ImpactEd Evaluation

CITY OF LONDON

# City Premium Grant

# 2022-23 Impact Report

# Contents



# About ImpactEd

ImpactEd is a social enterprise that exists to improve pupil outcomes by addressing the evaluation deficit in education. We support schools and education organisations to evaluate their impact, learn from it, and prioritise what is working best to improve outcomes for young people.

ImpactEd is a winner of the 2018 Teach First Innovation Award and the 2020 Fair Education Alliance's Scaling Award, and was named a finalist for 'Supplier of the Year' in the Education Resources Awards. We partner with a number of the UK's leading school groups and education organisations to support high-quality monitoring and evaluation.

## How we work

**Platform**
We use our unique digital platform to make monitoring and evaluation easier and more effective, providing access to reliable measures of impact on both academic and non-academic outcomes, and automating data analysis.

**Partnership**
We provide a tailored support and training programme that helps partners identify what it is they are trying to improve, how they are trying to do it, and ways in which they might measure this. Our training and ongoing consultation builds staff capacity for research and evaluation.

**Impact**
Through this process we help our partners – both schools and education organisations – to identify where and how they can make the biggest difference for young people, and prioritise accordingly to achieve the greatest impact.

# About this research project

In 2022-23 the City Premium Grant funded 78 programmes across the City of London Family of schools.  These programmes were funded by three grants:

- 49 projects (63%) were funded by the Disadvantaged Pupils Grant.
- 16 projects (20%) were funded by the Partnerships Grant.
- 13 projects (17%) were funded by the Strategic Grant.

All schools were given access to and training on using ImpactEd Evaluation's School Impact Platform, which has become the single place where schools can bid for the grant funding, evaluate the work they do and write reflections on the outputs, outcomes and impact of this funding on pupils.

This was the first year of a three-year project using the School Impact Platform to evaluate the outcomes of the work across the 78 projects.

This report is designed to give a broad overview of the data collected by the schools to give analysis and insight into:

- The outcomes and impact of programmes across the family of schools
- The key themes that have emerged in the data collected form 2022-23
- The next steps to ensure that the use of evaluation to support the work of the City Premium Grants continues to build in depth across all schools moving forward.

Over the next year the ImpactEd Evaluation team and the Education Strategy Unit (ESU) will create an interactive dashboard to enable Members of the Education Board to explore the full range of programmes and projects that ran.

# Executive Summary

## 1 What difference has the City Premium Grant funding had on pupil outcomes across the City of London Family of Schools?

- There were increases in oracy related measures across CPG programmes, especially confidence in oracy which was statistically significant.
- There were increases in outcomes for Mental Health and Wellbeing across CPG programmes.
- Increases in Mental Health and Wellbeing were much larger for disadvantaged pupils. While these changes were not statistically significant this is likely due to the smaller sample size for pupils completing surveys at the beginning and end of the programme.
- Results for motivation were mixed. None of the programmes paid for by the CPG disadvantaged grant saw increases in motivation, however projects that focused more on experiences above and beyond the normal curriculum, such as residentials and school trips, were more likely to see increases in motivation. This suggests that pupils are more motivated by enhanced experiences than in school interventions.
- There were increases in openness for pupils across the CPG programmes, this was statistically significant.

## 2 What examples are there of innovation and creative projects across the city family of schools?

- Innovative projects, both in terms of in school long-lasting projects and short-term intensive courses, show increases in outcomes.
- The data collected so far suggests that innovative projects tended to have particularly strong outcomes for pupils, especially in terms of increasing their confidence.

## 3 What are the wider insights we can gain from the data collected in 2022-23?

- Programmes aimed at tackling the four strategic themes set out for the Strategic Grant are ones that are likely to lead to more positive outcomes for pupils facing the most disadvantage. Particularly the focus on mental health and wellbeing.
- Where schools collaborated on projects and delivery was run separately at each school there were differences in the outcomes at each school. This suggests that schools may want to consider how to ensure that programmes that are run in multiple schools meet the needs of each school.

# Methodology

Data has been gathered from a range of sources in order to evaluate the outcomes and impact of the work of the City of London Premium Grant project.

## Quantitative Research

The following types of quantitative data has been collected on the School Impact Platform:

### Academically validated ImpactEd Evaluation surveys

These are pupil self-report questions using Likert scales. Where possible survey data was collected at the start and end of each programme to show change overtime.

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:

1. 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).
2. Construct validity. The measure tests for the skill that it says it does, as defined in the literature.
3. Test-retest validity. The results stay the same when tests are repeated.

A full list of measures used in this report is cited on page 26.

### Custom self-report questions

In order to evaluate aspects of specific projects, some customised questions have been used with pupils and staff.

### Existing school data

This looks at existing school data from a variety of sources including other school wellbeing data such as PASS, attainment data, behaviour, and attendance data.

## Quantitative analysis

Where there is a large enough sample size (upwards of 30 matched pupils completing both baseline and final surveys) we have included statistical significance testing using a two tailed paired mean comparison t-test.

## 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, a 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.

## A note on statistical significance

Statistical significance is the likelihood that a given difference in scores could be observed if the true underlying difference was actually zero. For example: "Following my wellbeing intervention pupils' wellbeing levels increased 6%. Is this a genuine difference, or could this simply be chance or noise?"

In order to answer this question, we may want to know if a 6% increase is 'statistically significant'. In this report, when we have noted that a comparison between the start and end data collections is statistically significant, that means that we believe there is a less than 5% chance that these differences in scores could be observed if the underlying difference was really zero. In the context of this report, significance testing is important because we are looking to use the findings to make claims about individuals outside of our sample.

## Why statistical significance can be misleading in surveys

There are a range of reasons why statistical significance testing is potentially misleading when interpreting data from pupil surveys. Primarily, this is because statistical tests are very sensitive to sample size and don't help you understand the 'size' of differences (known as effect size). With larger pupil groups you will often find that almost any minor difference is statistically significant. The opposite occurs with smaller groups: larger differences may not reach technical significance levels. So, for large sample sizes everything is significant, and for small groups nothing is significant. When reading this report, it is important to keep this in mind, especially with a considerable sample size of respondents. Where findings in this report are 'not significant' this is often due to the effective size of the sample.

## Qualitative Research

Teacher comments and observations have been drawn from reports and reflections written by staff running programmes across the family of schools.

## Limitations

### Sample size

Due to the focus of some programmes and difficulties with data collection in some schools, some data sets explored in this report have small sample sizes. Where possible, pupils' outcomes have been grouped together to create a larger sample and enable broader analysis of the key themes. Where small data samples are used it is important to interpret these with caution. While it may not be possible to use small data sets to draw wider conclusions about themes across the programmes, it does still represent changes and impact on individual pupils. As a guideline, we suggest 20-30 pupils as a useful starting point for sample size. Where there are smaller groups, we are able to talk about the outcomes among those specific pupils. Schools are also encouraged to use the data to look at the outcomes for individual pupils, understand their journey, spot trends and provide support where needed. This will help them when they write their reports for the end of the year.

### School data

School attendance, behaviour and attainment data should be treated with caution and understood in conjunction with the wider commentary provided by schools in their reflections. Schools may measure in year attainment and behaviour differently.

It should also be noted that the national picture for attendance has been complicated this year, with low attendance being a national problem[1]. It is therefore important to interpret attendance data in the context of a national focus on attendance.

### Data collection

It is important to note that delays with initial onboarding for schools meant that the vast majority of projects funded by the Disadvantaged Pupils Grant had to be added to the platform retrospectively. As a result, detailed statistical data is not available for all projects that fell within the 2022/23 academic year.

## Definitions

### Disadvantaged pupils

For the purposes of this report we will be using receipt of free school meals as a proxy for pupils facing disadvantage.

[1] https://educationhub.blog.gov.uk/2023/05/18/school-attendance-important-risks-missing-day/

# Key Findings

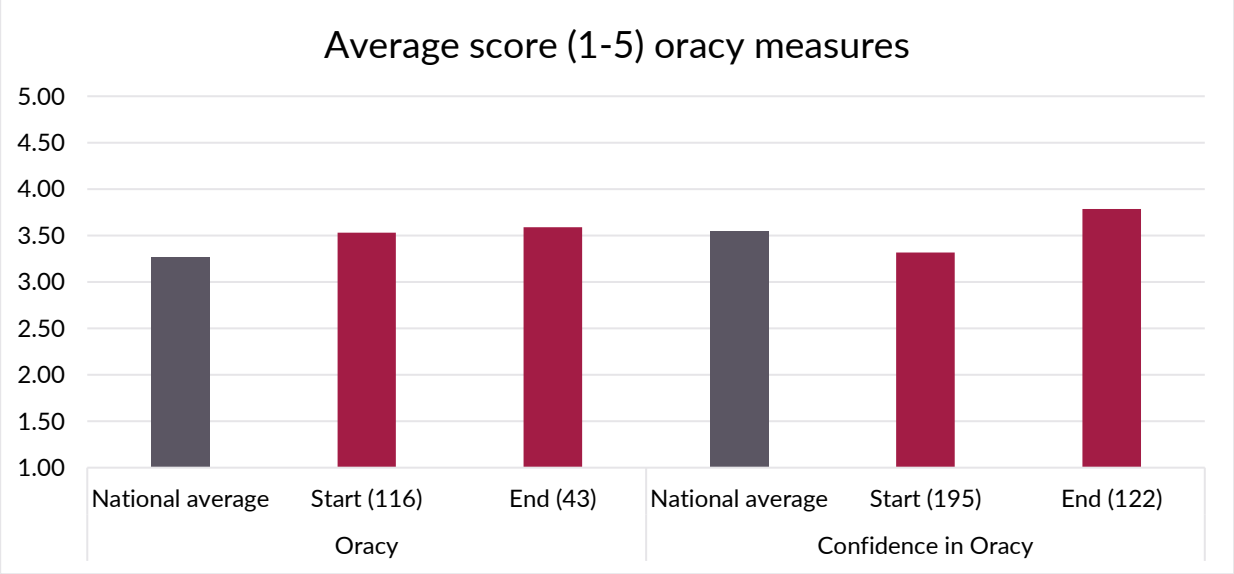
## What difference has the City Premium Grant funding had on pupil outcomes across the City of London Family of schools?

## City of London strategic priorities

In the next section we will examine social and emotional outcome measures that relate to the City of London strategic priorities in order to access the impact that programmes had on pupil outcomes.

### Oracy

10 projects tracked pupils' oracy and 1 project focused on teachers' confidence teaching oracy.

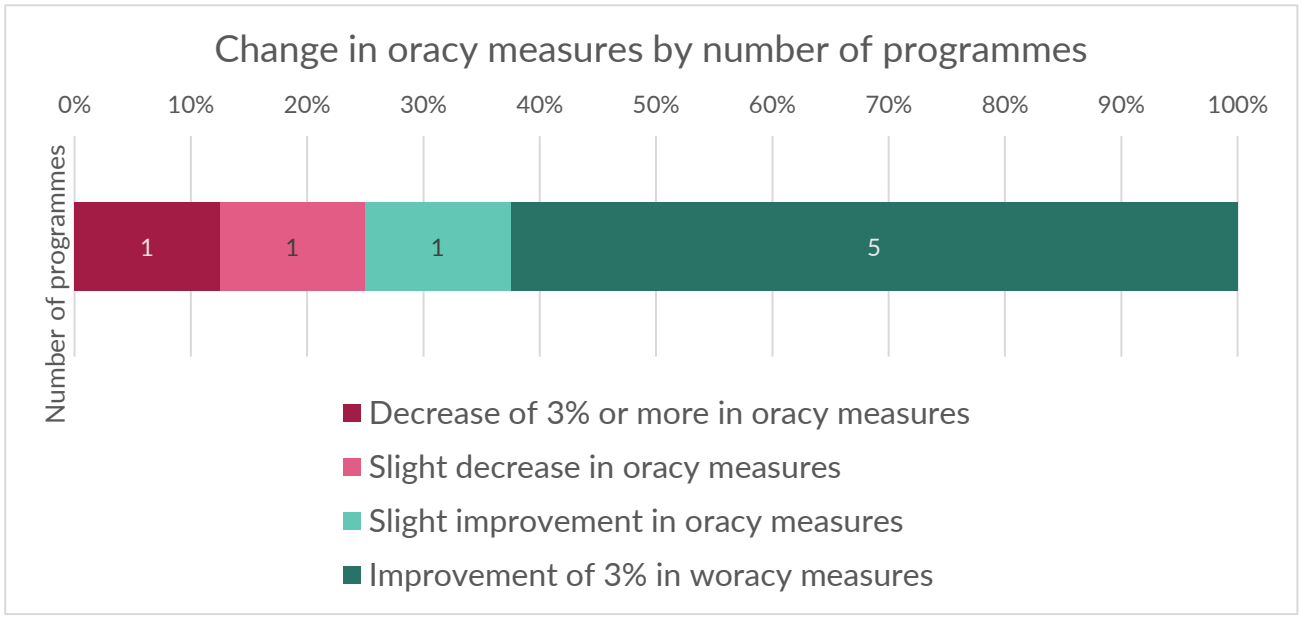



Pupils' oracy scores collected at baseline were above the national average. However, pupils' 'confidence in oracy' was below the national average at baseline, and above once they had completed their programme.

In order to access these outcomes we have tested these for statistical significance, As confidence in oracy has the largest sample size of matched pupils, we have tested this for statistical significance. In this case the increase in confidence in oracy was statistically significant (with a p-value of 0.00). While we had good sample sizes for the oracy measure,

there were less than 30 matched pupils (pupils completing both start and end of programme evaluations) so no statistical testing has been done.

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, a p-value of less than 0.05 indicates that the change was statistically significant. A p-value of higher than 0.05 is not statistically significant.

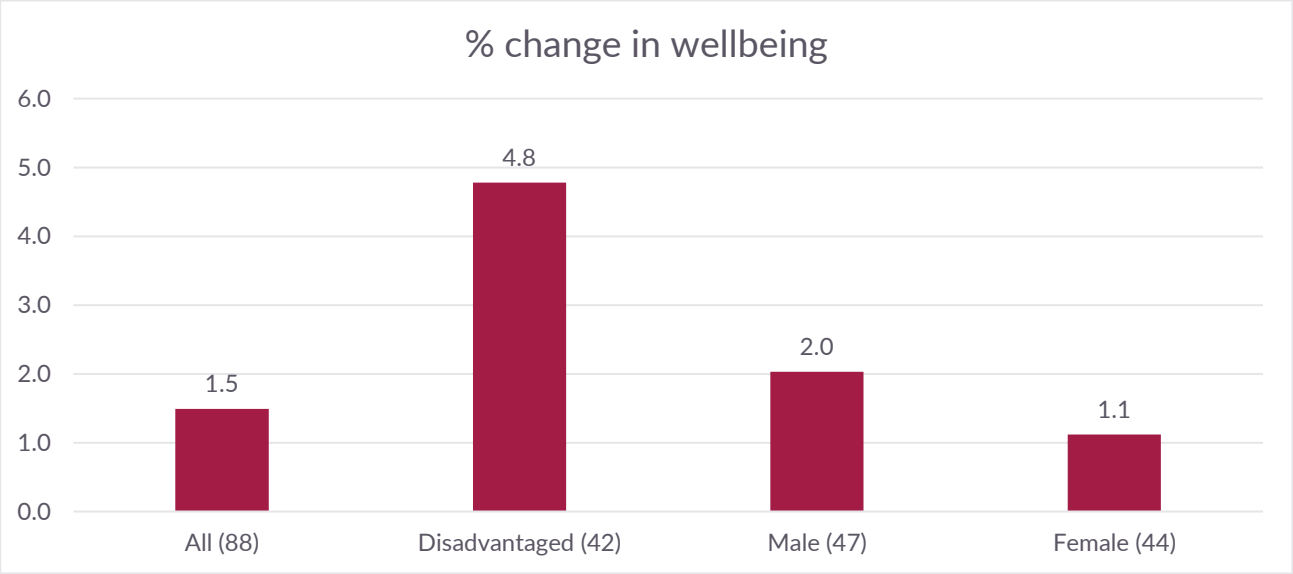



Six of the eight programmes saw an increase in oracy measures. One programme, Debate Mate, saw variation in outcomes between different schools, with some schools showing increases in confidence in oracy while others did not. We will explore this theme of in school variation between programmes in more detail later in this report.

The other programme that saw a slight decrease in Oracy saw increases in other measures. The school may wish to consider whether this programme is the best fit for improving oracy, or look for ways to increase these skills throughout the programme.

## Mental Health and Wellbeing

Schools measured outcomes surrounding mental health and wellbeing in a variety of ways across the programmes. The majority of schools used our academically validated surveys on the School Impact Platform looking at wellbeing, anxiety and test anxiety, although some schools used existing wellbeing tracking systems such as PASS data. 11 projects measured pupils' wellbeing through wellbeing or anxiety related measures.

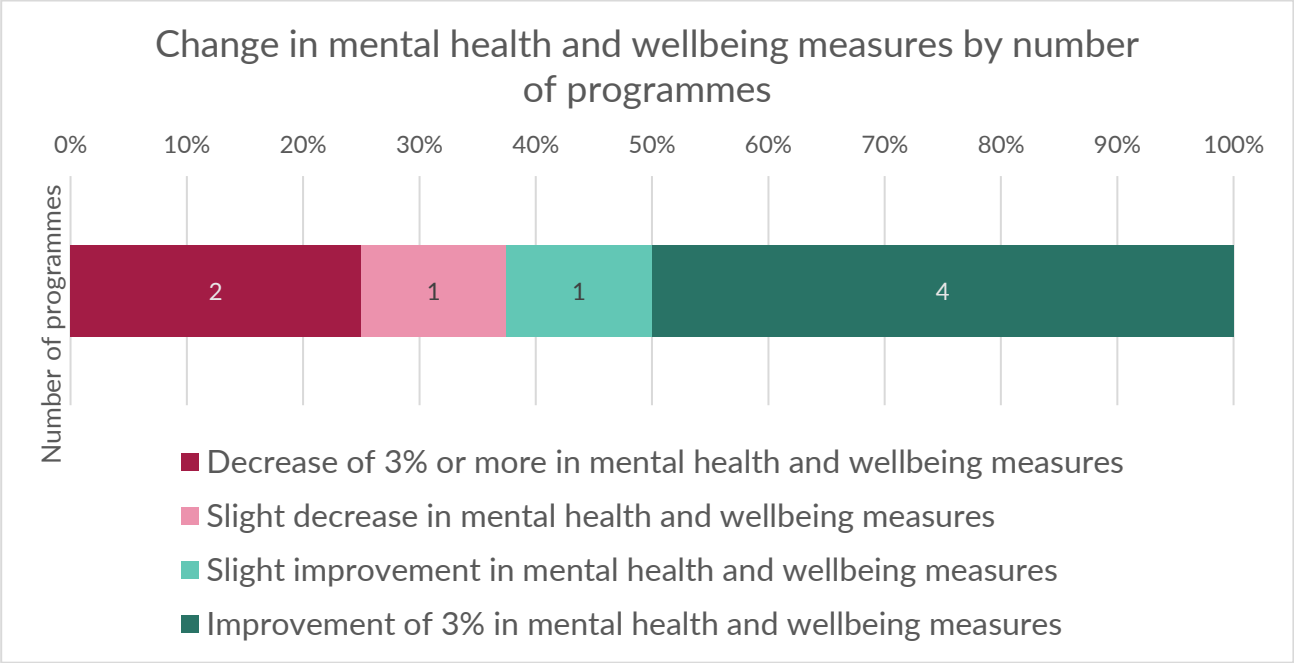



On average, pupils across CPG programmes who took the academically validated wellbeing measure saw increases in wellbeing (1.5%). However, when we look at the increase in wellbeing for the most disadvantaged pupils, there was a larger increase in wellbeing. This suggests that there were better outcomes for the most vulnerable pupils as a result of these programmes.

In order to assess these outcomes, we have tested them for statistical significance. In this case the changes in wellbeing were not statistically significant. For all pupils, the p-value was 0.35 and for disadvantaged pupils, this was 0.11.

However, it is worth noting that as stated in the methodology, small sample sizes are less likely to be statistically significant. As the number of pupils completing both surveys at the start and end of their programmes was relatively small, this may account for the lack of statistical significance. Individuals on the programmes however still experienced increases in wellbeing, it is just not possible for us to conclude this was the case for those outside of this sample.

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 a p-value of less than 0.05 indicates that the change was statistically significant. A p-value of higher than 0.05 is not statistically significant.




Of the programmes that collected data at the start and end of programmes for mental health and wellbeing data, we can see that half of those projects saw an increase in mental health and wellbeing of more than 3% for participating pupils.

**% Change in test anxiety in Year 6 pupils**


**% Change in wellbeing (PASS data)**


Where there was an increase in anxiety, this measured test anxiety in an exam year group following revision sessions. We can see that the increase in anxiety was lower among disadvantaged pupils.

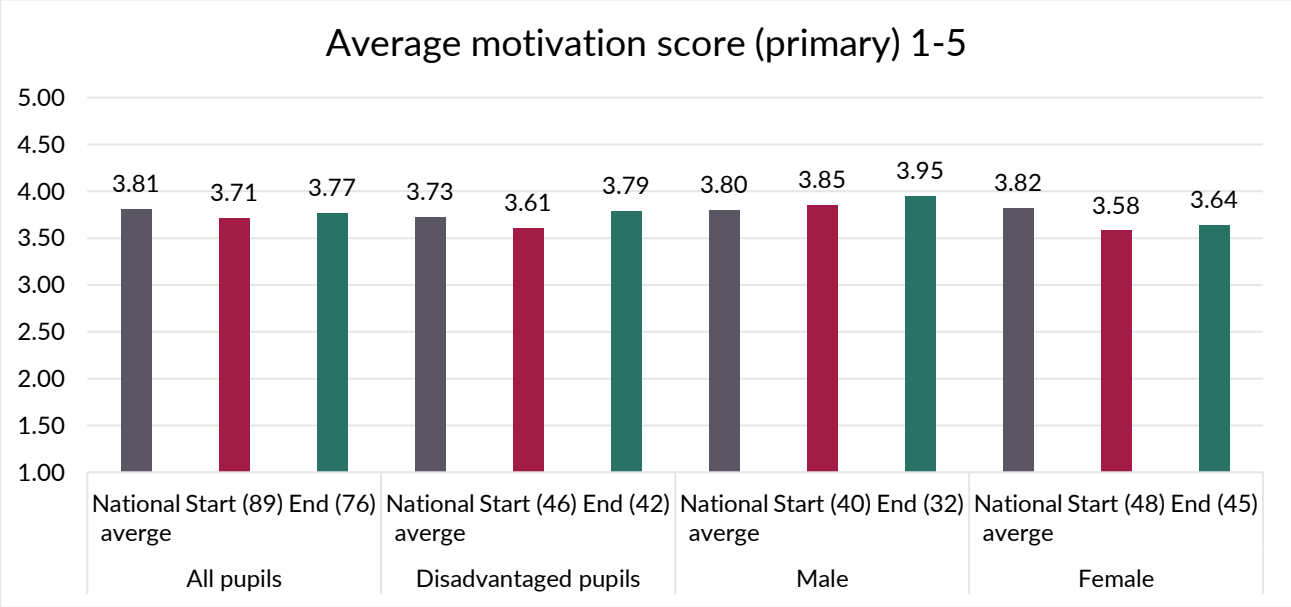
For the two programmes where there was a decrease in wellbeing, we can see that the decrease was lower among disadvantaged pupils.

# Popular social and emotional outcome measures

The next three measures have been selected as they were used by multiple programmes, allowing us to build up a clear picture of what is happening across the City of London Family of schools.

## Motivation

Seven programmes measured pupils' motivation. The majority of schools used academically validated surveys on the School Impact Platform looking at motivation (one for primary pupils and one for secondary pupils), and some schools used existing motivation tracking systems such as PASS data.



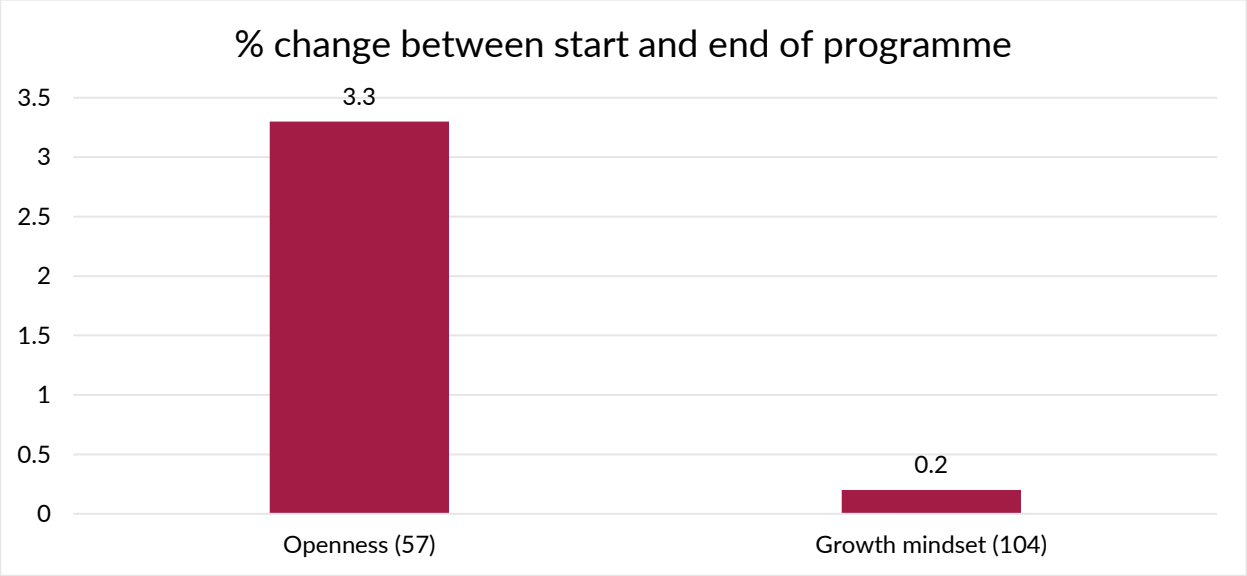

At primary level, pupil motivation remained largely unchanged between the start and end of the programme. Female pupils' motivation score at end and start were below the national average, while male pupils' motivation scores were above the national average before and after. There was an increase (4%) between start and end for disadvantaged pupils bringing them in line with the national average for FSM pupils nationally.

At secondary level the results were more mixed. None of the programmes paid for by the CPG Disadvantaged Grant saw increases in motivation, while the Partnerships and Strategic Grants funded programmes did. When we examine the output from these programmes, they tended to focus more on experiences above and beyond the normal curriculum such as residentials and school trips. This suggests that pupils are more motivated by enhanced experiences than in school interventions.

While we had good sample sizes for motivation, there were less than 30 matched pupils (pupils completing both start and end of programme evaluations) so no statistical testing has been done.

## Openness and growth mindset

These two measures look at pupils' responses to new ideas, experiences and ways of looking at the world. Schools measured outcomes for pupil openness and growth mindset across the programmes. Progress was tracked in these schools using the academically validated measures on the School Impact Platform for openness and growth mindset. 10 projects measured at least one of these measures.




Pupils saw an increase in openness between the start and end of their programmes (3.3%), while there was almost no change in growth mindset (0.2% increase).

Openness increased in all but one project (where there was a slight decrease), while the results for growth mindset were much more varied from project to project. This may be a function of the way in which these outcomes differ. Openness allows pupils to reflect on their willingness to be open to new experiences, whilst growth mindset is about their beliefs about their ability to develop skills. Increases in growth mindset are more likely to increase over a longer period of time due to longer exposure to new experiences and ways of looking at things. As the evaluations of the CPG programme build over time, we may get a clearer picture of the shift in mindset among pupils.

In order to access these outcomes, we have tested these for statistical significance. As we might expect, the 0.2% increase in growth mindset was not statistically significant with a p-value of 0.35. However, the 3.3% increase in openness was statistically significant (with a p-value of 0.00).

# Outcomes by project type

Programmes have been categorised into eight types. The next section of the report looks at outcomes within each programme type that showed improvements.

**Attainment:** Projects looking at attainment reported increases in English and Maths for pupils involved. There were increases across a range other skills areas including metacognition and oracy.

**Behaviour:** Projects looking at behaviour reported better self-regulation among pupils along with improvements in their behaviour.

**CPD:** Teachers reported increases in confidence in areas such as oracy and anti-racism as a result of these programmes.

**Enrichment:** These projects tended to see positive outcomes in openness, decreasing anxiety and increasing social confidence.

**Future Pathways:** These projects tended to see positive outcomes in pupils applying and being accepted for university places, there were also increases in pupils critical thinking skills.

**Pastoral:** These projects tended to report positive outcomes in pupils' attendance and behaviour, as well as increases in pupils' confidence applying to universities and sitting exams. Among these projects is the work COLAT has been doing focusing on pastoral care and behaviour. These projects have shown increases in attendance, especially among Year 10 pupils and support for pupils at risk of exclusion. The programmes have also formed part of the increased wellbeing across the schools. More detailed internal data has been collected to demonstrate the impact of this work.

**Rewards:** Staff reported increases in pupils' motivation.

**Skills Development:** These programmes covered a varied group of skills and tended to see increases in growth mindset, oracy and social skills such as active listening social learning.

## Key Findings

- There were increases in outcomes for mental health and wellbeing across CPG programmes.
- Increases in mental health and wellbeing were much larger for disadvantaged pupils.
- There were increases in oracy related measures across CPG programmes, especially confidence in oracy
- Results for motivation were mixed- None of the programmes paid for by the CPG disadvantaged grant saw increases in motivation, programmes that focus more on experiences above and beyond the normal curriculum such as residentials and school trips were more likely to see increases in motivation. This suggests that pupils are more motivated by enhanced experiences than in school interventions.
- There were increases in openness for pupils across the CPG programmes.

# What examples are there of innovation and creative programmes across the Family of Schools?

In this section of the report we will share some examples of creative or innovative programmes that have been funded by the City Premium Grant. These are activities that would be unlikely to be possible at all without the City Premium Grant funding and which provide opportunities above and beyond what you would find as part of a school enrichment programme.

In order to establish which programmes best fit the above description, we have categorised each programme into one of four categories. The criteria for each group is listed below:

**A:** These are programmes that support pupils with academic achievement. Attainment is the most important outcome of this group of programmes.

**B:** These programmes have as key outcomes improvements in behaviour and attendance. They usually take the form of pastoral intervention and support

**C:** These represent conventional enrichment experiences and opportunities, such as school trips and clubs.

**D:** These are enrichment programmes that give opportunities *beyond* what we would normally expect to see within a school environment. Broadly speaking they are only possible because of the considerable funding available through the CPG.

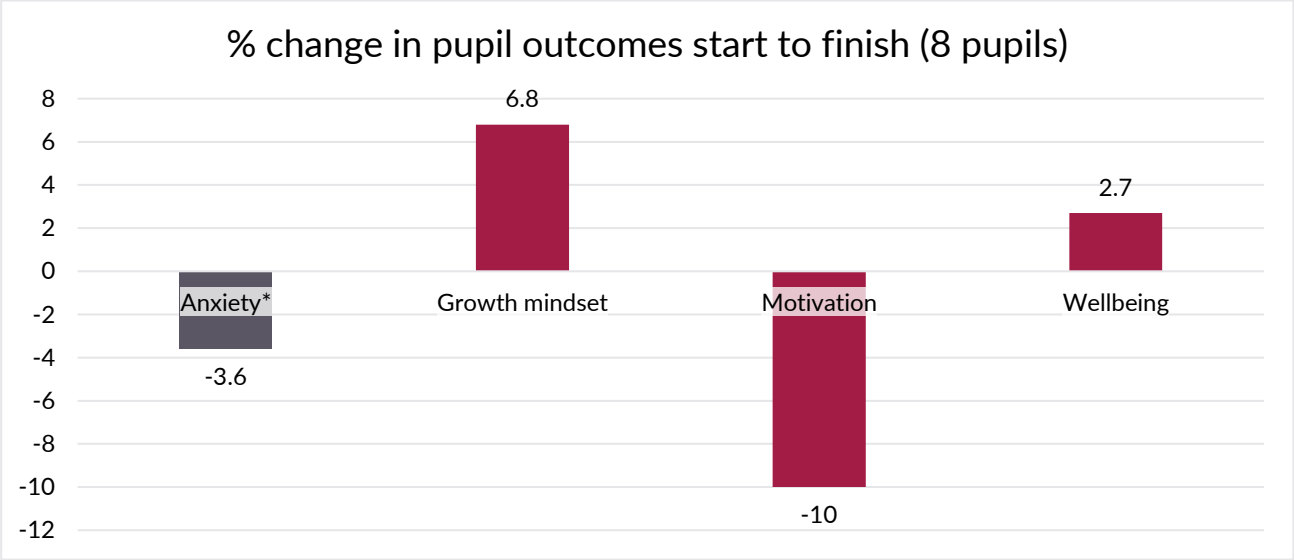
Below are some examples of particularly innovative programmes:

## Green House

This programme is an example of how a longer-term programme embedded within a school can have positive outcomes for pupils. This programme develops pupils' physical wellbeing through basketball, and they learn the skills and discipline needed within the sport.

Intended Outcomes:

- Improved awareness of basketball pathways
- Raise confidence of students attending
- Teach discipline to students who attend
- Safe space to provide 1:1 mentoring with pupils




*Anxiety is an inverse score - a decrease in score is a decrease in anxiety level.

For pupils completing surveys at the start and end of the programme there were improvements in their mental health with a 2.7% increase in wellbeing and a 3.6% decrease in anxiety. There was also a 6.8% increase in growth mindset, the pupils' belief that they are able to learn new skills. This suggests the programme has had a positive impact on the confidence of young people, in believing they can learn new skills, and in their mental health. There was an overall decrease in motivation from the pupils. As previously discussed, many longer-term programmes have struggled to impact on motivation, compared to short-term more intensive experiences. It may be worth considering if motivation is the right outcome to evaluate for this type of programme- school engagement may be a better indicator of their engagement levels.

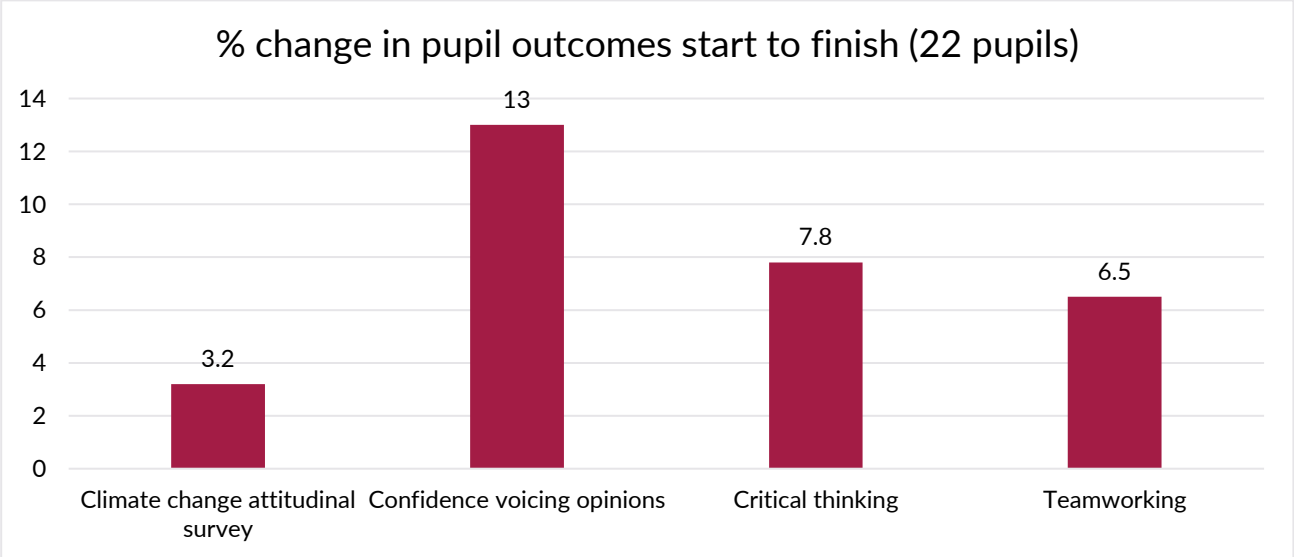
To note, the group size of this project was too small to complete meaningful statistical testing, so no significance testing has been done.

Teachers also reported:

- Participation in this sports activity has risen over the year, especially among female pupils who now make up 46% of the participants.
- Improvements in behaviour with notable reduction in the total behaviour points of participating pupils.

## Year 12 Climate Change conference.

This is an example of a one-off innovative event. This gave Year 12 pupils the opportunity to attend a one-day climate conference featuring a keynote speaker and a Mock Cop 27 led by Inter Climate Network.

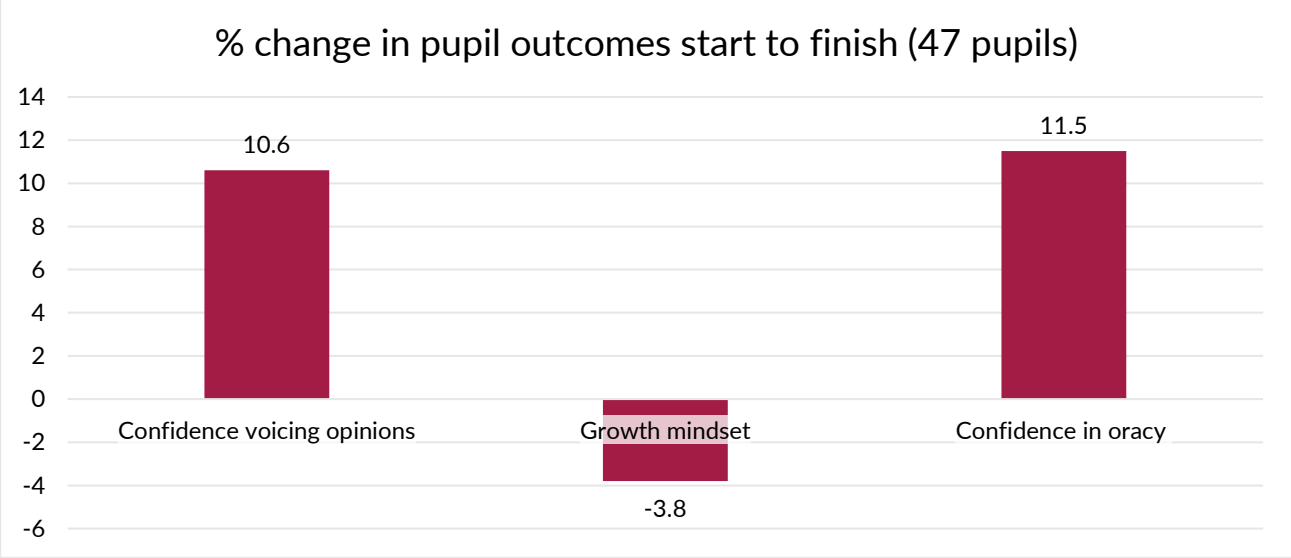



The data suggests that the pupils who attended the conference had positive outcomes in critical thinking and voicing opinions. In particular, the data suggests that pupils have become more confident sharing and analysing ideas in this kind of forum. There were also increases in their team working skills and their attitudes towards climate change (this examined their belief that they could have a positive outcome on climate change as well as understanding of the challenges of climate change).

To note, the group size of this project was too small to complete meaningful statistical testing, so no significance testing has been done.

## Leadership Interactive Workshop

Secondary learners attended a one day, interactive, externally led workshop on leadership, building youth voice and oracy skills.




There were notable increases in confidence in voicing opinions and oracy, but a decrease in growth mindset.

Staff also reported that pupils returned with a developed understanding of leadership.

As the group size is larger than 30, we can run statistical testing. When we tested for statistical significance, the increases in confidence in voicing opinion and confidence in oracy were both statistically significant (both with p-value of 0.00) but the decrease in growth mindset was not statistically significant, with a p-value of 0.35.

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, a p-value of less than 0.05 indicates that the change was statistically significant. A p-value of higher than 0.05 is not statistically significant.

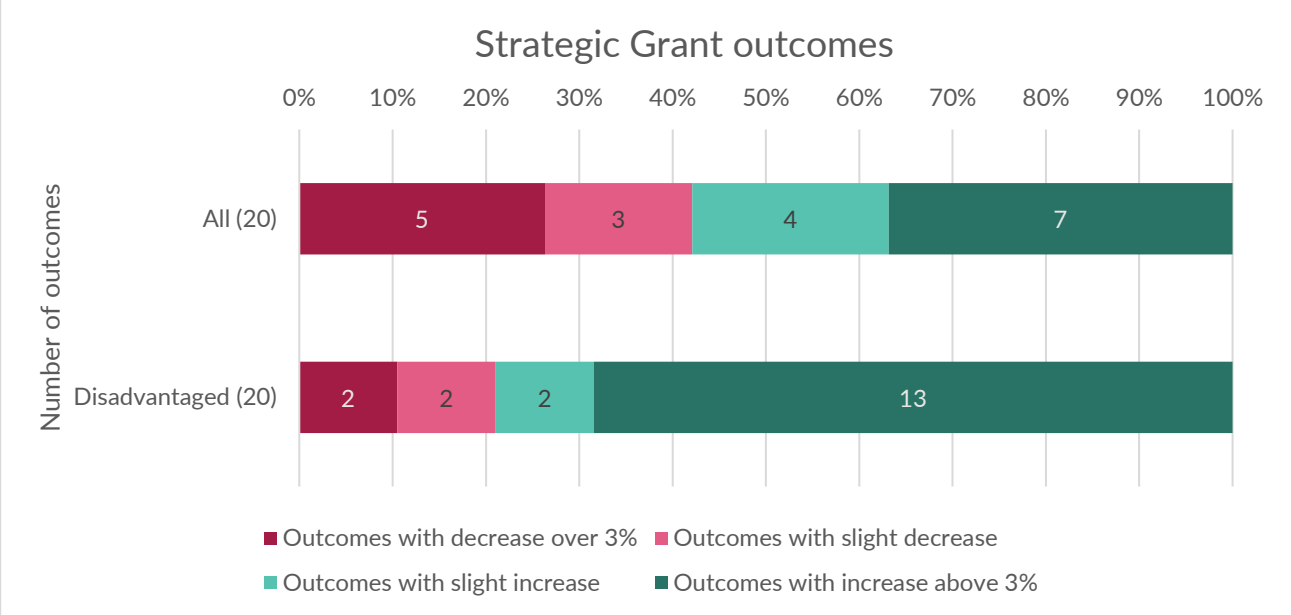
## Key Findings

- Innovative projects both in terms of in school, long lasting projects and short-term intensive courses show increases in outcomes.
- The data collected so far suggests that innovative projects tend to have particularly strong outcomes for pupils in terms of increasing their confidence.

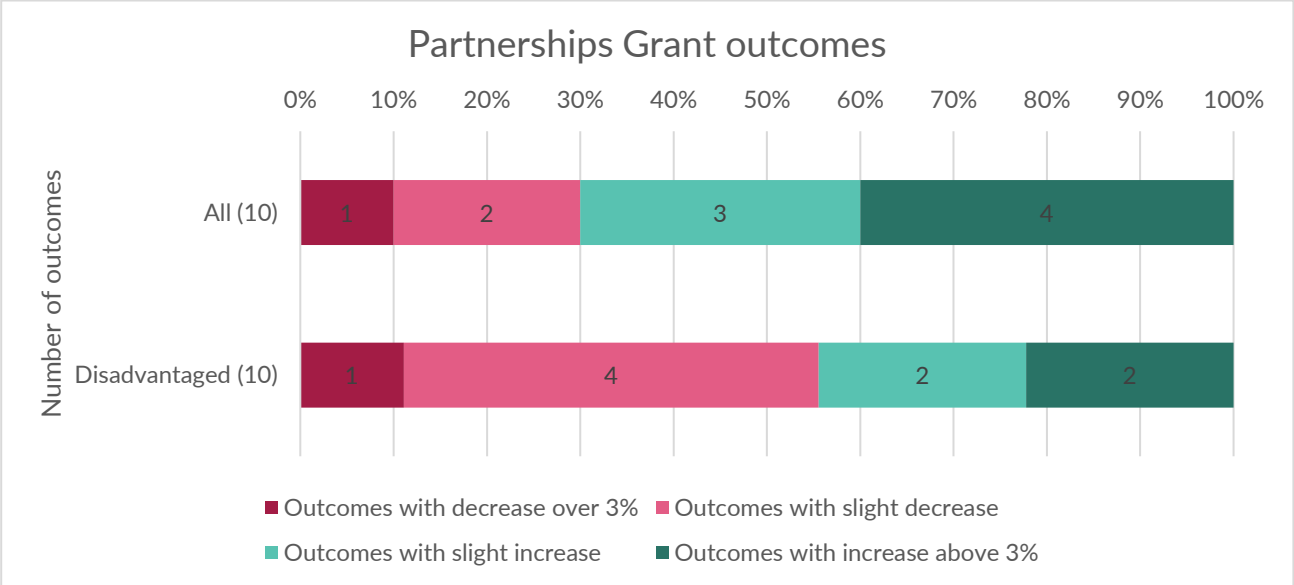
# What are the wider insights we can gain from the data collected this year?

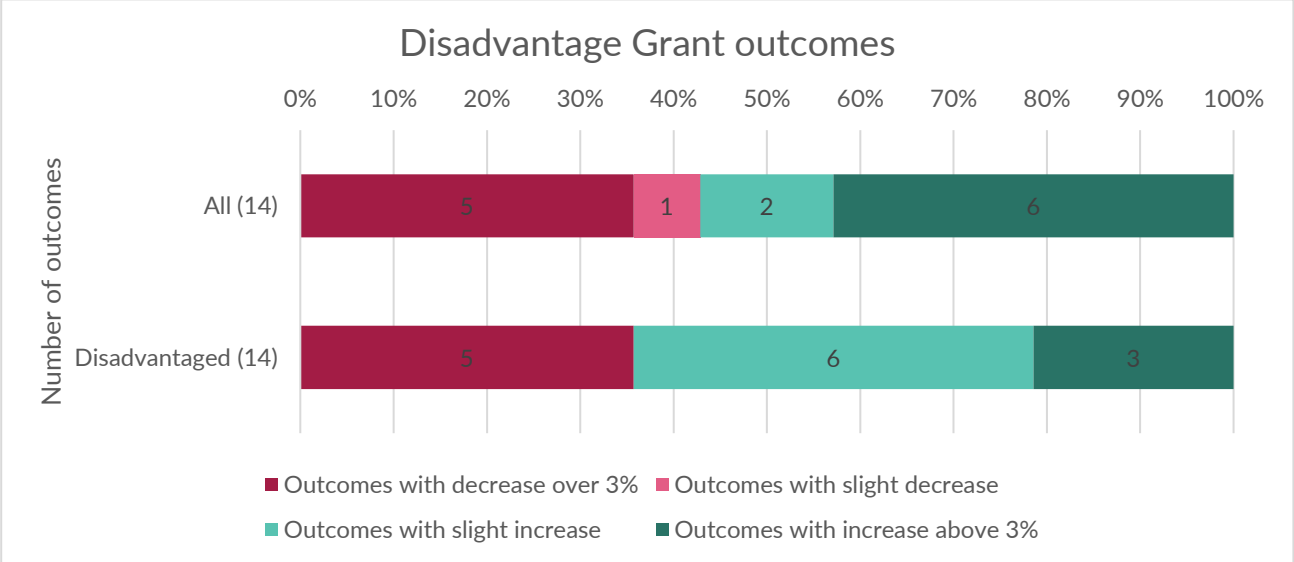
## Disadvantaged pupils

In the above analysis we saw that the most disadvantaged pupils were the ones who saw the best outcomes across many of the programmes. This was particularly the case for the Strategic Grant programmes. The below section looks at every social and emotional outcome in which both disadvantaged and non-disadvantaged pupils have baseline and final data, and looks at the percentage change for those outcomes.




When we look at the Strategic Grant programmes, we can see that 13 outcomes saw increases of 3% more for the most disadvantaged pupils, compared to just 7 for their peers. 5 outcomes saw overall decreases of more than 3% for non-disadvantaged pupils, compared to just 2 for disadvantaged pupils. This suggests that programmes aimed at tackling the strategic themes set out in the Strategic Grant are ones that are likely to lead to more positive outcomes for the most disadvantaged pupils, and that programmes in 2022-23 funded by this grant pot have had a positive impact on the most disadvantaged young people.



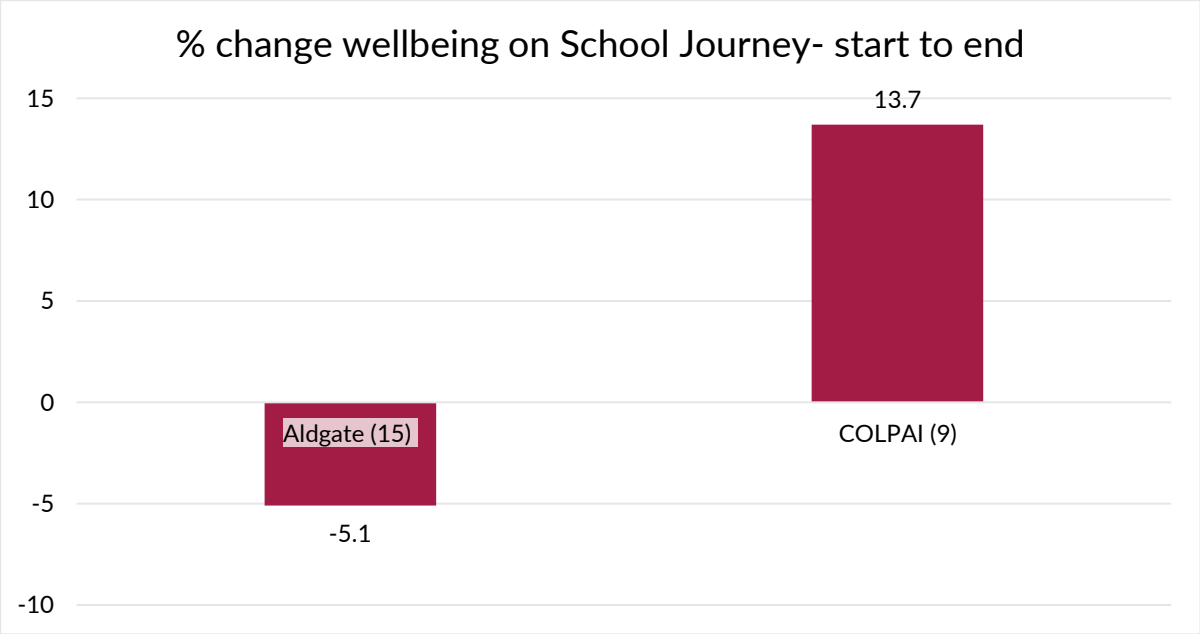




However, when we look at the Disadvantaged Pupils Grant and Partnerships Grant outcomes, we can see that the difference between outcomes for the most disadvantaged and their peers the picture is not as positive. 6 outcomes in the disadvantaged grant saw increases above 3% for non-disadvantaged pupils compared to just 3for the most disadvantaged pupils. For programmes in the Partnerships Grant, 4 outcomes in the disadvantaged grant saw increases above 3% for non-disadvantaged pupils compared to just 2 for the most disadvantaged pupils.

## School collaboration

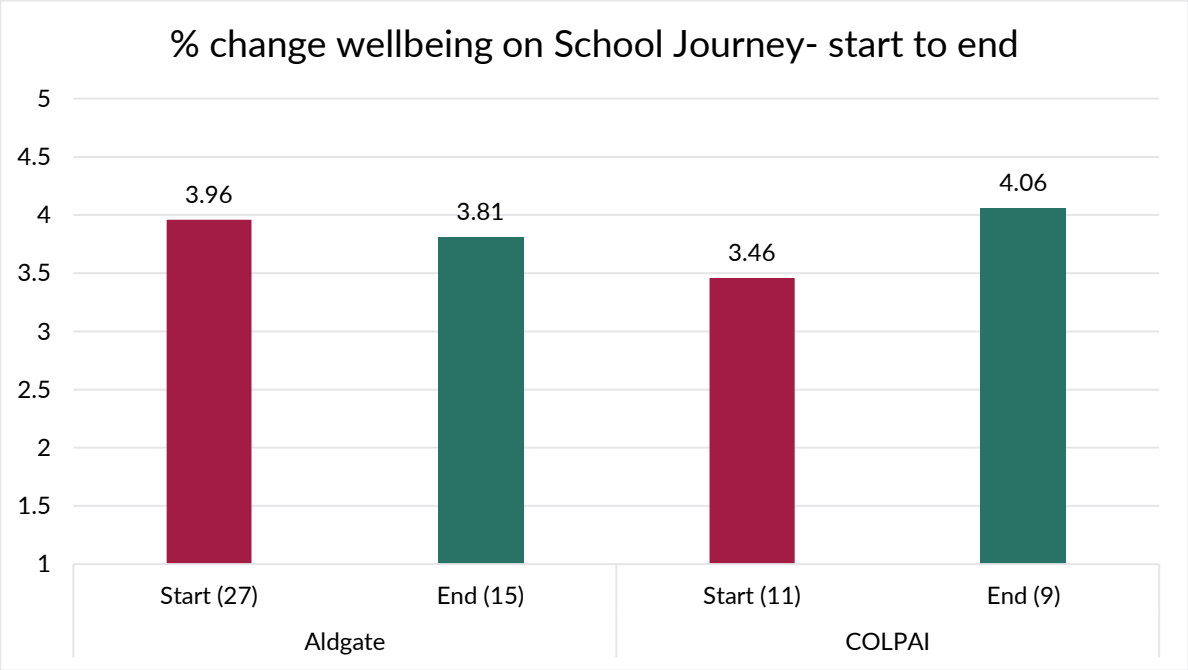
One interesting finding from the data collection is that when a group of schools work together, they tend to have better outcomes on shorter programmes than longer-term programmes.  Pupils who went on short retreats or away days showed more positive outcomes than those involved in more longer-term enrichment programmes. However, where schools collaborated between multiple schools on longer-term programmes, there was a high level of variation in outcomes between schools, with some pupils benefiting more than others, as demonstrated in the Debate Mate programme. This suggests that programme leads may need to do more to ensure consistency of experience between all programmes.

Another example of this can be found on the School Journey programme:




Pupils at City of London Primary Academy Islington (COLPAI) saw an overall 13.7% increase in wellbeing, compared to those at Aldgate who saw a 5.1% decrease.

To note, the group size of this project was too small to complete meaningful statistical testing, so no significance testing has been done.




However, the Aldgate pupils who took the surveys at the start of the trip had much higher wellbeing scores than the pupils at City of London Primary Academy Islington (12% above their peers). The national average for Year 6 pupils in 2022-23 was 3.60 out of 5, so Aldgate's Year 6 pupils had wellbeing above the national average at the start and end of the programme, while COLPAI pupils started with wellbeing below the national average, this increased to above the national average at the end of the programme. This demonstrates the different contexts of the schools who are working in partnership. Where schools collaborate, it is important that delivery be tailored to the needs of the individual school.

To note, the group size of this project was too small to complete meaningful statistical testing, so no significance testing has been done.

## Key Findings

- Programmes aimed at tackling the strategic themes set out in the Strategic Grant are ones that are likely to lead to more positive outcomes for the most disadvantaged pupils.
- Programmes in 2022-23 funded by the Strategic Grant pot have had a positive impact on the most disadvantaged young people particularly in pupils' wellbeing.
- Where schools collaborated on projects and delivery was run separately at each school there were differences in the outcomes at each school. This suggests that schools may want to consider how to ensure that programmes that are run in multiple schools meet the needs of each school.

# Lessons Learnt

As this has been the first year using ImpactEd Evaluations' School Impact Platform to evaluate the outcomes and impact of the City Premium Grant there have been a number of important lessons and areas for development. The data collected in 2022-23 has formed a useful start in understanding and evaluating the impact of this work.

Schools have had difficulty collecting data for a number of reasons, including:

- Disadvantaged pupil grant programmes being added onto the platform late due to difficulties getting schools trained and onboarded in time
- Lack of access to computer room
- Volume of data that needs to be collected
- Accessibility of self-report surveys for some pupils.

In order to improve this for evaluations next year, ImpactEd Evaluation has sought to:

- Support schools with a streamlined data collection schedule early in the year
- Make data work harder by using more existing school data and looking at a smaller range of outcomes across multiple programmes
- Supporting schools with sampling pupils rather than full data collection
- Support and advise with paper and off-platform surveys
- Creation of accessible surveys aimed at younger pupils and those with lower reading ages

With these strategies in place we are confident that over time the volume, robustness and, usefulness of the data we collect will increase as schools build the evaluation cycle into their delivery programme.

# Closing Note

Reviewing the 2022-23 CPG data we can begin to see patterns and trends emerge in the data that can help to inform the Education Board about how funding can be used effectively to support pupils facing the most disadvantaged. It will also provide support for schools as they think about the best programmes to bid for, and how to ensure that funding is spent to maximise outcomes. As schools become more proficient in the use of the School Impact Platform, and evaluation practices, we should see this body of evidence of effective practice grow, enabling sharing of best practice, refinement of programmes and a rhythm of evidence-based reflection as part of programme delivery.

This year has seen a positive move in that direction. The data clearly demonstrates the value of programmes funded by the Strategic Grant, especially around oracy, and mental health and wellbeing. The programmes that have focused on these areas have shown increases in the pupil outcomes, especially for disadvantaged pupils. Programmes funded from the Strategic Grant pot were most likely to see increased outcomes for the most disadvantaged pupils.

The 2022-23 CPG programmes have enabled pupils to have new and diverse opportunities that might not otherwise have been available. The research findings show that where pupils have been given these opportunities for intensive experiences, this is more likely to increase their motivation than more standard curriculum or extra curricula activities. As part of this exposure to new experiences and opportunities, we have also seen increases in pupils' openness.

Within the CPG programme there are a number of innovative programmes which have offered pupils experiences that they would not have had opportunities to experience otherwise. These innovative programmes seem to have led to particularly strong outcomes in building pupils' confidence.

As we begin delivery of the next round of programmes it is worth considering how schools who work in partnership can ensure the best outcomes for all pupils within their different settings, especially on programmes which are delivered separately at each school.

For pupils facing the most disadvantage (those on FSM), programmes that have been funded from the Disadvantaged Pupils Grant and the Partnership Grant have tended to be less successful in improving their outcomes than for pupils who are not in receipt of FSM. It is worth reflecting on how pupils facing the most disadvantage can be supported further in these programmes, building on the success we have seen among pupils facing the most disadvantage who have taken part in Strategic Grant funded programmes.

As the use of the School Impact Platform becomes more normalised and streamlined in schools, we can continue to plan a more impact driven evaluation model that will look at how evidence can be collected over time to make clearer links between the CPG programmes and the long term impact on pupils of the opportunities this money provides.

# Social & Emotional Measures

Programme leads selected from a variety of social and emotional measures, depending on the outcomes and impact they wanted their programme to have. Schools also asked some customised questions relevant to their settings.

The key measures highlighted in this report are set out below.

| | **Mental Health and Wellbeing measures** |
|---|---|
| **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.<br><br>The measure of wellbeing used in this research programme (WEMWBS) is a self-report scale designed to measure wellbeing in UK populations and has also been validated for use with school pupils (Clarke et al., 2011). Its items have high internal consistency, at above 0.7 (Clarke et al., 2011). |
| **Test Anxiety** | Test anxiety is concerned with pupils' emotional responses to tests (Pintrich and De Groot, 1990). Greater levels of test anxiety can result in worse performance in exams.<br><br>Test anxiety has been positively associated with meta-cognition and self-regulation (Pintrich and De Groot, 1990). However, test anxiety has also been shown to result in lower test scores (Cassady & Johnson, 2001). The impact of test anxiety on motivation is mixed, with some studies indicating that test anxiety increases persistence, and other studies showing that it decreases persistence (Benjamin et al., 1981; but also see Hill & Wigfield, 1984). |
| **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).<br><br>The measure used in this research programme (GAD-7), is ap short scale of 7 items, which assesses the severity of generalised anxiety disorder. It has shown excellent internal consistency (Spitzer et al., 2006) and has been validated for primary care patients, the general population as well as with adolescents. |
| | **Oracy Measures** |
| **Oracy** | This looks at keys skills such as pupils ability to explain, use grammar, use new words, speak and understand. The measure was developed in partnership with Voice21*. |
| **Confidence in Oracy** | This is a custom measure that examines pupils confidence in oracy. |

* https://voice21.org/membership-2/

| | Other Key measures |
|---|---|
| **Growth Mindset** | Growth mindset is a belief that your skills and intelligence are things that you can develop through effort. Pupils with a greater level of growth mindset will tend to embrace challenge and judge success by being about how much they stretch themselves, not just what they achieve (Dweck, 2008).<br><br>Students with a growth mindset think of their ability as something that they can develop through effort, practice and instruction. They don't believe that everyone has the same potential or that anyone can do anything, but they understand that even successful individuals wouldn't be successful without years of passionate and dedicated practice (Dweck 2009). |
| **Openness** | Openness is the tendency to be open to new aesthetic, cultural, or intellectual experiences. In pupils it is associated with the motivation to engage in self-examination, and relates to both academic performance and wellbeing.<br><br>Openness to experience is a widely recognised personality feature, involving sub-categories such as imagination, sensitivity, attentiveness to feelings and intellectual curiosity. Openness in individuals is associated with the motivation to seek new experiences and to engage in self-examination (Almlund et. al., 2011). |
| **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, and has positive effects on academic performance.<br><br>Motivation relates to the underlying goals that give rise to an action (Ryan & Deci, 2000). Motivation can be shaped externally by the environment, or driven internally by the individual - referred to as extrinsic and intrinsic motivation. Extrinsic motivation is driven by outcomes separate to the individual, while intrinsic motivation is linked to inherent enjoyment or interest (Deci & Ryan, 1985; Ryan & Deci, 2000). |
| **Voicing opinions** | Taken from the Cognitive Autonomy and Self Evaluation inventory. The Cognitive Autonomy and Self Evaluation (CASE) Inventory (Beckert, 2007) is a measure of cognitive autonomy in adolescence. |
| **Climate change** | The Climate Change Attitude Survey measure students' beliefs and intentions toward the environment with a focus on climate change. (Christensen et al. 2015) |
| **Critical thinking** | This skills measure forms part of the General Decision Making Style assessment tool. This was designed to assess how individuals approach decision situations. (Sott 1995) |
| **Team working** | Team working 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.<br><br>As a general construct, teamwork involves members of a group or team willing to interact appropriately with one another by demonstrating various social skills and group processes such as problem solving, negotiating, supplying feedback, and illustrating responsibility and accountability (Anderson-Butcher et al., 2014; Baker, 2004; Gould et al., 2008). |

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# Glossary

## 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:

4. 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).
5. Construct validity. The measure tests for the skill that it says it does, as defined in the literature.
6. Test-retest validity. The results stay the same when tests are repeated.

### Start

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.

### 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.

## End

The final assessment of pupils' attainment or social and emotional skills at the end of an evaluation.

## 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, behaviour, attendance 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 group.

## Programme

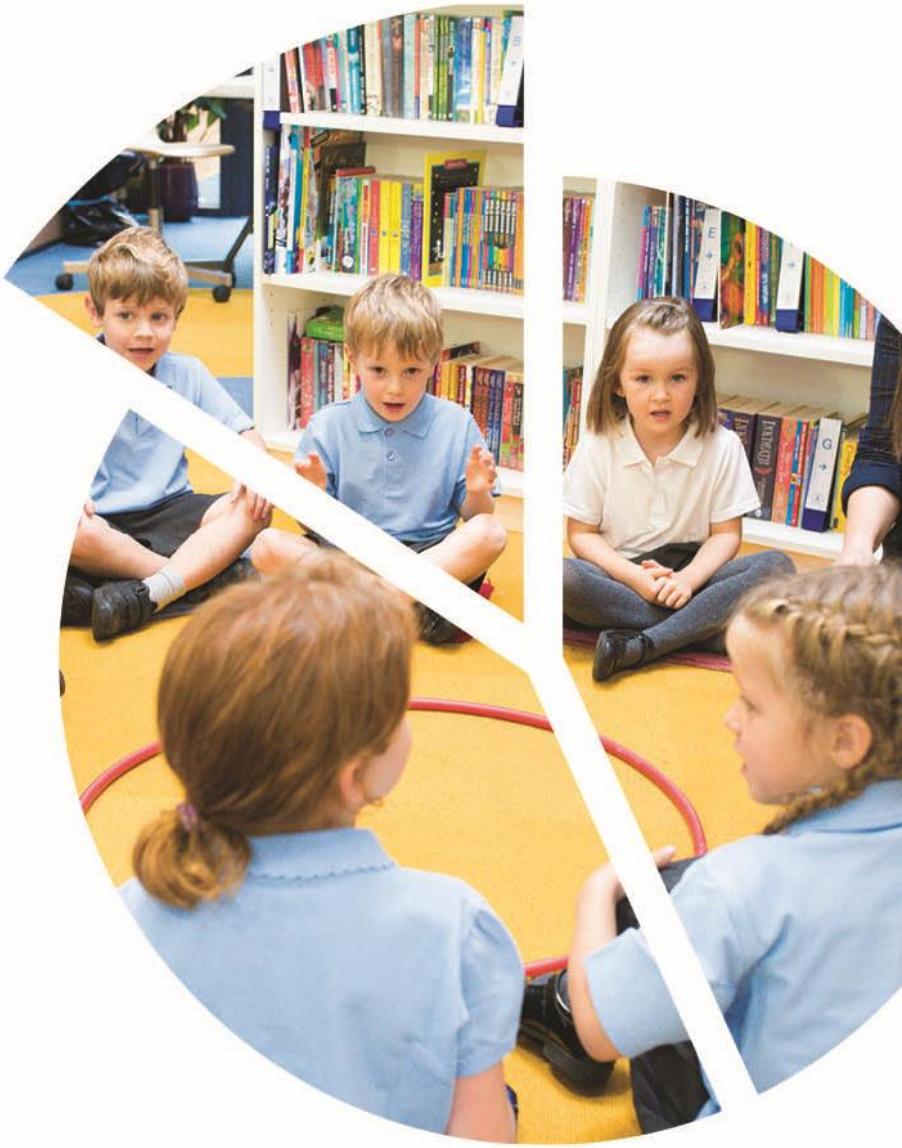
This could be any intervention, programme or programme run in school with the aim of improving pupil outcomes or life chances. ImpactEd works with schools to build evaluations of their programmes in order to better understand whether they are having their intended impact.

## Skills measures

We use a set of academically validated skills measures to assess pupils' social and emotional skills.

## 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.



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**Dame Sue John,** Executive Director, Challenge Partners

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