Centre for Institutional Studies

Research Report

BARKING & DAGENHAM CHILDREN'S FUND: EARLY OUTCOMES REPORT

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The Centre has completed a range of studies in the fields of education. Voluntary organizations, local government finance, and other public services. Current work is focused on the voluntary sector and urban regeneration.

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The urban regeneration team is a multi-disciplinary team of researchers from a variety of backgrounds including; criminology, envrironmental science and economics. In this way they are well suited to evaluate Urban Regeneration programmes which typically cover a wide range of objectives.

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Introduction

Researchers from the Centre for Institutional Studies, University of East London were commissioned to evaluate the progress of the Children's Fund programme in Barking and Dagenham. The research took place between October 2003 and November 2005.

The National Children's Fund

The Children's Fund (CF) is a national programme and aims to contribute to the development of a more efficient, interlinked and comprehensive service and support system for children and young people by providing extra resources over and above those provided by existing statutory bodies and other specific programmes. [1]

Barking and Dagenham's Children Fund (BDCF)

The Barking & Dagenham Children's Fund is part of this national programme and is a key aspect of the government's strategy to address child poverty and lack of opportunities for young people aged 5 to 13 years.

BDCF started in April 2002 and the programme is overseen by the inter-agency Children's Fund Committee (CFC). The local authority is the accountable body and the programme is managed by the Social Services Department.

The BDCF identified four areas of need and funding is structured accordingly into the following themes:

- Education
- Health and Inequalities
- Disabilities
- Alternatives to Crime

Between 2002 and 2004 the BDCF was allocated a total of approximately £1.6 million. A budget of £250,000 was granted in 2002 - 2003 for the street crime initiatives. In 2004 -2005 BDCF had a total allocation of £777, 638. [2] This reduction is in line with a declining budget with other local Children's Fund programmes.

The Research

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[1] http://www.cypu.gov.uk [Accessed September 2004].
[2] 2004-2005 Funding Allocation To Barking & Dagenham Children's Fund. Letter from Anne Weinstock, Director Supporting Children and Young People Directorate. 27 Feb 04.

This report is a summary of the research findings and draws on information from detailing the progress of a selected number of projects and on data designed to 'track' the effect of the programme on a selected number of participants using information collected from Social Services, the Youth Offending Team and the Education Department.

The intention of the research is to contribute to the development of the Barking and Dagenham Children's Fund. Using the 'theory of change' approach it was our goal to learn more about how the projects are (or are not) achieving their aims and objectives, to identify good practices and to enable a broader learning from the experience of setting up and managing a Children's Fund programme in Barking and Dagenham.

Data Collection and Sampling

Much of the information in this report came from interviews with children and young people. The types of interview methods used included;

- Semi-structured interviews
- Discussion groups
- Informal conversation/short interviews
- Participatory interviews
- Questionnaires and drawing sets
- Observations
- Various art forms

The total of 44 children and young people were interviewed, five project managers, 11 project staff, 13 parents/carers and two teachers.

Information obtained from monitoring data, analysis of relevant documents and from 'tracking data' form the main basis of this report.

The 'tracking data' is information that was obtained on a group of 265 children and young people. The purpose of the 'Tracking Cohort' was to assess progress against CF objectives. Information was obtained from Barking & Dagenham Education Department, Social Services, the Youth Offending Team and the Metropolitan Police Performance Information Bureau in order to monitor any changes – positive or negative – in their educational attainment and any contact with Social Services and the Youth Offending Team since attending BDCF projects.

Limitations of the research

- The quality of the research was adversely affected by the lack of detail in the programme monitoring data which was provided as it did not include the names of the participants. This is because project managers were unwilling to give this information to the programme staff. Thus double counting could not be eliminated.

- The tracking sample is not a representative sample since not all projects were willing to participate in the research.

- Only those young people who were actively participating in the project at the time of the research were interviewed. Thus participants who never attended the project or those who stopped attending were not included in the research and it is most likely that any negative experiences of the programme are underrepresented. Some of the projects not included in the study may also have different types of outcomes for participants.

- It is not feasible to separate the impact of the BDCF from that of other local initiatives.

- The research identifies short term or immediate changes in attitudes and behaviour and observational information is based on a few visits; these 'snap shots' might not necessarily reflect typical sessions.

Despite these limitations, the findings give an understanding of the impact that the project can have on young people.

Summary of Key Impact Findings

- Overall, children, young people and parents were grateful for and satisfied with the BDCF projects that they were involved in. They were able to describe and discuss some of the changes in their lives that they felt were attributable to the BDCF projects.

- The initial research found that all of the projects which participated in the research, with the exception of one, were working to full capacity and were unable to meet the demand for their services. Moreover, most were unable to expand due to lack of funds and/or the small size of venues.

- Most of the young people attending the CF projects were also known to other services.

- The 'tracking cohort' has higher proportions of children with SEN and English as an additional language than borough averages. The cohort has approximately a fifth more children eligible for Free School Meals than the borough.

- At Key Stage 1 (KS1), on average, children in the cohort perform less well than children in the borough as a whole. Although the majority of children in the cohort attained level 2, the proportion of BDCF achieving level two is between six per cent and sixteen per cent lower than borough averages.

- At Key Stage 2 (KS2) the picture is more mixed: In maths the proportion of cohort is one per cent higher than the proportion of children in the borough although the proportion of high achievers is higher for the borough than the cohort. In English (which is not

exactly comparable to Reading data from KS1) the same proportion of children in the borough and in the cohort achieve level 4 or above. In science the pattern from KS1 remains the same with seven per cent less children in the cohort achieving level 4 or above than in the borough in 2004.

- High proportions of children in the cohort made two or more levels progress between KS1 and KS2.

- Overall the results at KS2 suggest that BDCF interventions have a positive effect on educational attainment. This is particularly true of language and literacy related subjects English and reading. For maths and science the picture is less conclusive.

- Children in the BDCF cohort have generally made two or more level progress between KS1 and KS2. The proportions of children achieving Level 4 at KS2 in English and maths are very similar.

- Interventions do not appear to have had an impact on science results despite the increase in the proportion of children reaching expected levels in the other subjects.

Views and Experiences of Children and Young People

Almost all of the young people interviewed spoke highly of the projects that they were attending. They were able to tell researchers about a number of positive effects that they believed their project had contributed to their lives. These included increased confidence, improved physical fitness, increased knowledge of local facilities and services and improved problem-solving skills.

Children and young people also stated that the project helped them to have good relationships with adults. Young people commented that the staff were 'not like regular adults' but were 'fun' and 'more like friends' and adults who they respected. This was one of the main reasons why young people said that they attended projects.

The young people often said staff had helped them to change.

Views and Experiences of Project Managers, Parents and Teachers

Most project managers were satisfied with the impact that they believed their projects were having on the lives of the children and young people they worked with.

Some project managers felt that limited funding, size or location of their premises or lack of co-operation between agencies limited their impact.

In general, parents and the teachers who were interviewed said they saw positive changes in the children who were accessing BDCF projects. Teachers

identified BDCF children as being calmer in class. Parents found that the BDCF projects provided new opportunities and different ways of learning for their children and provide respite for them.

Recommendations

Recommendations for the future development of Barking & Dagenham Children's Fund Projects include;

- ✘ Increasing efforts to boost and maintain levels of attendance at projects by girls.
- ✘ More effort could be made to ensure that basic monitoring information is consistently obtained and accurately recorded. This would be assisted if the BDCF programme were to implement a database which contains a list of basic demographic information on the children and young people attending the project. This would greatly reduce the chances of double counting, thereby increasing the accuracy of monitoring information and increasing the value of future evaluations.
- ✘ Collate relevant information to measure performance.
- ✘ Provide feedback to parents so that they know what the aims and objectives of the projects are as well as the types of activities that are available. Additionally, consultation with parents could be increased so that their views are taken into consideration and implemented into the running of the projects.

Conclusion

The research has indicated that the BDCF projects which participated in the research are making good progress and is having a beneficial immediate impact on the lives of the children and young people attending its projects.

These BDCF projects have reached out to and are providing services to a large group of children and young people who are disadvantaged, 'most in need' and have been 'hard to reach'.

Although we cannot be sure that the BDCF has been a key factor in individual children achieving academically, the cohort analysis allows much more confidence in the assertion that there is a BDCF 'effect' on education.

Overall, children and young people as well as their families were pleased with the projects.

The findings have only identified short-term changes in attitudes and behaviour. It would be advantageous to conduct research into mid and long-term impact Nevertheless, from the results of the research on the immediate impact of the BDCF projects evaluated, the potential for medium to longer-term impact looks promising.

1. THE CHILDREN'S FUND PROGRAMME

1.1 Introduction

Researchers from the Centre for Institutional Studies, University of East London were commissioned to evaluate the progress of the Children's Fund programme in Barking and Dagenham. The research took place between October 2003 and November 2005.

This report is a summary of the research findings and draws on information from the initial implementation of the programme, from the progress of a selected number of projects and on data designed to 'track' the effect of the programme on a selected number of participants using information collected from Social Services, the Youth Offending Team and the Education Department.

The intention of the research is to contribute to the development of the Barking and Dagenham Children's Fund, to learn more about how the projects are (or are not) achieving their aims and objectives, to identify good practices and to enable a broader learning from the experience of setting up and managing a Children's Fund programme in Barking and Dagenham.

1.2 The National Programme

The Barking & Dagenham Children's Fund is part of a national programme and is a key aspect of the government's strategy to address child poverty and lack of opportunities for young people aged 5 to 13 years.

The Children's Fund (CF) aims to contribute to the development of a more efficient, interlinked and comprehensive service and support system for children and young people by providing extra resources over and above those provided by existing statutory bodies and other specific programmes. [1]

1.3 Barking and Dagenham's Children Fund (BDCF)

BDCF started in April 2002. The programme is overseen by the inter-agency Children's Fund Committee (CFC). The local authority is the accountable body and the programme is managed by the Social Services Department.

At the outset it was recognised that some young people 'in need' were not accessing services, that there were 'gaps' in services and therefore unmet needs. A holistic approach to the provision of services was developed to reach out to young people and narrow the gaps in services.

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[1] http://www.cypu.gov.uk [Accessed September 2004].

It was also acknowledged that local people have the best insight into the problems and difficulties associated with the area and that they have the potential to provide a continuity of services. Thus it was decided to commission voluntary organisations to be the main providers of BDCF services.

To be successful it was recognised that the voluntary and community sector would need to be supported and developed.

The BDCF identified four areas of need and funding is structured accordingly into the following themes:

- Education
- Health and Inequalities
- Disabilities
- Alternatives to Crime

Initially each theme had their own sub-group attended by project managers to assess their progress, identify 'gaps' in services and share good practices. More recently however, project managers meet together in one sub-group. Information from the meetings is passed on to the CFC.

Between 2002 and 2004 the BDCF was allocated a total of approximately £1.6 million. A budget of £250,000 was granted in 2002 - 2003 for the street crime initiatives. In 2004 -2005 BDCF had a total allocation of £777, 638.[2] This reduction is in line with a declining budget with other local Children's Fund programmes.

Table 1.1 reveals the total funds spent according to each theme since the BDCF has been rolled out.[3] Between the 2002 – 2005 financial years, there has been a significant reduction in the percentage of total funds spent by the Education theme. During this same period the Disabilities Theme has increased its spend from 11% to 23% of the total BDCF services spent for those years.

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[2] 2004-2005 Funding Allocation To Barking & Dagenham Children's Fund. Letter from Anne Weinstock, Director Supporting Children and Young People Directorate. 27 Feb 04.
[3] Unfortunately, various reports and accounts showed differing information. The figures used for this report have been selected after consultation with the programmes administrator.

Table 1.1
Total spend according to theme[4,5]

Theme	YEAR							
	2002–03		2003–04		2004–05		2005–06[6]	
	Amount	%	Amount	%	Amount	%	Amount	%
Alternatives to Crime	£17,235	7	£334,053	28	£158,122	23	£157,656	25
Disabilities	£26,297	11	£196,825	17	£154,971	23	£150,417	24
Education	£59,484	25	£238,428	20	£112,640	16	£105,332	17
Health & Inequality	£73,669	31	£340,668	29	£249,122	36	£161,603	25
Participation Projects	£8,420	4	£81,764	7	£10,367	2	£60,000	9
Innovation	£50,452	22	----------	------	-------------	---------	-----------	--------
TOTAL	**£235,557**	**100%**	**£1,191,738**	**100%**	**£685,222**	**100%**	**£635,008**	**100%**

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[4] This information was obtained from the BDCF Finance Officer and Administrator.
[5] Percentages have been rounded to the nearest decimal point.
[6] This set of data is for actual spend and is accurate up to 09/12/05.

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1.4   Projects funded by BDCF

In 2004-2005 the BDCF received less funding than previous years. The declining number of projects funded reflect the reduction in resources made available to the programme by central government. This is shown in table 1.4.1 below. There were originally 28 projects, in 2003-04 when funding was greatest, the number of projects increased to 39, this was reduced to 19 in 2004-05.

TABLE 1.2   PROJECTS FUNDED BY BDCF

Theme/Project	Funded 2002-03	Funded 2003-04	Funded 2004-05
Disablities			
ABPHAB Integrated Youth Club Project	✓	✓	x
CIIIL/All together better	x	✓	✓
Barking & Dagenham Crossroads/Sports Development	x	✓	✓
Inclusion of Sensory Impaired Children & Siblings	✓	✓	✓
Makaton Computer System - Crossroads	✓	x	x
Music Drama Workshop Project	✓	✓	x
PACT/Youth Project	✓	✓	✓
PACT/Youth & Leisure Worker	✓	✓	x
The Open Doors - Osborne Partnership	✓	✓	✓
Young Carers Drama & Awareness Programme	✓	✓	x
Education			
Arc Theatre – Solid Ground	✓	✓	✓
Befrienders	✓	✓	✓
Blue Drums	✓	✓	x
Lifeline Community Projects/Parents Together	✓	✓	x
Lifeline - Links	x	✓	✓
Lifeline Community Projects/Morphing	✓	✓	✓
Social Skills – Bethel Church	✓	x	x
St Mary's Church/Kid's Xpress	✓	✓	x
Stubbers Adventure Centre	x	✓	x
Studio 3 – Learning to Fly	✓	✓	x
Under 13's Club – Victory Youth and Community Association	✓	x	x
Health and Inequalities			
African Youth League/Opportunities 2000	✓	✓	✓
African Youth League/ Mental Health	✓	✓	✓
BADAWA Vision	x	✓	✓
Barking & Dagenham Family Service Unit	x	✓	✓
Barking & Dagenham Women's Aid	✓	✓	x
Barking & Dagenham Bereavement Service	✓	✓	x
GIRDE	✓	✓	✓
International Christian Care Foundation –	✓	✓	x

Cultural Diversity			
New Testament Assembly	✓	✓	x
Refugee Resettlement Project	✓	✓	✓
Seedtime Projects	x	✓	x
Widows & Orphans	✓	✓	x
Alternatives to Crime			
Junior Youth Inclusion Project – Crime Concern – Baseline	✓	✓	x
YISP	✓	✓	✓
Thames Gateway Partnership	x	✓	✓
Victim Support	x	✓	✓
Youth Crime Co-Ordinator[7]	x	✓	
Participation Projects			
Summer Scheme	x	✓	x
Participation Project Youth Bank	x	✓	x
Participation Officer [8]	x	✓	x
Participation – Seedtime - Website - CLC [9] Participation – Seedtime - Bad2good - Marksgate Participation – Seedtime -Village Participation – Seedtime - Web Design	x	✓	✓
TOTAL	**28**	**39**	**19**

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[7] The funding for the Youth Crime Co-ordinator and the crime projects came out of the same pot but for some reason when accounted for it was split into two.

[8] Again, the funding for the Participation Officer came out of funding allocated to the Participation projects, but for some reason when accounted for it was split up.

[9] The 4 Seedtime projects were accounted for as one project.

2. THE RESEARCH

2.1   Purpose of Research

The intention of the research was to find out if the BDCF programme had any immediate impacts on its participants and if so what changes could be identified.

2.2   Theory of Change

A useful way to think about whether a programme is successful is to think about projects and activities as solutions to a problem. Can the BDCF, working alongside other agencies, be an effective solution to ensuring that "children and young people between the ages of 5 -13, get the best start in life, remain on track on their early years…"[10] by supporting local projects which act as a preventative service?

The research framework was designed to understand the processes of change which have, or have not occurred, as a result of attending the BDCF projects.
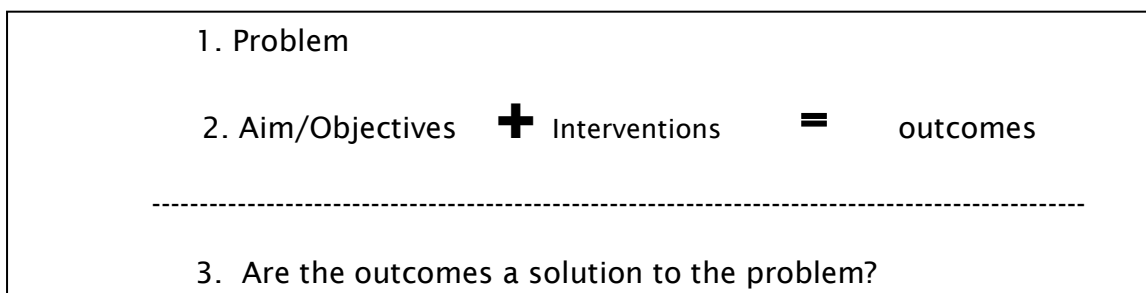
Mechanism of change
To understand how changes come about we have tried to explore the mechanisms which explain the processes behind the outcomes.

Connell and Kubisch define a theory of change as,

> a story about how the activities included in a project are going to lead to their intended outcomes – early on, and in the intermediate and longer term.[11]

In other words, the activity or characteristics of a project that results in positive or negative changes for a person are known as the 'mechanism for change'. BDCF projects should have a credible theory as to why and how they believe the project will effect change.

FIGURE **2.1**   AN ILLUSTRATION OF HOW PROJECTS CAN EFFECT CHANGE.

1. Problem

2. Aim/Objectives **+** Interventions **=** outcomes

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3. Are the outcomes a solution to the problem?

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[10]   The   Children's   Fund.   Regional   Government   of   West   Midlands,   [www.go-wm.gov.uk/sotires/storyReader accessed 19/11/02].
[11] Connell, J and A. Kubisch, *Applying a Theory of Change Approach to the Evaluation of Comprehensive Community Inititives: Progress, Prospects and Problems* in New Approaches to Evaluating Community Initiatives Volume 2: Theory, Measurement and Analysis by Karen Fulbright Anderson, Anne C. Kubisch, and James P. Connell (eds), The Aspen Institute, 2002.

2.3   Research Method and Data Collection

The information presented in this report are from a number of primary and secondary data resources. Information obtained from interviews, monitoring data, 'tracking data' and analysis of relevant documents are the main basis of this report.

Information was collected and collated from the following sources:

2.3.1 Programme data

This included monitoring data, information from minutes of meetings and observations of meetings.

2.3.2 Progress of projects

One project was randomly selected from each theme except for the crime theme where two projects were selected to ensure the government's emphasis on crime prevention was reflected in the research. Project managers, workers and children and young people were interviewed. Where parents or teachers were involved they were also interviewed. During repeated project visits observations were made of activities, the atmosphere at the project and how the young people behaved.

The interviews with young people were flexible to meet their needs (short attention span, different abilities to communicate etc) and included:

- Semi-structured interviews
- Discussion groups
- Informal conversation/short interviews
- Participatory interviews
- Questionnaires and drawing sets
- Observations
- Various art forms

Interviews with the young people were confidential, thus no names are used in this report. Further, it was made clear to the young people that they did not have to participate in the research and, if they did, they could stop the interview at any point.

As the primary intention of the research was to discern the immediate impacts on lives of services users, children and young people accounted for the majority of interviews. The total number of interviews conducted is represented in Table 4.

TABLE 2.1   TOTAL NUMBER OF INTERVIEWS

	Total number interviewed
Children and young people	44
Project managers	5
Project staff	11
Parents/carers	13
Teachers	2
TOTAL	**75**

2.3.3 Tracking Cohort

In addition, a group of 265 children and young people were 'tracked'. The purpose of the 'Tracking Cohort' was to assess progress against CF objectives. Information was obtained from Barking & Dagenham Education Department, Social Services, the Youth Offending Team and the Metropolitan Police Performance Information Bureau in order to monitor any changes – positive or negative – in their educational attainment and any contact with Social Services and the Youth Offending Team since attending BDCF projects.

We compiled a list of the 265 young people into a database by obtaining the names of the young people actively participating during the last quarter of 2004. Unfortunately, this list of projects was not randomly sampled, as not all projects funded by BDCF were willing to participate in the research. Furthermore, due to issues with data matching similar names and dates of birth, project details are only available for 225 of these children.

FIGURE 2.2 PERCENTAGE OF THE TRACKING SAMPLE ACCORDING TO THEME
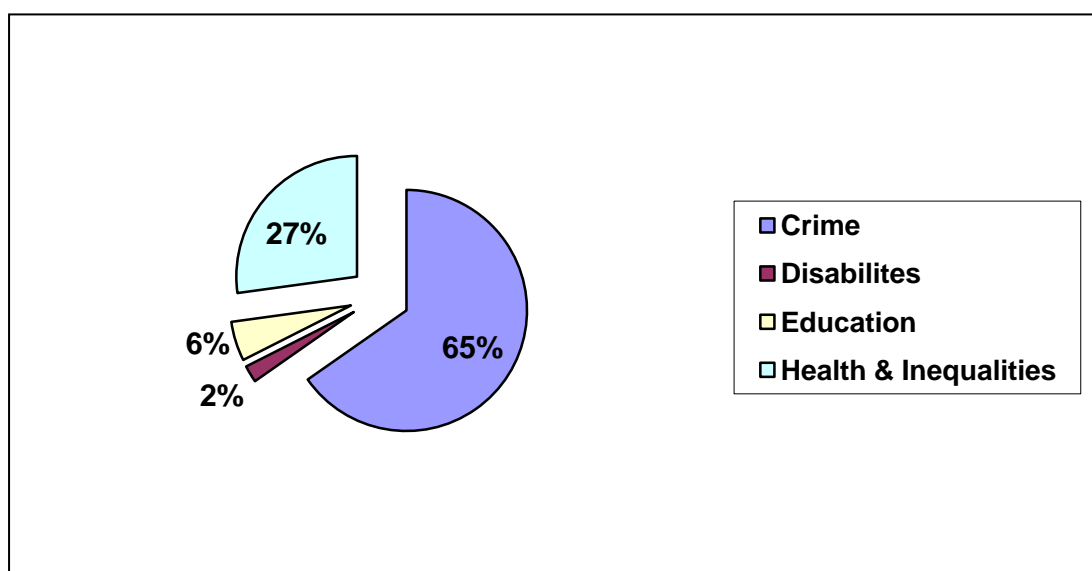
2.4 Limitations of the Research

The information presented in this report should be understood within the context of the following limitations:

- The quality of the research was adversely affected by the lack of detail in the programme monitoring data which was provided as it did not include the names of the participants. This is because project managers were unwilling to give this information to the programme staff. Thus in calculating attendance, double counting could not be eliminated.

- The tracking sample is not a representative sample since not all projects were willing to participate in the research.

- Where projects were willing to participate in the research, some required active consent from parents before young people could be interviewed by researchers. Unfortunately, a large number of young people failed to obtain consent to participate.[12]

- Only those young people who were actively participating in the project at the time of the research were interviewed. Thus participants who never attended the project or those who stopped attending were not included in the research and it is most likely that any negative experiences of the programme are underrepresented. Some of the projects not included in the study may also have different types of outcomes for participants.

- Some young people did not wish to be interviewed.

- Unfortunately, at this stage it is not feasible to separate the impact of the BDCF from that of other local initiatives.

- The research identifies short term or immediate changes in attitudes and behaviour and observational information is based on a few visits; these 'snap shots' might not necessarily reflect typical sessions.

- Scarce or non-existent outcome statistics and information from projects. (This problem has also been incurred by the National Evaluators of the Children's Fund.[13])

Despite these limitations, the findings give an understanding of the impact that the project can have on young people.

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[12] Active consent requires parents/carers to provide written consent (signature) to the project or researcher that will allow their children to participate in the research. To obtain passive consent parents are informed of the research and are given the option to 'opt out' of participation by informing the project or researcher.

[13] Prior, D. and Paris, A. Preventing Children's Involvement in Crime and Anti-Social Behaviour: A Literature Review. National Evaluation of the Children's Fund. Research Report No. 623, 2005. [www.ne-cf.org accessed 03/01/06].

3. PROGRAMME MONITORING DATA

3.1. Programme Monitoring Data

The monitoring data for 2002 - 2005 was collated by the administrators of the BDCF. Unfortunately, this data includes double counting where children attended more than one project.

From the figures below it appears that the number of service users engaged with the BDCF has fluctuated over the years. One possible reason for this is that when funding was reduced, projects had to limit the number of service users. Additionally, some projects would have come to an end. Where the number of service users has increased this could be because a new project was funded or simply because there was a high level of attendance that quarter.

TABLE 3.1 NUMBER OF CHILDREN REGULARLY SUPPORTED BETWEEN 2002 – 2005

	2002 Jul – Sep	2002 Oct – Dec	2003 Jan – Mar	2003 Apr – Jun	2003 Jul – Sep	2003 Oct – Dec	2004 Jan – Mar	2004 Apr – Jun	2004 July – Sept	2004 Oct – Dec	2005 Jan – Mar	2005 Apr – Jun	2005 Jul – Sep
Number of children <u>regularly</u> supported for the first time this quarter	123	151	1012	1081	6	613	648	376	417	478	168	313	320
Total Number of Children Engaged	173	468	1523	1382	1351	2359	1687	837	857	934	985	736	900

3.2 Age of Service Users

Table 3.2 provides the ages of the service users during 2002/03. It is important to remember that double counting restricts the accuracy of the data.

TABLE **3.2** AGE OF PARTICIPANTS **2002 – 2005**

Age	2002 Jul – Sep	2002 Oct – Dec	2003 Jan – Mar	2003 Apr – Jun	2003 Jul – Sep	2003 Oct – Dec	2004 Jan – Mar	2004 Apr – Jun	2004 Jul – Sept	2004 Oct – Dec	2005 Jan – Mar	2005 Apr – Jun	2005 Jul – Sept
Under 5's	0	4	27	10	9	6	48	51	52	18	20	32	11
Year 1 (5 - 6 yr olds)	21	25	168	310	50	571	555	128	128	83	288	134	85
Year 2 (6-7 yr olds)	18	27	119	233	57	81	67	135	132	235	31	70	141
Year 3 (7-8 yr olds)	19	29	57	55	283	171	128	40	39	80	80	51	105
Year 4 (8-9 yr olds)	20	19	70	128	185	191	106	69	70	60	67	72	54
Year 5 (9-10 yr olds)	11	12	65	113	193	211	139	56	56	68	93	84	106
Year 6 (10-11 yr olds)	13	21	60	288	198	200	150	117	114	125	127	125	139
Year 7 (11-12 yr olds)	19	57	47	119	185	233	165	87	96	89	101	61	73
Year 8 (12-13 yr olds)	21	33	47	75	120	179	115	95	82	82	84	56	58
Year 9 (13-14 yr olds)	17	27	26	33	37	40	45	37	48	64	47	23	39
14 +	15	4	9	24	19	33	17	13	36	30	49	28	36
TOTAL	174	258[14]	695[15]	1388	1336[16]	1916[17]	1535[18]	828	853	934[19]	987[20]	736	847[21]

[14] One project did not have any data on the age of its participants.
[15] Six projects did not have any data – some because the project had just started the other due to failure in obtaining the information.
[16] For various reasons, there was no data for three projects.
[17] Three projects did not submit any data and one project did not have any data on the age of the service users.
[18] One project did not submit any info on the age of the service users.
[19] One project was in the process of closing, thus they did not submit any data.
[20] Again, one project was in the process of closing so they did not submit any data.
[21] For various reasons, there was no data for seven projects.

Due to the fact that researchers did not have the names of the children and young people, the possibility of double counting has restricted the accuracy of the data. Based on the above figures, a total of 7302 children and young people participated in BDCF projects between July 2002 and Mar 2004. During this time 53% of the children and young people were aged 9 years and under (up to year 4) and 47% of the young people attending were 10 and older.

From April 2004 – Sept 2005 a total of 5185 children attended projects. 49% of whom were aged 9 years and under and 51% of the young people were 10 years and older. From these figures it appears that the BDCF is reaching children from all the age groups.

3.3 Ethnicity of Service Users

The ethnicity of the children and young people accessing BDCF services in 2003/04 is presented in Figure 3.1 below.

Figure 3.1
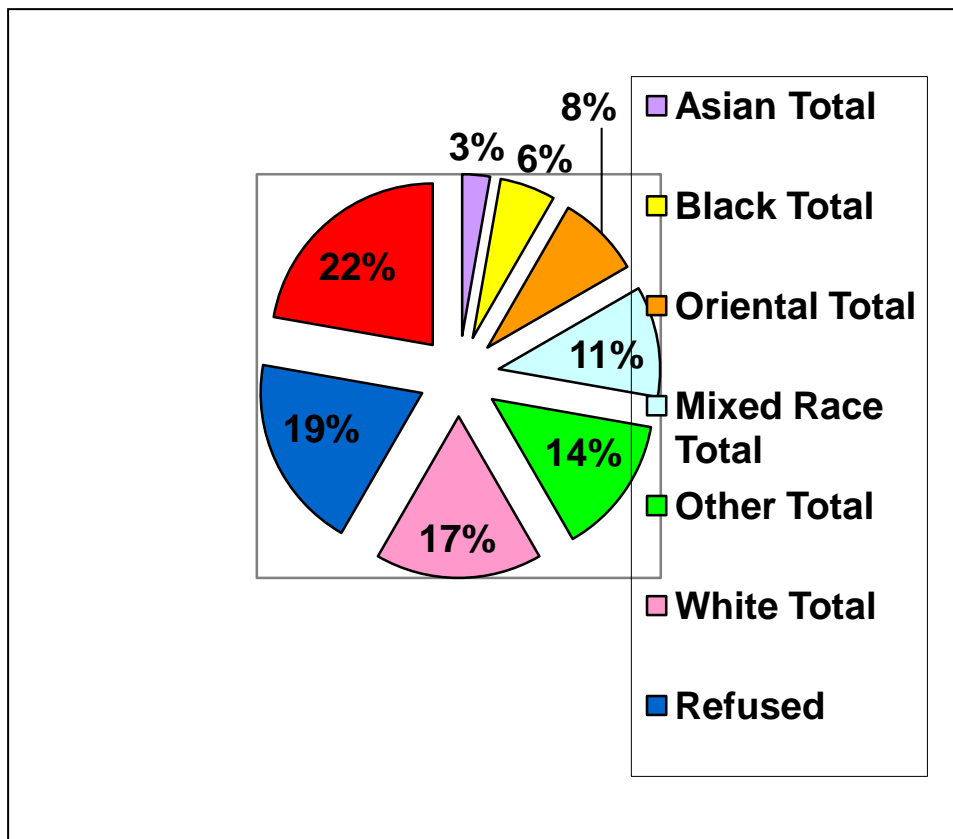
As can be seen in the graph above, the Barking & Dagenham Children's Fund is supporting a considerable number of ethnic minority children and young people. Unfortunately, ethnicity is unknown or was refused for 41% of the young people.

Unfortunately, statistics on the ethnic distribution of children and young people between the ages of 5 – 13 in the borough were not obtainable.

3.4 Gender

According to the 2001 National Census, there was a total of 36,112 children and young people between the ages of 0 – 14 in Barking and Dagenham, with 18,515 being males and 17,597 being females.[22]

Data regarding the gender of children and young people attending the projects was incomplete. From the data that are available, it appears that the BDCF has a significantly higher proportion of male service users than females.

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[22] [http://www.statistics.gov.uk/census2001/pyramids/pages/00ab.asp accessed 09/01/06].

4. THE IMPACT OF THE PROJECTS

4. 1   Is the BDCF reaching the right young people?

The following information was obtained to assess whether or not the BDCF is reaching the young people who are most in need of its services. Although these statistics cannot provide a clear-cut answer, they do provide a reasonable indication as to whether actual BDCF services users are those that most need it and would most benefit. From an analysis of a number of sources including free school meals, special educational needs (SEN) and Key Stage 1 and Key Stage 2 test results it appears that the BDCF is reaching the right young people, although the degree of impact is varied.

4.2 Demography of children in the cohort

4.2.1 Gender

Gender was specified for 244 of the 265 children. 52% of the children in the entire cohort are female and 48% are male. The gender ratio of the 85 children for whom it has been possible to assess *progress* between KS1 and KS2 (i.e. data is available for their results at both these stages) is biased towards female pupils with a 68:32 female/male ratio.

4.2.2 Ethnicity

Ethnicity data was provided for 234 of the 265 children and for 83 out of the 85 children for whom comparison data to show progress between KS1 and KS2 is available. Figure 4 provides a full ethnicity breakdown. Six in ten children in the cohort are White, the vast majority of these children are White British. Three in ten (29%) of those in the cohort are Black. Less than one in ten children have mixed ethnicity (6%), even fewer are Asian (4%). In the sub sample of the cohort for whom comparison data is available White children are over represented by 12% compared to the ethnicity profile of the whole cohort. Black children are under represented by 9% in this sub group.

FIGURE 4.1 SUMMARY OF ETHNICITY DATA
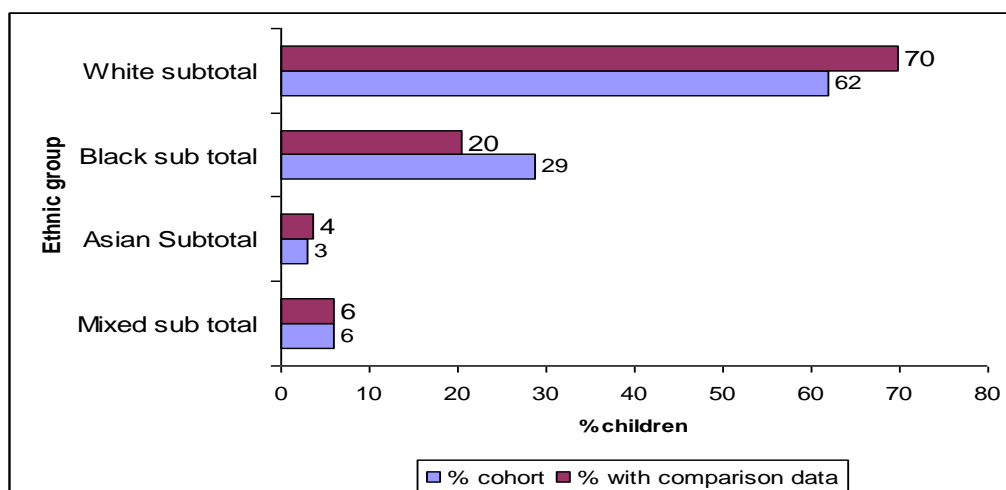
4.2.3 Language

Language information was provided for 235 of the 265 children in cohort and for 84 of the 85 children for whom comparison data is available. Twenty eight per cent of children in the whole cohort have a first language other than English compared to 22% of those in the sub sample with KS1 to KS2 comparison data. To put this into context, 17% of children in primary schools and 22% of children in secondary schools in the whole borough in 2004 had first languages other than English.

4.2.4 Free School Meals Eligibility

Table 4.1 below shows that 45% of children in the cohort and similarly 44% of those for whom comparison data is available are eligible for free school meals (FSM). This compares with a 2004 borough average of 25% of children at primary school and maintained nurseries and 27% of children in secondary schools.

The fact that there is a high proportion of children who are eligible for FSM in the BDCF suggests that the programme has been successful in targeting those who are from lower income families and those who are from one parent households who typically have a lower income and higher chances of experiencing other aspects of poverty and social exclusion.

TABLE **4.1**   PROPORTION OF CHILDREN ELIGIBLE FOR FREE SCHOOL MEALS

	% in cohort	No. in cohort	% with comparison data	No. with comparison data
Not eligible	55	130	56	56
Eligible	45	105	44	44
Total	100	235	100	100

4.3   Special Educational Needs

Data about special educational needs was provided for 235 of the 265 children in the cohort and for 84 of the 85 children with comparison data. Three in ten (29%) of children in the cohort have Special Educational Needs (SEN) including 6% who have statements of SEN. The proportions of children with no SEN and SEN but no statement are similar for children with comparison data although there are no children with statements represented in the comparison data. The borough comparison (for primary schools in the borough in 2004) shows that children with SEN are more likely to engage with BDCF projects with 15% more children in the cohort than in the borough having SEN.

SEN status	Whole cohort		Children with comparison data		Borough comparison[23]	
	% children	No. children	% children	No. children	% children	No. children
No SEN	71	168	74	62	86	7943
SEN- no statement[24]	23	53	26	22	12	1084
SEN- with statement	6	14	0	0	2	199
Total	100	235	100	84	100	9226

4.4   Analysis of the 'Tracking cohort' findings and CF objectives

To assess the impact of the programme, the information from the 'tracking cohort' was analysed with respect to the objectives of the CF programme.

4.4.1 Improved educational attainment[25]

Those targeted by the Children's Fund are likely, for one or more reasons for example refugee status or family background, to have less of a chance to meeting expected levels at Key Stage One and Key Stage Two (KS1 and KS2). Children's Fund programmes are expected to help promote higher performance in these groups.

Sub-objective one of the National Children's Fund programme is;

To promote attendance in the schools attended by the majority of the 5 – 13 year olds living in the area.

The impact of the BDCF on achieving this sub-objective could be relatively easily assessed by obtaining the number of authorised and unauthorised half-day and full-day absences during the school year as well as the number of school exclusions. This information was not obtained, as there was not enough research funds to collect the information from the schools. This exercise would have been very costly.

Sub-objective two is:

To achieve overall improved educational performance among children and young people aged 5-13 and to narrow the gap between high and low achievers by raising the performance of the bottom 25% of pupils.

A minor challenge to the use of hard educational attainment indicators has been noted[26], namely that that the measurement of basic skills, such as maths may not be the best measure of educational performance as it is too confined and does not

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[23] From SEN data for all primary schools in 2004.
[24] SEN- no statement includes 'School Action', 'School Action Plus' and 'School Action Plus and Stat Assessment'.
[25] Due to the quality of the education data UEL researchers have done a more extensive analysis of the data in a separate report. The information presented below is a summary of the report. Further information on the 'value added' of the examination results will be available in due course.
[26]Children's Fund indicator Paper Final, www.cypu.gov.uk accessed July 2005.

take into account the wider abilities of children and young people. Nevertheless, there are many reasons which justify and validate the use of hard educational indicators. One such reason being that often basic skills such as maths and english are necessary for children to develop more 'soft' skills. Additionally, there is countless evidence which demonstrates that educational levels in a child's early years is a strong predictor of their educational attainment as they get older as well as being a strong predictor of unemployment, health, poverty, self-esteem, confidence, empowerment, and offending.[27,28] The Children's Fund Indicators Paper[29] also supports the use of and details the importance of hard educational data. The use of Key Stage 1 and Key Stage 2 data is therefore recognised as one way of assessing sub-objective two.

4.4.2 Performance at Key Stage 1

At Key Stage 1 (KS1) some of those included will have been engaged with the BDCF for two years- over this time projects have had a chance to make an impact on the educational attainment of children either directly for example homework clubs/ after school clubs, or indirectly for example by promoting social networks or through counselling services. Others will have been engaged a short time and the impact may be less.

Most 7 year olds (KS1) are expected to achieve level two. The majority of children in the cohort attained this level although overall the proportion of BDCF achieving level two is between 6% and 16% lower than borough averages for 2004.

Slightly lower proportions of children in the cohort reach the expected level 2 at KS1 in Maths and Science when compared to the proportion of children reaching level two in the borough overall in 2004- this difference is always less than 10%. In Reading the difference is more marked. The interpretation of these figures is a matter for discussion. Questions are:

❖ Can we expect to see a 'BDCF' effect on results at KS1?

❖ If so are results higher than we would expect from children attending BDCF interventions i.e. has there been a positive effect?

❖ If we don't expect a BDCF effect at KS1 what do the results say about whether the BDCF is effectively targeting children at risk of poor educational performance?

4.4.3 KS1 Results

For KS1 the following findings emerge:

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[27] Brynin, M. and Bynner, J. Why leave school? Why stay on? ESRC Seminar Series: Mapping the public policy landscape.

[28] Alexander, K. & Entwistle, D. *Achievement in the first two years of school: Patterns and processes* (Monographs of the Society for Research in Child Development, 53(2), Serial No. 218). Chicago, IL: University of Chicago Press,1998.

[29] Please see Appendix for a summary of two key points explaining the importance of this data.

KS1 Maths

Results for maths in the cohort were slightly lower than 2004 borough figures. Eighty three per cent of children in the cohort achieved level two or higher compared to 89% in the borough in 2004. The proportion of high achievers (level 3 or higher) was similar in the cohort and in borough statistics- 16% and 19% respectively.

One in twenty (6%) children in the cohort did not reach level one. This group is of particular interest to the BDCF as increasing the attainment of this group during primary education would be a key indicator of success for the programme. It would demonstrate that children with lower levels of attainment at KS1 who risked low attainment have progressed successfully following engagement with the BDCF.
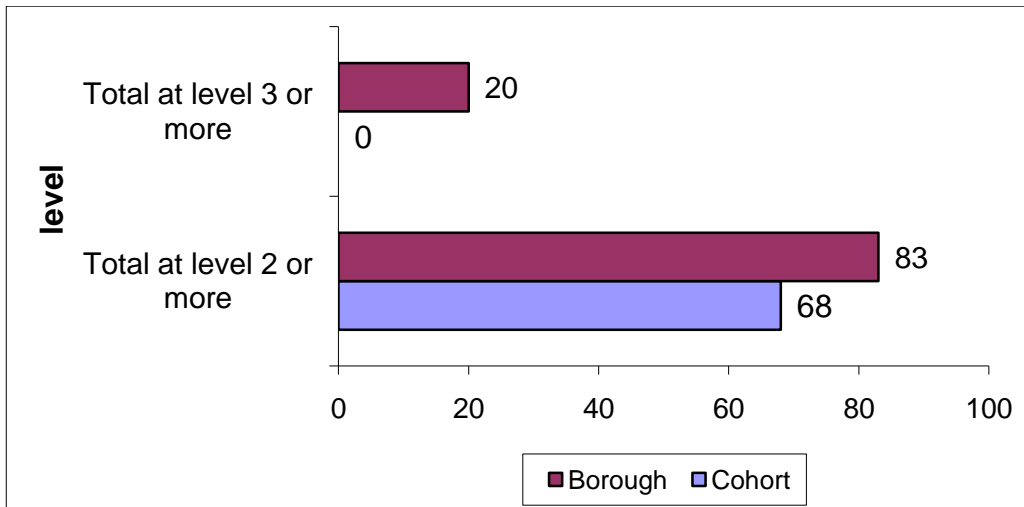
FIGURE 4.2   PROPORTION OF BDCF COHORT CHILDREN ACHIEVING LEVEL 2+ AND LEVEL 3+ IN KS1 MATHS COMPARED TO BOROUGH FIGURES
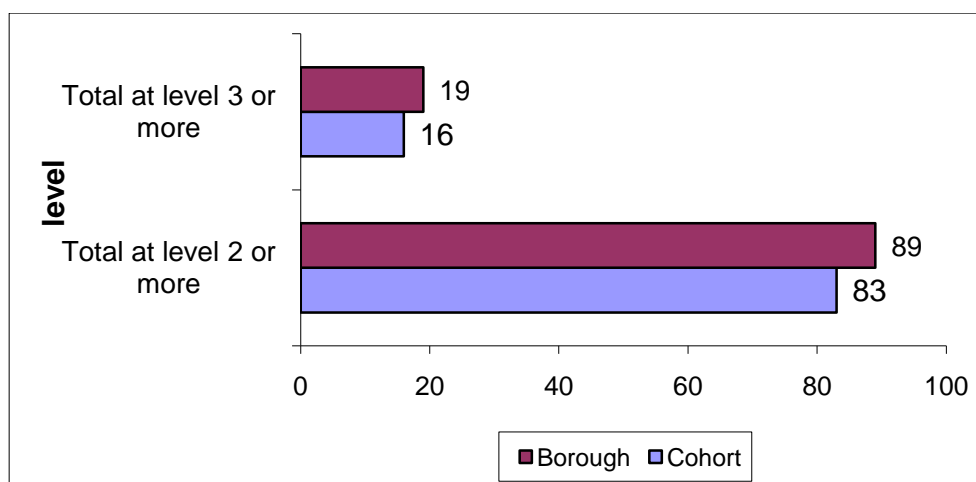
KS1 Reading

Seven in ten (68%) of the cohort achieved level two in KS1 English reading tests. This compares with over eight in ten (83%) in the whole borough in 2004. One in ten (10%) of children in the cohort did not reach level one in the assessment. None of the children in the cohort achieved level three or higher compared to a fifth (20%) in the borough. The gap between CF and borough figures is higher in reading than in the other subjects included in this chapter. This could be due in part to the high proportion of children engaged in the BDCF who have first languages other than English (28%).

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FIGURE 4.3   PROPORTION OF BDCF COHORT CHILDREN ACHIEVING LEVEL 2+ AND LEVEL 3+ IN KS1 READING COMPARED TO BOROUGH FIGURES

KS1 Science

Eight in ten (82%) of those in the cohort achieved level two or above compared with nine in ten (89%) in the 2004 borough statistics. The gap between the proportion of BDCF achieving level three or above (12%) and children in the borough (20%) was 8%. Science results may be considered a slightly less robust measure than those for maths and reading as they are based on standardised teacher assessments rather than tests.

FIGURE 4.4   PROPORTION OF BDCF COHORT CHILDREN ACHIEVING LEVEL 2+ AND LEVEL 3+ IN KS1 SCIENCE COMPARED TO BOROUGH FIGURES
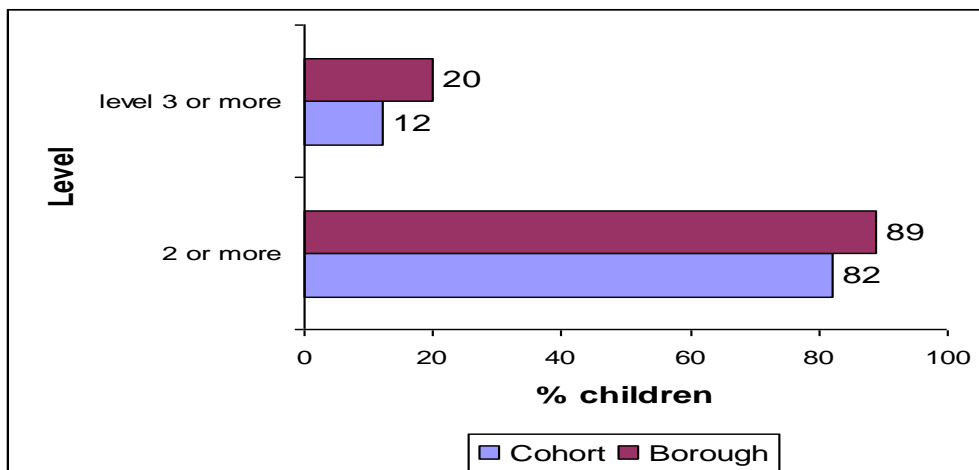

Figure 4.5 summarises the percentage differences in BDCF cohort and borough figures for the number of children achieving level 2+ or level 3+ at KS1 maths, reading and science. The most significant divergence in attainment is in Reading with 22% less children in the cohort than in the borough in 2004, achieving level 3 or over and 16% fewer achieving level 3. In Science a small gap is noted between the cohort and the borough- the attainment profile of the cohort being 7% and 8% lower than borough 2004 figures for reaching level 2 or more and level 3 respectively.
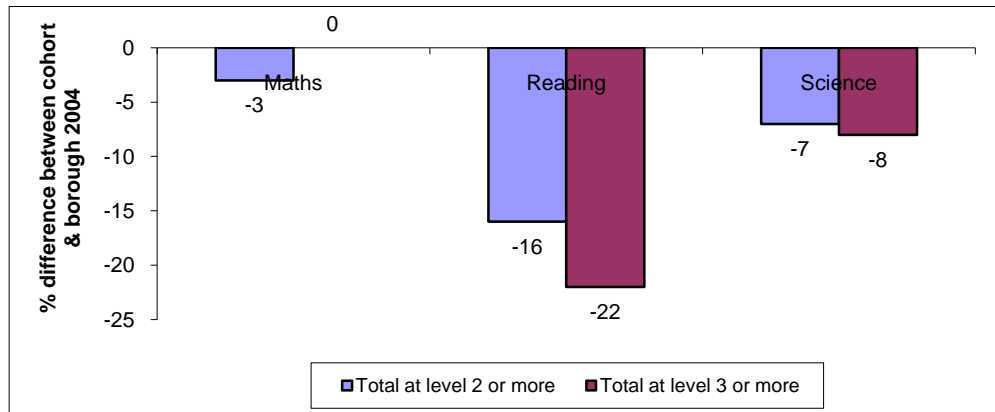
4.6 Performance at Key Stage Two

Key Stage 2 (KS2) tests are taken at 10 and 11 years (school year 6). At this point most children included in the cohort will have been accessing BDCF interventions for long enough for this to have impacted on educational attainment, if the projects are successful in meeting this objective.

This section compares KS2 results for children in the cohort with those for the whole borough figures for 2004. Most 10/11 year olds are expected to achieve level four at KS2.

4.6.1 KS2 Results

For KS2 the following findings emerge:

KS2 Maths

Seventy-two per cent of children in the BDCF cohort achieved level 4 or higher in KS2 maths. This is the same as the borough figure for 2004 (72%). There is some divergence in the proportion of high achievers- 16% of children in the BDCF cohort achieved level 5 compared to a quarter (25%) of those in the whole borough.

FIGURE **4.6**   PROPORTION OF CHILDREN IN THE COHORT AND IN THE BOROUGH ACHIEVING
LEVEL **4** AND HIGHER AND LEVEL **5** AND HIGHER IN **KS2** MATHS

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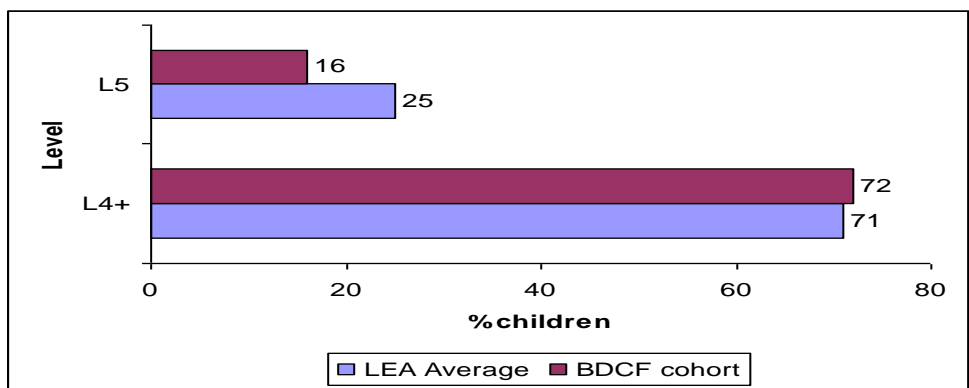
[30] Bases: whole borough figures: 2456; maths=190, reading=160, science=187

Reading and English

Eighty four per cent of the cohort achieved level 4 in the KS2 English reading test (84%). This compares with 68% of children who attained level 2 at KS1. Borough data is not available for the Reading test.

English tests

There are no notable differences in the final English test results for children in the cohort compared to the borough 2004 figures. Just under three quarters achieved level 4 or higher and a fifth achieved level 5.

FIGURE 4.7   PROPORTION OF CHILDREN IN THE COHORT ACHIEVING LEVEL 4 AND HIGHER AND LEVEL 5 AND HIGHER IN KS2 FINAL ENGLISH TESTS
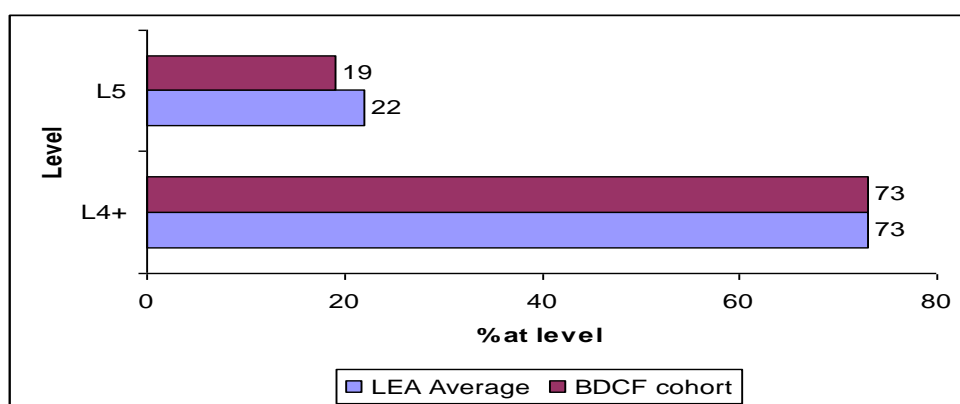
Science

Eight in ten (79%) of children in the BDCF cohort achieved level 4 or higher in KS2 science assessments. This is 7% less than those who attained level 4 in the borough as a whole in 2004. The proportion of children from the cohort attaining level 5 was 7% lower than the borough figure for 2004 for (33% and 40% respectively).

FIGURE 4.8   PROPORTION OF CHILDREN IN THE COHORT AND IN THE BOROUGH ACHIEVING LEVEL 4 AND HIGHER AND LEVEL 5 AND HIGHER IN KSS2 ENGLISH
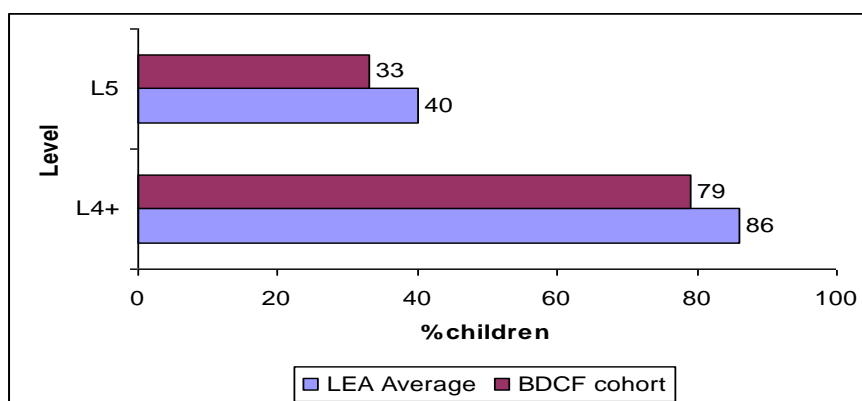

4.7   A summary of difference between BDCF cohort results and those for the borough

Results for English and reading indicate that BDCF interventions have had a positive effect on educational attainment in these areas. Reading was the subject where children in the cohort were least likely to achieve expected levels at KS1 making this a particularly important change. Figures for maths and science are less conclusive. In maths the small gap between children attaining expected levels at KS1 is not found in KS2 data but a gap in high achievers is noted. In science a small (7%) divergence in the proportion of children reaching expected and higher levels remains.

Figure 4.9 summarises the percentage differences in BDCF cohort and Borough figures for the number of children achieving level 4+ or level 5 or higher at KS2 maths, reading and science.

FIGURE 4.9   PERCENTAGE DIFFERENCE IN PROPORTION OF CHILDREN ACHIEVING LEVEL 4+ AND LEVEL 5 IN THE BDCF COHORT AND THOSE ACROSS THE WHOLE BOROUGH
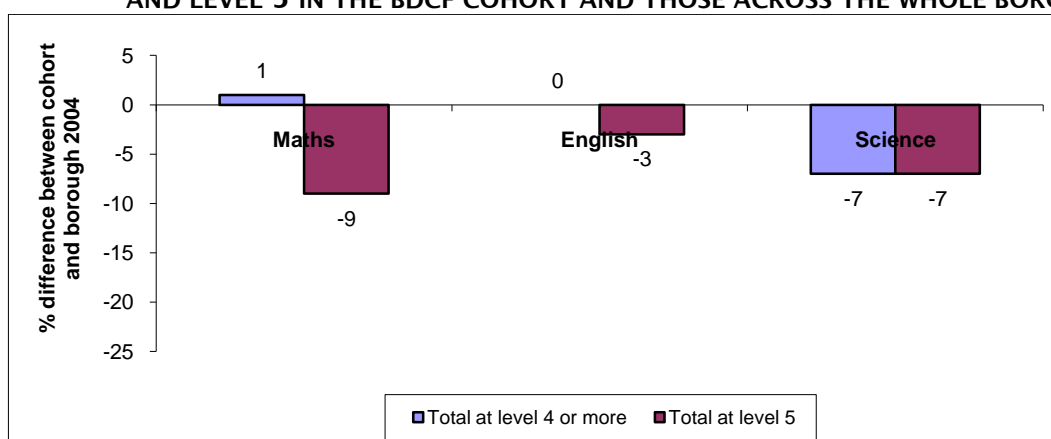

4.8   Analysis of progress between KS1 and KS2

As indicated in information about the profile of children in the BDCF cohort, there are 85 children for whom one or more subject results are available for both KS1 and KS2. This section describes the progress of these children. Firstly by looking at the difference in level one and two results to see what proportion of children make the expected two levels progress and secondly by applying the value added calculation which is worked out for schools to the BDCF cohort (this is explained further in section 1.9).

4.8.1 Progress in maths

Seven in ten (70%) children, for whom two results for maths are available, made two or more levels progress between KS1 and KS2 including 15% who made three levels progress. A quarter did not make two levels progress. Three children who did not reach level one in KS1 have results available for level two; these children all attained level three. Although this is not statistically significant it is interesting to see that some individuals accessing BDCF projects who did not reach level one at KS1 had made two levels progress by KS2.
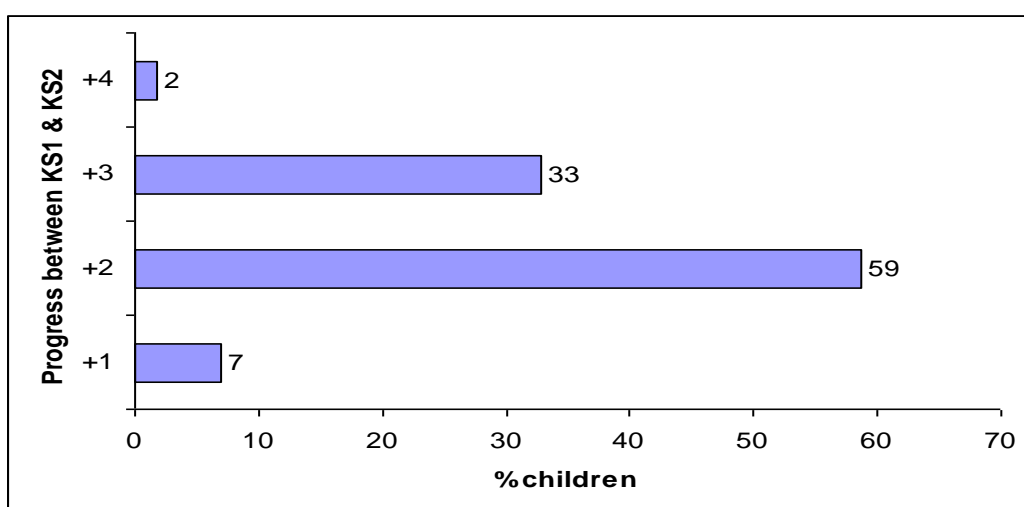
FIGURE 4.10   PROGRESS IN LEVELS BETWEEN KS1 AND KS2 MATHS
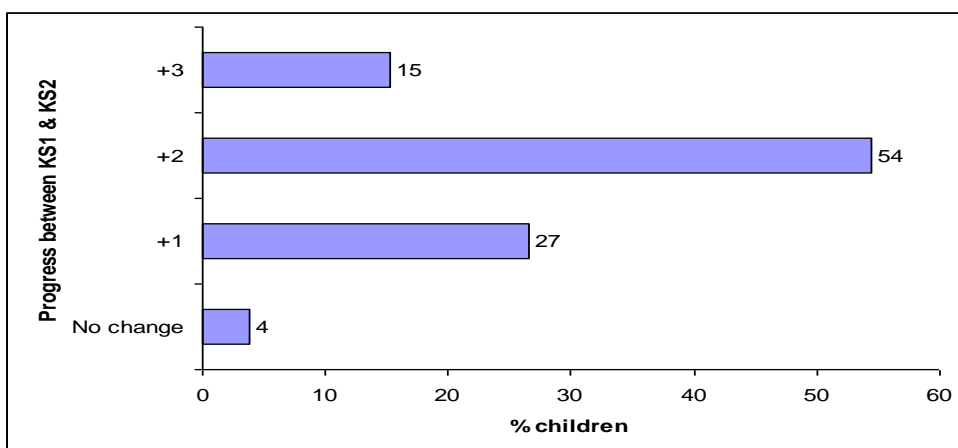
4.8.2 Progress in reading

Over nine in ten (93%) per cent of those for whom KS1 and KS2 data is available made two or more levels progress. This is 13% more than made two or more levels progress in KS2 maths. This is in line with preceding findings as fewer children in the cohort achieved expected and higher levels in reading at KS1 but this gap was considerably smaller at KS2. Seven per cent of children included did not make two levels progress between the key stages. Two children who did not achieve a level at KS1 attained level three at KS2.
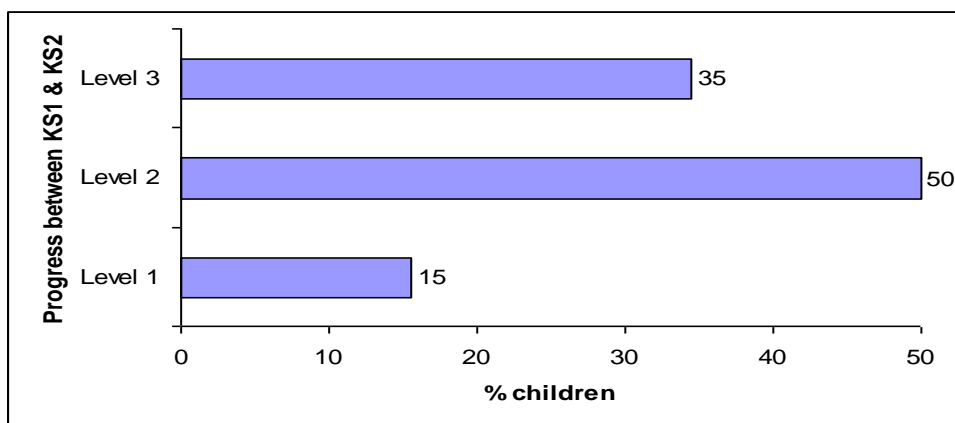
FIGURE 4.11   PROGRESS BETWEEN KS1 AND KS2 READING

4.8.3 Progress in science

Eighty five per cent of children, for whom KS1 and KS2 results for science are available, progressed by two levels or more between the key stages.

FIGURE 4.12   PROGRESS BETWEEN KS1 AND KS2 SCIENCE

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4.9   The BDCF 'value added' analysis[31]

There are 37 pupils in the cohort who were in year six in 2004 and for whom there are KS1 and KS2 results. Barking and Dagenham Education Department supplied the Value Added (VA) score for these children. The mean was –0.054. so the VA score for the cohort is 99.95 or 100.0 to 1 decimal place. This compares exactly with the VA for Barking and Dagenham (100.3) and England nationally (100.0). [32]

The fact that the VA score for the cohort matches that for the borough and the country indicates that the BDCF has assisted in the academic progress of those engaged. This assertion assumes that the BDCF is effectively targeting those who are, for one reason or another, less likely to achieve average or high grades and less likely to progress at the same rate as the average pupil in the borough.

4.10   Information from Social Services

Social Services data does not have as strong a link to Children's Fund objectives as say educational attainment. However, as stated in Barnes,

> it can be argued however that children being looked after and children seen as being at risk of abuse can be viewed as children who are potentially socially excluded and therefore need to be included in the calculations of the impact of Children's Fund activities.[33]

Data from Social Services was collated to assess the progress BDCF has made to meet the following national objectives:

> *To ensure that in each area there is an agreed programme of effective interventions that pick up on early signs of difficulties, identify needs and*

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[31] Please see the appendix for a description of the KS1 to KS2 Value Added Measure is summarised from the DfES website.
[32] VA data for Barking and Dagenham is found at: [http://www.dfes.gov.uk/cgi-bin/performancetables/dfepx2_04.pl?Mode=Z&No=301&X=1&Type=&Base=v]
[33] Barnes, M. (Ed) Assessing the Impact of The Children's Fund: The Role of Indicators. National Evaluation of the Children's Fund. Feb, 2004, [www.ne-cf.org accessed 03/01/06]

introduce children and young people and their families to appropriate services...[34]

To ensure that children and young people who have experienced early signs of difficulties receive appropriate services in order to gain maximum life-chance benefits from educational opportunities, health care and social care and to ensure good outcomes...[35]

as well as sub-objective 6[36]

To develop services that are experienced as effective by individuals and by clusters of children, young people and families who are commonly excluded from the benefits of public services that are intended to support children and young people at risk of being socially excluded from achieving their potential.

If Children's Fund Services were working effectively, it could be expected that;

- Children attending Barking and Dagenham Children's Fund services who are known to Social Services would have required less and received less services from the Social Services than children who are known to Social Services but not accessing Children's Fund services.

- Children attending Children's Fund services who are known to Social Services would be receiving additional services than children who are known to Social Services but not accessing Children's Fund services.

- More children would have been identified as exhibiting early signs of difficulty and more children and young people would have become known to Social Services, more children and young people would have received services and a large number of these new referrals would be children and young people accessing the BDCF.

- Children attending Children's Fund services who are known to Social Services would have stopped needing services sooner than children and young people who were not attending Children's Fund services.

Unfortunately, the amount of relevant data required from Social Services was insufficient, thus an analysis of the data was not possible to assess the above possible outcomes. The small sample size also precluded comparisons to be made with borough wide data.

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[34] *Children's Fund Part One: Guidance on Objectives, Target Setting, Local Monitoring and Evaluation*, Annex D, Nov, 2001.
[35] Ibid.
[36] *Developing Collaboration in Preventative Services for Children and Young People: The National Evaluation of the Children's Fund First Annual Report 2003*, Department for Education and Skills, Research Report RR528.

4.11   Young People Known to Social Services on 'Tracking Cohort'

From the tracking cohort, it was found that 70 children and young people are known to Social Services (26%). This information again is difficult to interpret. On one hand it indicates that the BDCF is reaching the right group of children and young people, yet on the other hand, its not exactly preventative if they are already known to Social Services (SS). However, it could be that by participating in BDCF projects children and young people may be prevented from becoming more seriously involved with Social Services.

Of this group of 70 young people 30 are female and 40 male. More than 60% are White British. The next largest groups are European followed by Black African (see table 4.3).

TABLE **4.3**   ETHNICITY OF TRACKING SAMPLE KNOWN TO SOCIAL SERVICES

Ethnicity	Number (n)	Percentage[37] (%)
Black: African	8	11
European	11	16
Indian	2	3
White and Black: African	1	1
White: British	44	63
White: Irish	2	3
White: Other	1	1
Unknown	1	1
TOTAL	**70**	**100**

These 70 young people participated in the themes as presented in Figure 4.13 below.

FIGURE **4.13**   PARTICIPATION ACCORDING TO THEME FOR THE **70** YOUNG PEOPLE KNOWN TO SOCIAL SERVICES

- Disabled Children
- Education
- Health & Inequalities
- Crime Prevention

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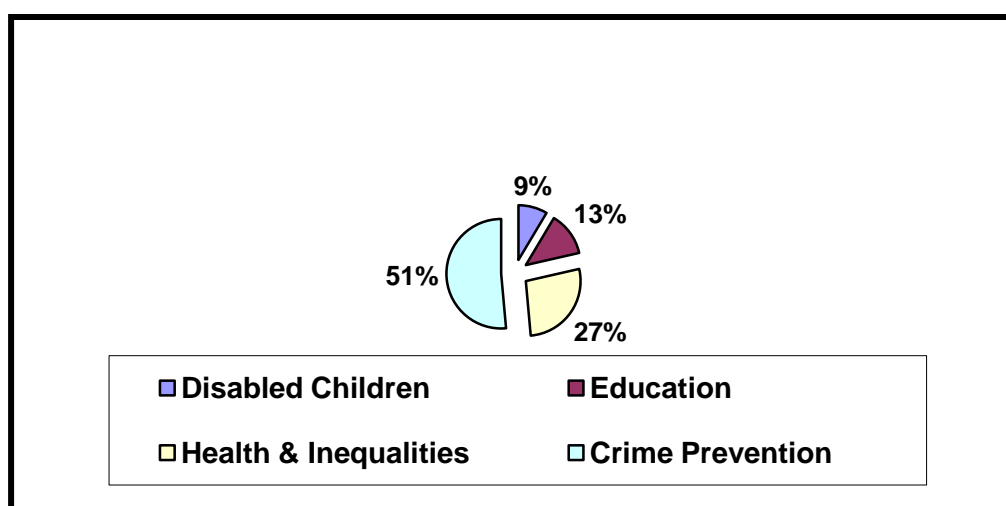
[37] Rounded to the nearest percentage.

It is interesting to compare the number of young people by BDCF theme known to Social Services to that of the number of young people by BDCF theme on the tracking cohort (see figure 2.1). The percentage of young people attending projects under the crime theme were less known to Social Services (51%) than those on the tracking cohort (66%), whereas young people attending projects under the health and inequalities theme were known to Social Services in the same proportion as they were on the tracking cohort (27%). However, the percentage of young people attending both disabilities and education projects and known to Social Services was higher than those on the tracking cohort. While this may be expected for children attending projects under the disabled theme, the findings show that the education projects were more successful at engaging those known to Social Services.

From the group of 70 children and young people, there were 27 young people who were classified with the appropriate Child in Need code.[38,39] The remaining 43 young people did not have a classification recorded. These 27 young people were referred to social services for the following reasons:

TABLE 4.4   REASONS FOR REFERRAL TO SOCIAL SERVICES

Category	Code	Number of Young People
Abuse or Neglect	N1	13
Disability	N2	5
Parental illness or disability	N3	---
Family in acute stress	N4	1
Family dysfunction	N5	5
Socially unacceptable behaviour	N6	3
Low income	N7	---
Absent Parenting	N8	----
TOTAL		27

These categories could be viewed as indicating that the BDCF is benefiting children and young people most in need. Again however, the small sample size precludes an analysis with borough data.

Of these 27 children and young people, 16 are male and 11 female. Their ethnic background are as follows:

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[38] For a full definition of each category please see Appendix 1.
[39] New SSDA 903 Codes, Department of Health Statistics, Statistics Division, 1999 [www.dfes.gov.uk].

FIGURE **4.14**
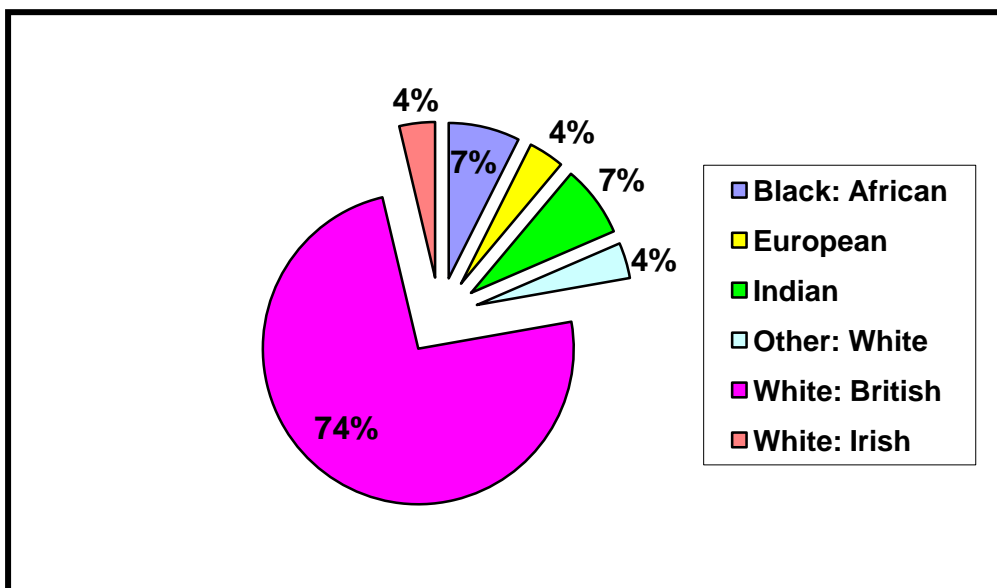
Of the 70 young people referred to Social Services, 11 of the young people were receiving a service at the time that the data was collected and only 1 young person had ever received a prior service.   Of these 11 young people, 6 of them were repeat referrals.

4.11.1   Looked After Children

Six children in the whole cohort and three of those with comparison data are in, or had periods of being in, the care of a local authority. This information is difficult to interpret; as the BDCF aims to provide preventative services rather than interventions for children/ families in crisis it does not target those in the care of the Local Authority. However, looked after children of the 5-13 year age group or those who are taken into the care of the Local Authority while accessing a service would not be excluded from BDCF activities.

The base numbers of looked after children are so low it would not be meaningful to compare them with borough wide data. However, for context Table 4.5 provides data on the number of children between the ages of 10 -13 who were looked after in the borough between 2002 – 2005.

TABLE **4.5**   NUMBER OF LOOKED AFTER CHILDREN BETWEEN AGES **10 – 13**

	2002–2003	2003–2004	2004–2005
Male	115	106	105
Female	73	71	66
TOTAL	**188**	**177**	**171**

4.11.2   Children seen as being at risk or at risk of abuse

The number of children in the cohort who were seen as being at risk of abuse was unknown. However, we do know that 13 young people from the cohort were referred to Social Services on the basis of abuse.

Again, the number of children are too low to provide any meaningful analysis with borough wide data. However, for context table 4.6 provides data on the number of children in the borough between the ages of 10 -13 who were seen as being at risk or at risk of abuse between 2002 – 2005.

TABLE 4.6   NUMBER OF CHILDREN BETWEEN AGES 10 – 13 SEEN AS BEING AT RISK OF ABUSE

	2002–2003	2003–2004	2004–2005
Male	115	169	192
Female	105	133	166
TOTAL	**220**	**302**	**358**

4.12   Borough Data

Although not comparative, the following information is included to provide some context.

For the whole borough, the number of referrals for 5 -13 year olds in 2002-03 was 723, in 2003-04 it dropped to 661 and in 2004-05 it rose again to 754.[40]

Table 4.7 represents the number of cases that were open and closed between the 2002 and 2005 financial years. The most likely reason for the very high number of cases that were open in 2002-03 is that on the previous database system used by Social Services referral end dates were not always entered. However, in 2003-04 the Social Services Database changed to a new system which did require end dates to be entered. At this point a large 'clean up' of files occurred hence the large number of cases closed in 2003-04.

TABLE 4.7

	2002–03	2003–04	2004–05
Open Cases	5124	805	611
Closed Cases	856	5701	1742

4.13   Prevention and Reduction of Anti-Social Behaviour and Crime by Young People

Studies have shown that anti-social behaviour of children at 10 years of age is a very strong forecaster of high cost of pubic services used by the time they reach 28

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[40] Barking & Dagenham Social Services, Record Management Team. 20 Nov, 2005.

years of age.[41] Additionally, studies have also shown that in many cases, childhood engagement in anti-social activities, contributes to permanent social exclusion.[42] Thus, as one of the aims of the Children's Fund is to reduce social exclusion, the BDCF is engaging in good practice by funding projects which aim to prevent and/or reduce anti-social behaviour and crime committed by young people. Furthermore, much evidence has repeatedly shown that interventions targeting anti-social behaviour in teens are to a great extent less effective[43] than those aimed at younger children. Thus there is evidence-based support for implementing effective early interventions, particularly those that have a holistic or family-based approach and those which operate in schools.[44] Again, the BDCF has done well to fund projects which work in co-operation with local primary schools and which work with children before they reach their teenage years.

By funding projects which have "a well co-ordinated multi-agency approach…"[45] that use "interventions of proved effectiveness"[46] the BDCF could contribute to considerably reducing the costs to society of anti-social children along their life-course, while simultaneously improving their general well-being.

Sub-objective 3 is:

'to ensure that fewer young people aged between 10 – 13 commit crime and fewer children between 5 -13 are victims of crime'.[47],[48]

By providing services which support and aim to improve the life chances of young offenders and young people "at risk" of offending, it would be expected that if the Barking and Dagenham Children's Fund was working effectively, there would be a drop in offending and re-offending by young people between the ages of 10 -13 who attend BDCF projects.

Additionally, it would be assumed that:

(a) the young people attending Children's Fund Projects who were listed on the YOT's database would have <u>come into contact with the YOT less times</u> (after joining the projects) than those young people who had not attended Children's Fund Projects

(b) the young people attending Children's Fund Projects who were listed on the YOT's database would have <u>committed less serious crimes</u> (after joining the project) than those young people who had not attended Children's Fund Projects

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[41] Scott, J., Knapp, M., Henderson, J., and Maughan, B. Financial cost of social exclusion: follow up study of antisocial children into adulthood. British Medical Journal, Vol. 323, July, 2001.

[42] Rutter, M., Giller, H. and Hagell, A. Antisocial behaviour by young people. Cambridge: Cambridge University Press, 1998.

[43] Ibid.

[44] see Scott, J., Knapp, M., Henderson, J., and Maughan, B. Financial cost of social exclusion: follow up study of antisocial children into adulthood. British Medical Journal, Vol. 323, July, 2001.

[45] Ibid.

[46] Ibid.

[47] *Developing Collaboration in Preventative Services for Children and Young People: The National Evaluation of the Children's Fund First Annual Report 2003*, Department for Education and Skills, Research Report RR528

[48] Children's Fund: Barking and Dagenham Children's Fund, 2002.

(c) fewer young people in Barking and Dagenham would have committed crime since the establishment of the BDCF.

(d) fewer young people in Barking & Dagenham would have been victims of crime and anti-social behaviour

To assess the extent to which BDCF is achieving sub-objective 3, data was collated from the Youth Offending team (YOT) database. Unfortunately, there are too few young people on the YOIS database to enable the possible outcomes to be assessed and there is insufficient data on the children from the tracking cohort as victims.

4.14   Information gathered from the YOT

Forty eight young people from the sample of 265 are known to the YOT and of these, four young people were charged with an offence but none were convicted.[49]

Of the four young people who were charged, three were males and one female. The three males had one charge each (trespassing, criminal damage and aggravated burglary of a dwelling), while the young woman had two charges (both of criminal damage).

The alleged crimes occurred between November 2002 – August 2004 which is during the CF programme. Only one of the cases went to court – the aggravated burglary charge - and the offender was found not guilty. Of the remaining four charges, two ended with a police reprimand and two ended with "no further action".

4.15   Borough Data

Initially we had intended to compare BDCF data regarding anti-social and criminal behaviour with borough wide data. However, the data available did not allow for this to be done. Nevertheless, it is interesting to note that the number of arrests for young people between the ages of 10 – 13 over the past four years.

FIGURE 4.15
NUMBER OF YOUNG PEOPLE AGED 10–13 YEARS ARRESTED IN BARKING AND DAGENHAM[50]

Number of Arrests of Young People aged 10 - 13 in Barking & Dagenham
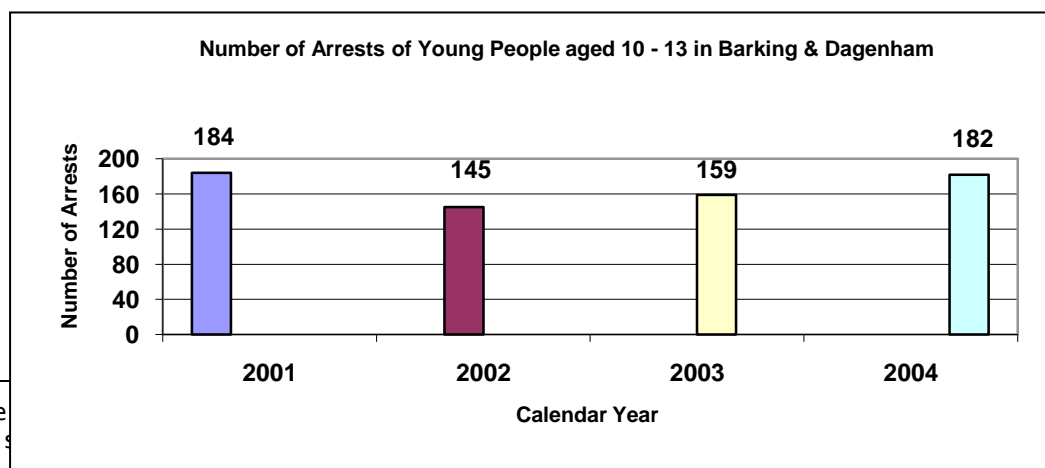
[49] The [...] he new YOIS [...] Update 2003 [...] for this introductory period, youth crime data for Barking and Dagenham may not have been entered accurately or consistently on YOIS's database.

[50] Data obtained from the Metropolitan Police Performance Information Bureau. 06 Oct 2005.

30

Of these young people arrested between 2003 and 2004, less than 27% were actually charged. In the borough in 2003, 32 males between the ages of 10 -13 were charged compared with 4 females. In 2004, 49 males between the ages of 10 -13 were charged and 4 females. Finally, in 2005, 26 males between the ages of 10 -13 were charged compared with 3 females.[51]

There are a number of indicators that could be used to assess the commission of crimes as well as the number of victims of crime. These include self-report studies for crime and victimisation, court disposals, arrest rates, formal warnings. Unfortunately, the interviewees of many of the self-report offending studies such as the Youth Lifestyle Surveys and self-report victimisation studies such as the British Crime Survey, are outside of the Children's Fund age limit. Additionally, there are a number of issues with the availability of data that would relate the children between the ages of 10 – 13.

Additionally, many official statistics are collected on the basis of an area much bigger than the borough and therefore not easily comparable with Children's Fund areas also access to particular data such as the Offenders Index is not easily attainable.[52]

However, The Crime and Justice Survey 2003[53] which provides self-report data of experiences of personal crime of young people aged 10 – 19, is useful in the wider context. Conveniently, it breaks down some of its key findings for children and young people according to the Children's Fund age group. Should monitoring data become more complete and more projects participate in the research thereby allowing for a bigger 'tracking cohort' it would be interesting to compare future BDCF findings with those of The Crime and Justice Survey 2003.

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[51] Ibid. The Criminal Justice and Operations Unit. Data on convictions was not available from the police and would have been costly to obtain from the courts.
[52] Barnes, M. (Ed) Assessing the Impact of The Children's Fund: The Role of Indicators. National Evaluation of the Children's Fund. Feb, 2004, [www.ne-cf.org accessed 03/01/06]

[53] The Victimisation of Young People: Findings From the Crime and Justice Survey 2003 [http://www.homeoffice.gov.uk/rds/pdfs05/r246.pdf accessed 05/01/06]

5. EXPERIENCES & PERCEPTIONS OF SERVICE USERS

5.1 Introduction

In this chapter the young people's experiences of the projects are explored and a range of different outcomes described. Young people were asked if participating in BDCF had changed their life in anyway and if it had, what the changes were. For some young people this was a difficult connection to make, but some offered insights into how attending a project had made a difference, whilst others said that participating had not changed them.

5.2 Outcomes for young people

The change processes varied amongst the young people and it appears that the interaction of several factors are more likely to bring about changes recognised by young people. The main factors appear to be as follows:

5.2.1 *Improved confidence*

Increased confidence was mentioned by young people as a change that came about from participating in a project. One young person summed up the views of others:

> *"At the beginning I was shy. I knew the other kids but not the workers. Now I am not shy anymore and I am more confident now. Even more confident than my superhero* [which she made at the beginning of the project]."

A number of girls identified the effects of feeling more confident; they said that they felt '*more outgoing*' since coming to the project because they had more confidence and that '*their attitudes get better*'. For other young women their increased confidence enabled them to do things they were unable to do before. One said '*at school I would not do things in public like singing but here this is not a problem and nobody laughs.*' Another girl said that outside of the project she was now able to show what she had learned, for example a dance. Participating on the CF project gave these young women new experiences and the opportunity to practice their new skills.

One young woman explained the relationship between increased confidence, improved skills and how this enables her to make new friends:

> *"The others also enjoy the activity. The project has made me more confident and happier. I learn things, for example how to play football. I am better at kicking now. It is easier to make friends. I come here, meet them and we talk about things."*

5.2.2 *Making new friendships*

For some young people their confidence grew because they had made new friends and this made them feel '*comfortable*'.

One boy said his life had changed because *"I see my friends every week and do lots of different things"* (boy, age unknown)

Another boy said his life had changed because *"I have some friends. I go out to a club"* (boy, age unknown)

In one project six young people said they were getting along better with their friends since they started playing football. They said they had made friends, and it was *'easier, I know them better now'* and *'better because I get to know them more'*. Six other young people attending the same project said that even though they enjoyed the activities and their skills had improved they did not think that there were any changes in how they were getting along with their friends.

The significance of making friends and how this made young people feel better about themselves was a common theme in the interviews. A typical comment about making new friends was made by this young man: *"The project has made me happier because I get some more friends, and play matches. The project has made it easier to make friends."*

5.2.3 *Learning new skills*

Learning new skills made young people feel better about themselves:

> *"I feel better now. I know how to kick as hard as I can."*

New skills was believed to be a route to being more respected and popular with their peers. Two young people also said that they felt better and were respected more by other young people or friends because of their new skills.

> *"People bully me at school. At school they used to say 'you're crap at football'. Now they are nice!"*

Another young person said:

> *"My friend was nasty because I did not know football and now I became better. "*

Five young women in contact with an outreach worker had different experiences. Three said that their life had not changed whilst two mentioned positive changes, saying that their lives had changed *'because I know things so in the future I can do them myself and teach others'* and *'it has got better'* and the other young person said that life had *'got fun'* and that the worker *'taught me lots of things I didn't know'*.

A young person's perceptions of his abilities can affect his/her perceptions of the benefits of a project. One young boy described his participation in a project positively and enthusiastically but when asked what he had learnt he added '*nothing, I am just dumb and stupid. I haven't learned anything'*.
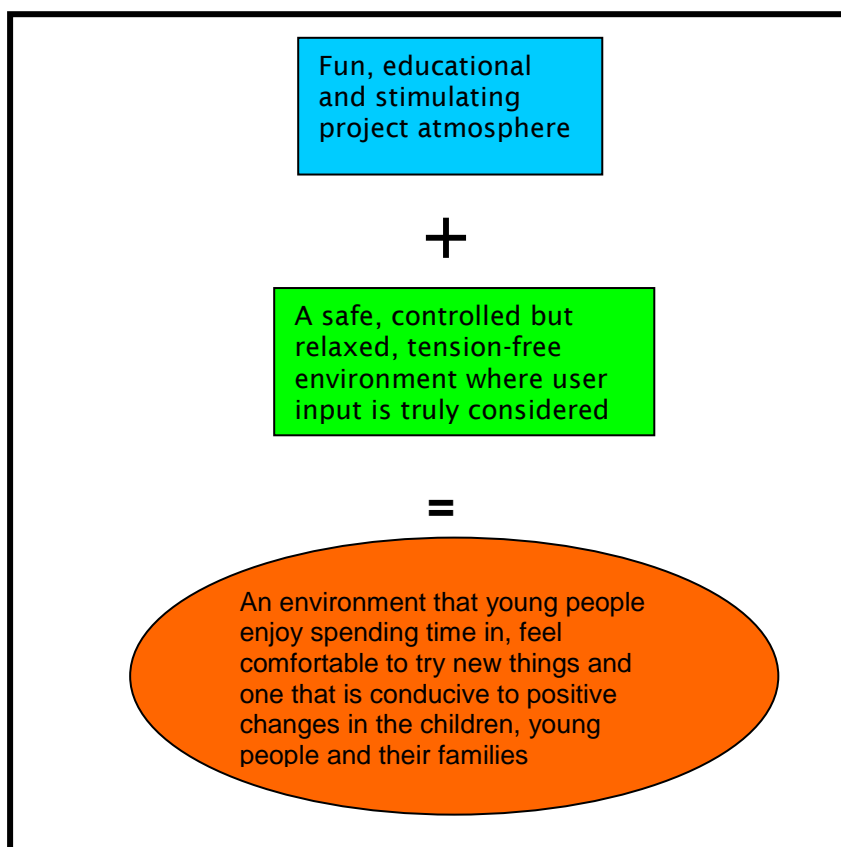
5.2.4 *Sharing problems*

During interviews young people were able to articulate their problems and found comfort from being able to meet others in a similar position.

"I met new people in other places with the same sort of problems that I am facing." (girl, age unknown)

5.3 **Projects can provide the context for bringing about changes**

A Youth Justice Board evaluation found that crime reduction projects which had the most effectiveness were those which combined 'structured and recreational activities'.[54] This is consistent with our findings as the young people attending the crime reduction projects which participated in the research often commented that the project was beneficial to them because it allowed them to have fun but within a controlled and disciplined environment. Figure 5.1 is a model of good practice which is based on some characteristics of projects identified by young people as being the reasons the project was effective in bringing about change in their lives.

FIGURE 5.1

Fun, educational and stimulating project atmosphere

+

A safe, controlled but relaxed, tension-free environment where user input is truly considered

=

An environment that young people enjoy spending time in, feel comfortable to try new things and one that is conducive to positive changes in the children, young people and their families

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[54] Ibid.

Young people said how they felt safe at a project and felt able to experiment and try new activities. This occurs when young people are having fun and the staff treat them with respect.

The best thing about the project is that *'you get to play games and watch and listen to things'*, that *'its fun'*, and that *'they spoil you by giving you the chance to do things you have never done before'*.

> *'What is making a difference is that the workers can give us attention'.*
>
> *'they don't shout at us'.*

One boy pointed out how important the coaches' praise was for him. He said the best thing was *'when they [the coaches] are happy with you, for example when I score a goal'.*

Two young offenders attending a project under the crime theme described their experiences of working with a musician at the project and about learning how to produce music. One of the young people had stated that coming to the project and learning how to make music helped him desist from offending. They commented;

> *" When you make music you enter a different world….before I hated every little kid. I don't think like that anymore. Music has changed me. I have changed my attitude towards school. I try and be good in order to come to the project."*
>
> *" I get adrenaline through the music. I don't need to go out and do any bad stuff 'cause I've got the music."*

TABLE **5.1**   SUMMARY OF SOME MECHANISMS OF CHANGE

Intervention/Activity	Mechanism of Change	Observations and Impact
Computers	▪ Interaction with others ▪ Combination of fun and learning ▪ Time spent alone	▪ Better spelling ability ▪ Better and faster typing skills ▪ Development of a marketable skill
Acting, Dancing	▪ Fun atmosphere ▪ Development of their own talents ▪ Opportunity to express themselves, physically and emotionally	▪ Enhanced concept of abstract things ▪ Heightened creativity ▪ Development of constructive interest/talent ▪ Learnt a different mode of communication ▪ Increase in confidence ▪ Discovery of their own talents ▪ Increase in ambition
Trips	▪ Increased awareness of their surrounding environment ▪ Time spent with peers under supervision away from the centre, school or problem area	▪ Increased knowledge of London ▪ More connected to their local community, less sense of danger and therefore feel safer in their area ▪ Enables them to forget their problems for a short amount of time ▪ Learn how to use transport system ▪ Learn how to behave in public ▪ Standard expectations increased – protective factor against social exclusion
Games	▪ Interaction with others ▪ Combination of fun and learning	▪ Increase in confidence ▪ Increase ability to interact with peers and adults ▪ Learn the importance of playing fair

5.4   Unintended Impacts

Below are some unexpected outcomes that arose through the projects. The information presented here was given in interviews with children and young people or comments made by staff.

TABLE 5.2   SUMMARY OF UNEXPECTED OUTCOMES

Unintended Consequences	Mechanism of Change	Observations and Impact
Increased feeling of empowerment for parents	▪ Increase in confidence ▪ Increased knowledge of local services ▪ Social support for parents and children	▪ Parents , particularly those of children with physical or learning disabilities become more competent to deal with everyday issues
Older children gaining some understanding of how the system works	▪ Improvement in speech ▪ Improvement in speaking English ▪ Increase in confidence	▪ Increase in ability to articulate oneself in public institutions ▪ Young people become more competent, parents increasingly feel inadequate ▪ Less reliant on others and more capable of accessing services and understanding documents
Lack of integration, verbal abuse and racial discrimination[55]	▪ Lack of group cohesion at the project ▪ Minimal efforts to bring white and ethnic services users together ▪ Staff did not adequately address the situation	▪ Black children were not integrated with the rest of the children at the project. One White young person said that he would not mix with the African young. This young person also swore and made abusive comments to a young Black person

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[55] It should be noted that this was only found at one project and did not appear to be occurring at any other BDCF projects.

6. EXPERIENCES & PERCEPTIONS OF STAFF, PARENTS & TEACHERS

6.1   Introduction

Interviews were conducted with project managers and staff as well as some parents and teachers. Their opinions and views are very useful as it provides insight as to how, in their opinion, the BDCF has had an impact on the children and young people.

6.2   Outcomes identified by staff

6.2.1 Increased confidence

All project managers and members of staff said that they had observed some changes in the young people. Almost all staff interviewed believed that the children had gained confidence in different areas. One worker said

> *"Quite a few young people have more confidence; they are able to speak out in a group when they have not done so before."*

6.2.2 Changes in behaviour

Workers also mentioned changes in behaviour. One saw a change in the social skills and said the children were more aware, calmer and more respectful 'for a bit after the project'.

> *"It's different for every young person. We have seen some changes in behaviours, for example less disruptive behaviour and they were showing self-control."*

6.2.3 Improved self-expression

Being able to express themselves was also observed by a number of staff. One said:

> *'some children start off not saying a word, you see them opening up, relaxing and learning to verbalise.'*

Another worker also mentioned that the *'children are more able to talk about feelings'*.

Workers commented that for other young people *'putting words to emotions'* was important. For example one young person used to sulk to show that he was angry and therefore missing a lot of the fun at the activities.

> *"At the activity he learned to say that he was not happy with the situation."*

Figure 6.1summarises mechanisms of change and outcomes identified by staff:

FIGURE 6.1: ACTIVITIES, MECHANISMS OF CHANGE AND OUTCOMES: INFORMATION TAKEN FROM STAFF INTERVIEWS

Activities:

Arts and Craft

Singing together

Games

Music & Drama

Sports

Dance

Discussions & eating together

Outreach work to engage Discuss issues such as health, education, talent enhancement, training, integration and employment

Home visits where workers provide information, assist in getting help, talk to parents or help with homework

Mentoring

Skills/ mechanisms for change:

Learning about behaviour and its consequences for others

Identifying issues, problems, emotions

Communicating issues, problems, emotions

Problem solving skills

Learning how to find help & better informed about local services

Social skills and relationship building

Taking on responsibilities

Practical skills: cooking, catching a bus, crossing the road

Encouraging young people to Attend he project

Observed and anticipated outcomes

More secure and happier transition

Increased confidence & self-belief

Improved behaviour

Making new friends

Able to communicate feelings

Improved physical fitness

Improved football skills

Greater independence

More self-control and less disruptive behaviour with new situations

Increased ability to solve problems

Gaining of young people and parent's trust

Young people are less aggressive and less depressed

6.3   Teachers

The main change observed was a growth in confidence, which both teachers pointed out. One teacher thought the young people were now more confident in dealing with new situations, *'for example [they are more confident] if they come into a new environment or if a different person is in charge.'* The other teacher described the changes as follows:

> *"Those we chose were shy or lacked in confidence. Some of them have grown in confidence [speaking up and/or standing up for themselves] and the young people are keener to speak now and to say what they think. For example in PSHE lessons the children that attend the club are more willing to make contributions and now some of them listen better and one of the boys is better at taking turns."*

6.4   Parents

Parents pointed out a number of different skills they believed their children were learning at the activity.

6.4.1   New opportunities and experiences

Being part of a group and having 'their own project' was helping the young people:

> *"In front of other people they have something THEY DO."*

One parent gave the example of her child looking after another young person at the project which had built his self esteem and probably helped another young person to integrate. Not only the young people but the parents as well felt re-assured by being part of a group. This, in turn, was giving parents and their children self-assurance to try out new things:

> *"The project extends the boundaries because you have support - as parents AND as children. "*

One mother said that her child was now offering to help out in the kitchen after he had been involved in cooking and making drinks at the project.

> *"He is more adventurous like he used to be. He actually went onto a jet ski, he actually went on there and he actually enjoyed it. And he actually could go on rock climbing which we never thought he would be able to do. So I think it's very, very good. "*

One of the children even wanted to continue drama at a different project together with mainstream children.

> *"He participates more in other activities since coming here. Things like 'Stubbers' he has tried, new things, or bowling – they like it now. Now he*

wants to join the 'chicken shed' where they do drama since they had drama teachers here."

6.4.2 Improved Social Skills

Almost all parents mentioned that their children had gained new social skills.

"Well I think this club itself is very good and it is able to help our children to socialise, to their ability. I think you will find that the normal run of other clubs is quite hard for some of our children to follow. "

"Yes, his social skills have improved and this is the only after-school activity he attends. "

6.4.3 New friends

A number of parents commented on the new friends their children had made:

"He has made friends, which has been a learning process as it is hard for him to make friends. "

"He is beginning to build relationships with people outside of his immediate family. "

6.4.4 Coping with new situations

One parent mentioned that her child was generally improving in adapting to new environments:

"I suppose the difference that I've noticed is that he is settling in easier into strange if you like environments. I mean a year ago he wouldn't have sat out there with all those boys. Now he is obviously enjoying himself."

6.4.5 Practical skills

Parents also described the numerous practical skills the young people had acquired at the project. They talked about going to the shops, drama as well as *'cooking, artwork or football. All of these are new things they do'.* Parents said their children had gained some real life experience at the club.

6.4.6 Increase in confidence

Many parents said that they can see a difference in their children's self esteem:

"It has made him feel of something!" "He is a lot more confident."

"It [the project] has given us the chance to see him happy and grow in confidence."

Feeling part of a group has again been seen to lead to an increase in confidence of the young people:

"The project has managed to help them to create a bond between each other which has improved their self-esteem. "

6.4.7 More time for parents

For parents/carers with disabled children the projects were particularly beneficial. The club was giving parents some respite and time to relax.

"It gives parents a much needed break."

"It's nice to be able to come and relax and not to worry. Someone to take them off your hands for a couple of hours."

This also allowed for time to do other things or to chat with other parents. Quite a number of parents stayed regularly at the project and said that they enjoyed the chance to talk to other parents:

"It's nice to be able to have a couple of hours and have some time for other things, or to stay and talk to other parents."

"It gives me the chance to talk to other parents in the same sort of situation as me – to swap ideas, exchange information, have a moan, unload troubles.

6.4.8 Better feedback and more consultation

Some parents told researchers that they were not aware of the activities that their children were participating in at the projects.

"I don't know what they do [at the project]…"

Some parents were also unaware of the aims and objectives of the projects and thus not aware of the changes the project was seeking to make in their children's lives.

Some parents felt that the young people were given a choice in what types of activities they wanted to do at the projects. On the other hand, some parents had many ideas of improvements that could be made to the project or of different activities that they could do but felt that there was no outlet that they could share their ideas.

Some examples of ideas that parents had were that some of the projects should try new activities instead of doing the same things all the time:

"*At least an initiation towards new things would be good…*

Some parents also though it would be good if projects worked with children and young people on:

"How to control their temper, how to articulate themselves, communicate, how to try and listen to others"

7. CONCLUSION AND RECOMMENDATIONS

The research has indicated that the BDCF projects which participated in the research are making good progress and are having a beneficial immediate impact on the lives of the children and young people attending its projects.

These BDCF projects have reached out to and are providing services to a large group of children and young people who are disadvantaged, 'most in need' and have been 'hard to reach'.

Although we cannot be sure that the BDCF has been a key factor in individual children achieving academically, the cohort analysis suggests that there is a BDCF 'effect' on education. Due to the unrepresentativeness of the tracking cohort, the findings are only indicative of the achievements of those projects participating in the cohort study, rather than the programme as a whole.

Almost all of the children and young people interviewed enjoyed attending BDCF projects and some were able to state how it has made their lives better. Further, project managers and workers, parents and teachers have identified positive changes in the behaviour and attitude of many of the young people since they began attending BDCF projects.

A number of areas have been identified where the projects which have participated are engaging in good practice or having a positive immediate impact. Some of these areas include;

- ✓ Good relationships between staff and children and young people
- ✓ Providing new opportunities and different ways of learning for young people
- ✓ Increased confidence in young people
- ✓ Improved physical fitness
- ✓ Informing children and young people about local services
- ✓ Improved problem-solving skills
- ✓ Respite for parents

Importantly, project staff, parents and children have identified mechanisms by which they felt change occurs. Figure 7.1 represents an example of these mechanisms.

FIGURE 7.1
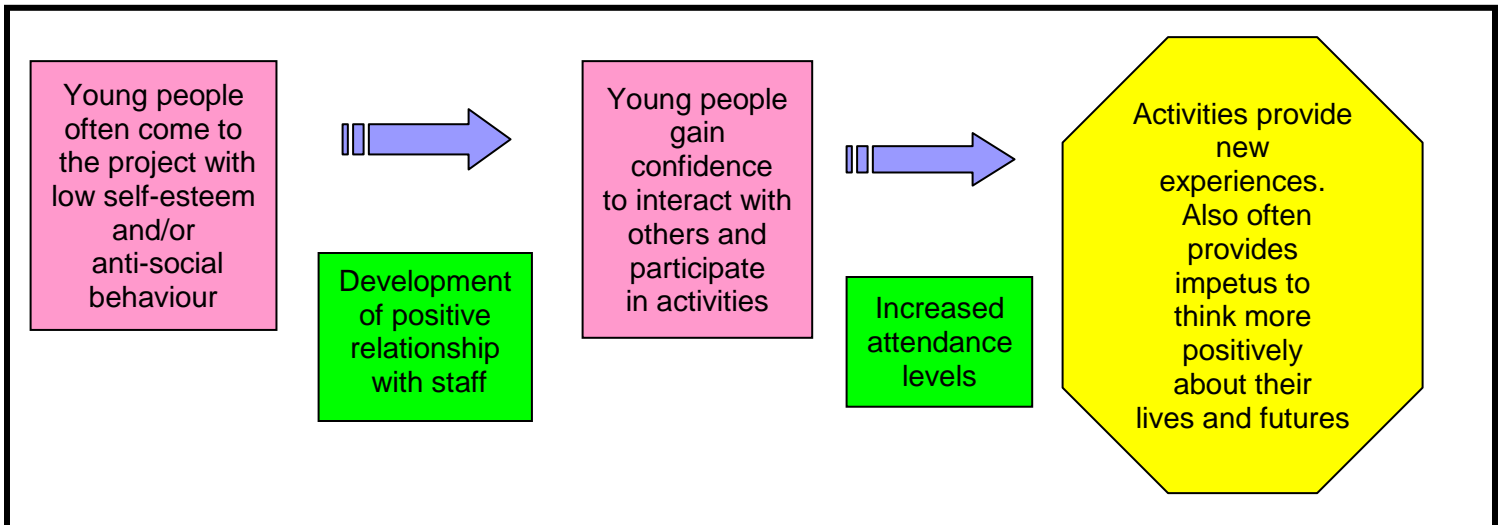
© J. Selman and A. Sampson, 2006.

It should be noted however, that these positive outcomes are only benefiting those young people that have been accessing the BDCF services and not those who have previously attended but dropped out or those who have never attended.

As can be expected, some projects were managed better than others. It would be advantageous to discuss the good practices that have been identified and to implement them in the running of other projects where feasible. Projects which have not participated in the evaluation could be informed of the benefits and encouraged to do so in the future.

The findings have only identified short-term changes in attitudes and behaviour. It would be advantageous to conduct research into mid and long-term impact Nevertheless, from the results of the research on the immediate impact of the BDCF projects evaluated looks promising.

Recommendations for the future development of Barking & Dagenham Children's Fund Projects include;

✖ Increasing efforts to boost and maintain levels of attendance at projects by girls. (section 2.2).

✖ More effort could be made to ensure that basic monitoring information is consistently obtained and accurately recorded. This would be assisted if the BDCF programme were to implement a database which contains a list of basic demographic information on the children and young people attending project. This would greatly reduce the chances of double counting, thereby

increasing the accuracy of monitoring information and increasing the value of future evaluations. (section 3.1. – 3.4)

✘ Collate relevant information to measure performance. (need data in 3.1. – 3.4. to assess performance in section 4).

✘ Provide feedback to parents so that they know what the aims and objectives of the projects are as well as the types of activities that are available. Additionally, consultation with parents could be increased so that their views are taken into consideration and implemented into the running of the projects. (section 6.4.8).

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APPENDIX 1   THEORIES OF CHANGE

The research framework

The research framework is designed to understand the processes of change which have, or have not occurred, as a result of attending BDCF projects. To understand how changes have come about we have explored the mechanisms which explain the processes behind the outcomes. In understanding the processes that bring about certain changes, it will be easier to replicate positive outcomes and prevent negative outcomes and therefore to develop good practice.
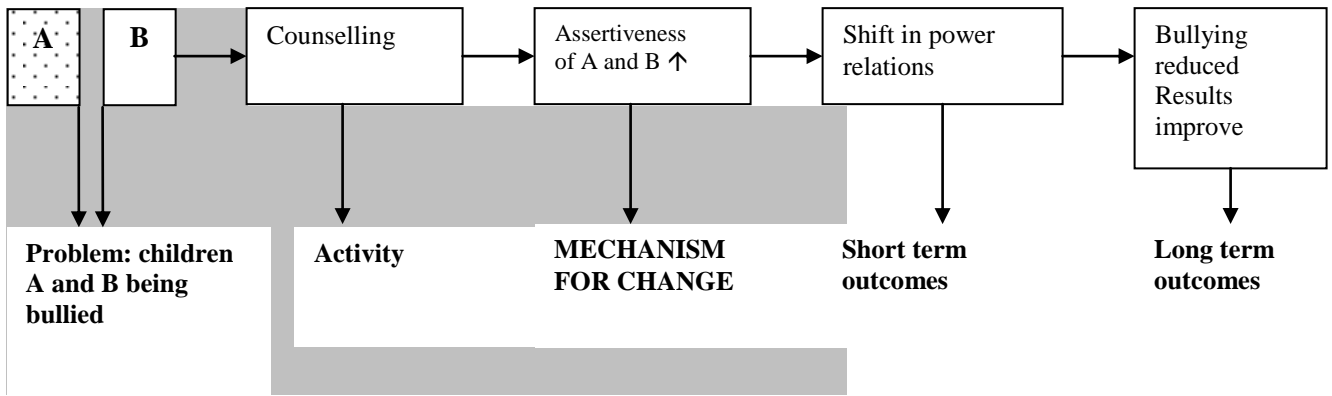
8.1.1 Mechanism of change

The activity or characteristics of a project that results in positive or negative changes for a person are known as the 'mechanism for change'.

Activity itself   **+**   response to the activity   =   mechanism of change

The following example, taken from the NCF Disabilities report shows how this works:[56]

If a project offers counselling for victims of school bullying, counselling is the activity and the response may be greater assertiveness which shifts the power relationship between a bully and the bullied which leads to less bullying. The mechanism of change is therefore the child's new found assertiveness. This process (shown in the diagram overleaf) is known as the programme logic.

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[56] Rice, Becky. *Evaluation of the Newham Children's Fund Disabilities Theme*, Centre for Institutional Studies, 2003.

A B		Counselling		Assertiveness of A and B ↑		Shift in power relations		Bullying reduced Results improve
Problem: children A and B being bullied		**Activity**		**MECHANISM FOR CHANGE**		**Short term outcomes**		**Long term outcomes**

NB: We can see that the background or circumstances for A and B are different. This is likely to affect how effective the activity is at bringing about change. If it works better for A we need to ask why this is, and how could we make it more effective for B (or whether another intervention would be better for B).

A theory of change describes how a programme hypothesizes that its methods and courses of action will result in the achievement of their aims and objectives.

Possible Outcomes

In considering the processes of change, our research framework recognises that there are a number of possible outcomes. These are listed below:

Outcome 1 ➡ Intended impacts through intended process

Outcome 2 ➡ Intended impacts through unintended process

Outcome 3 ➡ No impact – no process

Outcome 4 ➡ Unintended impact (positive/negative) through intended process

Outcome 5 ➡ Unintended impact (positive/negative) through unintended process

As can be seen it is possible for some of the changes to occur independently of the work of a NCF project, other things may have happened in a young person's life; they may change school, a grandparent may have died and so on, and they may be changing their attitudes and behaviour just because they are growing up. These possibilities have been taken into account during the interviews with young people, to ensure as far as possible, that any changes identified are attributable to the BDCF activity.

APPENDIX 2   EDUCATION MEASURES

This information is taken directly from a paper written for the National Evaluation of the Children's Fund. [57]

(a)   Is attainment at Key Stages 1 and 2 a valid measure of the educational performance of pupils and schools?

'It is sometimes argued that this focus on core skills means that Key Stage tests are too narrow, and do not reflect pupils' wider skills and abilities...

...Nevertheless, we would defend the use of Key Stage tests on the grounds that: (1) Core skills in literacy, numeracy and science are extremely important in their own right, (2) Attaining these core skills is a prerequisite for developing many other forms of skill and knowledge. There is likely to be a very high degree of association between pupils' attainment in Key Stage tests and their skills in other areas.' (ibid)

The paper also points out that more subjective data about attainment and related issues (e.g. school grades, parent/ teacher assessment) is often subject to bias and variation and offers a less consistent measure than the selected indicators of KS1 and KS2 results.

(b)   Is performance at Key Stage 1 and 2 a good predictor of future educational performance?

'There is overwhelming evidence that early educational attainment is a highly powerful predictor of later educational attainment. However, interventions that lead to gains in early educational attainment do not necessarily lead to lasting gains, as early effects can fade out when children have left the programme. Conversely, an intervention may appear to have no early effects, yet effects become apparent in the longer run. Of course, it will only be possible to assess whether the Children's Fund has had any impact on Key Stage 3 attainment, GCSE results and post-16 educational participation and attainment once the 5-13 year olds have reached this stage in their educational careers.' (ibid)

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[57] Barnes, M. (Ed) Assessing the Impact of The Children's Fund: The Role of Indicators. National Evaluation of the Children's Fund. Feb, 2004, [www.ne-cf.org accessed 03/01/06]

APPENDIX 3   CHILDREN IN NEED CATEGORIES

The Children in Need categories are defined as follows[58]:

Abuse or Neglect:
Children in need as a result of, or at risk of, abuse or neglect.

Disability:
Children and their families whose main need for services arises out of the children's disabilities or intrinsic condition.

Parental Illness or Disability:
Children whose main need for services arises because the capacity of their parents or carers to care for them is impaired by disability, illness, mental illness, or addictions.

Family in Acute Stress:
Children whose needs arise from living in a family going through a crisis such that parenting capacity is diminished and some of the children's needs are not being adequately met.

Family dysfunction:
Children whose needs arise mainly out of their living with families where the parenting capacity is chronically inadequate.

Socially Unacceptable behaviour:
Children and families whose need for services arise primarily out of their children's behaviour impacting detrimentally on the community.

Low income:
Children, living in families or independently, whose needs arise mainly from being dependent on an income below the standard state entitlements.

Absent Parenting:
Children whose need for services arises mainly from having no parents available to provide for them.

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[58] New SSDA 903 Codes, Department of Health Statistics, Statistics Division, 1999 [www.dfes.gov.uk].

APPENDIX 4   VALUE ADDED MEASURES

The following description of the KS1 to KS2 Value Added Measure is summarised from the DfES website.[59]

What do we mean by value added? Some pupils will always find it difficult to do well in assessment tests. It may be, for example, that they have significant special educational needs (SEN). But all pupils are capable of making progress and it is important that schools are given recognition for the work that they do with all their pupils.

We have developed a way of measuring the progress that individual pupils have made between taking assessment tests when they are generally aged 7 and in Year 2 (KS1) and assessment tests when they are generally aged 11 and in Year 6 (KS2). We call this the value added measure. Value added measures are intended to allow fairer comparisons between schools with different pupil intakes.

For example, school A might show high percentages of pupils achieving Level 4 and above, while school B shows lower percentages. But in value added terms, the pupils at school B may have made more progress than other pupils who were performing at the same level at KS1, and therefore have a higher value added "score" than school A.

The KS1 to KS2 value added measure
Each pupil's value added score is based on comparing their KS2 performance with the median - or middle - performance of other pupils with the same or similar results at KS1. The individual scores are averaged for the school to give a score that is represented as a number based on 100. This indicates the value the school has added on average for their pupils.

Interpretation of a school's value added measure. The value added scores are shown as a measure based on 100. Scores above 100 represent schools where pupils on average made more progress than similar pupils nationally, while scores below 100 represent schools where pupils made less progress.

For KS1 to KS2 value added, a measure of 101 means that on average each of the school's pupils made one term's more progress between KS1 and KS2 than the median - or middle value - for pupils with similar KS1 attainment. Conversely, a score of 99 means that the school's pupils made a term's less progress.

Statistical Significance, Mainstream Schools. As a guide at KS1 to KS2, for schools with 30 or more pupils in the value added measure, measures of 99.1 to 100.9 represent broadly average performance, while for schools with 50+ pupils, measures of 99.3 to 100.7 are broadly average.

[59] [http://www.dfes.gov.uk/performancetables/primary_04/p3.shtml]