

Achieving Schools Social Impact Assessment

September, 2015

Final Report

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Executive summary

Achievement for All 3As is an independent, not-for-profit charity seeking to transform the lives of the most vulnerable and disadvantaged young people, and their families, by raising educational aspiration, access and achievement. **Achieving Schools** is a whole school improvement framework, delivered by Achievement for All, working in partnership with school leaders with the aim of realising three main outcomes:

- Accelerated progression and attainment (in reading, writing and maths) above national expectations for all pupils
- Improved social-behavioural outcomes, reducing exclusions and increasing positive attitudes in lessons.
- Improved attendance and a reduction in exclusions.

Achieving Schools is guided by a Theory of Change (ToC) which demonstrates how its activities are expected to translate into outcomes. The ToC is supported by a substantive literature review, which was revisited and updated this year. Our updated literature review provides additional evidence that the wider body of knowledge supports the aims of Achieving Schools. In addition, **the research and literature** continues to **corroborate the linkages made between the activities and outcomes of Achieving Schools**, thereby providing additional and up-to-date evidence in support of the ToC, and of Achieving Schools.

“Holding all else equal, in the UK, those with a low level of educational attainment are almost five times as likely to be in poverty now and 11 times as likely to be severely materially deprived as those with a high level of education.”
(Serafino and Tonkin, 2014)

As of March, 2015, **this year an additional 184 schools have joined Achieving Schools**, and total school involvement, since the beginning of Achieving Schools now stands at 2,401 schools.

41,500 pupils were benefitting directly from Achieving Schools (as indicated by the school champion survey and aggregated for schools actively involved, in one year, at the time of the research (in March 2015), i.e: 1,140 schools).

In addition, we can estimate that approximately **48,150 parents or carers, 14,650 teachers, 3450 school leaders and 12,450 wider professionals** were **directly benefitting** from Achieving Schools **in one year** at the time of our survey.

Once again, schools involved in **Achieving Schools exceeded national attainment targets**, with overall average increases in APS of 4.8 (reading), 4.6 (writing) and 4.4 (maths) being reported through the termly data, up to 55% above national expectations in reading at KS3-4 and up to 40% above national expectations for all pupils across reading, writing and maths.

Attainment in Achieving Schools' target groups has also risen slightly since last year and this accelerated attainment was also noted by parents as well, with 80% reporting that their child is now improving in each subject. In addition, pupil progress data from autumn 2013 and spring 2015 point to **an ongoing impact on attainment across all subjects**, with yearly impact even increasing slightly over that 18 month period.

A consistent **three quarters of pupils think that they can now get better marks at school**. However, only half of pupils feel better about moving to their next school (a result which is consistent over time). This provides an area of focus for the year ahead and in particular, consideration being given to increasing the level of engagement between schools at the point of transition.

School champions reported **an increase in pupil confidence and aspiration** since joining Achieving Schools. In addition, the longitudinal data show that school champions' confidence in Achieving Schools grows over time as schools continue their involvement. School champions involved for at least 18 months were the most positive about parents' and pupils' confidence and aspiration.

Feedback from pupils also shows that Achieving Schools is having **a positive impact on social and behavioural outcomes**. Whilst 40% remained unsure, most parents surveyed felt that their child is more confident since becoming involved in Achieving Schools, with improved attendance and a reduction in exclusions.

Achieving Schools is **supporting the implementation of the Code of Practice** (DfE, 2014), with most of the respondents to the school champion survey indicating that their school is planning and/or implementing the Code of Practice.

An increased number of **schools are utilizing the Pupil Premium to fund Achieving Schools**; fewer schools are using their school budgets. School champions still largely believe that Achieving Schools represents value for money. However, this is slightly down on last year.

Vignettes from six case study schools illustrate the positive impact that Achieving Schools is having on **achieving the outcomes of increased aspiration and positive attitude** and in relation to **creating better life chances and improved future prospects** for those pupils involved.

“C is very excited about going to College; it’s a new stage in his life” (as told by Mum, 2015)

“If he hadn’t got this help, I would have feared that he wouldn’t have got anywhere near as far in his learning and education, because he struggled during Infant school and he literally came out of Junior and Infant with nothing. It was the way the teachers worked with him that made the difference; the fact that they understood and provided for his special needs. He is very excited about going to College. We’ve looked round the College and spoken to people about the course he wants to go on and he’s excited! It’s a new stage in his life, so he is a bit apprehensive too.”

There are a number of areas **for future consideration**:

- This year we identified a relationship between the length of school involvement in Achieving Schools and the positive impact on beneficiaries. It would, therefore, **be important to further explore what is working well for schools that have been involved beyond the first two years**. This would support in communicating the benefits of continuing participation in Achieving Schools.
- We have also started providing specific examples of how Achieving Schools is achieving some of the outcomes identified in the ToC, and the impact these are having on pupils and their families. **Engagement with a larger group of schools** should be undertaken in order to better understand the extent to which Achieving Schools is achieving these outcomes.
- **Gaining access to pupil level data will also enable a more accurate assessment of the Impact of Achieving Schools on those it benefits.**

1. Introduction

1.1. Achieving Schools

Achievement for All (Achieving Schools) is an independent, not-for-profit charity seeking to transform the lives of the most vulnerable and disadvantaged young people, and their families, by raising educational aspiration, access and achievement. Achieving Schools is a whole school improvement framework that works in partnership with school leaders with the aim of realising three main outcomes:

- Accelerated progression and attainment (in reading, writing and maths).
- Improved social-behavioural outcomes.
- Improved attendance.

At the outset of Achieving Schools, a Theory of Change (ToC) was created, (see Appendix 1) to set out the relationship between the inputs and the outcomes of Achieving Schools. This ToC was supported by evidence from a literature review, carried out simultaneously, with the purpose of gathering existing evidence of the links between the activities of Achieving Schools and the desired outcomes for beneficiaries.

1.2. Our research

PwC was commissioned in 2011 to carry out a social impact assessment (SIA) of Achieving Schools. The aim of an SIA is to monitor, measure and analyse the social consequences of a programme of change and, to this end, two annual reports have been published so far, with the most recent in June 2014. This report represents the third tranche of our research and builds upon the previous reports, through the investigation of the outcomes of Achieving Schools. Our approach is based on the Achieving Schools' ToC, to provide an overview of the impact on its beneficiaries. This year we carried out the following activities:

- We began by updating the original literature review, in order to investigate existing evidence of outcomes of Achieving Schools' activities, and to incorporate any recent additions to the existing body of knowledge. These updates were focused around the primary themes of attainment, aspirations, and wider outcomes.
- This updated literature review influenced the design of this year's primary research. We carried out three surveys between February and April 2015, to gather the views of Achieving Schools' school champions; pupils and their parents or carers. The surveys focused on collecting Achieving Schools' participants' views on the impact it is having in terms of pupil attainment, aspirations and wider outcomes. Table 1.1 sets out sample size and number of responses to each of these surveys. Further explanation of our methodology (found in Appendix 1) illustrates that responses to our school champion survey compare closely to the total sample in terms of regional distribution and school stage, giving credence to our aggregation of these data to estimate total numbers of programme beneficiaries (see Table 3.1). It should be noted that all data gathered from our research this year provides insight into a single year of a two-year programme.

Table 1.1: Response to our surveys

Survey	Sample	Response
School champion	The survey was sent to 771 school champions	133 (a typical response from a sample of this size)
Pupil (administered by Achieving Schools)	The survey was sent to 31 schools (with a total of approximately 320 target group pupils)	194 pupils from surveys sent to 14 schools
Parent (administered by Achieving Schools)	The survey was sent to 31 schools to distribute among the parents of approximately 320 target group pupils	96 parents from surveys sent to 14 schools

Source: Achieving Schools' school champion survey (n=133), parent survey (n=96) and pupil survey (n=194), all 2015.

- In addition to these surveys, termly data submissions¹ for 2,145 programme target groups were supplied by Achieving Schools. These submissions were collected up to March 2015, and include Average Point Score (APS) values from schools involved in Achieving Schools for at least three termly transitions (i.e. six months or more). This database of submissions was used to quantify the progress being made in participating schools, up to the autumn term of 2014, and to enable comparison of participating schools with other schools not currently involved in Achieving Schools (based on National Pupil Database (NPD) information for 1,344 non-participating schools).
- The final component of our research involved a series of case studies based on pupils from six participating schools (one secondary school, one all-age special school, and four primary schools, all involved in Achieving Schools for between three and five years). These were carried out with the aim of gathering individual-level feedback from those currently or previously involved in Achieving Schools. The case studies included visits to the schools to speak directly to school champions, parents and pupils, in order to collect first-hand feedback.

1.3. Scope and structure

The remainder of our report presents findings drawn from existing literature, our primary research, and schools' termly data, and is structured as follows:

- An overview of the literature.
- The progression of Achieving Schools.
- An examination of this year's progress.
- An assessment of the impact over time.
- A selection of case studies from individual schools.

In addition, appendices set out:

- Methodology.
- Literature review.
- Bibliography.

¹ Pupil performance data, submitted periodically to Achieving Schools, to measure the progress of pupils included in Achieving Schools' target groups.

2. An overview of the literature

2.1. Introduction

As mentioned in Chapter 1, we began this year's SIA by revisiting the 2011 literature review. The aim of this update was to investigate whether or not the literature supports the linkages made between the inputs and the outcomes of Achieving Schools, as set out in the ToC (Appendix 1). This chapter presents a summary of the literature, structured around the key outcomes set out below (see Appendix 2 for our complete update of the literature review):

- Increased aspiration and improved attitude.
- Fewer exclusions.
- Improved attendance.
- Better social-behavioural outcomes.
- Accelerated progression and attainment.

2.2. Increased aspiration and improved attitude

Increasing aspiration means raising the ceiling on where pupils hope to be in the future, educationally and occupationally. Improving attitude refers to pupils having a more positive approach towards learning and the school environment. A key indicator might be a child's reported desire to continue with education post-16.

The previous literature review found that a positive attitude toward learning increases the likelihood of breaking cycles of intergenerational poverty and redressing opportunities (Macrae, S. et al., 2003). Recent research has reinforced the insight that children and parents from low income families already have high aspirations which may be underestimated by professionals (Cummings, et al., 2012). This suggests that interventions focused on attitude change may not be as impactful as interventions focused on, for example, behaviour.

56% of children whose parents have a professional career also wish to have a professional career.

Only **13%** of children whose parents are in semi-skilled occupations would contemplate a professional career.

(Department for Children, Schools and Families, 2009)

2.3. Fewer exclusions

Schools sometimes resort to excluding (sometimes called 'expelling' or 'suspending') a pupil from school as a means of discipline. Achieving Schools works to reduce the need for schools to resort to using these temporary and permanent exclusions. The reduction of exclusions is important for a plethora of reasons. The 2012 literature review found that exclusion not only leads to isolation and poor academic progress in the short term, but also that it can have far reaching detrimental effects for the excluded pupil, such as a significantly higher likelihood of becoming a teenage parent, being unemployed or homeless later in life, or ending up in prison.

Building on the previous findings about isolation, the recent review found that exclusion has a negative effect on pupils' aspirations and self-belief. This can result in increased marginalisation and disassociation with society in general, as those punished with exclusion can begin shunning opportunities and conventional social systems such as education (Krohn, Lopes, & Ward, 2014).

Labelling theory suggests that punishment results in individuals being labelled (i.e. stigmatised), which affects self-image.

(Valdebenito, et al., 2015)

This marginalisation is often associated with increasing offending and increased likelihood of being involved with the criminal justice system, both as victims and offenders (McAra & McVie, 2010; Daniels, 2011; Parkes, 2012). Avoiding pupil exclusions can therefore be seen as a key factor in improving future life chances.

2.4. Improved attendance

The Department for Education (DfE) now uses 15 percent threshold for defining a pupil as ‘persistently absent’. It is generally accepted that absence, whether authorised or unauthorised, is bad for children’s education (Taylor, 2012). The previous review in 2012 found that lower attendance led to significantly lower educational achievement at GCSE (Vignoles, 2010; Taylor, 2012), trouble making and keeping friends, leading to isolation, and a possibility of increased likelihood of being prematurely sexually active. Poor attenders were also likely to miss opportunities to develop their communication and language skills, as well as miss out on the discipline they would have gained by routinely going to school every morning, a skill that transfers over to working life (Malcolm, et al. 2003).

The recent review found that poor attenders, upon leaving, are less likely to progress to further study and faced greater difficulty securing paid employment (Irish Economic and Social Research Institute, 2007). A recent US study also found that drops in attendance as early as between grades 4-8 (years 3-7 in English schooling) were significant predictors of whether or not that child would go on to graduate from high school (Kieffer, et al., 2014). Regarding achievement, the recent review highlighted maths as being particularly sensitive to the effects of attendance (Balfanz & Burns, 2012), particularly so in early primary school years (Daraganova, et al., 2014). In addition, the effects of poor attendance are often felt by entire classrooms, as those pupils who miss days of school tend to fall behind and require additional support. This disrupts the flow of instruction and can result in a less productive learning environment for all students in the class (OECD, 2013), lending support to the focus of Achieving Schools on reducing pupil absenteeism.

2.5. Better social-behavioural outcomes

Social-behavioural outcomes are considered in this review based on UK child psychiatrist Robert Goodman’s child mental health questionnaire. The five areas considered are: emotional; conduct; hyperactivity; peer relationships; and pro-social behaviour (Goodman, 1997). In other terms, this means non-disruptive behaviour and positive inter-pupil interactions in the classroom. The previous review found that better attainment and progress across KS3 were found when students reported their schools to have a strong ‘emphasis on learning’ and a positive ‘behaviour climate’ (Sylva, et al., 2012). It was also found that behavioural problems are predictive of subsequent involvement in crime (Macrae, et al., 2003).

The updated review highlighted that the effects of disruptive behaviour are also felt by classroom peers, and it is estimated that classrooms could be losing up to an hour of learning each day in English schools as a result of it, equivalent to 38 days of teaching lost per year (Ofsted, 2014).

This loss of valuable learning time could have significant consequences for everyone in the classroom, including the well behaved pupils. Moreover, the negative impact of classroom misbehaviour is not limited to pupils. Teachers report a plethora of effects stemming from misbehaviour; the toll on teachers was so significant that 70% of teachers in a UK survey indicated that poor pupil behaviour had caused them to consider leaving the profession at some point in their careers (Teacher Support Network, 2010).

Possible effects of mis-behaviour, as reported by teachers:

- Chronic stress.
- Depression.
- Voice loss.
- Loss of confidence.
- Illness resulting in time off work.
- Negative impact on home/family life.

(Teacher Support Network, 2010)

2.6. Accelerated progression and attainment

Accelerated progression and attainment refers to academic performance and achievement in reading, writing and maths. This outcome is formally measured in England by performance (KS2, KS4, etc.) and progress. The 2012 literature review found that improved attainment is linked to a number of different economically important indicators under the broad concept of ‘better life prospects’, such as reduced risk of mental health problems (The Princes Trust, 2006), employability and crime prevention. More recently, the work being carried out by the leading UK provider of school-based emotional and mental health services (Place2BE, 2012) points to growing evidence that promoting positive mental health improves a range of school outcomes, including enhanced academic progress, better attendance and lower exclusion rates. Moreover, children are less likely to suffer from serious mental health difficulties in later life if they receive support at an early age. In macroeconomic terms, the relationship between cognitive skills and economic growth has been demonstrated in a range of studies (OECD, 2010). Attainment at GCSE (English and maths) was also found to be a significant predictor of post-16 destinations (Sylva, et al., 2014).

Furthermore, for young people from disadvantaged backgrounds, poor attainment in secondary schools was found to be more important in explaining lower higher education participation rates than barriers arising at the point of entry into higher education (The Economic and Social Research Council, 2012). Moreover the updated

“Holding all else equal, in the UK, those with a low level of educational attainment are almost five times as likely to be in poverty now and 11 times as likely to be severely materially deprived as those with a high level of education

(Serafino and Tonkin, 2014)

review found evidence that school grades affect future earning as an adult (French, et al., 2014). Improved reading level as a child was found to be associated with increased earnings during your 30s, while improved maths scores contributed to an even greater increase in earnings during your 30s (Crawford & Cribb, 2013). A programme that could accelerate pupil progression would therefore be of clear benefit to their ongoing standard of living.



Summary

- Our updated literature review provides additional evidence that the wider body of knowledge supports the aims of Achieving Schools. In addition, the literature continues to corroborate the linkages made between the activities and outcomes of Achieving Schools, thereby providing additional and up-to-date evidence in support of the ToC.
- The literature continues to support the focus on the primary outcomes of raising attainment and aspirations, and improving wider social outcomes for those involved in Achieving Schools. Attainment at school is once again linked to pupils having better prospects later in life; progress in literacy and numeracy at school is associated with increased earning potential.
- The recent literature also reinforces the importance of improving pupil behaviour as a means of improving aspirations. This, in turn, leads to less absenteeism and fewer exclusions, and the avoidance of the detrimental academic and social impacts that missing school can have on children.

3. The progression of Achieving Schools

3.1. Introduction

This chapter sets out the activities of Achieving Schools this year, drawing upon data from our school champion surveys conducted in 2013, 2014 and 2015. The chapter is structured as follows:

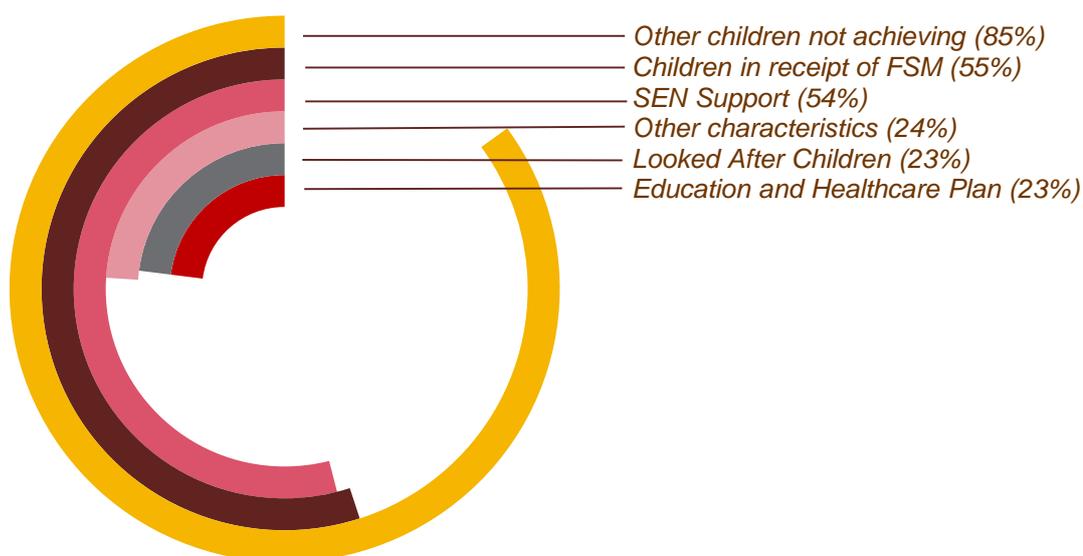
- The profile of Achieving Schools.
- Direct and indirect beneficiaries of Achieving Schools.
- Achieving Schools’ funding and value for money.

3.2. The profile of Achieving Schools

In March 2015, 1,140 schools were actively involved in Achieving Schools (according to monitoring data from Achieving Schools). Total school involvement, since the beginning of Achieving Schools, stands at 2,401 schools (up from 2,217 in March 2014), meaning 184 schools joined Achieving Schools in the year to March 2015. The target number of schools to be reached by year 5 of Achieving Schools is 2,600, requiring the registration of a further 199 schools by April 2016.

It is expected that schools registering for Achieving Schools will identify pupils with the greatest potential to benefit, and place them in programme target groups. When asked which pupils they most wanted to affect through Achieving Schools, school champions responded that ‘children not achieving’ were foremost in their minds (as was the case in 2014), followed by those on SEN Support² or children in receipt of free school meals (FSM), as shown in Figure 3.1.

Figure 3.1: Most common target group pupil characteristics



Source: Achieving Schools’ school champion survey, 2015 (n=133)

² SEN Support replaces School Action and School Action Plus.

Figure 3.2 shows the age profile of pupils benefitting directly from Achieving Schools (showing year 1 to year 11). Compared to the previous two years, the profile, based on the 2015 school champion survey shows a shift in pattern towards a higher proportion of older pupils. This is to be expected as Achieving Schools matures and as target group pupils groups move through their school education.

Figure 3.2: Year group profile



Source: Achieving Schools' school champion survey 2013 (n=149), 2014 (n=228) and 2015 (n=133)

3.3. Direct and indirect beneficiaries of Achieving Schools

The school champion survey responses for 2015 indicate that there is an average of 36 pupils³ benefitting from Achieving Schools in each participating school. If we aggregate direct pupil beneficiary numbers to the active Achieving Schools' population (i.e. 1,140 schools involved in the most recent data submission), this allows us to estimate that around 41,500 pupils were benefitting directly from Achieving Schools through inclusion in the target groups at the time of research in March 2015.

Achieving Schools also aims to directly benefit parents or carers by involving them more effectively in discussions about their child's education, and by encouraging them to play a greater role. According to our school champion survey, an average of 42 parents or carers currently benefit directly from their child's involvement in Achieving Schools (an increase from the average of 37 in our 2014 survey). Again, based on the number of schools involved, this allows us to estimate that approximately 48,150 parents or carers were benefitting directly at the time of research.

Beyond pupils and their families, Achieving Schools also seeks to benefit teachers in a variety of ways, through specific training and, more broadly, from the focus on evidence-based decision making and school leadership activities. Broader school improvement initiatives, including the use of data to inform decision making and senior leadership team (SLT) engagement, also benefit school leaders and wider professionals (e.g. teaching assistants and governors). According to the school champion survey data for 2015, an average of 13 teachers, three school leaders and 11 wider professionals were benefitting directly per school. If we multiply up direct teacher, school leader and wider professional beneficiary numbers to the total Achieving Schools' population, this allows us to

³ Based on 133 school champion survey responses. These responses are representative of the split between school stage (primary, secondary or special), when compared to both the sample of 771 schools that received the survey, and the 1,140 schools active in Achieving Schools at the time of this research.

estimate that approximately 14,650 teachers, 3,450 school leaders and 12,450 wider professionals were direct beneficiaries of Achieving Schools at the time of the survey. These data are summarised in Table 3.1.

Table 3.1: Direct beneficiaries of Achieving Schools, for one year

	Direct beneficiaries (based on 133 responses to the school champion survey)	Aggregated direct beneficiaries (based on 1,140 active schools at the time of research)
 Pupils	4,839	41,500
 Parents/ carers	5,617	48,150
 Teachers	1,711	14,650
 School Leaders	401	3,450
 Other professionals	1,451	12,450
Total	14,019	120,200

Source: Achieving Schools' school champion survey, 2015 (n=133)

These data allow us to estimate that, at the time of this research in March 2015, Achieving Schools was directly benefitting an approximate total of 120,200 pupils, parents or carers, teachers, school leaders and other professionals.

Beyond these direct beneficiaries, Achieving Schools targets improvements in outcomes for schools as a whole, and for teaching staff. Table 3.2 illustrates the potential broader impact of Achieving Schools on those not directly involved (based on our 2015 school champion survey responses, and the total number of schools involved in Achieving Schools at the time of this research). It indicates that almost 114,000 parents or carers, and almost 10,000 teachers could potentially be benefitting indirectly from Achieving Schools, even beyond those with direct programme involvement.

Table 3.2: Indirect Achieving Schools' beneficiaries

	Indirect beneficiaries (based on 133 responses to the school champion survey)	Aggregated indirect beneficiaries (based on 1,140 schools active at the time of research)
 Pupils	20,854	178,750
 Parents/ carers	13,271	113,750
 Teachers	1,125	9,650
 School Leaders	350	3,000
 Other professionals	1,007	8,650
Total	36,607	313,800

Source: Achieving Schools' school champion survey, 2015 (n=133)

The estimates show that Achieving Schools could currently be indirectly benefitting 178,750 pupils not included in target groups. Combined with the earlier estimate of 41,500 pupils benefitting directly, there could be as many as 220,250 pupils currently benefitting from Achieving Schools.

3.4. Achieving Schools' funding and value for money

We asked school champions to tell us how their school currently funds its involvement in Achieving Schools. As illustrated in Figure 3.3, 42% of schools used schools budgets to fund their involvement this year (this percentage is down from 63% in 2014). Almost a quarter of schools receive Local Authority funding (23%, which is down from 34% in 2014). These reductions might be explained by the fact that 42% of schools reported using pupil premium to fund their involvement (pupil premium was not mentioned as a source of funding last year).

Figure 3.3: Achieving Schools' funding



Source: Achieving Schools' school champion survey, 2015 (n=133)

When asked if they think Achieving Schools represents value for money, 80% of school champions responded positively. This response is a positive indicator of the future sustainability of Achieving Schools.



Source: Achieving Schools' school champion survey, 2015 (n=133)



Summary

- School participation in Achieving Schools stands at 1,140 schools this year. Since the beginning of Achieving Schools, a total of 2,401 schools have taken part. The revised DfE target requires reaching 2,600 schools by March 2016, challenging Achieving Schools to sign up a further 199 schools over the coming year.
- We estimate that approximately 41,500 pupils were benefitting directly from Achieving Schools in one year at the time of this research (with around 178,750 other pupils benefitting indirectly, through their teachers' and peers' involvement). Achieving Schools continues to benefit many others as well, with approximately 48,100 parents and carers directly benefitting this year, for example, along with 14,700 teachers.
- The profile of schools' funding for Achieving Schools has changed this year. Almost half of schools now use pupil premium to fund their involvement (up from less than 10% in 2014), while fewer schools now fund their involvement directly from their own budgets (down 21 percentage points to 42%).

4. An examination of this year's progress

4.1. Introduction

This chapter focuses on the impact of Achieving Schools this year. Findings are drawn from 2015 termly data submissions, and from school champion, parent, and pupil surveys conducted in March 2015. The chapter is structured as follows:

- Pupil attainment.
- Pupil aspirations.
- Wider outcomes.

4.2. Pupil attainment

The Achieving Schools programme targets those vulnerable to underachieving for inclusion within the target groups. APS values⁴ for target groups in reading, writing and maths are a key source of evidence regarding pupil progression and attainment. Achieving Schools, therefore, collects pupil performance monitoring data on a termly basis.

Table 4.1 displays APS changes among target groups within the 901 schools that have supplied progress data to Achieving Schools in spring 2015 (760 primary schools and 141 secondary schools). These results show the weighted average change for all target groups across the 901 schools (with a total of 2,145 target groups, and 22,065 pupils).

Table 4.1: Changes in APS among target group pupils ⁵

School phase	No. of schools	No. of target groups	No. of pupils	Reading		Writing		Maths	
				Termly APS change	Yearly APS change	Termly APS change	Yearly APS change	Termly APS change	Yearly APS change
Primary	760	1,853	16,582	+1.6	+4.7	+1.5	+4.4	+1.5	+4.4
Secondary	141	292	5,483	+1.8	+5.4	+1.8	+5.4	+1.4	+4.2
Overall	901	2,145	22,065	+1.6	+4.8	+1.5	+4.6	+1.5	+4.4

Source: Achieving Schools' analysis of termly submission data, spring 2015 (n=901)

According to Achieving Schools termly monitoring data, pupils within target groups achieve overall average yearly increases in APS of 4.8 (reading), 4.6 (writing) and 4.4 (maths). The result in each subject compares positively to the results reported in our 2014 SIA, with the increase in reading up by 0.1 APS; writing up by 0.2

⁴ Average Point Score (APS) was the Department for Education's measure of pupil progress.

⁵ The percentage of primary schools for which we have APS data is 84% of all 901 schools, compared to an overall percentage for the total population of Achieving Schools of 73% primary schools. The percentage of secondary schools for which we have APS data is 16%, compared to an overall percentage of 20% secondary schools.

APS; and maths up by 0.1 APS since last year. This means that attainment in Achieving Schools target groups has risen slightly since last year.

The 2015 results also compare favourably to the latest national measures of progress set out within Ofsted’s ‘School Data Dashboard Guidance’⁶. This identifies ‘expected progress’ within KS2 as being a yearly increase of 3.0 APS across each subject. Yearly increases of 5.4, 5.4 and 4.1 APS respectively in Achieving Schools secondary school reading, writing and maths are also notably above the expected level of progress for secondary schools specifically, which is equivalent to a yearly increase of 3.6 APS.

“The whole school has benefitted from Achieving Schools. We are seeing excellent progress in all children, along with more effective teaching and learning practices.”

Source: Achieving Schools’ school champion survey 2015

Table 4.2: Progress in APS at Key Stage 2

Key Stage 2				
	Reading	Writing	Maths	All
Achieving Schools’ progress	4.42	4.13	4.07	4.21
Expected progress as determined by DfE and Ofsted	3	3	3	3
% Achieving Schools’ progress above national expectations for all pupils	47%	38%	36%	40%

Source: Achieving Schools

Table 4.3: Progress in APS at Key Stage 3-4

Key Stage 3-4				
	Reading	Writing	Maths	All
Achieving Schools’ progress	5.44	5.37	4.19	4.80
Expected progress as determined by DfE and Ofsted	3.5	3.5	3.5	3.5
% Achieving Schools’ progress above national expectations for all pupils	55%	53%	20%	37%

Source: Achieving Schools

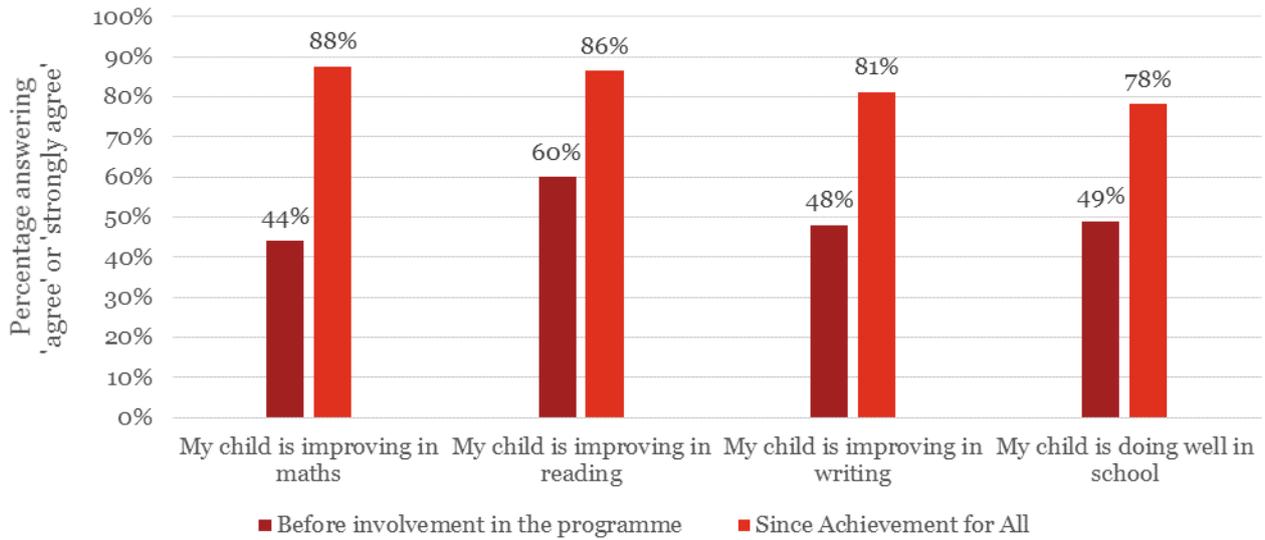
Parents’ and pupils’ views on attainment

In addition to analysing progression data, we analysed survey responses from pupils involved in Achieving Schools, and their parents, in order to assess their perspectives on the impact of Achieving Schools. As shown in Figure 4.1, parents responded positively on the impact of Achieving Schools on their child’s academic attainment in maths, reading and writing. Over 80% of parents reported improvement in each subject (significantly more than before involvement in Achieving Schools). Overall, 78% of parents indicated that their child was doing well in school this year. This is 29 percentage points higher than before their involvement in Achieving Schools.⁷

⁶ Ofsted, (2014). *School Data Dashboard Guidance*. Ofsted, p.9.

⁷ Although not displayed in Figure 4.2 (due to a small number of responses), the response to another statement - ‘my child is ready to move on to their next school’ – was less positive than the previous statements. Although only an indicative result at this point, the fact that less than half of parents feel better about their child moving on to their next school now, when compared with before involvement in Achieving Schools (even only those parents of pupils aged 11), warrants further investigation to understand how parents feel about this issue, and if Achieving Schools can have more of an impact.

Figure 4.1: Parents' views on pupil attainment⁸

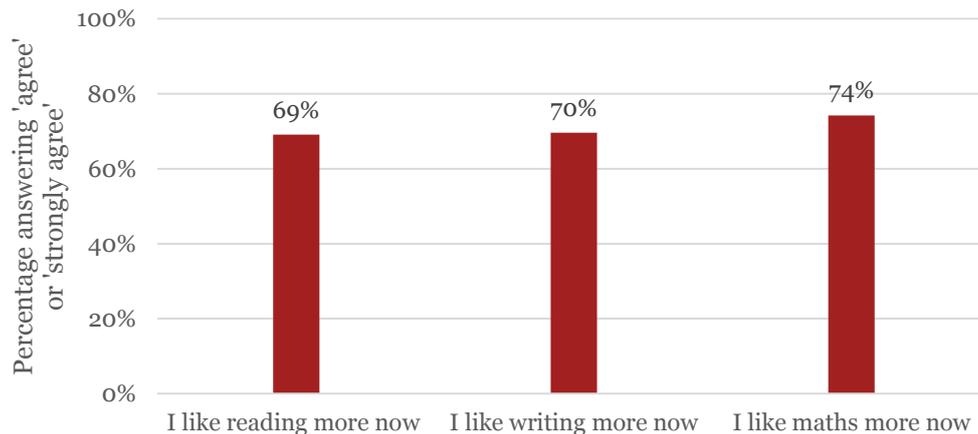


Source: Achieving Schools' parent survey, 2015 (n=96)

"The best thing about Achieving Schools for me, as a parent, was being able to pinpoint the areas where P needed the most help – for example, in reading and English language, and some maths topics."

Source: Achieving Schools' parent survey 2015

Figure 4.2: Pupils' views on attainment



Source: Achieving Schools' pupil survey, 2015 (n=194)

⁸ Parents were asked to what extent they agreed with each statement. Results are presented in terms of the percentage responding 'agree' or 'strongly agree'.

Pupils' responses were largely positive regarding the impact of Achieving Schools on their enjoyment of each subject, as shown in Figure 4.2.

What do you like most about taking part in Achieving Schools?

"I've been doing better at school, and now I communicate more with teachers."

Source: Achieving Schools' pupil survey 2015

4.3. Pupil aspirations

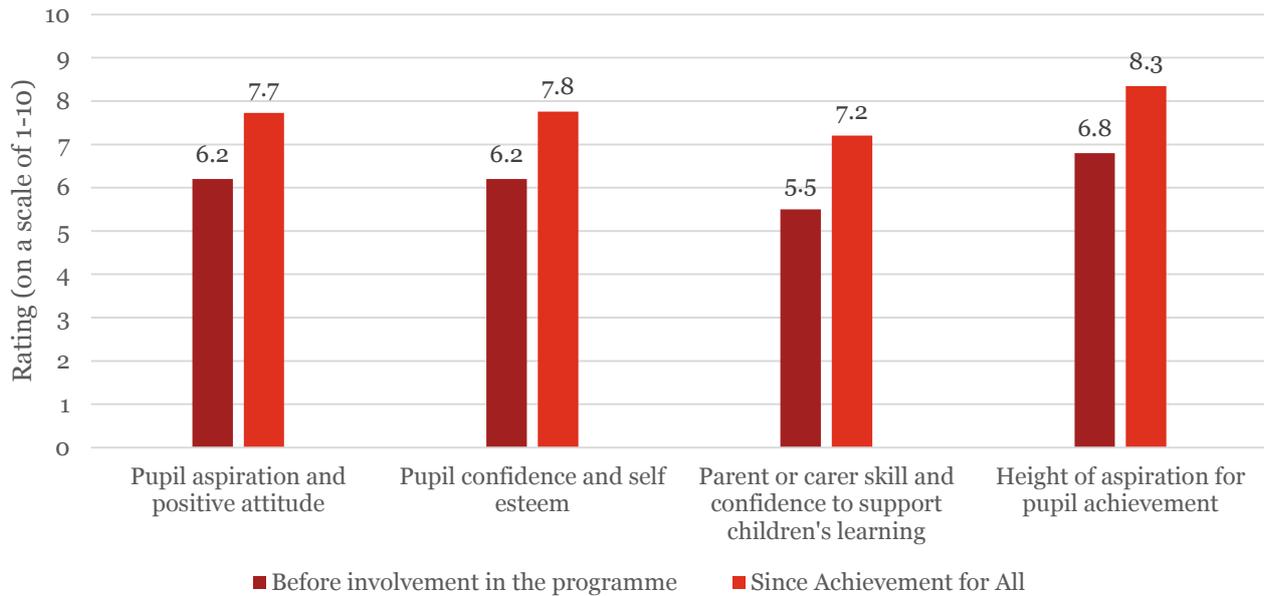
Beyond academic attainment, Achieving Schools aims to improve pupils' attitude towards, and enjoyment of school. Results of the school champion survey and parent and pupil surveys indicate that Achieving Schools is currently successful in positively impacting pupil aspiration and attitude. We asked school champions to rate their school against a number of statements (on a 10-point scale), both before and since involvement in Achieving Schools. Figure 4.3 illustrates that, since Achieving Schools, school champions rated 'pupil confidence and self-esteem' and 'pupil aspiration and positive attitude' 1.6 and 1.5 points higher than before involvement in Achieving

Schools. Importantly, they also report an increase in teachers' aspirations for pupil achievement, with a 1.5 point increase since involvement in Achieving Schools. This indicates that teacher confidence in Achieving Schools continues to rise.

"Pupils are being listened to and have opportunity to express their aspirations more clearly. They are given more one-to-one time with their teacher."

Source: Achieving Schools' school champion survey 2015

Figure 4.3: Schools champions' views on pupil aspirations



Source: Achieving Schools' school champion survey (n=133)

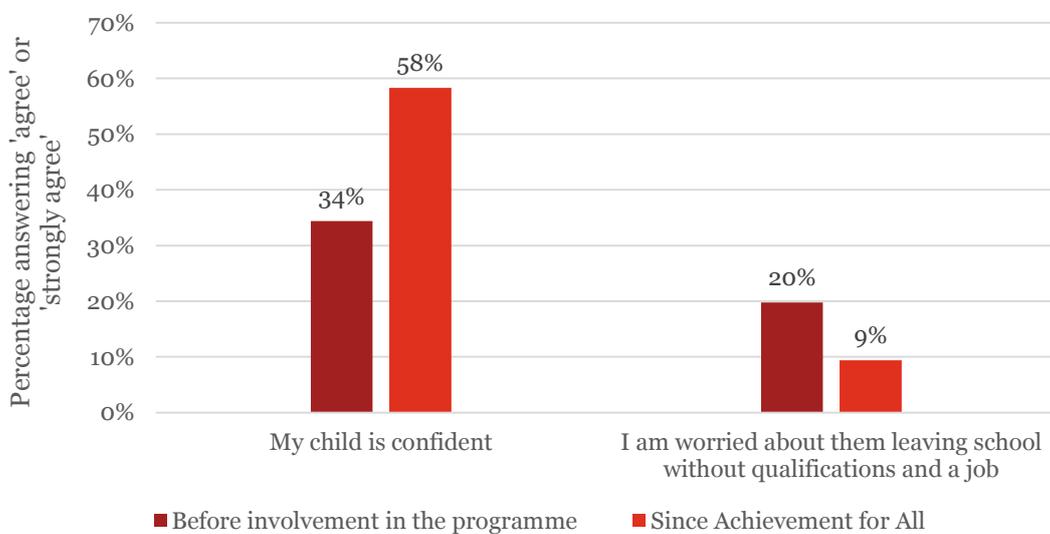
Parents' views also reflect this positive impact, while also leaving room for further improvement. The proportion of parents who feel that their child is confident has risen by 24 percentage points since involvement in Achieving Schools, but remains relatively low, at 58%. The percentage of parents worried about their child leaving school without qualifications or a job is less than half what it was before involvement (9%).

What has been the best thing about Achieving Schools for you as a parent?

"Seeing my son come out of his shell – he's so much more confident now."

Source: Achieving Schools' parent survey 2015

Figure 4.4: Parents' views on pupil aspirations



Source: Achieving Schools' parent survey, 2015 (n=96)

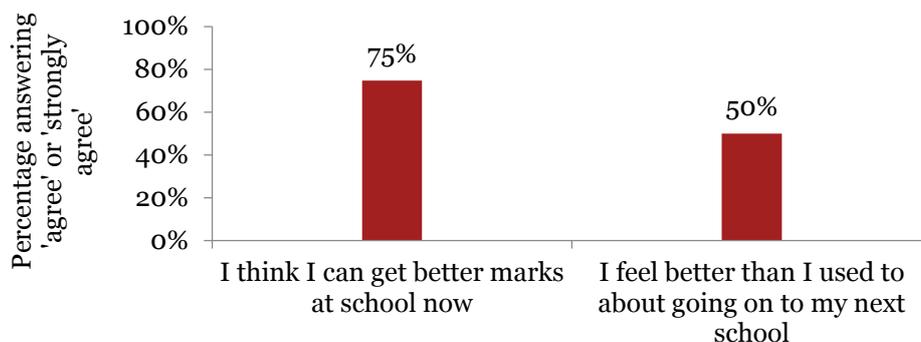
“If I needed help in a lesson I feel like I can tell someone now.”

Source: Achieving Schools’ pupil survey 2015

Half of pupils indicated that they feel better about moving on to their next school, now that they have been involved in Achieving Schools. However, 5% of pupils reported confidence in their own ability to achieve better marks at school since their involvement. These results indicate an increase in aspirations among many of the pupils involved in Achieving Schools. Those who answered negatively mentioned factors including the length of time between Achieving Schools’ sessions, and a feeling that nothing will change, as reasons for their answers. This highlights the potential for improvement both in programme procedures, and access to pupils via school systems, and in communicating the outcomes of Achieving Schools to pupils themselves.

Bearing in mind that

Figure 4.5: Pupils’ views on their own aspirations



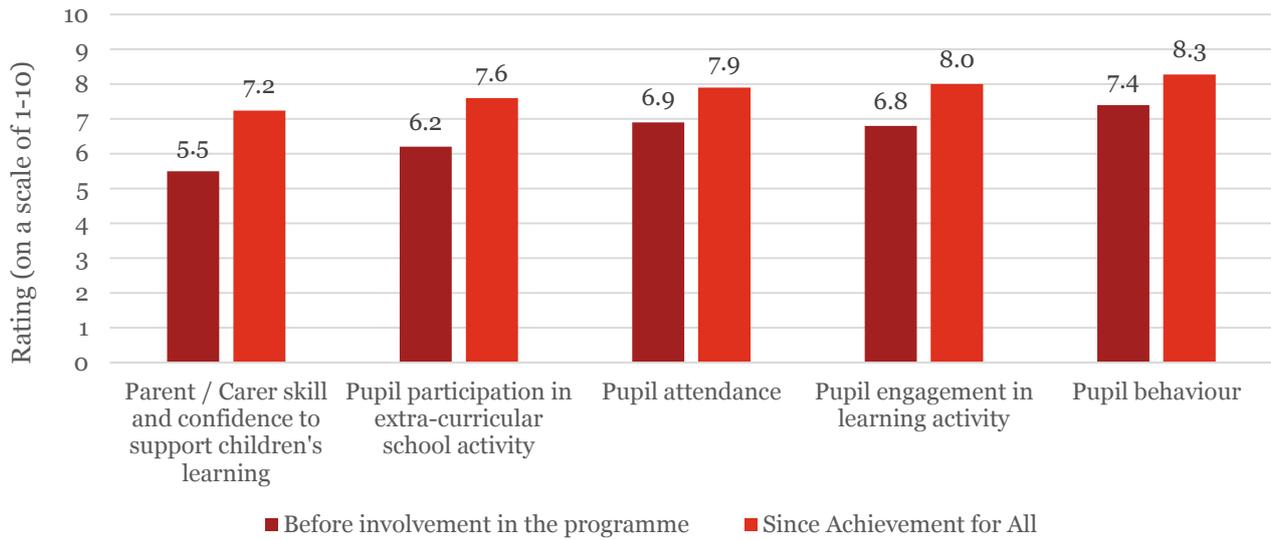
Source: Achieving Schools’ pupil survey, 2015 (n=194)

The fact that only 50% of pupils feel better than they used to about going on to their next school suggests the need for further investigation, given that the emerging evidence from parents of pupils aged 11 (see footnote page 16) some of whom were also less positive about their child’s readiness in this regard.

4.4. Wider outcomes

Beyond attainment and aspiration, the third key outcome of Achieving Schools is centred on social and behavioural outcomes. Feedback gathered through the school champion and parent and pupil surveys conducted in early 2015 demonstrates that Achieving Schools is having a positive impact in this area. When asked to rate a number of statements on a ten-point scale, both for before and since participation in Achieving Schools, average scores point to an improvement in outcomes across parent and pupil engagement, attendance, behaviour, and extra-curricular activities (illustrated in Figure 4.6).

Figure 4.6: School champions' views on social and behavioural outcomes



Source: *Achieving Schools' school champion survey, 2015 (n=133)*

Figure 4.7 provides results from the survey of parents, which show a similar pattern of impact across these areas. Ratings for interest in learning and activity participation each show significant increases now that children have been involved in Achieving Schools (i.e. 18 and 24 percentage points respectively). Concerns about absenteeism and behaviour fell by 7 and 13 percentage points respectively.

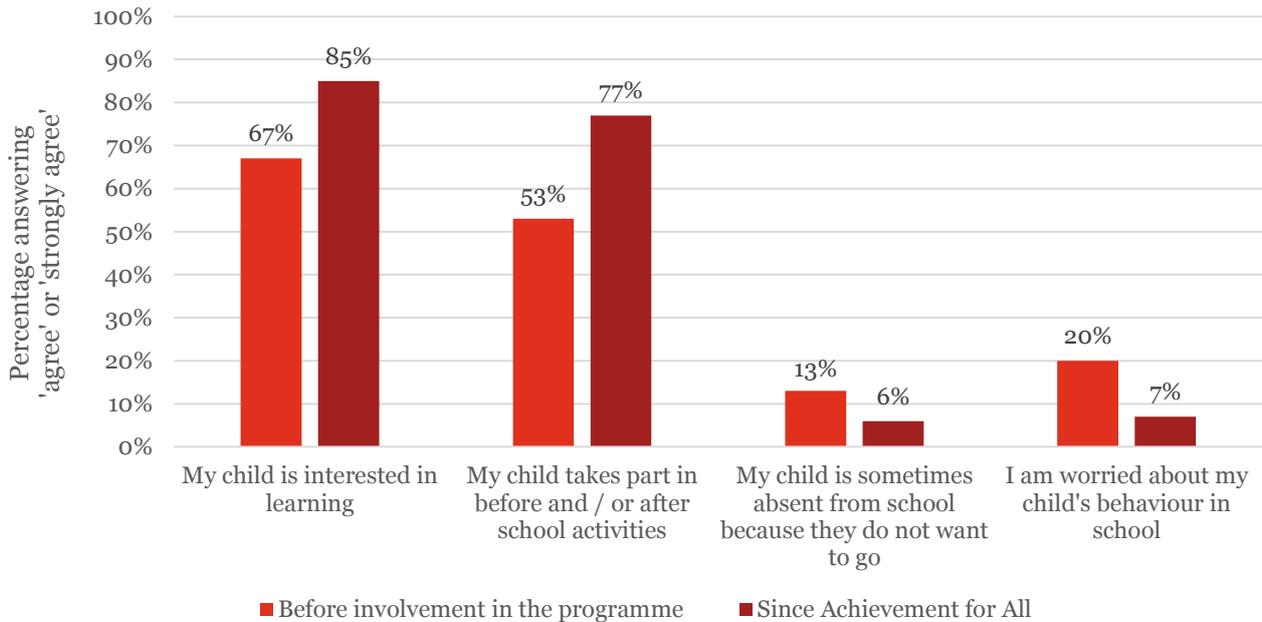
What has been the best thing about Achieving Schools for you, as a parent?

“An insight and better understanding into how much he is struggling, through longer, in-depth parent meetings.”

“Knowing a teacher can see the same problem with my child as I do and we both try and solve and help my child together.”

Source: *Achieving Schools' parent survey 2015*

Figure 4.7: Parents' views on social and behavioural outcomes



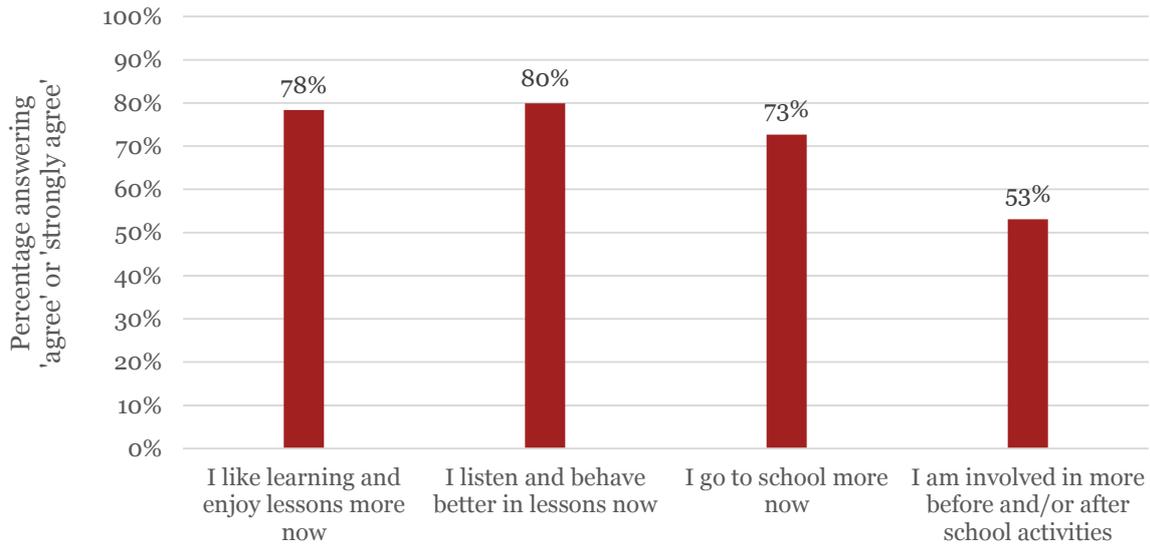
Source: Achieving Schools' parent survey, 2015 (n=96)

Pupils were largely positive about the impact of Achieving Schools on their own engagement, attendance, behaviour and participation. 80% of those responding thought that they now listen and behave better in lessons which is three percentage points higher than last year (figure 4.8). This creates a positive knock-on effect, not only for those pupils themselves, but for also their classmates and teachers. Notwithstanding these positive findings, the percentage of pupils who reported taking part in more extra-curricular activities (53%) has decreased 8 percentage points this year. All parents and pupils who specifically mentioned extra-curricular activities were positive about the range of these activities offered by their school since involvement in Achieving Schools, suggesting that this lack of improvement may be more due to pupils' own uptake of activities, rather than their availability. However, given the importance that Achieving Schools places on extra-curricular activities, this merits further investigation by Achieving Schools.

"I'm glad I'm getting helped more, and I'm happier at school now."

Source: Achieving Schools' pupil survey 2015

Figure 4.8: Pupils' views on social and behavioural factors



Source: Achieving Schools' pupil survey, 2015 (n=194)

Reducing absenteeism and exclusions

We asked school champions to state whether their school's involvement in Achieving Schools had contributed to a reduction in pupil absenteeism. 42% believed that Achieving Schools has had a positive impact in this regard, in line with last year's result. Some schools may not have an issue with persistent absenteeism, however, for those that do, it would be important to explore what additional support could be provided.

42% of School Champions believe that Achieving Schools has contributed to a reduction in pupil absenteeism



We also asked school champions to provide figures for the number of fixed-period exclusions in the most recent term, and for the term before the school began Achieving Schools. The 14 schools able to provide this data reported a combined reduction in exclusions of 95 pupils, or an average of 6.8 reduced exclusions per school. For these schools, this represents a reduction in exclusion of 48% since their involvement with Achieving Schools began. Again, this is similar to last year's finding.

14 schools reported 95 fewer fixed-period pupil exclusions since involvement in Achieving Schools -
- a reduction of **48%**

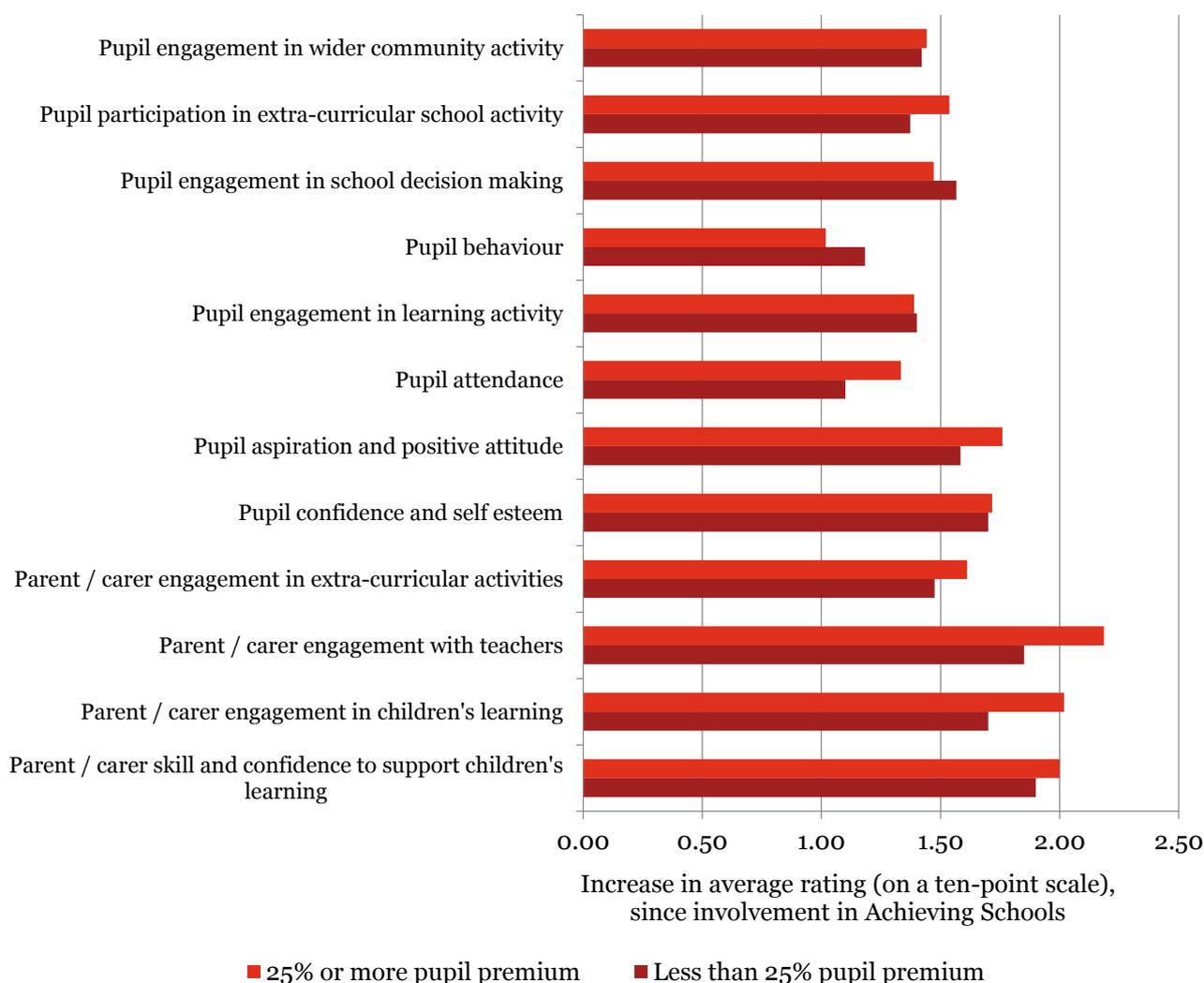


Outcomes in schools with higher proportions of disadvantaged pupils

We are interested to understand the impact Achieving Schools is having on schools with high proportions of vulnerable and disadvantaged pupils. Results from our school champion survey (presented in Figure 4.9) show that Achieving Schools is contributing to narrowing the gap between disadvantaged children and others, in terms of social and behavioural outcomes.

Across the majority of statements listed below, relating to pupil skills, confidence, engagement and attitude, schools with at least one quarter of pupils eligible for pupil premium show greater improvement when compared to schools with less than 25 percent of pupil premium pupils. There were three exceptions to this, namely, pupil engagement in decision making; pupil behaviour; and pupil engagement in learning activity. In relation to these outcomes, schools with a higher proportion of pupil premium pupils were still making progress, but at a lower rate than other schools. It might be important to investigate these specific impacts more fully, in order to understand the reasons and to identify further interventions and communicate with schools.

Figure 4.9: Outcomes in schools with higher levels of disadvantage



Source: Achieving Schools' school champion survey, 2015 (n=133)

4.5. Code of Practice for SEND

Government Code of Practice for SEND became statutory in September 2014. Mandatory and recommended changes were based on Achieving Schools. This year's school champion survey included questions exploring the support provided by Achieving Schools in the implementation of these changes.

The main results for the school champion survey provided positive responses:

- When asked if teachers and teaching support staff were fully aware of the new SEN Code of Practice, school champion respondents reported an average rating of 7.82 and 7.0 respectively on a ten-point scale).
- 98.5% of school champion respondents indicated that their school has started to plan for the SEN Code of Practice.
- When asked if their school is implementing the SEN Code of Practice, school champions reported an average rating of 8.24 on a ten-point scale.



Summary

- Achieving Schools exceeded national attainment targets this year, across reading, writing and maths. School champions reported a high level of progress in reading, in particular, 55% above national expectations for all pupils at KS3-4. Secondary-level maths has seen the least progress this year when compared to other subjects, although progress remains above the expected national level, supporting Achieving Schools' aim of raising pupil attainment.
- This accelerated attainment was not only visible through pupil attainment data, but was reported by parents as well. 80% reported that their child is now improving in each subject. Pupils themselves also recognised their own improvements, with the majority saying that they liked reading, writing and maths more, now that they have been involved in Achieving Schools.
- School champions report an increase in pupil confidence and aspiration, but feedback from parents and pupils was more challenging. More parents feel that their child is confident now that they have been involved in Achieving Schools, although over 40% are unsure.
- Pupils have also gained in confidence and feedback from pupils shows that Achieving Schools is having a positive impact on social and behavioural outcomes. Compared to before participation in Achieving Schools, they reported improvements in their attendance, behaviour, and engagement with their learning.
- Notwithstanding these positive findings, the percentage of pupils who reported taking part in more extra-curricular activities (53%) has decreased 8 percentage points this year. Given the importance that Achieving Schools places on extra-curricular activities, this is worth further consideration by Achieving Schools.
- Moreover, the fact that only 50% of pupils feel better than they used to about going on to their next school provides an area of focus for the year ahead and in particular, consideration should be given to increasing the level of engagement between schools at the point of transition.
- In relation to the specific impacts on pupil engagement in decision making; pupil behavior and pupil engagement in learning activity, whilst schools with a higher proportion of pupil premium pupils were still making progress, this was at a lower rate than other schools. It would be important to investigate these specific impacts more fully, in order to understand the reasons and to identify further interventions and communicate with schools.
- Achieving Schools is supporting the implementation of the Code of Practice (DfE, 2014), with most respondents to the school champion survey indicating that their school is planning and/or implementing the Code of Practice.

5. An assessment of the impact over time

5.1. Introduction

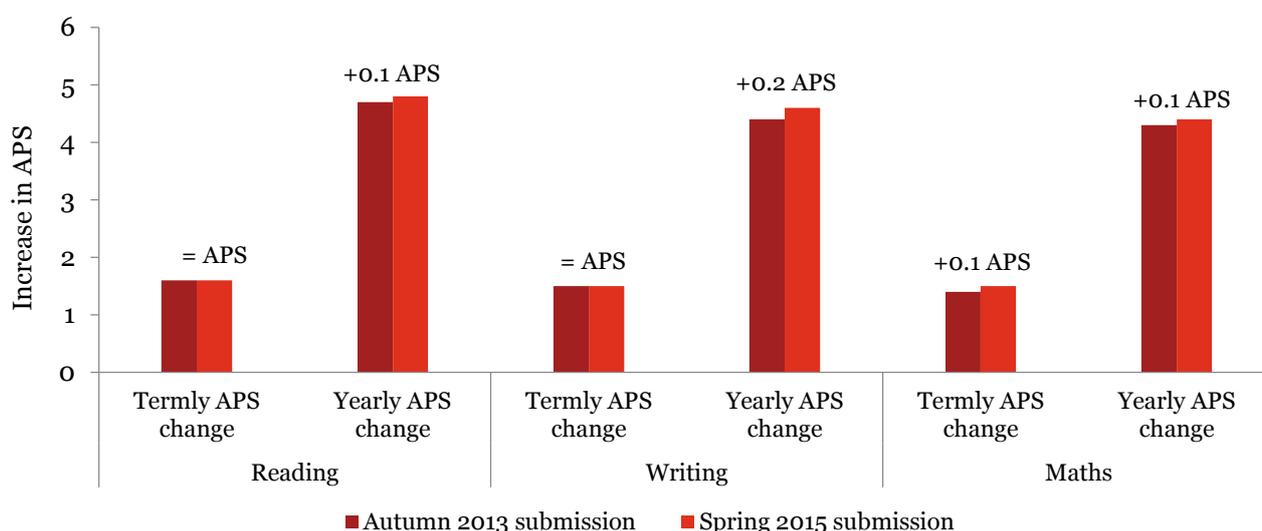
This chapter focuses on the on-going impact of Achieving Schools as schools move through the initial two years and beyond. Findings are drawn from 2013 and 2015 termly data submissions, and from school champion, parent, and pupil surveys from 2013-2015. The chapter is structured as follows:

- Pupil attainment.
- Pupil aspirations.
- Wider outcomes.

5.2. Pupil attainment

Analysis was carried out on the APS data between autumn 2013 and spring 2015. The findings point to consistent (and even increasing) impact on APS scores within target groups, with an increase of 0.1 yearly APS change for reading and maths and an increase of 0.2 yearly APS change for writing. This points to a slight increase over time in the impact of Achieving Schools on pupil attainment.

Figure 5.1: Target group APS change over time



Source: Achieving Schools analysis of termly submission data, autumn 2013 (n=617) and spring 2015 (n=901)

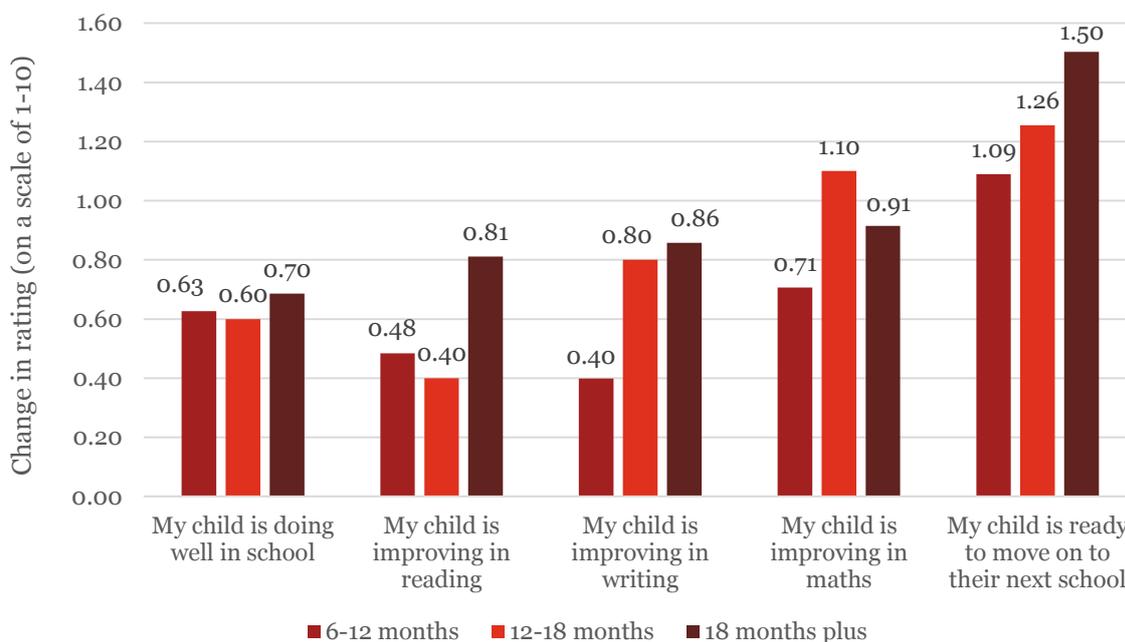
The data from the 2015 parent survey were analysed to assess whether there was any difference between the views of parents whose child had been involved in Achieving Schools for a shorter or longer time, in relation to how they were doing at school, and in relation to the improvements they were making in reading, writing and maths.

Figure 5.2 shows an average increase of 0.1 points (on a ten-point scale) in the responses of parents who had been involved in Achieving Schools for 18 months or more, in terms of how well they felt their child was doing in school, compared to parents that had been involved in Achieving Schools for between 6 and 12 months. There was a slight dip in responses for parents involved between 12 and 18 months.

In addition, the following findings are notable, for parents who have been involved in Achieving Schools for 18 months or more:

- These parents reported a greater average increase (Of between 0.2 and 0.4 points) in relation to how much they felt their child had improved in reading, writing and maths, compared to parents involved for between 6 and 12 months.
- These parents reported a smaller average increase (by 0.2 points) in relation to how much parents felt their child had improved in maths, compared to parents involved for between 12 and 18 months.

Figure 5.2: Parents’ views on pupil attainment, by length of school involvement



Source: Achieving Schools parents’ survey, 2015 (6-12 months n=14, 12-18 months n=21, 18 months plus n=35)

Pupils were asked to rate how much they enjoyed reading, writing and maths before their involvement in Achieving Schools, and then again since their involvement. Figure 5.3 shows that, in 2014, pupils recorded an average increase of 3.9 points across all three subjects, compared to 2015 averages of 4.0 points for reading, 4.1 points for writing, and 4.2 points for maths, indicating an increase in the overall impact on pupil progress.

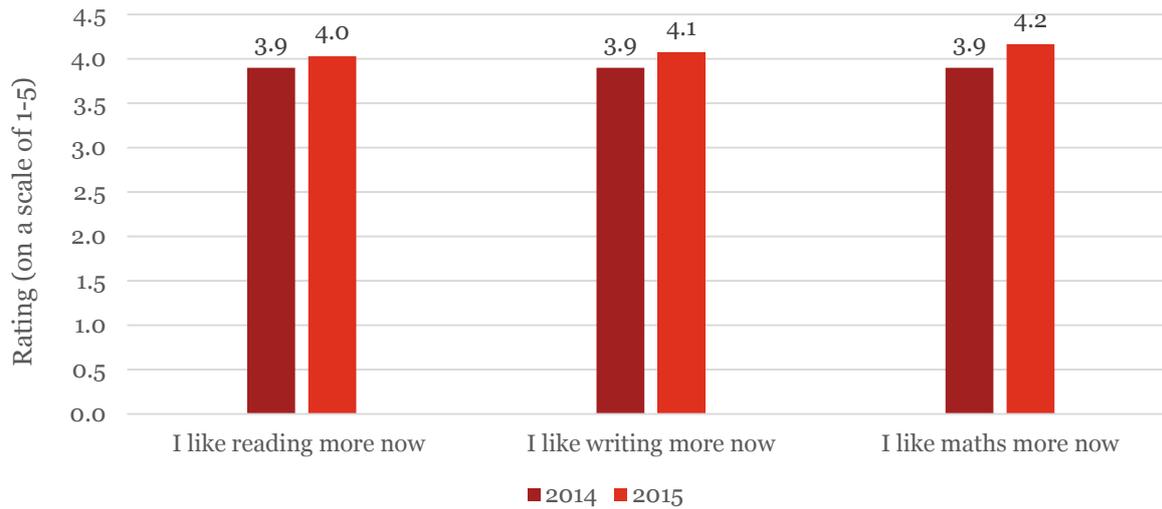
“M has been gaining confidence over the course of our involvement in Achieving Schools. As a result of this, we’re now seeing academic improvements, particularly in reading and writing.”

“My child has been encouraged to improve academically without being made to feel that he’s bad at everything.”

“My child is now finding school more enjoyable because he has more understanding of his work.”

Source: Achieving Schools’ parent survey 2015

Figure 5.3: Pupils' views on attainment, 2014 and 2015



Source: Achieving Schools pupils' survey 2014 (n=525) and 2015 (n=193)

"I think it's helped me with maths. I feel better about it than I used to before Achieving Schools."

"I've got targets to focus on now. School has been a lot better."

Source: Achieving Schools' pupil survey 2015

5.3. Pupil aspirations

Similar to the data presented for attainment, the survey data for parents, pupils and school champions was analysed to assess whether there was any difference in the views of respondents in schools that have been involved in Achieving Schools for different lengths of time.

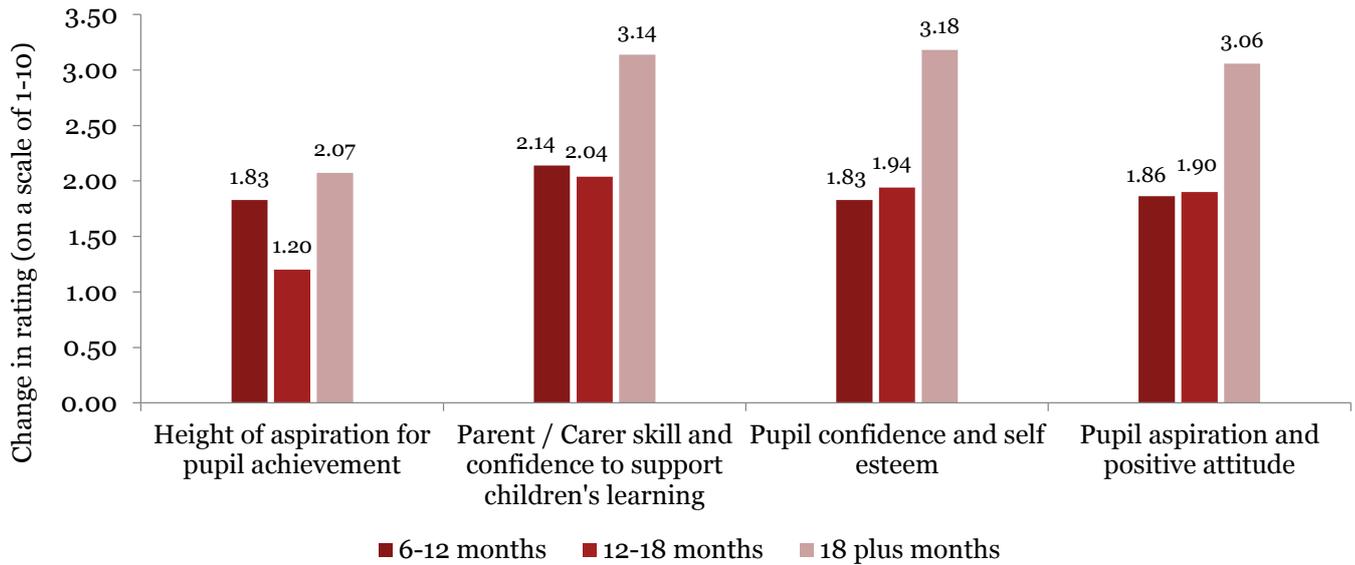
Figure 5.4 shows that, across all statements regarding pupil aspiration, the biggest impact reported by school champions relates to those schools that have been involved in Achieving Schools for 18 months or more. Compared to the rating before involvement in Achieving Schools, school champions involved for at least 18 months reported, on average, the following increases:

- An increase of 3.1 points for parent/carer skill and confidence to support children's learning.
- An increase of 3.2 points for pupil confidence and self-esteem.
- An increase of 3.1 points for pupil aspiration and positive attitude.

These increases are significantly more than those reported by school champions involved in Achieving Schools for between 6-12 month and 12-18 month schools, with an average increase of 1.0 point for each outcome being reported for schools involved for 18 months or more. This further indicates that the impact of Achieving Schools increases the longer schools are involved.

Figure 5.4 also illustrates school champions' responses to 'height of aspiration for pupil achievement,' which represents their aspirations for their pupils' progression. School champions involved for 18 months or more, once again, show the greatest impact, with an increase of 2.1 points, compared to what they expressed before Achieving Schools. There was a different trend in terms of the impact of Achieving Schools over time. There was a slight dip in terms of the confidence expressed by school champions involved for 12-18 months, compared to those involved for 6-12 months. This suggests that there is an initial increase in confidence when schools join Achieving Schools, followed by a slight dip as schools consolidate their activities, with a further rise in confidence as Achieving Schools becomes embedded in schools involved for 18 months or more.

Figure 5.4: School champions' views on aspiration, by length of school involvement



Source: Achieving Schools' school champion survey, 2015 (6-12 months n=49, 12-18 months n=61, 18 plus months n=22)

Similarly, the views of parents were analysed according to the length of time they had been involved with Achieving Schools, in relation to their child's confidence, and how well they thought their child could do at school.

Parents involved for between 6 and 12 months reported the highest scores in terms of how they ranked their child's confidence since involvement with Achieving Schools, which may reflect the initial impact on their child. The results for parents involved in Achieving Schools for between 12 and 18 months, and for 18 months or more, were less pronounced, with an increase of 0.50 points being reported.

“Our culture of engagement and aspiration has improved, and so lessons are more focused and behaviour is better, which also benefits other pupils

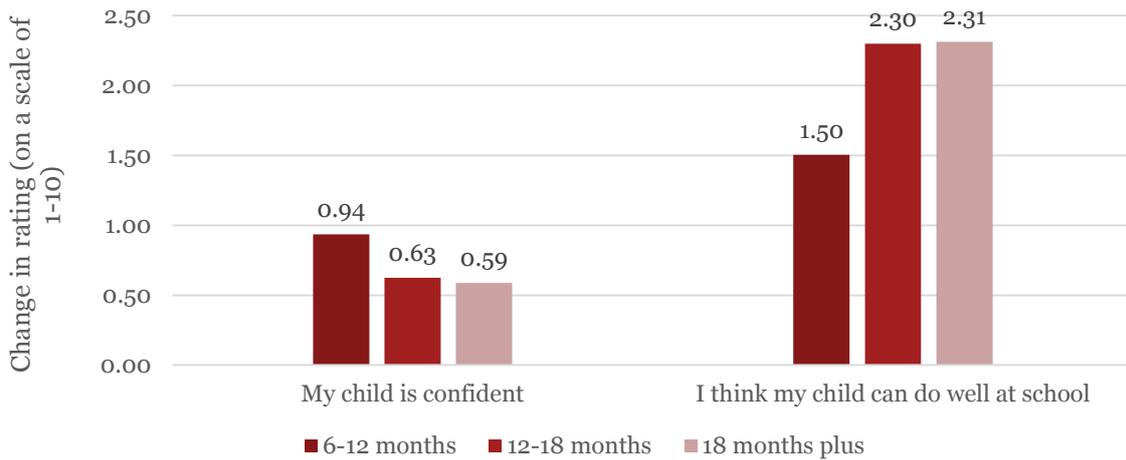
“Achieving Schools has helped us focus on aspirational outcomes. Planning for SEND children is now more parent- and pupil-centred.”

Source: Achieving Schools' school champion survey 2015

Conversely, the results comparing how well parents thought their child could do at school were higher for parents who had been involved in Achieving Schools for a longer period of time. Albeit, parents in schools at each stage of involvement recorded positive scores.

Overall, this indicates that parents were more confident that their child could do well at school, compared to before they were involved with Achieving Schools, and the longer the involvement; the more certain parents were that this would be the case.

Figure 5.5: Changes in parents' views on pupil aspiration, by length of involvement



Source: Achieving Schools parents' survey (6-12 months n=14, 12-18 months n=21, 18 months plus n=35)

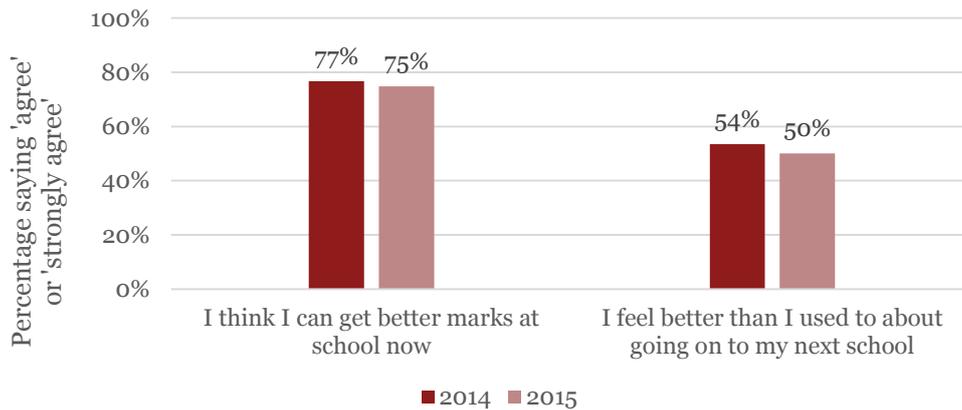
Across 2014 and 2015, around three quarters of pupils indicated that they felt they could now get better marks at school. However, pupils were less confident about moving on to their next school, with 54% and 50% of pupils surveyed in 2014 and 2015 respectively responding positively. The reasons behind this would be useful to explore as pupils may simply not want to leave their existing school, or alternatively they may have concerns about what going to a new school will mean for them.

“She feels more confident in her own ability to do her work.”

“She feels good about her work now because she can see her own improvement.”

Source: Achieving Schools' parent survey 2015

Figure 5.6: Changes in pupil aspiration over time



Source: Achieving Schools pupils' survey 2014 (n=525) and 2015 (n=193)

“At school I feel more confident with my learning, and I am not shy to ask questions anymore.”

“I know exactly what I need to do to improve now. It's helped me feel better about the future.”

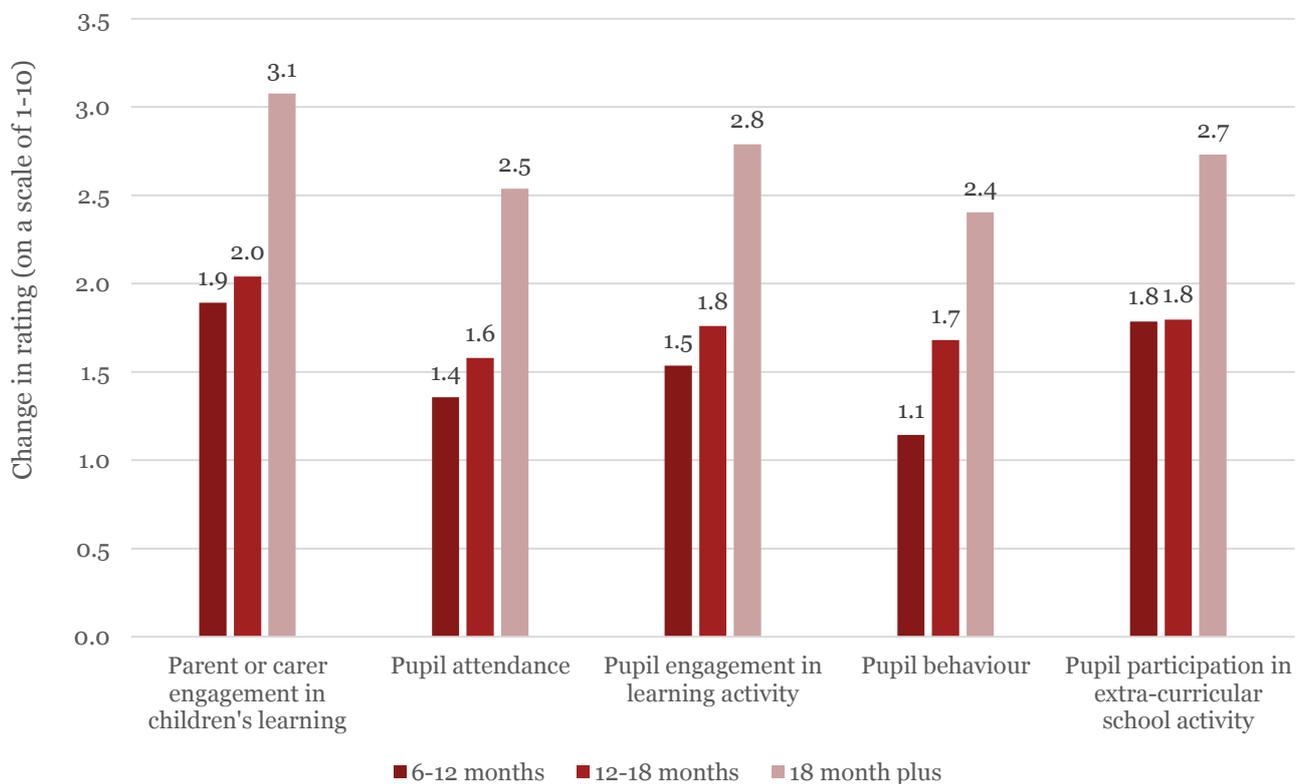
Source: Achieving Schools' pupil survey 2015

5.4. Wider outcomes

Overall, whatever stage the school was at in its involvement with Achieving Schools, school champions believed that Achieving Schools was having a positive impact on engagement, attendance, behavior and participation in extra-curricular activities. Moreover, the longer schools were involved; the more positive school champions were about the impact. The findings show:

- An increase of between 1.1 and 3.1 points in how school champions positively rated the impact of Achieving Schools across all of the outcomes, compared to before schools were involved, with the biggest increase relating to schools involved in Achieving Schools for 18 months or more.
- The outcome which showed the biggest average point increase relates to parent and carer engagement in children’s learning, with the ratings of school champions involved for 18 months or more, showing an average increase of 3.1 points compared to before Achieving Schools.
- School champions’ views on the impact of Achieving Schools on pupil behavior showed the sharpest increase in terms of the impact over time; the rating for this outcome increased by slightly over 1.0 point for schools involved for between 6 and 12 months to just under 2.5 points for schools involved for 18 months or more.

Figure 5.7: School Champions’ views on wider outcomes, by length of school involvement



Source: Achieving Schools’ school champion survey (6-12 months n=49, 12-18 months n=61, 18 plus months n=22)

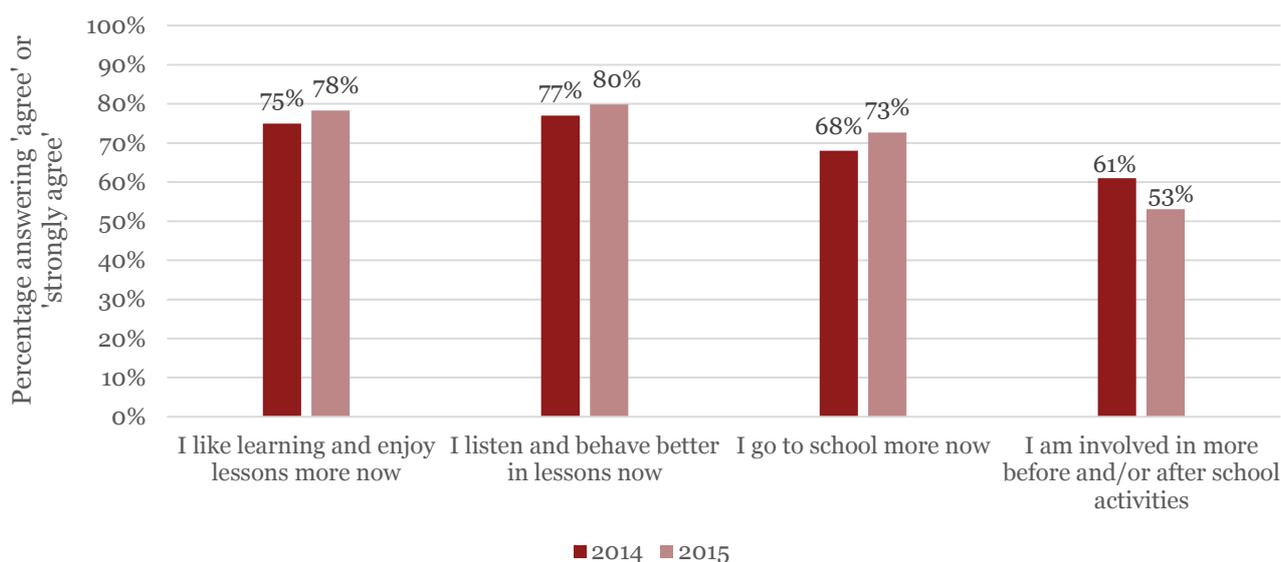
The views of pupils surveyed in 2014 and 2015 were analysed to assess the impact of Achieving Schools on their enjoyment of lessons, their behavior in lessons, their engagement with school in general, and their participation in after school activities.

“I think that over time the entire school has benefitted from the programme due to improved behaviour around the school, and more effective teaching strategies employed by teachers.”

Source: Achieving Schools’ school champion survey 2015

- Overall, pupils were very positive about the impact of Achieving Schools on their enjoyment of lessons; their behavior in lessons, and in their desire to go to school. Between 73% and 80% of pupils surveyed in 2015 indicated that involvement in Achieving Schools had impacted positively on these outcomes, as shown in Figure 5.8.
- Moreover, there was an increase of between three percentage points and five percentage points between the responses provided by pupils in 2014 and 2015 in relation to these outcomes.
- Just over half of pupils surveyed in 2015 indicated that they were now involved more in before and after school activities. This is down from 61% in our 2014 survey. It would be important to explore why pupils are not involved in these activities; for example it may be because of the lack of opportunity rather than the lack of desire, or alternatively parental consent may be a factor.

Figure 5.8: Pupils' views on wider outcomes, over time



Source: Achieving Schools pupils' survey 2014 (n=525) and 2015 (n=193)

"I have access to more resources now. My teachers spend more time with me, and can give specific and helpful advice to me, instead of generalisations."

"Getting my parents involved with my work has been good. That's a big thing for me."

"I've enjoyed the after-school clubs, team sports, games, and the extra time with my friends."

Source: Achieving Schools' pupil survey 2015

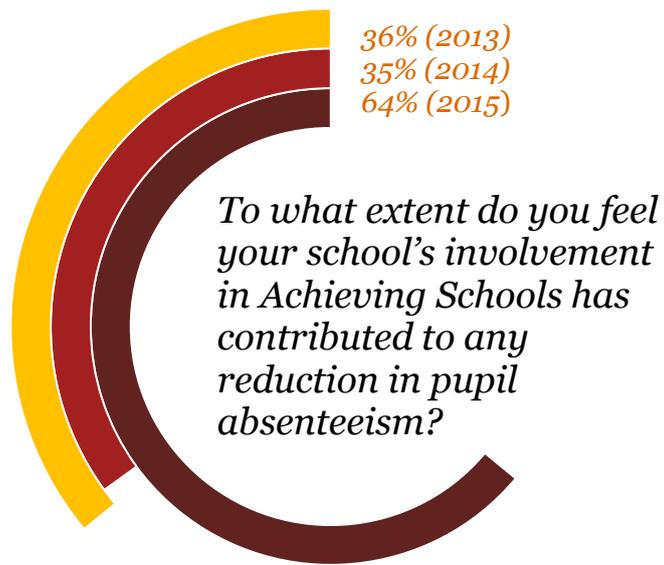
Absenteeism and exclusions over time

There was an increase in the percentage of school champions who indicated that Achieving Schools had made a positive impact on reducing absenteeism, from 36% in 2013 to 64% in 2015. Next year's research could explore the types of schools that reported these results, and the activities these schools are undertaking.

"For me, the best thing about the programme has been the time I've saved chasing absent children, which has meant more time spent one-to-one with vulnerable children."

Source: Achieving Schools' school champion survey 2015

Figure 5.9: Achieving Schools' contribution to reducing exclusions



Source: Achieving Schools' school champion survey (n=133)



Summary

- Achieving Schools' impact on pupil attainment remains consistent over time. Pupil progress data from autumn 2013 and spring 2015 point to an ongoing impact on attainment across all subjects, with the yearly impact even increasing slightly over that 18 month period.
- A consistent three quarters of pupils think that they can now get better marks at school. Pupils have gained in confidence within their schools, and Achieving Schools might look to increasing the level of engagement between schools at the point of transition.
- However, just over half of pupils surveyed in 2015 indicated that they were now involved more in before and after school activities. This is down from 61% in our 2014 survey. It would be important to explore why pupils are not involved in these activities; for example it may be because of the lack of opportunity rather than the lack of desire, or alternatively parental consent may be a factor.
- School champions' confidence in Achieving Schools grows over time as schools continue their involvement. Those involved for at least 18 months were also the most positive about parents' and pupils' confidence and aspiration, giving support for schools' continued involvement in Achieving Schools for the full two-year duration. This feedback was repeated in terms of the impact on wider outcomes, with school champions reporting a jump in pupil attendance, engagement, participation and behaviour after 18 months in Achieving Schools.
- One point for consideration is that, mid-way through the two year programme, the confidence of school champions appears to be lower than at the beginning or end of Achieving Schools. Further investigation is required to understand more fully the reasons for this result.

6. A selection of case studies from individual schools

6.1. Introduction

This chapter sets out evidence of the achievement of the three main programme outcomes, as provided by six case study schools. The schools supplied a series of vignettes which give evidence of how Achieving Schools is contributing to achieving the specific outcomes detailed in Table 6.1. First-hand pupil experiences are also included through a series of pictorial stories. They present pupils' own views on the impact of Achieving Schools on their attainment, aspirations and behaviour (see Appendix 1 for further explanation of this research method).

Table 6.1 Vignettes illustrating main outcomes being achieved

Achieving Schools' outcomes, as identified in the ToC	Detail of outcomes
Attainment	<ul style="list-style-type: none">• Accelerated progression and attainment• Increased post-16 participation• Better socialisation for work
Aspirations	<ul style="list-style-type: none">• Increased aspirations and positive attitude• Better life chances and improved future prospects
Wider outcomes	<ul style="list-style-type: none">• Improved attendance• Less difficulty making friends• Improved social and behavioural outcomes

The remainder of this chapter is structured as follows:

- Pupil attainment.
- Pupil aspirations.
- Wider outcomes.

6.2. Pupil attainment

The following three vignettes illustrate how Achieving Schools is contributing to achieving the following outcomes (linked to attainment), as identified in the ToC:

- Accelerated progression and attainment.
- Increased post 16 participation.
- Better socialisation for work.

Vignette 1 - accelerated progression and attainment

“Because of her difficulties with dyslexia, K was a reluctant reader and her grandmother struggled with home reading and homework in general. She also had social and emotional difficulties”

Background:

K is a primary school pupil who took part in Achieving Schools, and who has now transitioned to year 7 in secondary school. K joined the school at the start of Reception. She lives with her Grandmother and has had a diagnosis of dyslexia from Year 3. She has always been very keen on maths and enjoyed helping younger children.

Achieving Schools’ intervention:

The focus of Achieving Schools was well suited to her, with her difficulties being of a social and emotional nature. She enjoyed the challenge of the problem solving element to the sessions and also gained greatly from the opportunity to reflect on her learning. Achieving Schools worked for K because it gave her motivation to learn, and challenged her at an appropriate level, but also provided her with opportunities to achieve where she hadn’t before. It gave her a chance to work with her peers in a different way and express herself differently.

K took on more responsibilities as she got older. By year 6, she had become a ‘Head Buddy’. To become a Buddy in the first place she had to apply for ‘the job’ in writing and then go to an interview. Her reasons for applying were *“My Nana says I’m good with younger kids. I’ve always liked looking after them and if I’m good at it then I might as well do this job!”* She excelled in her role and trained other children as they were newly appointed to the job. She has proved an excellent role model. K’s grandmother loved the change in her behaviour and although it had been a struggle to maintain consistent engagement with her, this began to improve as the discussions became less about negative behaviours and more about positive progress and K’s changing attitude.

Impact:

“K began Year 7 in September 2014. Reports from her secondary school are positive. She has made friends and is now participating in after school activities. She has settled and is making excellent progress academically.” (School champion)

Academic progress:

Date	Reading (APS)	Writing (APS)	Maths (APS)	Attendance	Engagement of parent and child
End of 2013	21	17	25	91.7	A
End of 2014	29	21	29	100	G

Attitude data (data started 2012):

Date	Punctuality	Uniform	Home/school	Effort	Behaviour
End of 2013	A	G	A	A	A
End of 2014	G	G	G	G	G

Vignette 2 – increased post-16 participation

Background:

In 2012, as part of PwC's monitoring and evaluation work, the evaluation team visited a secondary school and a special school which were located on the same site. During that visit, we were told the story of one particular pupil who had become part of Achieving Schools when he was in year 7. This vignette provides an account of the pupil's involvement in Achieving Schools, as told by his Mum in 2012 when her son had been involved for one year. This pupil continued to progress throughout his time at secondary school and, against the odds, he has secured a place in a post-16 college.

“Before being involved in Achieving Schools, C refused to go to school. He was a very sad little boy” (as told by Mum, 2012)

“The school he was at said they had things in place to help, but it didn't work for him. From day one in this school it has been about C. They get him to learn because it is more orientated to what he has an interest in. They know how to get him to interact and learn. C is interested in history and the school has made this very interactive for him. It is more hands on and practical. We have regular meetings and parents' evenings and they keep me informed on how well he is doing. If there are any problems during the day, his class teacher will ring me at home so that I am aware and so that I can find out what is wrong. We have a good relationship, and I feel a lot more included in C's education whereas before they would say we've done this and that, but it didn't seem that it was actually for C, whereas now it actually gets done. C has a book and it is written down what I can do at home to help him. It is a parent/ teacher book. He brings it home and I check it every night, and it tells me what he could do better and I try and help him at home as best I can. Basically C is now happy, he is willing to sit and read a book with me whereas he wouldn't entertain it before, he is happy to tell me about his day, so it has impacted greatly. And even C is realising that his grades are getting better and it makes him feel good about himself. When he first started at secondary school he was at Year 1 level and I didn't think he would advance as well as he has. He is a lot happier and he is moving up quite far in his education and that is all due to this special group he is in.” (Parent)

“C has done amazingly well; he has matured and blossomed into an independent young man” (as told by Class teacher, 2015)

“When he arrived in year 7, he had speech and language difficulties, and reading and writing problems; he was unable to write anything and read anything. He is now able to write most high frequency words, he can read at level 2/3. His reading age is about a 9/10 year old. He will sit down and read anything that is on the board and will attempt to write. He is very clear about what he is going to do in life, and he has asked to do this at College. He has met up with staff at the College and they are going to put him on a Level 1 Gaming Programme for IT. He is really pleased with that. He knows what he wants to aspire to. He qualifies for getting all the available help from the College, so he will get all the support he needs. There is a fantastic resource unit there. Socially he has a wide set of friends and he has made other friends in his year group. He also is able to independently travel to and from school which is a massive achievement.” (Class teacher)

“C is very excited about going to College; it's a new stage in his life” (as told by Mum, 2015)

“If he hadn't got this help, I would have feared that he wouldn't have got anywhere near as far in his learning and education, because he struggled during Infant school and he literally came out of Junior and Infant with nothing. It was the way the teachers worked with him that made the difference; the fact that they understood and provided for his special needs. He is very excited about going to College. We've looked round the College and spoken to people about the course he wants to go on and he's excited! It's a new stage in his life, so he is a bit apprehensive too.” (Parent)

Vignette 3 – better socialisation for work

“Throughout his years at school R had achieved well below the age expected levels for his year group and progress was very poor in all areas of the curriculum.”

Background:

R is a primary school pupil who was in Year 4 when he began Achieving Schools. He has now transitioned to secondary school. When R joined the school, he was immediately part of the target group. The focus for him was aspirations and progress. The school explored his interests and used these to ‘hook him into the learning’. For him, this took a little while and the turning point was getting his Mum involved. Mum was invited to a regular SEN review that term, during which some of the time was used to talk about what the school was trying to do to motivate R more. She was really interested and she was asked to talk to him about it at home. A further date was to meet again to discuss how it was going.

Achieving Schools’ intervention:

The school set the target group a challenge to come up with an idea for a product to sell at the Summer Fayre. The children were paired up (for support) and given time to do some research. The emphasis was on talking; asking questions and listening to the responses. If they could remember the responses then verbal feedback was fine. All of the children returned from their research and you could almost touch the enthusiasm in the room. They were bursting with ideas and couldn’t wait to tell teacher. When teacher talked 1:1 with R, he said that he enjoyed the groups more than when he was in class because often he found writing really hard and sometimes the work was tricky. He couldn’t always remember what he was doing and his friends wouldn’t always be able to help him. He didn’t like having an adult helping him because his friends would see and might make fun of him. R’s teacher began to notice his growing enthusiasm, and she began to plan his work to link in as much as possible with his interests. This meant he was participating more in lessons and beginning to make progress. It wasn’t large steps of progress, but for R it was progress and it hadn’t happened for a long time. R remained part of the target group until he left the school at the end of Year 6. He is now in Year 7 at a specialist secondary school within the locality.

Impact:

“R participates in lots of outdoor and school sports activities. He was very overweight when he was in primary school and would not participate in sports or after school activities. He now swims once a week and attends Youth Club twice weekly. He also attends a shadow boxing club once a week and is currently looking to begin learning Karate. R is making good progress in his new school, and is continuing to learn key life skills to equip him as an adult, but also to prepare him for a life in employment. He talks happily about how happy he is and how much he enjoys school. He sleeps all night now and Mum has even taken him and his siblings camping in the school holidays.” (School champion)

Academic progress:

Date	Reading	Writing	Maths	Attendance	Engagement of parent and child
2011 (start of Achieving Schools)	1c	P6	P7	96.6	A
End of 2012	1c	P7	1c	95.8	A
End of 2013	1b	P8	1c	94.1	G
End of 2014	2b	1b	2b	100	G

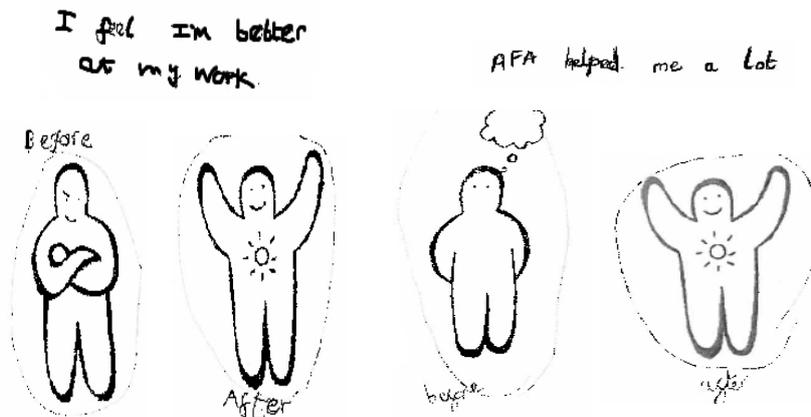
Attitude data (from 2012):

Date	Punctuality	Uniform	Home/school	Effort	Behaviour
2012	G	G	A	A	A
End of 2013	G	G	G	A	G
End of 2014	G	G	G	G	G

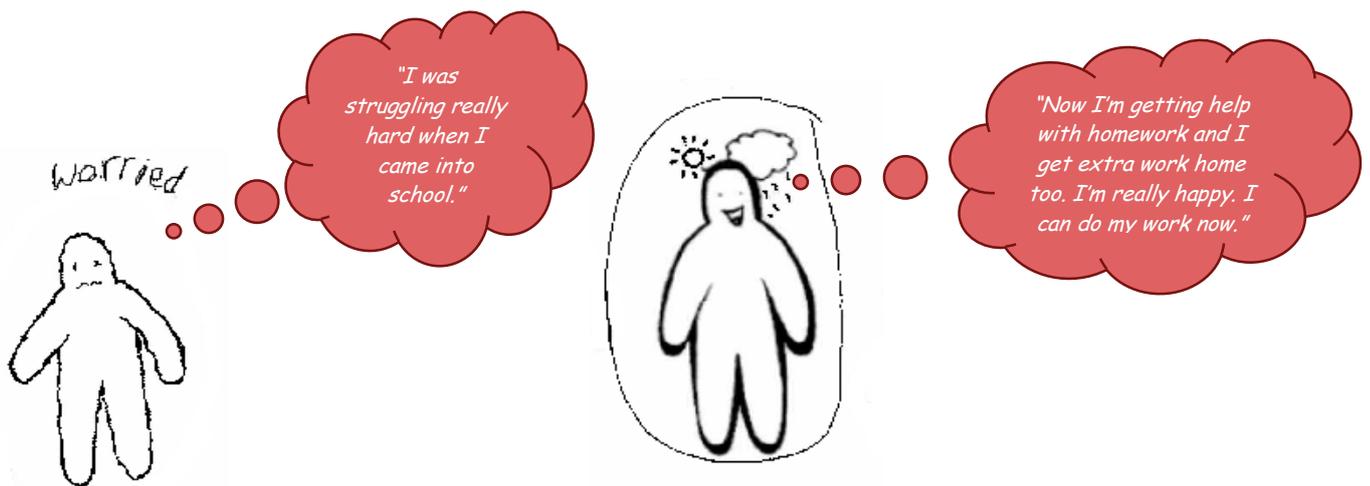
Pupil experiences

Pupils were asked to choose a picture that represented how they feel about doing their school work. Each pupil chose a picture depicting their feelings before and after they were part of Achieving Schools and wrote a sentence about their choice of this picture. These stories provide supporting evidence of the impact of Achieving Schools on pupils' attainment.

Jake, year 4 and Amanda, Year5, describe how they feel helped and are now able to do their work better:



Jack, year 3, describes how he used to struggle, and how he feels much better now that he is getting help:



6.3. Pupil aspirations

These two vignettes illustrate how Achieving Schools is contributing to pupil attitudes and aspirations, and how involvement with Achieving Schools may lead to better life chances and improved future prospects. The relevant outcomes identified in the ToC are:

- Increased aspirations and positive attitude.
- Better life chances and improved future prospects.

Vignette 4 – increased aspirations and positive attitude

“When asked what E enjoyed at school, Mum said her child enjoyed doing ‘nothing’ at school. She was happy to come but wasn’t progressing.”

Background:

E is a year 5 primary school pupil who was very quiet and unassuming and shy when she joined Achieving Schools. There was no troublesome behaviour but she was making no progress. E’s parent is a single Mum and whilst there were no real issues in the family, her Mum was very concerned that she was not making any headway in school.

Achieving Schools’ intervention:

The school started involving E with a sewing afternoon where a parent or family member was invited along to get involved. E’s grandma came in. They designed a costume together and went on to be involved in some fashion shows. This was the start of the breakthrough with E. From the Fashion Show, her confidence just grew, and then from that she joined the drama club, and the choir, which took her to some outside events which was a completely new experience. Being able to do this really boosted her confidence. She has also been involved in cheer leading which she never would have done.

Impact:

“We are now beginning to see confidence in terms of E’s ability to speak out in class which is a massive achievement in a short time. Mum is now willing to have extra work sent home and support her daughter in whatever way she can. She comes in for every meeting and now feels welcome in the school.” (School champion)

Vignette 5 - Better life chances and improved future prospects

M’s way of controlling her feelings was to get angry. She really had very low self-esteem and needed a boost in her confidence and to improve her social skills and friendship skills.

Background:

M is a primary 6 primary pupil who was part of the target group. She has now transitioned to year 7 in secondary school. M had some family circumstances which had contributed to her insecurities. She had very little support from home and her parents were quite low in terms of their ability. She was probably higher ability than her parents.

Achieving Schools’ intervention:

M became involved in the drama club and also the choir. Her involvement with the choir led to her going out of school to concerts and to the theatre which she never would have had the opportunity do otherwise. She also had the opportunity to take part in Young Voices and this raised her self-esteem as she took a lead part. The school also got Mum on board and by the time M reached her last year here, a really good relationship had been developed between Mum and the school, and she was very complementary of what the school was doing for M and the family. Mum expressed that she felt the school was supporting her whole family which was the knock on effect of engaging with the school and with her daughter’s education.

Impact:

“M is now at senior school and is doing well and is very settled. I’ve not heard anything negative at all. She plans to go on to University and this would not have been something she would have thought about. Her family is also very supportive of her going on to higher education and none of them would have every aspired to this previously.” (School champion)

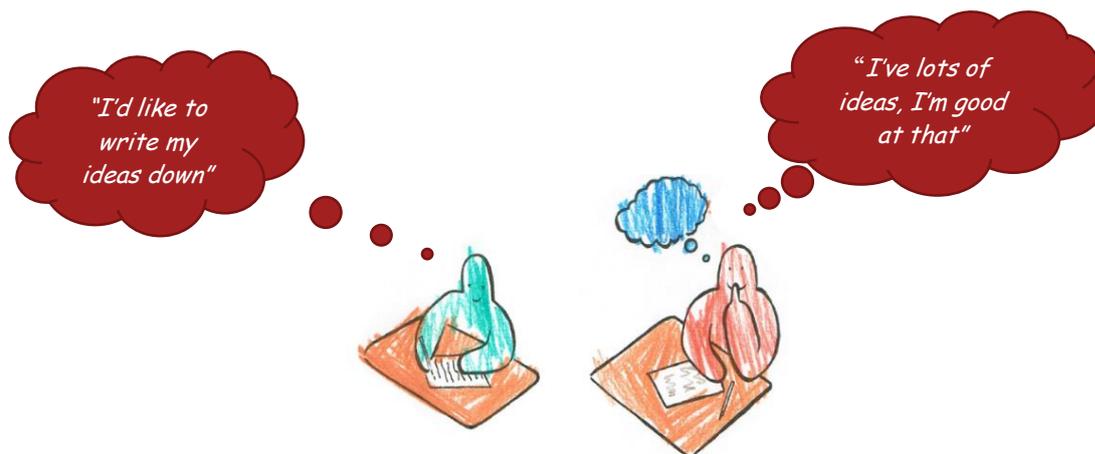
Pupil experiences

These pictures illustrate how Achieving Schools is helping pupils to aspire to learn more and improve in their work.

Megan, year 5 describes her feelings about wanting to do better before her involvement in Achieving Schools and her enthusiasm, now, to learn more:



Ryan, year 3 describes how he wants to progress in his writing:



6.4. Wider outcomes

These three vignettes focus on how Achieving Schools is contributing to achieving the following outcomes:

- Improved attendance.
- Less difficulty making friends.
- Improved social and behavioural outcomes.

Vignette 6 – improved attendance

“M’s attendance was shocking at 81%, but Dad just wouldn’t come into the school to see me (Head teacher)”

Background:

M is a year 3 pupil whose attendance was poor and was compounded by a lack of parental engagement with the school. The school kept sending out letters to Dad asking him to come into the school, and the head teacher would get no response. The head teacher eventually got Dad into a structured conversation where the teaching staff were able to ‘sell’ Achieving Schools to him.

Achieving Schools’ intervention:

During the structured conversation with Dad, the school discovered that dyslexia was running throughout the family and that Dad had been scared and bullied at school, and had got into lots of trouble. He couldn’t read or write and he said he didn’t want that for his son. The school began to build a relationship with Dad and to encourage good attendance. M began to attend after school activities. As a result of the contact with the parent, a dyslexic screening check was carried out on M and the school was also able to put other things in place as a result of that conversation.

Impact:

M’s attendance has increased from 81% to 89%. At the start of Achieving Schools, M was working well below his age related expectations. Now he is closing the gap with his peers, and by the end of this academic year, he will be only slightly below age related expectations.

“Because his attendance has now come up, as a result his academic attainment has improved. He now attends extracurricular activities and is entering into school life whole heartedly. Dad now knows that I will do my best for him.”
(Head teacher)

Vignette 7 – less difficulty making friends

“T was struggling to conform and to make friends. He liked being at school but he was finding it difficult to interact appropriately with his peers.”

Background:

T is a year 5 primary school pupil who was struggling to engage with her peers. Mum came in with concerns prior to his involvement with Achieving Schools, as she didn’t know how to handle her son, or to address the issues he was having with school.

Achieving Schools’ intervention:

The school set out to get T involved in out of school clubs. He was encouraged to take part in more active clubs, and clubs that focused on team work. He became involved in drama which boosted his confidence. The school also got Mum on board to create props. In addition, T became involved in the homework club, as mum was struggling with homework at home, and this has worked well for all the family - it has reduced the tension and stress around homework. Mum is very supportive of what the school is doing.

Impact:

“The improvement in T’s behaviour is massive. He is now much calmer and has far more friends - in fact I would say he now has a good circle of friends .T has started to read to younger children in a club at lunch time. He is now more engaged in class and has much more support from peers as well. His school work is also beginning to improve.”
(School champion)

Vignette 8 – improved social and behavioural outcomes

“K wanted to achieve but he could become very upset and frustrated with himself, and this was demonstrated in his behavior”

Background:

K is a special school pupil who struggled to control his behaviour, due to the physical and communication challenges he faced. He faced daily personal challenges as a wheelchair user, unable to communicate verbally and he wanted to be as independent as possible from day one. His imagination was one of his strengths, as was his love of role play and music. K could become very upset if there was a change in routine.

Achieving Schools’ intervention:

Alongside K’s daily timetable, small group intervention sessions were put in place. These activities and learning opportunities are set up for the group to experiment and achieve together; the intervention is delivered by the school Speech and Language coordinator and includes both numeracy and social communication interventions. K has also joined the ACC communication lunchtime club to support the development of his communication with his peers. He also attends a weekly lunchtime cheerleading club with other pupils from across the school with a broad range of need. These specifically designed interventions have boosted K’s confidence in working independently to complete numeracy activities. Alongside this, he has the opportunity to develop his self-confidence during his social communication intervention group, where the focus is on wellbeing and how you perceive yourself. K has excelled in both intervention groups and enjoys the smaller group interaction. K also thoroughly enjoys his communication lunchtime club; communicating and socialising with other young people who are AAC users.

Impact:

“K is now a much more effective communicator using his communication aid with confidence and pride. He has created a number of new friendships through being part of the cheerleading team and his parents are overwhelmed by his motivation to succeed.” (School champion)

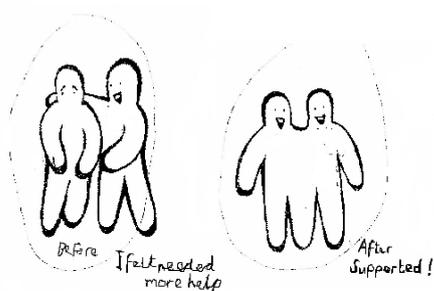
K’s parents are delighted at the support he receives from school and how his self-confidence has blossomed:

“We always thought something was missing, as he had never had a hobby of his own while his cousins and friends were busy with dancing, football or other sports. K has increased in confidence, he has greater self-esteem and he finally has a hobby to call his own. He has found greater social skills and is more comfortable to trust others.” (Parent)

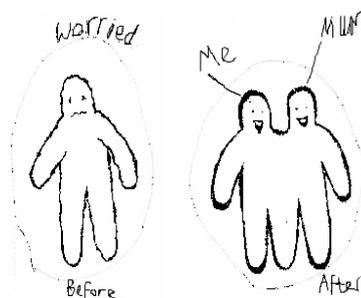
Pupil experiences

Pupils describe how they value the support and encouragement they receive through Achieving Schools, and the positive impact this is having on them and their families.

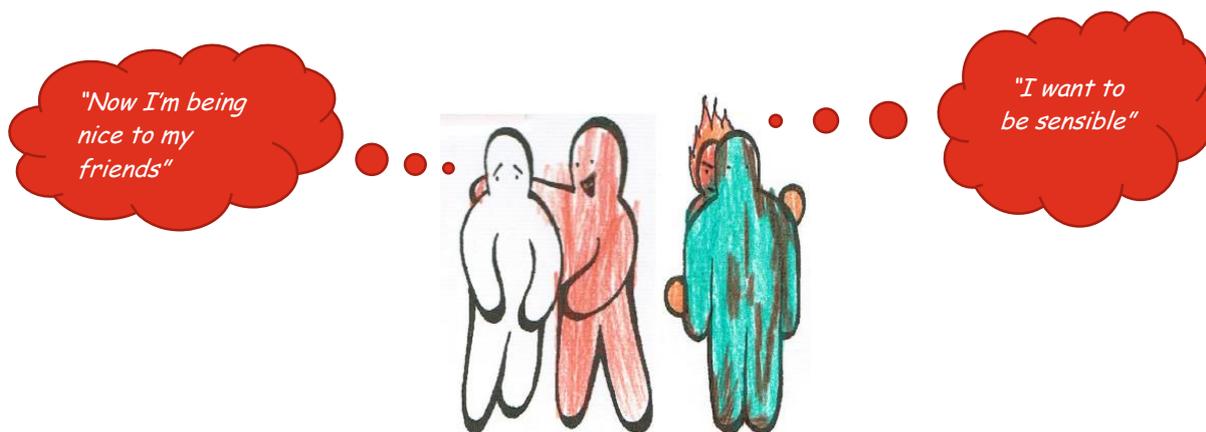
Holly, year 4, describes how she felt helpless before Achieving Schools, and now she feels supported:



Luke, year 3, describes how he felt worried before being part of Achieving Schools, and how he and his Mum now feel happier:



Ryan, year 3, has chosen these pictures to say that he feels he is behaving nicely towards his friends and that in the future he wants to behave more sensibly:





Summary

- Head teachers and school champions were positive about how Achieving Schools is enabling them to focus on the specific needs of individual pupils and on the positive impacts being achieved, not least pupils exceeding expectations in terms of their attainment, up to 55% above national expectations in reading at KS3-4 and up to 40% above national expectations across reading, writing and maths.
- Vignettes from six case study schools illustrate the positive impact Achieving Schools is having on achieving the outcomes of increased aspiration and positive attitude and in relation to creating better life chances and improved future prospects for those pupils involved with Achieving Schools.
- The examples given in this chapter show the extent of the impact Achieving Schools can have. Pupils have been motivated and challenged, with programme activities giving them more confidence in their own abilities, and in some cases having a direct impact on enabling post-16 participation in education and training, extending beyond the duration of Achieving Schools.
- The case study approach with the six schools has highlighted the importance of having access to robust longitudinal data from a wide range of schools operating in different contexts, and for individual pupils and families, including those who move beyond Achieving Schools. This will enable the SIA to evidence both the immediate and longer-term wider social impacts.

7. Conclusions

The focus of the SIA this year is on assessing the impact of Achieving Schools on the attainment and aspirations of targeted pupils, and on wider outcomes for all those benefitting from Achieving Schools. This chapter sets out our conclusions, grouped together under the themes of:

- The Achieving Schools programme.
- Pupil attainment.
- Pupil aspirations.
- Wider outcomes.
- Moving forward.

7.1. The Achieving Schools programme

1,140 schools were involved with Achieving Schools at the time of this research. Since Achieving Schools began, a total of 2,401 schools have been involved, requiring a further 199 schools be reached by March 2016 to meet the DfE target for Achieving Schools.

More schools are now using pupil premium to fund their involvement; fewer schools are using their school budget. School champions still largely believe that Achieving Schools represents value for money. However, this is slightly down on last year and should be explored more fully in the coming year.

7.2. Pupil attainment

Once again this year, Achieving Schools' pupils experienced improvements in reading, writing and maths that exceeded the national measures of expected progress. This meets the aim of Achieving Schools of accelerated pupil attainment. School champions reported a high level of progress in reading, in particular.

More parents think that their child is doing well in school now, while clear majorities of pupils said they liked reading, writing and maths more since being involved with Achieving Schools.

Parents involved with Achieving Schools for longer periods of time were more positive about its impact on their children than those more recent participants. Pupils themselves, likewise, reported a greater programme impact this year in relation to how much they enjoy reading, writing and maths. The combination of these findings suggests that the impact Achieving Schools is having may be increasing over time, due, perhaps, to Achieving Schools becoming more effective as learning from previous years is incorporated into its operation.

Individual case studies give additional evidence of how Achieving Schools is contributing to accelerated progression and attainment, increased post-16 participation and better socialisation for work. These stories illustrate the difference Achieving Schools has made to individual pupils and parents.

7.3. Pupil aspirations

School champions were, once again, positive about the impact on pupil confidence and aspiration, and on teachers' own aspirations for their pupils, while three quarters of pupils report confidence in their own ability to achieve better marks now. Tempering these positive results is an indicative result that the majority of pupils feel no better about moving on to their next school now, although further research may reveal this to be an issue in pupils' perceptions, rather than in actual readiness to move on.

As school champions begin to see evidence of accelerated progression in their pupils, confidence in Achieving Schools grows. Similarly, feedback from parents themselves indicates that the longer the involvement in Achieving Schools, the more certain they are that their child can do well in school. Conversely, recent participants reported the greatest increase in their child's confidence, suggesting that Achieving Schools has a strong immediate impact on pupil confidence. This does, however, provide a challenge to maintain this impact as participants move through Achieving Schools.

Bearing in mind the findings of this SIA, a point for consideration is that, mid-way through the two year programme, the confidence of school champions appears to be lower than at the beginning or end of Achieving Schools. It may be helpful, once again, to more fully understand if this result has been influenced by perception. The challenge here for Achieving Schools is to continue communicating the long-term benefits, emphasising the importance of completing the full two-year duration to see the full impact on aspirations.

7.4. Wider outcomes

Feedback gathered through the school champion, parent, and pupil surveys in 2015 shows that Achieving Schools is having an impact on social and behavioural outcomes. Survey respondents were positive about Achieving Schools' impact across attendance, behaviour, extra-curricular activities, and parent and pupil engagement.

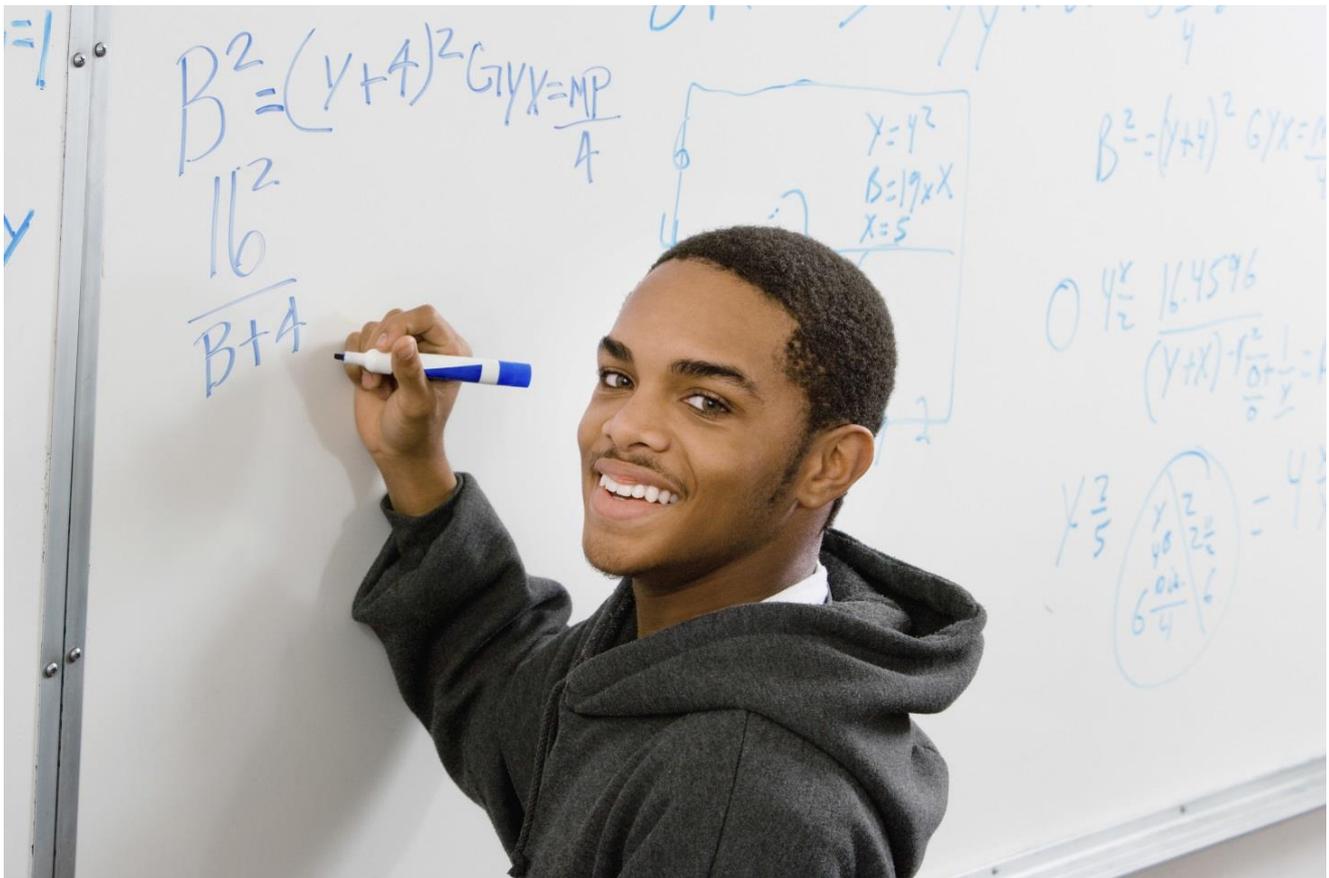
However, less than half of school champions believe that Achieving Schools had contributed to a reduction in pupil absenteeism. Achieving Schools may wish to further explore how it can make a greater impact across all schools in this respect.

As schools continue their involvement with Achieving Schools, the impact on wider outcomes grows. Pupils report ongoing improvements in their enjoyment of lessons, their behaviour, and their desire to go to school. More than three-quarters of pupils surveyed in 2015 indicated that Achieving Schools had impacted positively on these outcomes, although less than half indicated that they were involved in more after-school activities than before involvement.

7.5. Points to consider

This year we identified a relationship between the length of time involved in Achieving Schools, and the impact it has on beneficiaries. It would help to further explore what is working well for primary, secondary and special schools that have been involved beyond the first two years. This could support Achieving Schools in communicating the benefits of ongoing participation in the programme. To enable this, it would be beneficial to engage with specific schools over time, to collect and analyse the views of school champions, pupils and parents as Achieving Schools progresses.

We have started providing specific examples of how Achieving Schools is achieving some of the outcomes which we identify in the ToC, and the impact they are having on pupils and their families. It would be beneficial to engage with a larger group of schools in order to better understand the extent to which Achieving Schools is achieving these outcomes. This would help us understand how positive impacts can be captured at various points in time as pupils progress through school, and on to post-16 participation. Gaining access to pupil level data will also enable a more accurate assessment of the impact of Achieving Schools on those it benefits.



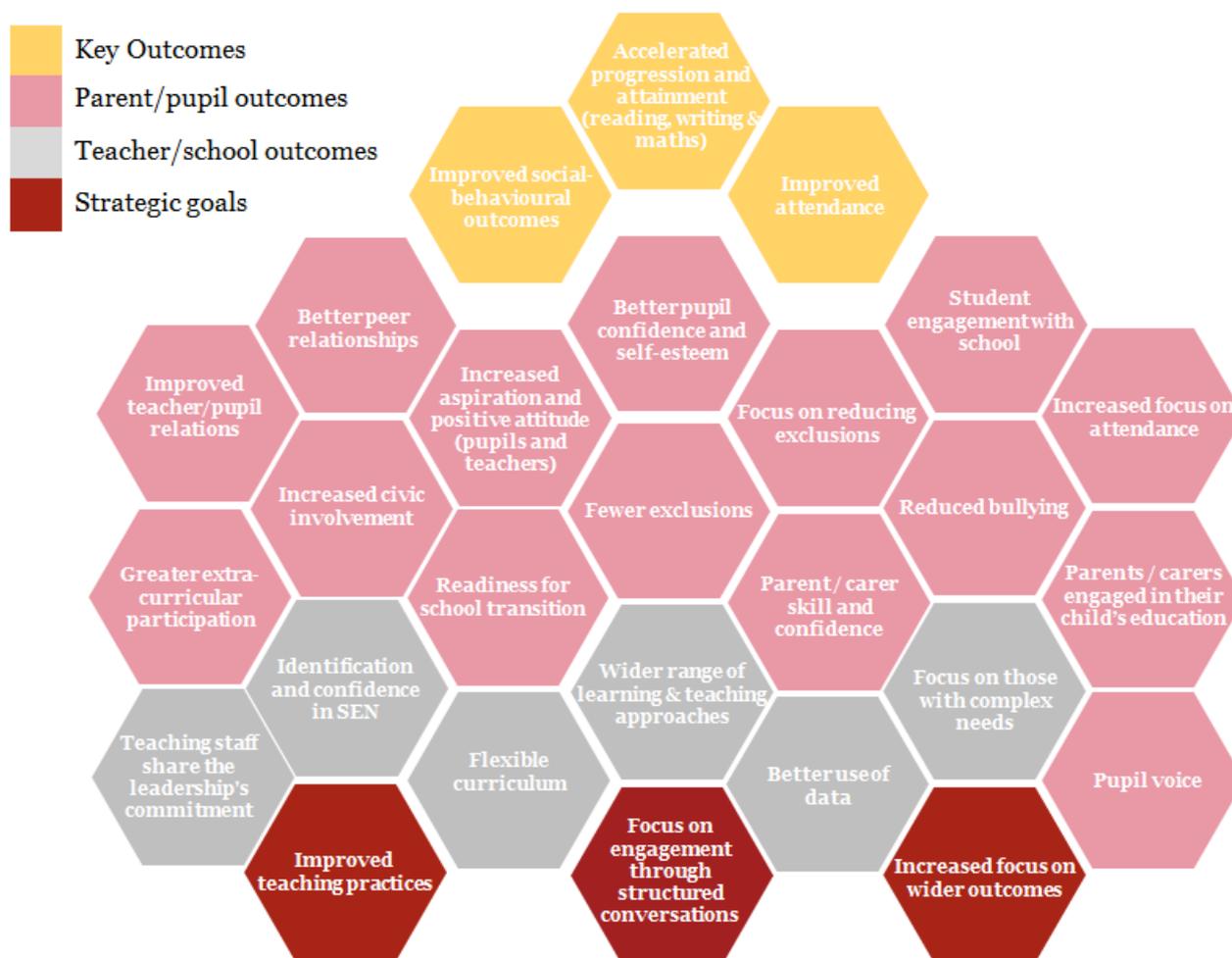
Appendix 1: Methodology

Social Impact Assessment

A range of activities have been undertaken up to this point to define and measure the social impact of Achieving Schools, as outlined below:

- *Defining the scope and stakeholders:* PwC and Achieving Schools worked together to identify the context for the SIA, establish objectives, and identify key beneficiaries.
- *Mapping the outcomes:* as outlined above, in the latter half of 2012 PwC worked with Achieving Schools to agree a detailed map of how inputs and outputs were expected to translate into outcomes. This work resulted in the Achieving Schools' ToC (see Figure 8.1).
- *Evidencing and valuing the outcomes:* this assessment uses primary and secondary evidence gathered by both PwC and Achieving Schools to evidence and value the progress that Achieving Schools has made against expected outcomes. The data sources available to this impact report include:
 - *School champion survey:* on-line survey conducted between January and March 2015 of Achieving Schools' school champions, returning a total of 133 responses.
 - *Parent and pupil surveys:* one tranche of research conducted with parents / carers and pupils within Achieving Schools' target groups in March 2015 returning 96 and 194 responses respectively.
 - *Achieving Schools school case study visits:* a series of on-site visits to six participating schools to gather feedback on Achieving Schools from individual school champions, parents and pupils. For younger pupils, picture stories were used to help them communicate their feelings about the impact of Achieving Schools (see below).
 - *Average Point Scores:* APS score changes among 912 schools submitted to Achieving Schools within school termly submissions.
- *Establishing the impact:* this is an on-going component of the SIA. It requires measuring how much of the outcomes are 'additional' together with details of their timeframe. This is being achieved through the collection and analysis of primary and secondary data.
- *Conducting an impact analysis:* this is on-going and involves quantifying, where possible, the social value of Achieving Schools.
- *Communicating results to key stakeholders:* communicating SIA findings with key stakeholders is an important part of the methodology. This report forms part of a communication strategy that Achieving Schools will use to deliver key messages to stakeholders.

Figure A.1: Outcomes of Achieving Schools, according to the Theory of Change



Our surveys

This year we conducted three surveys to help assess the impact of Achieving Schools; one of Achieving Schools' school champions; one of pupils involved in Achieving Schools, and one of their parents. A breakdown of the responses received is found in figure A.1.

Table A.1: Response to our 2015 surveys

	School champions	Parents	Pupils
Sample size	The survey was sent to school champions at 771 schools	Survey sent to 31 schools, to be distributed to parent of approximately 320 target group pupils	Survey was sent to 31 schools (with a total of 320 target group pupils)
Responses	133 (i.e. a 17% response rate)	96 individual parents from 14 schools	194 individual pupils from 14 schools

These responses have been used as a representative indication of the views of the entire population of Achieving Schools' beneficiaries. In the case of the school champion survey, the questionnaire was distributed to 70% of the

active school population at the time of research, resulting in a random sample. A breakdown of survey respondents and total population is set out in Table A.2

Table A.2: Representativeness of school champion survey responses

Region	London & South-East ⁹	East	North	South-West	West Midlands ⁸	Central
<i>2015 school champion survey respondents (% of total)</i>	21%	25%	22%	13%	10%	8%
<i>Sample of 771 participating schools (% of total)</i>	14%	24%	21%	12%	18%	9%

School stage	Primary	Secondary	Special
<i>2015 school champion survey respondents (% of total)</i>	71%	23%	6%
<i>Sample of 771 participating schools (% of total)</i>	73%	20%	7%

In the case of parents and pupils, it would not be possible to achieve a random sample through distribution of the survey to the majority of the population, given the number of individuals involved. This was compensated for by sending the survey to a sample of 31 schools across a distribution of all nine regions in England, including primary, secondary and special schools that have been involved in Achieving Schools for varying periods of time. Table A.3 presents a synopsis of the representativeness of responses to these two surveys this year.

Table A.3: Representativeness of parent and pupil survey responses

School stage	Primary	Secondary	Special
2015 parent and pupil survey respondents (% of total)	72%	23%	5%
Overall Achieving Schools' school population at the time of research (% of total)	73%	20%	7%

It will be important, as the SIA progresses, to gather evidence of the impact of Achieving Schools from a wide range of schools, parents and pupils, but also to speak again to those involved in this research to continue building an understanding of the longitudinal impact of Achieving Schools.

In terms of statistical significance, the results of our school champion survey this year have a 6.5% margin of error at a 90% confidence level, based on the 133 responses we received. Moving forward with the SIA, we aim to focus on gathering longitudinal data from a smaller, targeted sample of schools involved in Achieving Schools, meaning that, with continued buy-in from these schools, the margin of error in our results will be reduced.

⁹ Comparative differences between Achieving Schools' participating schools and others were weighted in London, the South East, and the West Midlands, to take into account the statistically significant difference between the percentage of the sample and the percentage of respondents located in these regions.

Case studies

For our case study visits, pupils were presented with pictures depicting characters expressing a variety of feelings in a familiar setting. They were then asked to pick which picture best represented their thoughts and feelings before and after having been involved with Achieving Schools.

The following pictures were used (source: *Blobtree* - www.blobtree.com - Copyright Pip Wilson and Ian Long):

Figure A.2: Pupil experience of exams

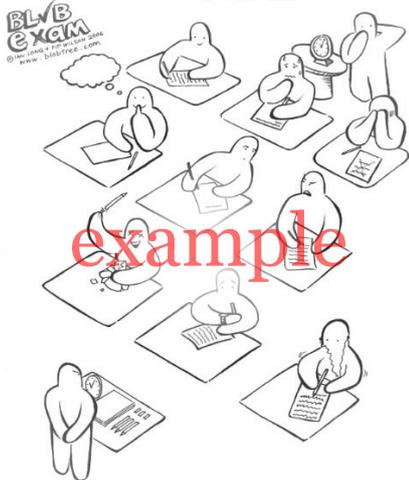


Figure A.3: Pupil experience of school

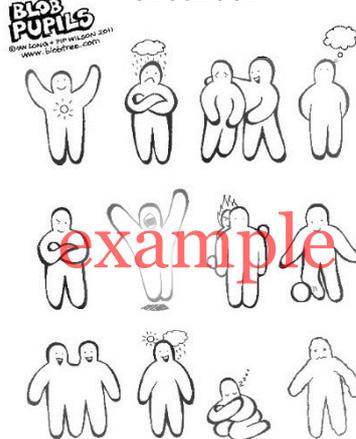
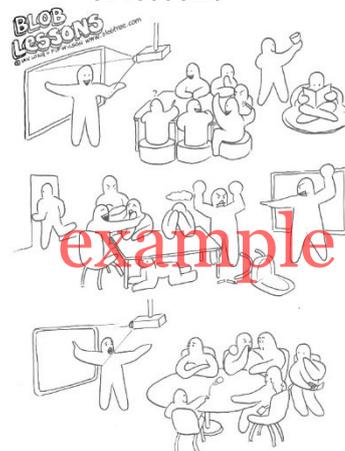


Figure A.4: Pupil experience of lessons



Comparative analysis

A cross-sectional ‘point in time’ comparative analysis was undertaken to inform this report.

Data from 16,000 primary schools¹⁰ across England were downloaded from the January 2015 version of DfE’s National Pupil Database, encompassing both schools participating in Achieving Schools and non-participating schools, and relating to the September-December 2014 school term.

Data specific to schools participating in Achieving Schools was provided by to us by Achieving Schools in March 2015, relating also to the September-December 2014 school term.

Following a process of refinement four variables from the most recent NPD dataset were ultimately identified for matching purposes:

1. Local Authority Number (coded to align with Achieving Schools’ regions).
2. Percentage of eligible pupils with SEN with a statement or supported at School Action Plus.
3. Percentage of pupils in cohort with low KS1 attainment.
4. Percentage of key stage 2 disadvantaged pupils.

Three of these four variables were organised into bands containing approximately equal numbers of schools as set out in Table A.4.

¹⁰ Note that this analysis is based on primary school data only on the basis that approximately three quarters of all Achieving Schools’ participating schools are primary schools.

Table A.4: Bands used for clustering schools participating in Achieving Schools and non-participating schools

Variable	Band title and criteria		
	Low	Medium	High
% eligible pupils with SEN	0%-5%	6%-11%	12% +
% pupils with low KS1 attainment	0%-10%	11%-21%	22% +
% key stage 2 disadvantaged pupils	0%-16%	16%-38%	39% +

Source: PwC comparative analysis

These bands allowed schools to be grouped based on band and region. For example “West Midlands-High-High-Medium”. This meant that comparisons drawn between schools participating in Achieving Schools and non-participating schools would be more realistic and useful. Schools with missing/suppressed data entries were removed so as to not distort overall averages.

A further set of variables from the NPD were identified that would allow for comparison of the performance of schools participating in Achieving Schools and non-participating schools within the above bands, as set out in Table A.5.¹¹

Table A.5: Comparative analysis performance variables

Comparison band titles
% pupils making at least 2 levels of progress in maths
% pupils making at least 2 levels of progress in reading
% pupils making at least 2 levels of progress in writing TA
% pupils with low key stage 1 attainment achieving level 4 or above in reading and maths test and writing TA

Source: Metrics from the National Pupil Database (DfE)

Overall, a total of 171 bands were available for comparison. Given the key outcome of Achieving Schools, namely, raising the educational attainment of vulnerable and disadvantaged learners, the comparative analysis focuses on those bands for which all three matching variables (SEN, low KS1 attainment and KS2 disadvantaged pupils) are ‘high’.

¹¹ Data contained in successive versions of the DfE’s NPD varies considerably. For example where the 2013 database contains 301 different variables, equivalent publications in 2011 and 2012 provided data on a total of just 118 variables. In addition there have been year on year changes in variables meaning that comparison over time is not possible. These data constraints have influenced the extent and focus of the analysis undertaken.

Appendix 2: Literature review

In 2012 PwC conducted a literature review based on the Achieving Schools' ToC. The review existed to provide an evidence base for the ToC and, grounded in academic literature, to examine more broadly how the Achieving Schools programme activities translate into outcomes and longer-term impacts for its beneficiaries. The approach taken in the initial review was a combination of investigative and hypothesis-driven research, and produced a comprehensive document, visiting each individual output and outcome from the ToC individually.

This updated review seeks to revisit the evidence base to account for the additional literature that has become available in recent years surrounding the Achieving Schools' outcomes. Due to the number of outcomes, however, revisiting every element of the ToC is beyond the scope of this update. As such, we focus here on the key, high-level outcomes which Achieving Schools has sought to realise, and to review the link between these and the wider social outcomes identified at the top of the ToC. The outcomes that are revisited in this report are:

- Increased aspirations and positive attitude (pupils).
- Fewer exclusions.
- Improved attendance.
- Improved social-behavioural outcomes.
- Accelerated progression and attainment (in reading, writing and maths).

As seen in the ToC, these four intermediate outcomes act as a link between tangible outcomes as the result of Achieving Schools' interventions and wider social outcomes.

It was also decided that the number of wider outcomes in our updated research should be limited. This allowed us to streamline our internet searches by cutting down on search terms to be included. A subset of wider outcomes was therefore selected on the basis of relevance and popularity. Additionally, some wider outcomes were amalgamated due to their overlap, giving the following final subset of ten outcomes from the original 17 visited in the previous literature review:

- Less difficulty making friends
- Reduced levels of antisocial behaviour
- Better socialisation for work
- Increased post-16 participation (e.g. Apprenticeships, FE and Universities)
- Better life chances / improved future prospects, especially among NEETS
- Reduced risk of mental health problems
- Reduced risk of spending time in prison
- Reduced risk of unemployment
- Better lifetime earnings
- Increased likelihood of breaking intergenerational poverty

Increased aspiration and improved attitude

Context

This section sets out the literature on relation to the link between improved attendance and the following wider social outcomes:

- Reduced levels of antisocial behaviour.
- Increased post-16 participation (e.g. Apprenticeships, FE and Universities).
- Reduced risk of spending time in prison.
- Reduced risk of unemployment.
- Increased likelihood of breaking intergenerational poverty.

Increasing aspiration means raising the ceiling of where pupils hope to be in the future, educationally and occupationally. Improving attitude refers to pupils having a more positive approach towards learning and the school environment. A key indicator might be a child's reported desire to continue with education post-16.

What impact does this have?

The previous literature review found that a positive attitude towards learning increases the likelihood of breaking cycles of intergenerational poverty and redressing opportunities (Macrae, S. et al., 2003). However, recent research has reinforced the insight that children and parents from low income families already have high aspirations which may be underestimated by professionals (Cummings, et al., 2012). Therefore interventions focused on attitude change may not be as impactful as interventions focused on behaviour, for example. There is limited evidence on the impact of attitude on attainment.

56% of children whose parents have a professional career also wish to have a professional career.

Only **13%** of children whose parents are in semi-skilled occupations would contemplate a professional career.

(Department for Children, Schools and Families, 2009)

Aspirations of those from more challenging socio-economic backgrounds remain significantly lower those from more affluent backgrounds. Children are much less likely to contemplate a professional career if their parents were not in a professional occupation.

Evidence from analysis of large, longitudinal datasets points to a significant link between pupil aspirations and later attainment, even taking into account family background, parental aspirations and prior attainment (Goodman & Gregg, 2010; Strand, 2007).

While some young people have very specific aspirations for the future and are able to recognise the role of learning in supporting these, the aspirations of those furthest away from education tend to be vague (Department for Business, Education and Skills, 2013). Children's aspirations tend to fall in line with their parental occupations, perhaps illustrating a perceived lack of social mobility.

Disadvantaged pupils are also less likely to apply for prestigious universities (Boliver, V., 2013) than their counterparts from more affluent backgrounds and from private schools.

However, a major point throughout the literature was the limited role aspiration can play on its own without action. A literature review conducted by the Joseph Rowntree Foundation (2013) found there limited evidence as to the effect of interventions aimed to raising aspirations on academic attainment.

There is, however, evidence supporting interventions that a focus on parental involvement in the following through on pupil aspirations, and their ability to close the attainment gap. In a report by the Centre for Excellence and Outcomes in Children and Young People's Services (Sharples, et al., 2011) it was found that parental involvement in school, and their aspirations for their children, emerged as important factors affecting educational attainment, even controlling for family background.

Disadvantaged pupils often have high aspirations. However, they may not know how to achieve them and may struggle to maintain them. Where other interventions are used, they should focus on keeping pupils' aspirations on track rather than just 'inspiring' them. Indeed Webb-Williams (2006) found pupil self-efficacy to be positively correlated with academic performance, reiterating that "dreaming big" alone is not enough, and that pupils need guidance in tangibly following through with their aspirations.

Regarding improved attitude, achievement motivation (defined as "a constant drive to improve one's level of performance, to accomplish success in contention") was specifically found to be one of the crucial psychological factors determining future academic and occupational success (Kolodziej, 2010). Once again, it is a pro-active "drive" that has been found to improve attainment and not merely a "wish". This is backed up by findings also show that motivation to learn is one of the most important personal factors influencing engagement. The

importance of motivation in order for meaningful learning to occur is well documented in the literature (Equality and Human Rights Commission, 2009).

Linked to motivation, improved confidence and self-esteem can be linked to a number of outcomes, and whilst causality is not always clear, it has traditionally been accepted that self-esteem can be one of the key factors in determining how successful a child will be at school and in later life (Purkey, 1970).

Key points:

- Children from disadvantaged backgrounds have lower aspirations than their more affluent counterparts.
- Evidence suggests aspiration on its own is not enough. Pupils need guidance and support from teachers and parents to proactively follow through on their aspirations.
- Motivation plays an important role in the proactive pursuit of their aspirations.

Fewer Exclusions

Context

This section sets out the literature on relation to the link between fewer exclusions and the following wider social outcomes:

- Reduced levels of antisocial behaviour.
- Increased post-16 participation (e.g. Apprenticeships, FE and Universities).
- Reduced risk of spending time in prison.
- Reduced risk of unemployment.

Schools sometimes resort to excluding (sometimes called “expelling” or “suspending”) a pupil from school as a means of discipline. The Achieving Schools programme works to reduce the need for schools to resort to using these temporary and permanent exclusions.

What impact does this have?

Reducing exclusions is important for many reasons. Our 2012 literature review found that exclusion not only leads to isolation and poor academic progress in the short term, but also that it can have far-reaching, detrimental effects for the excluded pupil (such as a significantly higher likelihood of becoming a teenage parent, being unemployed or homeless later in life, or of serving time in prison).

Building on the previous findings about isolation, it was found that exclusion has a negative effect on pupils’ aspirations and self-belief, and results in increased marginalisation and disassociation with society in general, as those punished with exclusion can begin shunning opportunities and conventional social systems including education itself (Krohn, Lopes, & Ward, 2014). This marginalisation is often associated with increased offending and increased likelihood of being involved with the criminal justice system both as victims and offenders (McAra & McVie, 2010; Daniels, 2011; Parkes, 2012).

Labelling theory suggests that punishment results in individuals being labelled (i.e. stigmatised), which affects self-image.

(Valdebenito, et al., 2015)

It has been reiterated that achievement levels of excluded children and young people are consistently much lower than those of other students (McAra & McVie, 2010).

Exclusion also serves to exacerbate economic and demographic inequality as children from ethnic minorities, those with SEN, and those from low-income households are significantly more likely to be excluded than their counterparts (Childrens Commissioner, 2013).

It has been estimated that excluded students are 37% more likely to be unemployed during adulthood (Brookes, Goodall, & Heady, 2007).

In a recent working paper (McCluskey, et al., 2013) it was found that, contrary to popular belief, exclusion does not act to send a message to others about the need for good behaviour, and there is no evidence that it leads children with challenging behaviour and relationships to change how they interact with their peers, adults or family.

“[Exclusion] helps to perpetuate an intergenerational cycle of social and educational disadvantage.

(Gazeley, 2012)

Although recent literature on the matter of exclusion’s cost to society is limited, the average cost per excluded child of £63,851 as calculated by Brookes, et al. (2007) remains pertinent. This includes costs to the child in future lost earnings resulting from poor qualifications and, also, costs to society in terms of crime, health and social services.

Key points:

- Exclusion harms pupil self-esteem, aspiration and attitude towards education.
- It leads to marginalisation and offending behaviour.
- It is ineffective in inspiring change in individuals.
- It often precedes unemployment and incurs a significant cost to society as a whole.

Improved attendance

Context

This section sets out the literature on relation to the link between improved attendance and the following wider social outcomes:

- Reduced levels of antisocial behaviour.
- Increased post-16 participation (e.g. Apprenticeships, FE and Universities).
- Better life chances / improved future prospects especially NEETS.
- Reduced risk of mental health problems.
- Reduced risk of spending time in prison.
- Reduced risk of unemployment.
- Increased likelihood of breaking intergenerational poverty.

Pupil days spent in school raised from baseline (Ofsted reports set timed targets for schools that have poor attendance). The DfE now uses 15% threshold for defining a pupil as “persistently absent” (PA).

What impact does this have?

It is generally accepted that absence, whether authorised or unauthorised, is bad for children’s education (Taylor, 2012). The previous review in 2012 found that lower attendance led to significantly lower educational achievement at GCSE (Vignoles, 2010; Taylor, 2012), trouble making and keeping friends leading to isolation, and a possibility of increased likelihood of being prematurely sexually active. Poor attenders were also likely to miss opportunities to develop their communication and language skills, as well as miss out on the discipline they would have gained by routinely going to school every morning, a skill that transfers over to working life (Malcolm, et al., 2003).

The recent review of the available literature found that poor attenders, upon leaving, are less likely to progress to further study and faced greater difficulty securing paid employment (Irish Economic and Social Research Institute, 2007). A recent US study also found that drops in attendance as early as between Grades 4-8 (Years 3-7 in English schooling) were significant predictors of whether or not that child would go on to graduate from high school (Kieffer, et al., 2014).

With regards to achievement, the recent review has highlighted math as being particularly sensitive to the effects of attendance (Balfanz & Burns, 2012), particularly so in early primary school years (Daraganova et al., 2014).

The effects of poor attendance are often felt by entire classrooms, as those pupils who miss days of school tend to fall behind and require additional support. This disrupts the flow of instruction and can result in a less productive learning environment for all students in the class (OECD, 2013).

Poor attendance was found to be correlated with a lack of affection for school, which in turn is associated with an increased likelihood of offending behaviour (Hayden, 2011). In relation to this, a US study found that “schooling significantly reduces the probability of incarceration (Lochner & Moretti, 2004).

Regarding attendance and mental health, a recent American study found that middle school students with relatively greater absenteeism at Study Year 1 (equivalent of Year 7 in the English schooling system) tended toward increased depression and conduct problems in Study Year 2 (equivalent of year 8 in the English schooling system) (Wood, et al., 2012).

“Prolonged school non-attendance in adolescence poses a significant public health concern. Adverse outcomes for adolescents who have missed out on the social and academic benefits of [schooling] include mental health disorders and economic, social and relationship difficulties that may persist into adulthood.

(Hawkrigg and Payne, 2014)

Moreover, poor attendance also has wider social and health impacts. Literature has reiterated the links between attendance premature sexual activity, but also found that teenage mothers often experienced a disengagement from education even prior to pregnancy, with less than half attending school regularly at the point of conception. DfES (2006). Besides being an outcome in itself, teenage pregnancy has been found to effect many of the other wider outcomes identified in the ToC, such as earnings later in life and employment.

Pupils who truanted from school were three times more likely to smoke regularly, over twice as likely to have drunk alcohol in the past week and were almost two times as likely to have taken drugs in the past year (HSCIC, 2012). This sheds light not only on the influence of poor attendance on the individual pupils health, but also on the wider link between attendance and the well-established cost and social impacts of smoking, alcohol intake and drug use on society as a whole.

A recent longitudinal study by the Australian Department of Social Services drew attention to the relationship between attendance and intergenerational poverty. It found that pupils were vulnerable to the ill-effects of non-attendance on numeracy only when they were without a parent with a university degree. For pupils with at least one parent holding a university degree, there was practically no correlation between poor attendance and numeracy levels (Daraganova, et al., 2014). In other words, improving attendance is a vital for the future academic prospects and life outcomes of those from less privileged backgrounds.

Key points:

- Poor attendance is linked with reduced post-16 participation.
- Academic attainment is sensitive to attendance, particularly in maths.
- Absenteeism is linked to both mental and physical health.

Better social-behavioural outcomes

Context

This section sets out the literature on relation to the link between improved attendance and the following wider social outcomes:

- Reduced levels of antisocial behaviour.
- Increased post-16 participation (e.g. Apprenticeships, FE and Universities).
- Reduced risk of spending time in prison.
- Reduced risk of unemployment.

Social-behavioural outcomes are considered in this review based on UK child psychiatrist Robert Goodman's child mental health questionnaire. The five areas are: emotional; conduct; hyperactivity; peer relationships; pro-social behaviour (Goodman, 1997). In other terms, this means non-disruptive behaviour and positive inter-pupil interactions in the classroom.

What impact does this have?

The previous review found that better attainment and progress across KS3 were found when students reported their schools to have a strong 'emphasis on learning' and a positive 'behaviour climate' (Sylva, et al., 2012). It also found that behavioural problems are predictive of subsequent involvement in crime (Macrae, et al., 2003). Results from PISA (2009) confirmed that students and schools perform better classrooms are well-disciplined and relations between students and teachers are amiable and supportive (Powers & Bierman, 2013). It also touched on the effects on teachers, who cited bad classroom behaviour as the most frequently cited cause of stress by teachers (DfE, 2010).

Building on the findings surrounding attainment, it has been found that children with higher levels of emotional, behavioural, social, and school wellbeing have higher levels of academic achievement and are more engaged in school (Morrison, Gutman & Vorhaus, 2012; Sharma, 2005; Statham, et al., 2010). Furthermore, as children move through the school system, these characteristics become more important in explaining school engagement, while demographic and other characteristics become less important (DfE, 2012). This provides an indication that attainment can play a role in creating a level playing field for pupils from differing socioeconomic backgrounds.

Regarding student employment and broader educational outcomes, students' behavioural engagement and achievement in secondary school were associated with decreased likelihood of dropping out of school (Fall & Roberts, 2012). There are also links between classroom misbehaviour and being NEET between the ages of 16 and 18 (DfE, 2012).

Aggressive and disruptive behaviours in childhood have also been found to have a causal effect on a range of social, behavioural, and mental health problems; (Kellam, et al., 2011) and acted to predict early school peer relation difficulties (Powers & Bierman, 2013; Statham, et al., 2010).

The effects of disruptive behaviour are also felt by classroom peers, as it is estimated that classrooms could be losing up to an hour of learning each day in English schools as a result of it, equivalent to thirty-eight days of teaching lost per year (Ofsted, 2014). This loss of valuable learning time could have significant consequences for everyone in the classroom, including the well behaved pupils.

The negative impact of classroom misbehaviour is not limited to pupils. Teachers report a plethora of effects stemming from misbehaviour, as shown in the nearby textbox. Poor behaviour's toll on teachers was so significant that 70% of teachers in a UK survey indicated that poor pupil behaviour had caused them to consider leaving the profession at some point in their careers (Teacher Support Network, 2010).

There exists a cost aspect of misbehaviour due to the enormous inherent drain on resources—in terms of teaching staff and specialist staff time—in handling children who are persistently and sometimes violently disruptive. (House of Commons Education Committee, 2011).

The behaviour of some students is a major source of hindrance on others' enjoyment of school and learning (Gorard, 2011). This is important in light of aforementioned classroom "behaviour climate" and its influence on attainment in schools.

Possible effects of mis-behaviour, as reported by teachers:

- chronic stress
- depression
- voice loss
- loss of confidence
- illness resulting in time off work
- negative impact on home/family life

(Teacher Support Network, 2010)

Schools with more negative disciplinary climates (i.e. those which have a high frequency of noise or behavioural disruption) tend to have a higher incidence of students arriving late for school or skipping a day of school or a class (OECD, 2013). This illustrates a link between social behaviour and attendance. Although not necessarily causal, it is worth noting that schools with a more negative disciplinary climate tend to have a largely disadvantaged student population, have greater socio-economic diversity among students, and suffer from more teacher shortages (OECD, 2013).

Key points:

- Behaviour is linked with attainment, post 16 destinations and employment status.
- Poor social behaviour has a significant impact on classrooms, affecting both pupils and teachers negatively.
- There is a relationship between social behaviour and attendance.

Accelerated progression and attainment

Context

This section sets out the literature on relation to the link between improved attendance and the following wider social outcomes:

- Reduced levels of antisocial behaviour.
- Increased post-16 participation (e.g. Apprenticeships, FE and Universities).
- Reduced risk of mental health problems.
- Reduced risk of spending time in prison.
- Reduced risk of unemployment.
- Better life time earnings.
- Increased likelihood of breaking intergenerational poverty.

Accelerated progression and attainment refers to academic performance and achievement in reading, writing and maths. This outcome is formally measured in England by performance (KS2, KS4 etc.) and progress.

What impact does this have?

The 2012 PwC literature review found that improved attainment is linked to a number of different economically important indicators under the broad concept of 'better life prospects', such as reduced risk of mental health problems (The Princes Trust, 2006), employability, crime prevention. More recently, work being carried out by the leading UK school-based emotional and mental health provider points to evidence which indicates that promoting positive mental health improves a range of school outcomes, including enhanced academic progress, better attendance and lower exclusion rates. Moreover children are less likely to suffer from serious mental health difficulties in later life if they receive support at an early age (Place2Be, 2012). In macroeconomic terms, the relationship between cognitive skills and economic growth has been demonstrated in a range of studies (OECD, 2010).

The relationship between education and health is well established (Princes Trust, 2007). Those with poor academic achievement as children were more likely as children and adults to have higher and increased premature mortality (Fiscella & Kitzman, 2009; Bynner, et al., 2001; Carpentieri, et al., 2009). As for mental health and attainment, those with poor numeracy were found to be roughly twice as likely to suffer from symptoms of depression and mental ill-health by age 34 (Rowlands, et al., 2009, and Carpentieri, et al., 2010).

The likelihood of teenage pregnancy is far higher among those with poor educational attainment, even after adjusting for socioeconomic factors (DfES, 2006).

There was a significant link found between poor literacy and antisocial behaviour and crime (KPMG, 2006; Princes Trust, 2007).

Attainment at GCSE (English and maths) was found to be a significant predictor of post-16 destinations (Sylva, et al., 2014). Furthermore, for young people from disadvantaged backgrounds, poor attainment in secondary

schools was found to be more important in explaining lower higher education participation rates than barriers arising at the point of entry into higher education (The Economic and Social Research Council, 2012).

It has been repeatedly evidenced that school grades affect future earning as an adult (French, et al., 2014). Improved reading level as a child was found to be associated with increased earnings during your 30s, while improved maths scores contributed to an even greater increase in earnings during your 30s (Crawford & Cribb, 2013).

There is a close link between educational achievement and the likelihood of being in poverty as an adult in the UK (ONS, 2014). There is also a longitudinal link between attainment and income persistence across generations (Blanden & Macmillan, 2014; Serafino and Tonkin, 2014). As it has been found that increasing parental education has a positive causal effect on their descendant's educational outcomes (Dickson, et al., 2013), improving attainment can therefore play a crucial role in tackling the intergenerational transmission of disadvantage and poverty in the UK.

“Holding all else equal, in the UK, those with a low level of educational attainment are almost five times as likely to be in poverty now and 11 times as likely to be severely materially deprived as those with a high level of education

(Serafino and Tonkin, 2014)

Key points:

- Attainment is correlated with both physical and mental health later in life.
- Academic achievement predicts post 16 destinations and life time earnings.
- Educational achievement plays a key role in breaking inter generational poverty and disadvantage cycles.

Emerging wider outcomes

In addition to those outcomes assessed in detail in this year's SIA, additional wider outcomes were identified and revisited in the literature review. Evidence is beginning to emerge from the literature in terms of the potential of Achieving Schools to impact upon:

- Increased chances of breaking intergenerational poverty.
- Reduced risk of unemployment.
- Reduced risk of anti-social behaviour.
- Reduced risk of mental health problems.

Increased chance of breaking inter-generational poverty

Dickson, et al. (2013) found that increasing parental education has a positive causal effect on their children's educational outcomes, thereby demonstrating the significant role of attainment in breaking the cycle of intergenerational poverty. Achieving Schools is focused on raising the aspirations of parents through engaging them in their child's learning. School champions and head teachers were agreed that benefits are being derived for whole families which have the potential to impact in the long and the short term, including reducing the risk of inter-generational poverty. One school champion commented:

“We get a lot of ‘he’s just like me’ or ‘maths isn’t his thing’, but being on Achieving Schools has shown parents their child’s capability. So, by giving each child the opportunity to get up to age related targets, it makes their parents believe that their child can succeed. And then GCSEs are an option, and they can think of going to college...we had one parent who couldn’t read and through contact with the school we were able to get them the support they needed to enable them to help their child. So there is a definite spin-off for whole families” (School champion, primary school).

Reduced risk of unemployment

Research has shown that children from low-income backgrounds are half as likely to get five good grades at GCSE as their classmates. As these children pass into adulthood, they are more likely to leave school at 16, more likely to become 'NEET' (not in education, employment or training) and less than half as likely to go on to higher education (The Sutton Trust, 2008, in Sharples, et al, 2011). In addition to quantifiable costs, there are other, less-tangible effects. Moreover, unemployment can damage young people's confidence, leading to low self-esteem and self-worth and lack of confidence and self-belief, along with lack of skills. These are all key factors in excluding young people from successful independent living" (Princes Trust, 2007).

Raising the attainment and aspirations of pupils is a key outcome of Achieving Schools. If this is achieved, the risk of becoming part of the NEET statistics will be reduced. Achieving Schools is working to achieve this outcome for pupils from all types of backgrounds, including children with special needs, and those from socially deprived backgrounds. School champions spoke about the important role schools play in preparing pupils for future employment, both in enabling them to achieve their academic potential, but also in developing important social, communication and life skills:

"R is a classic example of a child with special needs which would have likely led to him becoming a job-seeker. Because of the specific group work we did based around the summer fair, which involved making products, he was able to see that he could actually do a job. He became good at talking to people and helping to sell on the day of the fair. We began to really see that there is a role here to prepare him for" (School champion).

"The buddy system really inspired K. She had to write an application to apply for the job, just like a real job situation would be like, and she coped with it brilliantly. She now knows she has had a job and has been promoted within that job. She was given additional responsibilities like organising the rotas. And, she became an organizer. She has also has trained other people to do the job. This is a great stepping stone to employment" (School champion).

Reduced risk of anti-social behaviour

Risk factors that appear to be implicated in the causes of antisocial behaviour and offending relate to individual children; their families; their friends and peers; their education; and the neighbourhoods in which they live (The Police Foundation, 2010). Research shows that targeted support during early years, and at transition points in school, can make a real difference to children's learning and aspirations. Key effects are; improved behaviour; better learning outcomes; and fewer exclusions. (Statham, et al., 2010). In addition, having a more stimulating home learning environment has been identified as the most important factor in determining favourable child social outcomes (Dyson, et al., 2010).

Achieving Schools provides a holistic approach to education by focusing on the needs of the child in school and out of school, and by providing opportunities to engage with families and communities. One school champion commented on the importance of addressing the social and emotional welfare of pupils and how Achieving Schools parents were expressing appreciation for what the school was doing in this regard, particularly in preparing their child to have the necessary social skills and behaviours in place before they make the important transition from primary to secondary school.

"A lot of these issues are potential problems for our kids; it's all about their social and emotional welfare. We are always involved in school with some form of discussions about relevant issues in classes at least once a week. All our assemblies are based on behaviours, like manners, aspirations and relationships. Year 6 do drug awareness, dealing with these issues because we feel that this is very relevant to our children. Transition is also very important and we do a thorough transition with the secondary schools. This year, out of the eight Achieving Schools children in my class, every single one of their Achieving Schools parents personally thanked me for what I had done for their children" (School champion, primary school).

Reduced risk of mental health problems

A recent publication by the DfE (March 2015), states that in order to help pupils succeed, schools have a role to play in supporting them to be resilient and mentally healthy. The publication states that there are a variety of things that schools can do, for all their pupils and for those with particular problems, to offer that support in an effective way. For example, schools should ensure that pupils and their families participate as fully as possible in decisions and that they are provided with information and support. Moreover the views, wishes, and feelings of the pupil and their parents should always be considered.

The evidence provided in this chapter highlights that this is at the heart of the Achieving Schools programme, given its focus on engaging with parents, and in offering a curriculum that is suited to the needs of individual pupils. The following quotations from a head teacher and school champion highlight how the approach of Achieving Schools is contributing to the mental and emotional wellbeing of pupils and their families.

“We wanted to focus on the wider curriculum with a range of kids who have a lot have difficulties and barriers with social communication and so this was a huge part of moving forward. So Achieving Schools has improved their self-confidence and self-esteem and enabled them to reach their full potential. Our curriculum is responsive to their interests and this, in turn, impacts on what they do outside of school. The mental and emotional well-being impact is really positive and because we offer more vocational opportunities this has improved their life chances, particularly for young people with autism, as emotional and behavioural issues are key to their future health and wellbeing” (Head teacher, special school).

“We generally have a very good relationships with parents; it is an open policy, parents can come in before and after school. And that has changed massively over the last 3 years. The structured conversations have contributed to this massively. We now have time to talk to parents and we are developing the relationship over time with those parents. I genuinely 100% feel we have helped some of the parents of our children in terms of their emotional wellbeing – Achieving Schools is impacting families as well as the individual children” (School champion, primary school).

In summary, there is emerging evidence from the research with the six case study schools that Achieving Schools has the potential to achieve additional wider outcomes, such as an increased likelihood of breaking inter-generational poverty, reduced risk of unemployment, reduced risk of anti-social behaviour, and reduced risk of mental health problems. It is important, however, that as Achieving Schools continues to progress, that longitudinal data continues to be available from a wide range of schools operating in different contexts, and from individual pupils and families, who move beyond Achieving Schools. This is important if we are to demonstrate both the immediate and longer-term wider social impacts of Achieving Schools.

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