading those things.

"A lot of it is around the leaders that we have in the school being able to pull all of those parts together"

School leaders demonstrated they understood what it would take to sustain the interventions across their schools. They spoke most confidently about SEMH, reading and speech & language interventions and cited the following key ingredients for success:

- **structured** and systemised approaches;
- **adapting intervention** principles to meet school and pupil needs;
- having **one person lead** (to ensure continuity and consistency.)

Leaders noted that interventions were most effective when teachers used them as **tools to lead and guide** whilst maintaining direct control of their pupils' learning.

"Scheme-led rather than scheme-assisted, so our teaching is much more adaptive and so our teaching is much better as a result."

"So teachers direct teaching, high quality teaching and learning has changed because of Voice21."

Seven Education Practitioner survey respondents explained why they **did not feel confident sustaining** these changes. Three of these respondents indicated that additional follow-up sessions or supervision from delivery partners would boost their confidence.

School leaders largely believed that continuing these interventions depends on ongoing SJF funding. This funding enables schools to maintain the capacity needed to effectively support under-served pupils.

"*Just increasing our capacity...which isn't sustainable change, but it's been fundamentally important".*

"*St John's has increased our capacity. It's enabled time and energy to be able to look at whole-school screening to have discussions about children who otherwise we wouldn't have been able to".*

"*Without additional finance at the moment, with school finance being so tough, I don't think we could maintain that... and my staff are upskilled."*

Potential conclusions

- BSiL has successfully supported the implementation of new policies and practices.
- SEMH interventions (Brighter Futures) appear to be driving both the highest levels of classroom and whole-school change, and reported greatest confidence from practitioners in the ability to sustain that change.
- Further follow-on support from delivery partners could be beneficial to sustain change, particularly for delivery partners who train teachers and those with lowest implementation confidence (oracy and speech and language).
- Embedding system change when funding for additional capacity is no longer available is a key challenge to consider.

5. RQ3: To what extent is BSiL improving the outcomes of under-served children in BaNES?

Overview of Findings

There is a positive but mixed picture for BSiL's performance in improving outcomes for under-served pupils.

The proportion of PEP schools' under-served pupils achieving age-related expectations in Year 1 phonics in 23/24 was greater than for BaNES as a whole, and has increased by 5% from 21/22 (54% to 59%). However, this is a decline from 22/23, where 64% of under-served pupils achieved age-related expectations.

Interpreting this against the wider BaNES picture provides important context. The decline from 22/23 to 23/24 is in line with the trend across BaNES, which also saw a 5% decrease in the proportion of under-served pupils meeting age-related expectations. Overall in PEP schools the phonics attainment gap has narrowed over time since 21/22 whereas the BaNES Year 1 phonics attainment gap has slightly widened.

In 23/24, there was a decline reported in pupils' non-cognitive skills of emotional regulation, grit, wellbeing, self-efficacy and metacognition. These skills are important because research evidence suggests that they help predict academic achievement and later life outcomes.

Importantly, however, these declines were in the context of a decrease for non-PP pupils of 3.7% to - 5.6% within PEP schools. As such, there is some evidence to suggest that PEP may be providing some protection against decreases caused by wider educational factors.

There was generally strong alignment in non-cognitive skills between self-report data from pupils and observations by teachers. The exception was for emotional regulation, where teachers were more likely to report increases for PP pupils than pupils themselves.

In turn, we cover below:

- The data sources and sample used
- The supporting data for these findings
- Potential conclusions to consider.

Data Sources and Sample

Table 15 – This table presents the sample sizes across all data sources used to address this research question.

	Education Practitioner Survey	Y1 Phonics Data	Non-cognitive Data
23/24	86	190	348 – 355
Longitudinal	n/a	n/a	179 - 187

Supporting Data

Headline finding 1: The proportion of PEP schools' under-served pupils achieving age-related expectations in Year 1 phonics in 23/24 was greater than for BaNES as a whole. This has increased by 5% from 21/22 (54% to 59%) but declined from 22/23.

Interpreting the change in age related expectations in Year 1 phonics against the wider BaNES picture provides important context. The decline from 22/23 to 23/24 is in line with the trend across BaNES, which also saw a 5% decrease in the proportion of under-served pupils meeting age-related expectations.

Table 16 – This table shows the % of pupils achieving age related expectations in Year 1 phonics, by year.

Type of Pupil	21/22	22/23	23/24
PEP PP	54%	64%	59%
PEP non-PP	76%	79%	79%
BaNES FSM	54%	62%	57%
BaNES non-FSM	83%	85%	87%
National FSM	62%	66%	68%
National non-FSM	79%	82%	84%

Headline finding 2: In PEP schools the phonics attainment gap has narrowed since 21/22, whereas the BaNES Year 1 phonics attainment gap has slightly widened.

The table below shows that while the Year 1 phonics attainment gap in PEP schools increased by five percentage points from 22/23 to 23/24, this was less than the seven percentage point increase seen across BaNES, suggesting SJF interventions may be helping shield under-served pupils from wider factors driving educational disadvantage.

Table 17 – This shows the gap between PP and non-PP pupils achieving age related expectations in Year 1 phonics.

Type of Pupil	21/22	22/23	23/24
PEP PP Attainment Gap	22%	15%	20%
BaNES FSM Attainment Gap	29%	23%	30%
National FSM Attainment Gap	17%	16%	16%

Headline finding 3: In 23/24, there was a decline reported in under-served pupils' non-cognitive skills of emotional regulation, grit, wellbeing, self-efficacy and metacognition. Those declines were less than those reported for non-PP pupils in PEP schools.

These skills are important because research evidence suggests that they help predict academic achievement and later life outcomes. However, as shown in the table below, the declines in PEP schools were less for PP pupils (-0.9% to -3.58%) than for non-PP pupils (-3.7% to -5.6%). As such, there is some evidence to suggest that PEP may be providing some protection against decreases caused by wider educational factors.

Table 18 – This shows the change in all non-cognitive skills, their statistical significance, and comparison to a national benchmark.

Non-cognitive Outcomes	Type of Pupil	23/24 - Baseline	23/24 - Endline	% Point Difference	Statistical Significance	23/24 - Baseline Benchmark	23/24 - Endline Benchmark	% Point Difference Benchmark
Emotion Regulation	PP	4.1	3.95	-2.50%	p = 0.97	n/a	n/a	n/a
	Non-PP	4.33	4.04	-4.90%	p < 0.05	n/a	n/a	n/a
Grit	PP	3.33	3.23	-2.59%	p = 0.13	2.98	3.02	1.09%
	Non-PP	3.35	3.2	-3.70%	p = 0.17	3.29	3.19	-2.50%
Wellbeing	PP	3.37	3.33	-0.92%	p = 0.96	3.52	3.49	-0.70%
	Non-PP	3.53	3.38	-3.73%	p = 0.69	3.59	3.52	-1.68%
Self-efficacy	PP	4.66	4.49	-2.87%	p = 0.56	3.70	3.66	-0.90%
	Non-PP	5.1	4.76	-5.57%	p = 0.46	3.83	3.77	-1.38%
Metacognition	PP	3.52	3.38	-3.58%	p = 0.57	n/a	n/a	n/a
	Non-PP	3.54	3.36	-4.60%	p = 0.09	n/a	n/a	n/a

Headline finding 4: There was generally strong alignment in non-cognitive skills between self-report data from pupils and observations by teachers.

The data shows the percentage of both PP and non-PP students who experienced positive changes, alongside the percentage of teachers who observed improvements in their PP students. For most non-cognitive outcomes, teachers' observations of PP students matched what the PP students reported about themselves. However, there were two notable differences: teachers reported higher rates of improvement in emotional regulation among PP students than the PP students reported for themselves, and similarly, teachers observed more positive changes in PP students' wellbeing than the students themselves reported.

Table 19 – This table compares how students and teachers perceived positive changes in non-cognitive outcomes, broken down by Pupil Premium (PP) and non-PP students.

Non-cognitive Outcomes	Type of Pupil	% of Type of Pupil with Positive Change	% of Teachers who saw Positive Changes in their PP Pupils
Emotion Regulation	PP	23%	67%
	Non-PP	17%	n/a
Grit	PP	39%	43%
	Non-PP	37%	n/a
Wellbeing	PP	46%	59%
	Non-PP	40%	n/a
Self-efficacy	PP	41%	38%
	Non-PP	36%	n/a
Metacognition	PP	35%	29%
	Non-PP	40%	n/a

Potential conclusions

- Support for phonics appears to have been effective in narrowing the attainment gap in PEP schools relative to BaNES, but further work would be needed to significantly improve outcomes and bring this gap below the national average.
- While support for non-cognitive outcomes has narrowed the gap for under-served pupils relative to their peers, it has not yet translated to tangible improvement.

6. RQ4: What type of interventions are perceived as most effective in improving outcomes of under-served children in BaNES?

Overview of Findings

SEMH, reading, and speech and language interventions are perceived as the most effective by education practitioners. Brighter Futures' multi-faceted approach to support was seen as particularly effective, and Ruth Miskin was mentioned by practitioners most frequently as having contributed to positive outcomes. However, there are several caveats:

Those interventions that were offered at greater scale were also seen as most effective. These findings could therefore reflect greater practitioner awareness of the relevant interventions.

Perception of the overall effectiveness of interventions did not always correlate with 1) perceived impact for under-served pupils, and 2) pupil outcome data shown above.

Staff supervision, training and curriculum development activities were often perceived as most impactful, but were not always attributed to direct impact on pupil outcomes.

This indicates that while practitioners generally rated the interventions as effective, this often related to areas beyond immediate impact on pupil outcomes. Further support will be needed to translate this more directly into impact for under-served children, including consideration of the balance between whole-school change and direct support for young people.

Finally, Bristol City Council's support was least embedded in the schools, and appeared to be perceived as less effective.

In turn, we cover below:

- The data sources and sample used
- The supporting data for these findings
- Potential conclusions to consider.

Data Sources and Sample

Table 20 – This shows the sample size of 23/24 PEP impact through six key data sources.

	Delivery Partner Reach Data	Education Practitioner Survey (EPS)	Impact Workshop (IW)	Pupils' Non-cognitive Survey	Pupils' Attendance	Pupils' Y1 Phonics
Sample Size	6	86	23	348-355	193	190

Supporting Data

Headline finding 1: SEMH, reading, and speech and language interventions are perceived as the most effective by education practitioners.

Those interventions that were offered at greater scale were also seen as most effective. These findings could therefore reflect greater practitioner awareness of the relevant interventions.

Table 21 – This displays a summary of data relating to access to interventions and perceived effectiveness of interventions.

Outcome	Delivery Partners	No. of pupils directly supported in 23/24	No. of practitioners directly supported in 23/24	Perceived effectiveness of interventions in EPS (average score)	Perceived effectiveness of interventions in IW (% of total statements attributed to intervention)
SEMH	Brighter Futures	450	120	4.35	26%
Oracy	Voice21	n/a	2	4.39	8%
Maths	White Rose Education	n/a	61	4.14	14%
Reading	Bristol City Council	n/a	50	3.78	28% (BCC – 2%;
	Ruth Miskin	519	140	4.68	Ruth Miskin – 26%)

Headline finding 2: Staff have clear perceptions about the factors that have made interventions effective, particularly regarding Brighter Futures and Ruth Miskin. Bristol City Council's support was least embedded in the schools and appeared to be perceived as less effective.

Staff supervision, training and curriculum development activities were often perceived as most impactful. This was the case for both the interventions perceived as most effective (Brighter Futures and Ruth Miskin) and the intervention that was perceived as least effective (Bristol City Council).

This table highlights the types of activities that appear to drive Brighter Futures' effectiveness.

Table 22 - This table presents the percentage of statements that mention specific impactful activities contributing to Brighter Futures' effectiveness.

Type of Activity	% of statements associated with activity
co-ordinator visits to provide consultancy, coaching and bespoke support	38%
one-to-one support sessions	22%
use of the Thrive assessment tool	18%
access to educational psychologists	4%

Practitioners shared their reflection on what made Brighter Futures effective:

"Thrive assessments and the resulting action plans have allowed us to collect valuable data on student progress. This process has not only provided targeted support but also upskilled our staff."

"We had one-to-one sessions each week and conducted Thrive assessments and learning walks with our consultant. We closely monitored the impact, and we've seen a real difference in how our students manage their emotions."

Practitioners reported the highest number of observed outcomes (50) to Ruth Miskin and identified a large number of contributing activities (38) to these outcomes. This was the highest of all the PEP interventions. This tables breaks down the percentage of individual statements referencing these activities and shows those activities practitioners believe to be contributing to Ruth Miskin's effectiveness.

Table 23 - This table presents the percentage of statements that mention specific impactful activities contributing to Ruth Miskin's effectiveness.

Type of Activity	% of statements associated with activity
phonics teaching coaching and support	37%
staff phonics training sessions	33%
reading and writing interventions	29.6%

Practitioners shared their reflection on what made Ruth Miskin effective:

"I think one of the most significant things has been the capacity to have a dedicated ReadWriteInc tutoring team of four people to deliver one-to-one phonics tutoring for those children who have fallen behind or need to catch up for whatever reason."

Perception of Ruth Miskin's overall effectiveness did not correlate with teachers' perceived impact for under-served pupils, but it did align with pupil outcome data.

Table 24 – This shows the difference between teachers' perceived impact on under-served pupils and pupil outcome data for age-related expectations for Year 1 phonics.

Sub-outcome	% of practitioners who reported seeing a positive change in under-served pupils'	Under-served pupils' outcome
Age-related expectations for phonics screening	36%	59%

Two different trends emerge for outcomes related to Brighter Futures.

Although practitioners perceive Brighter Futures as effective, a minority of practitioners reported seeing a positive change in under-served pupils' grit, self-efficacy and metacognition. Under-served pupils' outcomes reflect this.

Practitioners' perception of Brighter Futures being effective aligns with most practitioners reporting a positive change in their under-served pupils' emotion regulation and wellbeing. However, only a minority of under-served pupils saw a positive change in these two non-cognitive areas.

Table 25 - This shows the difference between teachers' perceived impact on under-served pupils and pupil outcome data for non-cognitive skills.

Sub-outcome	% of practitioners who reported seeing a positive change in under-served pupils'	Under-served pupils' outcome
Emotion Regulation	67%	23% (of pupils with positive change)
Grit	43%	39% (of pupils with positive change)
Wellbeing	59%	46% (of pupils with positive change)
Self-efficacy	38%	41% (of pupils with positive change)
Metacognition	29%	35% (of pupils with positive change)

Potential conclusions

- Perception of the overall effectiveness of interventions did not always align with perceived impact for under-served children. For example, one delivery partner was rated a 4.68 / 5 in terms of overall effectiveness, but only 36% of teachers perceived there to be improved outcomes for PP pupils in 23/24.
- Given that professional development activities were most likely to be rated highly effective by practitioners, this could point to either or both of:
  - The need for professional development activities to be further sustained to impact on pupil outcomes.
  - Potential for more direct pupil-facing interventions to be implemented.

Appendix: Additional Data

Literature Linking Non-cognitive Outcomes to Academic Attainment

The connection between social and emotional learning and academic attainment is widely documented in academic literature. Evidence from longitudinal studies suggests that links between social-emotional skills and academic achievement - particularly in early schooling - are causal (Raver 2002). The development of these skills, such as children's relationships, communication, decision making, self-esteem and behaviour play a central role in educational success and can contribute to reducing the long standing attainment gap between under-served pupils and their peers, as well as improve longer life wellbeing (Gedikoglu 2021). Durlak et al (2011) found that social and emotional learning - when implemented in a sequenced, active, focussed and explicit way - has significant impacts, particularly for younger students. The non-cognitive outcomes measured by ImpactEd and used to explore the outcomes of PEP draw on academic literature across the spectrum of social and emotional skills considered to be the critical enablers to academic performance in the UK context.

Data on Teacher Satisfaction

As there is no baseline for this measure, it is not possible to understand how job satisfaction may have changed over time because of SJF-funded interventions.

The results below show the average score of 1 – 5 (where 1 is strongly disagree and 5 is strongly agree) to the following statements:

- I am satisfied with my job at this school (4.45).

- I am proud to work at this school (4.69).

- I have the resources to do my job (3.77).

The average scores for the responses to the first two statements are relatively high. There is a noticeable dip when comparing education practitioners' perception of having the appropriate resources to do their job. When triangulated with other findings in this report, including the proportion of delivery partners working directly with education practitioners, the high confidence levels of practitioners and the broader concerns around capacity for sustaining the interventions, it might be suggested that wider school pressures are contributing towards the comparatively low score regarding resources.

Data on Longitudinal Non-Cognitive Outcomes

This is the full table relating to non-cognitive outcomes.

Non-cognitive Outcomes	Type of Pupil	21/22 - Baseline	22/23 - Endline	23/24 - Endline	% point difference between 21/22 Baseline – 23/24 Endline	Statistical significance of 21/22 to 23/24 % Point Difference	21/22 - Baseline Benchmark	22/23 - Endline Benchmark	23/24 - Endline Benchmark	% Point Difference between 21/22 Baseline – 23/24 Endline Benchmark
Emotion Regulation	PP	4.6	4.09	3.83	-12.80%	p <0.05	n/a	n/a	n/a	n/a
	Non-PP	4.95	4.29	3.71	-20.60%	p < 0.05	n/a	n/a	n/a	n/a
Grit	PP	3.2	3.33	3.21	0.40%	p < 0.05	3.16	3.22	3.02	-3.50%
	Non-PP	3.49	3.33	3.14	-8.60%	p = 0.05	3.32	3.26	3.19	-3.25%
Wellbeing	PP	3.59	3.23	3.19	-9.90%	p <0.05	3.66	3.6	3.49	-4.25%
	Non-PP	3.78	3.51	3.21	-14.30%	p < 0.05	3.73	3.62	3.52	-5.25%
Self-efficacy	PP	5.11	4.45	4.36	-12.52%	p < 0.05	3.7	3.87	3.66	-1.00%
	Non-PP	5.41	4.77	4.46	-15.78%	p < 0.05	3.77	3.89	3.77	0.00%
Metacognition	PP	3.63	3,29	3.24	-9.70%	p < 0.05	n/a	n/a	n/a	n/a
	Non-PP	3.78	3.46	3.19	-14.80%	p < 0.05	n/a	n/a	n/a	n/a

Appendix: Methodology

Research Questions

This year's evaluation, and its framework, is underpinned by the following research questions (RQs).

- ► **RQ1.** Is BSiL increasing access for under-served children in BaNES to additional interventions and support?
- ► **RQ2.** To what extent is BSiL contributing to sustainable systemic change among education settings?
- ► **RQ3.** To what extent is BSiL improving the outcomes of under-served children in BaNES?
- ► **RQ4.** What type of interventions are perceived as most effective in improving outcomes of under-served children in BaNES?

Central to all four research questions is St John's Foundation's aim to improve the educational and life outcomes of under-served children in BaNES.

Evaluation Design

The four RQs guide the outcomes measured and the data collected. The tables below show the outcomes linked to each RQ and data collection tool used.

RQ1: Is BSiL increasing access for under-served children in BaNES to additional interventions and support?

Outcome	Measurement
Under-served children have increased access to additional interventions and support	Delivery partner data on: a. Number and types of interventions delivered targeting students directly b. Total number of students directly supported through intervention KS2 Attendance Data

RQ2: To what extent is BSiL contributing to sustainable systemic change in education settings?

Outcome	Measurement
School workforce gains support and resources to implement interventions effective	Delivery partner data on: a. Number and types of interventions delivered targeting the school workforce directly (inc. budget provision for schools)

	b. Total number of education professionals (inc. teachers, support staff and TAs, school leaders) directly supported through interventions
Improved confidence among educational professionals in their ability to implement new practices with children in SEMH, oracy, maths, reading, speech, and language	Education practitioner survey Education practitioner Impact Workshops
School leaders are confident they have the skills and knowledge to continue to implement the interventions in the future without the Best Start in Life	Education practitioner survey (inc. questions around skills, confidence, policy, and practice change) Education practitioner Impact Workshops
Education practitioners' job satisfaction increases	Education practitioner survey
Education practitioners implement new strategies and practices to improve support for children in SEMH, oracy, maths, reading, speech, and language	Education practitioner survey inc. questions about skills, confidence, policy, and practice change)
Education settings implement new whole-school policy changes	Education practitioner Impact Workshops Education practitioner survey Interviews with school leaders

RQ3. To what extent is BSiL improving the outcomes of under-served children in BaNES?

Outcome	Measurement
Children improve their study skills, including self-regulation	Emotion Regulation Questionnaire: 10-item scale designed to measure respondents' tendency to regulate their emotions; data disaggregated by Pupil Premium status
Children's resilience improves	GRIT-S scale: 8-item scale designed to measure respondents' reliance/grit; data disaggregated by Pupil Premium status
Children's anxiety is reduced, and wellbeing improves	Short Warwick-Edinburgh Mental Wellbeing Scale: 7-item scale designed to measure respondents' wellbeing; data disaggregated by Pupil Premium stat
Children's self-efficacy and aspirations improve	MSLQ Self-Efficacy Scale: 9-item scale designed to measure respondents' self-efficacy; data disaggregated by Pupil Premium status
Children's metacognition improves	MSLQ Metacognition Scale: 9-item scale designed to measure respondents' metacognition; data disaggregated by Pupil Premium status

School attendance improves and exclusions are reduced	Attendance and exclusions records (IE Platform and National data); data disaggregated by Pupil Premium status Number of persistent absences (IE Platform data); data disaggregated by Pupil Premium status
Children meet age-related expectations at KS1 phonics screening	Year 1 phonics scores; data disaggregated by Pupil Premium status
Children improve their confidence and skill in reading	Education practitioner survey
Children improve their vocabulary	Education practitioner survey
Children are more engaged with their learning	Education practitioner survey

RQ4. What type of interventions are perceived as most effective in improving outcomes of under-served children in BaNES?

Outcome	Measurement
Specific interventions are identified as being the most effective in improving outcomes of under-served children in BaNES	Access data from RQ1. Education practitioner survey and ranking. Outcome data from RQ3, disaggregated by relevant targeted outcomes for each delivery partner. Impact Workshops workshop with education professionals.

Data Analysis

This evaluation used the following analysis methods:

Descriptive statistics: Descriptive statistics were used to evaluate the impact of the programme on the key outcomes. Collecting data at two time points (baseline and endline data) allowed us to measure change over the course of the programme for each specific outcome. We looked at change within-year (September 2023 – August 2024) and, in some cases, over the course of three years (September 2021 – August 2024).

Statistical analysis (t-tests): A t-test was performed on pre/post data to identify whether there was a significant difference between the baseline and final scores for each outcome. When reporting on statistical significance, we use the standard social science convention of a 'significant' p-value being less than 0.05. This means that the likelihood of observing changes at least as severe as those observed, if it were, in fact, the case that the intervention had no impact, is less than 0.05 (i.e. highly improbable). This supports the rejection of the hypothesis that the intervention has no impact, but it does not mean that the probability of the intervention having no impact is, itself, less than 0.05. If a finding is not statistically significant,

this does not rule out an effect but means that we cannot confidently say that the changes observed were not due to random chance.

Thematic coding: The qualitative data was analysed using a deductive thematic approach, meaning that we systematically 'coded' the data to find common themes and presented these, drawing on examples where appropriate. Exploring and framing specific themes within the analysis, several specific teacher experiences or stories that came out of the interviews have been highlighted in the report as well.

Deductive coding: The qualitative data was analysed to present observed changes across interventions. These changes were then categorised into three key themes: school-wide changes, changes in teaching practices and changes in students. The analysis then provided both percentage and absolute numerical data to quantify these changes.

Benchmarking: Wherever possible, we compared results to relevant BaNES regional and national benchmarks in the analysis to contextualise the results. Comparing to a pre-existing national benchmark provides us with a means of contextualising results against national and local trends and helps us to understand the significance of any observed differences. National and regional benchmarks were derived from government datasets, whilst the 'ImpactEd benchmarks' were derived from data collected from a sample of over 100,000 pupils nationally who have completed the surveys on the ImpactEd platform.

The table below shows the analysis approach taken for each piece of data collected

Data	Approach to Analysis	Benchmarks / Comparison Data
Year 1 Phonics Data	Percentage point change in the number PP pupils and non-PP pupils achieving age related expectations (ARE) in year-1 phonics	% of pupils (FSM pupils and non-FSM pupils) achieving ARE in year 1 phonics in BaNES and at a national level. Comparison of data from 21/22 and 22/23
KS2 Pupil Survey Data	Descriptive statistics were used to calculate: • Average baseline and endline scores • Percentage point change in overall scores This was conducted for 23/24 (for all pupils who had a baseline and endline). This was also conducted longitudinally (for all pupils who had a baseline on 21/22, endline in 22/23 and endline in 23/24).	National benchmarks for KS2 pupils (from the ImpactEd platform)

	T-tests were used to see if the change was statistically significant.	
Attendance and Exclusions	Overall % of attendance scores calculated by each pupil's daily AM and PM attendance scores over the course of 21/22, 22/23 and 23/24 academic years. This was aggregated to create an overall average for each school, split by PP and non-PP pupils.	National and local attendance data sourced from the DfE
One-to-one Interviews with School Leaders	Thematic coding was used to identify themes relating to key outcomes	n/a
Impact Workshops	Aggregate analysis, deductive thematic analysis and detailed findings and analysis by intervention	n/a
Education Practitioner Survey	For quantitative results, descriptive statistics were used to calculate response averages, and then sub-group analysis was conducted by delivery partner or by outcome. For qualitative results, deductive thematic analysis was conducted.	n/a
Delivery Partner Reach Data	Data was analysed across years, by delivery partners, and by related outcome.	n/a

* Age-related expectations (ARE) in primary school are based on what a child should have learned, or be able to do, at the end of each Key Stage. If a child is meeting age related expectations, then they are on track with the rest of the children in the country. A child is considered to have met age related expectations if they achieved 32 or more in their year 1 phonics assessment.

** In this evaluation the attainment gap is defined as the percentage point difference between the proportion of PP and non-PP pupils achieving ARE or the percentage point different between the proportion of FSM and non-FSM pupils achieving ARE. An attainment gap greater than 0 means that more non-PP pupils are achieving ARE than PP pupils, whilst an attainment gap less than 0 means that more PP pupils are achieving ARE than non-PP pupils. For instance, if the attainment gap has increased by 7 percentage points between 2022 and 2023, this means that the difference between the proportion of PP and non-PP pupils achieving ARE has increased by 7 percentage points in favour of non-PP pupils.

Sample

This section contains details on the sample used to evaluate BSiL.

Demographic, pupil survey, attendance and exclusions data were collected on pupils across the seven PEP schools. The following table shows the total number of pupils and number of PP and non-PP pupils data collected from in each school in 21/22, 22/23 and 23/24.

School	21/22			22/23			23/24		
	All pupils	PP	Non-PP	All pupils	PP	Non-PP	All pupils	PP	Non-PP
Castle Primary School	254	109	145	250	98	152	249	99	150
		43%	57%		39%	61%		40%	60%
Roundhill	222	114	108	224	106	118	204	99	105
		51%	49%		47%	53%		49%	51%
St Keyna Primary School	208	79	129	203	76	127	182	67	115
		38%	62%		37%	63%		37%	63%
St Martin's Garden Primary School	169	87	82	147	78	69	171	81	90
		51%	49%		53%	47%		47%	53%
St Mary's CofE Primary School	124	50	74	114	44	70	117	44	73
		40%	60%		39%	61%		38%	62%
St Michael's Junior Church School	142	94	48	149	101	48	147	109	38
		66%	34		68%	32%		74%	26%
Twerton Infant School	86	61	25	89	58	31	82	26	56
		71%	29%		65%	35%		32%	68%
Total	1205	594	611	1176	561	615	1152	525	627

The table shows the sample size data analysed for the **longitudinal analysis of non-cognitive data.**

		Emotion Regulation	Grit	Wellbeing	Self-efficacy	Metacognition
Overall	PP	88	87	86	86	84
	Non-PP	100	100	100	100	95
Castle	PP	14	13	13	13	12

		Emotion Regulation	Grit	Wellbeing	Self-efficacy	Metacognition
	Non-PP	14	14	14	14	14
Roundhill	PP	13	13	13	13	13
	Non-PP	25	25	25	25	21
St Keyna	PP	15	15	15	15	15
	Non-PP	29	29	29	29	29
St Martin's Garden	PP	6	6	6	6	6
	Non-PP	3	3	3	3	3
St Mary's	PP	12	12	12	12	12
	Non-PP	17	17	17	17	16
St Michael's	PP	34	34	33	33	32
	Non-PP	15	15	15	15	15

The table shows the sample size data analysed for the **23/24 analysis of non-cognitive data.**

		Emotion Regulation	Grit	Wellbeing	Self-efficacy	Metacognition
Overall	PP	168	168	167	166	165
	Non-PP	187	187	187	184	183
Castle	PP	35	35	34	34	34
	Non-PP	53	53	53	51	51
Roundhill	PP	32	32	32	31	31
	Non-PP	34	34	34	33	32
St Keyna	PP	25	25	25	25	25
	Non-PP	49	49	49	49	49
St Martin's Garden	PP	7	7	7	7	7
	Non-PP	4	4	4	4	4

St Mary's	PP	19	19	19	19	19
	Non-PP	32	32	32	32	32
St Michael's	PP	57	57	57	57	56
	Non-PP	19	19	19	19	19

For attendance data, data was pulled on average attendance for pupils in KS2 in 23/24 who could be matched across baseline and endline in 21/22, 22/23 and 23/4 from the seven PEP schools. **The following table outlines the number of pupils whose attendance data contributed to this analysis**.

School	No. of pupils matched across baseline and endline 21/22, 22/23 and 23/24		
	All pupils	**PP**	**Non-PP**
Castle Primary School	37	12	25
	19%	14%	23%
Roundhill	57	32	25
	30%	37%	23%
St Keyna Primary School	54	22	32
	28%	26%	30%
St Martin's Garden Primary School	12	8	4
	6%	9%	4%
St Mary's CofE Primary School	33	12	21
	17%	14%	20%
St Michael's Junior Church School	NA	NA	NA
	NA	NA	NA
Twerton Infant School	NA	NA	NA
	NA	NA	NA
Total	193	86	107
	100%	100%	100%

For attendance national benchmarks, data was sourced from the Department of Education website on nationwide statistics associated with school absences. From this data, it was possible to determine the national average benchmark on all primary school average attendance scores. From this data set, it was also possible to calculate the local BaNES average attendance scores. Furthermore, to obtain a benchmark for PP pupils, we created a benchmark obtained from pupils eligible for Free School Meals (FSM). The DfE national

datasets do not publish data relating to PP status, and so in the absence of this data, we have taken FSM as a proxy for PP for attendance benchmarking.

30-minute one-to-one interviews were conducted with Headteachers from the following PEP schools:

- Castle Primary School
- Roundhill Primary School
- St Keyna Primary School
- St Martin's Garden Primary School
- St Mary's CofE Primary School
- St Michael's Junior Church School
- Twerton Infant School.

Impact Workshops

The workshops were attended by a total of 23 participants across four individual sessions. The table below summarizes the number of teachers and the range of schools they represented per delivery partner who attended the workshops

Interventions	Number of Teachers	Number of Schools
Brighter Futures	10	6
Bristol City Council	1	1
HCRG	7	5
Reading Budget	7	4
Ruth Miskin	5	4
Voice 21	1	1
White Rose Education	4	4

Education Practitioner Survey

There were 86 respondents who completed the whole survey. The figures below show the number of types of education practitioners, their length of service in schools.

No. of types of respondents

- Middle leader
- Non-teaching support staff
- Pastoral / SEMH support role
- Senior leadership team
- Teacher
- Teaching support staff
- (blank)

3, 7, 2, 18, 20, 36

Breakdown of length of service of respondents

- 1 year or less
- 11-15 years
- 1-2 years
- 16 - 20 years
- 20+ years
- 3-5 years
- 6-10 years

0, 13, 13, 10, 17, 10, 8, 15

The table below shows the number of respondents who had engaged with each delivery partners.

	Brighter Futures	Voice 21	HCRG	White Rose Education	Bristol City Council	Ruth Miskin	Did not engage with any delivery partner
n	48	14	59	44	8	38	9

Appendix: Individual School Breakdown Reports

23/24 Non-cognitive Outcomes by School

Castle Primary

Non-cognitive Outcomes	Type of Pupil	23/24 - Baseline	23/24 - Endline	% Point Difference	23/24 - Baseline Benchmark	23/24 - Endline Benchmark	% Point Difference Benchmark
Emotion Regulation	PP	4.26	4.45	3.3%	n/a	n/a	n/a
	Non-PP	4.18	4.21	0.5%	n/a	n/a	n/a
Grit	PP	3.07	3.20	3.13%	2.98	3.02	1.09%
	Non-PP	3.30	3.23	-1.92%	3.29	3.19	-2.50%
Wellbeing	PP	3.29	3.49	5.06%	3.52	3.49	-0.70%
	Non-PP	3.60	3.54	-1.45%	3.59	3.52	-1.68%
Self-efficacy	PP	4.39	4.63	4.08%	3.70	3.66	-0.90%
	Non-PP	5.08	4.90	-3.08%	3.83	3.77	-1.38%
Metacognition	PP	3.46	3.43	-0.68%	n/a	n/a	n/a
	Non-PP	3.64	3.48	-3.87%	n/a	n/a	n/a

Roundhill Primary

Non-cognitive Outcomes	Type of Pupil	23/24 - Baseline	23/24 - Endline	% Point Difference	23/24 - Baseline Benchmark	23/24 - Endline Benchmark	% Point Difference Benchmark
	PP	4.21	3.71	-8.3%	n/a	n/a	n/a

Emotion Regulation	Non-PP	4.33	3.48	-14.3%	n/a	n/a	n/a
Grit	PP	3.55	3.15	-10.19%	2.98	3.02	1.09%
	Non-PP	3.30	3.06	-5.81%	3.29	3.19	-2.50%
Wellbeing	PP	3.34	3.11	-5.66%	3.52	3.49	-0.70%
	Non-PP	3.31	3.05	-6.31%	3.59	3.52	-1.68%
Self-efficacy	PP	5.08	4.43	-10.81%	3.70	3.66	-0.90%
	Non-PP	4.85	4.34	-8.59%	3.83	3.77	-1.38%
Metacognition	PP	3.84	3.40	-10.83%	n/a	n/a	n/a
	Non-PP	3.46	3.26	-4.98%	n/a	n/a	n/a

St Keyna

Non-cognitive Outcomes	Type of Pupil	23/24 - Baseline	23/24 - Endline	% Point Difference	23/24 - Baseline Benchmark	23/24 - Endline Benchmark	% Point Difference Benchmark
Emotion Regulation	PP	4.25	3.99	-4.3%	n/a	n/a	n/a
	Non-PP	4.19	3.93	-4.3%	n/a	n/a	n/a
Grit	PP	3.23	3.30	1.75%	2.98	3.02	1.09%
	Non-PP	3.41	3.32	-2.25%	3.29	3.19	-2.50%
Wellbeing	PP	3.44	3.67	5.73%	3.52	3.49	-0.70%
	Non-PP	3.65	3.52	-3.28%	3.59	3.52	-1.68%
Self-efficacy	PP	4.42	4.66	4.06%	3.70	3.66	-0.90%
	Non-PP	5.20	4.98	-3.58%	3.83	3.77	-1.38%
Metacognition	PP	3.33	3.36	0.81%	n/a	n/a	n/a
	Non-PP	3.45	3.25	-4.95%	n/a	n/a	n/a

St Martin's Garden

Non-cognitive Outcomes	Type of Pupil	23/24 - Baseline	23/24 - Endline	% Point Difference	23/24 - Baseline Benchmark	23/24 - Endline Benchmark	% Point Difference Benchmark
Emotion Regulation	PP	4.24	4.14	-1.6%	n/a	n/a	n/a
	Non-PP	5.59	5.79	3.5%	n/a	n/a	n/a
Grit	PP	3.20	3.49	7.2%	2.98	3.02	1.09%
	Non-PP	4.19	3.75	-11.0%	3.29	3.19	-2.50%
Wellbeing	PP	3.23	3.32	2.4%	3.52	3.49	-0.70%
	Non-PP	4.44	4.15	-7.3%	3.59	3.52	-1.68%
Self-efficacy	PP	5.38	5.29	-1.6%	3.70	3.66	-0.90%
	Non-PP	6.00	5.75	-4.2%	3.83	3.77	-1.38%
Metacognition	PP	3.81	3.43	-9.5%	n/a	n/a	n/a
	Non-PP	4.25	3.75	-12.4%	n/a	n/a	n/a

St Mary's CofE

Non-cognitive Outcomes	Type of Pupil	23/24 - Baseline	23/24 - Endline	% Point Difference	23/24 - Baseline Benchmark	23/24 - Endline Benchmark	% Point Difference Benchmark
Emotion Regulation	PP	4.49	4.55	1.0%	n/a	n/a	n/a
	Non-PP	4.93	4.61	-5.3%	n/a	n/a	n/a
Grit	PP	3.53	3.56	0.82%	2.98	3.02	1.09%
	Non-PP	3.48	3.22	-6.55%	3.29	3.19	-2.50%
Wellbeing	PP	3.82	3.46	-9.11%	3.52	3.49	-0.70%
	Non-PP	3.64	3.39	-6.33%	3.59	3.52	-1.68%
Self-efficacy	PP	5.35	5.15	-3.24%	3.70	3.66	-0.90%
	Non-PP	5.45	4.94	-8.56%	3.83	3.77	-1.38%
Metacognition	PP	3.90	3.49	-10.24%	n/a	n/a	n/a
	Non-PP	3.75	3.52	-5.84%	n/a	n/a	n/a

St Michael's CofE

Non-cognitive Outcomes	Type of Pupil	23/24 - Baseline	23/24 - Endline	% Point Difference	23/24 - Baseline Benchmark	23/24 - Endline Benchmark	% Point Difference Benchmark
Emotion Regulation	PP	3.74	3.56	-3.0%	n/a	n/a	n/a
	Non-PP	4.11	3.85	-4.4%	n/a	n/a	n/a
Grit	PP	3.34	3.14	-4.87%	2.98	3.02	1.09%
	Non-PP	3.15	3.00	-3.76%	3.29	3.19	-2.50%
Wellbeing	PP	3.24	3.16	-2.03%	3.52	3.49	-0.70%
	Non-PP	3.29	3.20	-2.30%	3.59	3.52	-1.68%
Self-efficacy	PP	4.48	4.14	-5.62%	3.70	3.66	-0.90%
	Non-PP	4.69	4.26	-7.11%	3.83	3.77	-1.38%
Metacognition	PP	3.34	3.30	-1.04%	n/a	n/a	n/a
	Non-PP	3.33	3.22	-2.89%	n/a	n/a	n/a

Longitudinal Non-cognitive Outcomes by School

Castle Primary

Non-cognitive Outcomes	Type of Pupil	21/22 - Baseline	22/23 - Endline	23/24 - Endline	% point difference between 21/22 Baseline – 23/24 Endline	21/22 - Baseline Benchmark	22/23 - Endline Benchmark	23/24 - Endline Benchmark	% Point Difference between 21/22 Baseline – 23/24 Endline Benchmark
Emotion Regulation	PP	4.79	4.75	4.60	-3.2%	n/a	n/a	n/a	n/a
	Non-PP	5.16	4.34	4.00	-19.3%	n/a	n/a	n/a	n/a
Grit	PP	2.86	3.35	3.33	11.8%	3.16	3.22	3.02	-3.50%
	Non-PP	3.53	3.23	3.01	-12.9%	3.32	3.26	3.19	-3.25%
Wellbeing	PP	3.58	3.47	3.19	-9.8%	3.66	3.6	3.49	-4.25%
	Non-PP	4.06	3.67	3.50	-14.0%	3.73	3.62	3.52	-5.25%

Self-efficacy	PP	4.59	4.63	4.33	-4.27%	3.7	3.87	3.66	-1.00%
	Non-PP	5.90	5.04	4.54	-22.61%	3.77	3.89	3.77	0.00%
Metacognition	PP	3.44	3.34	3.29	-3.6%	n/a	n/a	n/a	n/a
	Non-PP	3.84	3.53	3.27	-14.3%	n/a	n/a	n/a	n/a

Roundhill Primary

Non-cognitive Outcomes	Type of Pupil	21/22 - Baseline	22/23 - Endline	23/24 - Endline	% point difference between 21/22 Baseline – 23/24 Endline	21/22 - Baseline Benchmark	22/23 - Endline Benchmark	23/24 - Endline Benchmark	% Point Difference between 21/22 Baseline – 23/24 Endline Benchmark
Emotion Regulation	PP	4.33	3.47	3.31	-17.1%	n/a	n/a	n/a	n/a
	Non-PP	4.86	4.04	3.23	-27.1%	n/a	n/a	n/a	n/a

Grit	PP	3.14	3.22	2.96	-4.4%	3.16	3.22	3.02	-3.50%
	Non-PP	3.39	3.20	3.02	-9.3%	3.32	3.26	3.19	-3.25%
Wellbeing	PP	3.53	3.08	3.17	-9.1%	3.66	3.6	3.49	-4.25%
	Non-PP	3.44	3.38	2.99	-11.2%	3.73	3.62	3.52	-5.25%
Self-efficacy	PP	5.46	4.25	4.22	-20.64%	3.7	3.87	3.66	-1.00%
	Non-PP	4.83	4.39	4.10	-12.24%	3.77	3.89	3.77	0.00%
Metacognition	PP	3.73	3.22	3.13	-15.1%	n/a	n/a	n/a	n/a
	Non-PP	3.53	3.56	3.05	-12.2%	n/a	n/a	n/a	n/a

St Keyna

Non-cognitive Outcomes	Type of Pupil	21/22 - Baseline	22/23 - Endline	23/24 - Endline	% point difference between	21/22 - Baseline Benchmark	22/23 - Endline Benchmark	23/24 - Endline Benchmark	% Point Difference between

					21/22 Baseline – 23/24 Endline				21/22 Baseline – 23/24 Endline Benchmark
Emotion Regulation	PP	5.16	4.73	4.09	-17.8%	n/a	n/a	n/a	n/a
	Non-PP	5.00	4.29	3.76	-20.7%	n/a	n/a	n/a	n/a
Grit	PP	3.29	3.43	3.38	2.3%	3.16	3.22	3.02	-3.50%
	Non-PP	3.49	3.48	3.39	-2.6%	3.32	3.26	3.19	-3.25%
Wellbeing	PP	3.88	3.47	3.62	-6.5%	3.66	3.6	3.49	-4.25%
	Non-PP	3.89	3.55	3.45	-11.0%	3.73	3.62	3.52	-5.25%
Self-efficacy	PP	5.51	4.88	4.87	-10.61%	3.7	3.87	3.66	-1.00%
	Non-PP	5.57	4.81	4.94	-10.52%	3.77	3.89	3.77	0.00%
Metacognition	PP	3.96	3.49	3.48	-12.0%	n/a	n/a	n/a	n/a

	Non-PP	3.94	3.30	3.19	-18.6%	n/a	n/a	n/a	n/a

St Martin's Garden

Non-cognitive Outcomes	Type of Pupil	21/22 - Baseline	22/23 - Endline	23/24 - Endline	% point difference between 21/22 Baseline – 23/24 Endline	21/22 - Baseline Benchmark	22/23 - Endline Benchmark	23/24 - Endline Benchmark	% Point Difference between 21/22 Baseline – 23/24 Endline Benchmark
Emotion Regulation	PP	n/a	4.39	4.50	**n/a**	n/a	n/a	n/a	n/a
	Non-PP	n/a	5.94	5.83	**n/a**	n/a	n/a	n/a	n/a
Grit	PP	n/a	3.52	3.71	**n/a**	3.16	3.22	3.02	-3.50%
	Non-PP	n/a	3.96	3.83	**n/a**	3.32	3.26	3.19	-3.25%
Wellbeing	PP	n/a	3.93	3.53	**n/a**	3.66	3.6	3.49	-4.25%

Non-cognitive Outcomes	Type of Pupil	21/22 - Baseline	22/23 - Endline	23/24 - Endline	% point difference between 21/22 Baseline – 23/24 Endline	21/22 - Baseline Benchmark	22/23 - Endline Benchmark	23/24 - Endline Benchmark	% Point Difference between 21/22 Baseline – 23/24 Endline Benchmark
	Non-PP	n/a	4.55	4.25	n/a	3.73	3.62	3.52	-5.25%
Self-efficacy	PP	n/a	5.30	5.48	n/a	3.7	3.87	3.66	-1.00%
	Non-PP	n/a	6.33	6.15	n/a	3.77	3.89	3.77	0.00%
Metacognition	PP	n/a	3.92	3.47	n/a	n/a	n/a	n/a	n/a
	Non-PP	n/a	4.33	4.03	n/a	n/a	n/a	n/a	n/a

St Mary's CofE

Non-cognitive Outcomes	Type of Pupil	21/22 - Baseline	22/23 - Endline	23/24 - Endline	% point difference between 21/22 Baseline – 23/24 Endline	21/22 - Baseline Benchmark	22/23 - Endline Benchmark	23/24 - Endline Benchmark	% Point Difference between 21/22 Baseline – 23/24 Endline Benchmark

Emotion Regulation	PP	4.06	4.21	4.33	4.6%	n/a	n/a	n/a	n/a
	Non-PP	4.92	4.99	4.41	-8.5%	n/a	n/a	n/a	n/a
Grit	PP	3.21	3.46	3.64	10.6%	3.16	3.22	3.02	-3.50%
	Non-PP	3.47	3.46	3.33	-3.7%	3.32	3.26	3.19	-3.25%
Wellbeing	PP	3.63	3.63	3.26	-9.3%	3.66	3.6	3.49	-4.25%
	Non-PP	3.80	3.64	3.09	-17.6%	3.73	3.62	3.52	-5.25%
Self-efficacy	PP	5.38	5.01	5.16	-3.71%	3.7	3.87	3.66	-1.00%
	Non-PP	5.71	5.24	4.65	-17.57%	3.77	3.89	3.77	0.00%
Metacognition	PP	3.54	3.68	3.26	-7.0%	n/a	n/a	n/a	n/a
	Non-PP	3.82	3.68	3.44	-9.5%	n/a	n/a	n/a	n/a

St Michael's CofE

Non-cognitive Outcomes	Type of Pupil	21/22 - Baseline	22/23 - Endline	23/24 - Endline	% point difference between 21/22 Baseline – 23/24 Endline	21/22 - Baseline Benchmark	22/23 - Endline Benchmark	23/24 - Endline Benchmark	% Point Difference between 21/22 Baseline – 23/24 Endline Benchmark
Emotion Regulation	PP	4.56	3.73	3.41	-19.1%	n/a	n/a	n/a	n/a
	Non-PP	4.81	3.86	3.33	-24.6%	n/a	n/a	n/a	n/a
Grit	PP	3.31	3.27	3.04	-6.6%	3.16	3.22	3.02	-3.50%
	Non-PP	3.61	3.24	2.79	-20.6%	3.32	3.26	3.19	-3.25%
Wellbeing	PP	3.47	2.93	2.98	-12.1%	3.66	3.6	3.49	-4.25%
	Non-PP	3.87	3.35	2.97	-22.5%	3.73	3.62	3.52	-5.25%
Self-efficacy	PP	4.91	4.05	3.91	-16.65%	3.7	3.87	3.66	-1.00%

	Non-PP	5.25	4.54	3.85	-23.44%	3.77	3.89	3.77	0.00%
Metacognition	PP	3.53	3.05	3.14	-9.8%	n/a	n/a	n/a	n/a
	Non-PP	3.73	3.35	3.03	-17.4%	n/a	n/a	n/a	n/a

Across 21/22, 22/23, and 23/24 Year 1 Phonics Data

School	Type of Pupil	21/22 % achieved ARE	22/23 % achieved ARE	23/24 % achieved ARE
Castle Primary	PP	67%	50%	92%
Castle Primary	Non-PP	86%	83%	92%
Roundhill Primary	PP	59%	58%	6%
Roundhill Primary	Non-PP	69%	60%	38%
St Keyna	PP	86%	100%	86%
St Keyna	Non-PP	100%	95%	95%
St Martin's Garden	PP	44%	67%	53%
St Martin's Garden	Non-PP	81%	78%	86%
St Mary's CofE	PP	67%	83%	86%
St Mary's CofE	Non-PP	67%	82%	70%
Twerton Infants	PP	36%	61%	67%
Twerton Infants	Non-PP	27%	76%	93%

School	21/22 Attainment gap	22/23 Attainment gap	23/24 Attainment gap
Castle Primary	19%	33%	0%
Roundhill Primary	10%	2%	32%
St Keyna	14%	-5%	9%
St Martin's Garden	37%	11%	33%
St Mary's CofE	0%	-2%	-16%
Twerton Infants	-9%	15%	26%

Longitudinal KS2 Attendance Data

St Michael's is not included in this table as no 21/22 attendance data was collected and therefore, they are not included in the longitudinal analysis.

School	Type of Pupil	21/22 Attendance	22/23 Attendance	23/24 Attendance
Castle Primary	PP	93.76%	92.28%	91.26%
	Non-PP	95.85%	94.94%	94.75%
Roundhill Primary	PP	90.60%	90.41%	89.93%
	Non-PP	93.70%	93.73%	93.08%
St Keyna	PP	92.45%	93.10%	93.86%
	Non-PP	94.38%	96.09%	95.74%
St Martin's Garden	PP	91.30%	91.34%	92.89%
	Non-PP	91.34%	91.20%	94.65%
St Mary's CofE	PP	93.85%	85.20%	90.90%
	Non-PP	94.68%	95.08%	95.29%

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