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**Centre for Institutional Studies**

# Research Report

**MAKING A DIFFERENCE: HARINGEY CHILDREN'S FUND 2003 -2005**

**Emma Ahmad, Becky Rice, & Alice Sampson**

**September 2007**

children's fund

UEL
University of
East London

Research Report

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# MAKING A DIFFERENCE: THE PROGRESS OF HARINGEY CHILDREN'S FUND PROGRAMME 2003 - 2005

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## EXECUTIVE SUMMARY

### The programme

This study reports on the findings from the implementation and outcomes of Haringey's Children's Fund Programme (HCF) between 2003 and 2005.

The Children's Fund programme aims to provide more and improved co-ordinated preventive services for children and young people aged to 5 – 13 years to enable them to overcome their 'poverty of experience'.

HCF began in January 2002 and received £2 million until 2004 and since then the funding has been tapered as central government phases out the initiative. This resulted in projects being re-shaped and reduced.

The HCF has four main themes:
- Play and creativity: to help children gain confidence, explore their environment and feel they belong
- Language and literacy: to assist young people who have a lower than average educational attainment level to improve their language and literacy skills
- Self and others: to reduce negative influences found in young people's every day lives that impedes them from accessing mainstream services, help young people to manage their behaviour and moods, and to express themselves
- Voice: engage young people and their families in the development and delivery of the HCF programme and to embed best practice in services.

A wide range of projects were funded including Haringey Play Association Play People in Parks, Alhijra Somali Association – Extending the Experience, Devonshire Hill Primary School Language and Literacy, Haringey Youth and Play Counselling Service, and Gladesmore Community School Music Therapy.

### The research

A multi-method approach was adopted and included:
- Observations of management meetings, interviews with partners and stakeholders, and an analysis of minutes of meetings and guidance documents
- Semi-structured interviews with Children's Fund staff and project managers
- Semi-structured and open interviews with young people participating on the programme (200 in total)
- A randomly selected sample of young people from the monitoring data for the quarter ending September 2003. The cohort consists of 481 young people.

The data analysis identified the processes of change that occurred as a result of participating on the programme.

### The participants

Between January and March 2003, 4166 young people were given regular support by HCF projects, most were aged between 7 and 11 years, and the majority were Black (38%) and White which included a wide range of ethnic groups from East Europe (33%).

**Meeting CF objectives**

There are many examples to demonstrate that the management and administrative arrangements set up by the education department were well-suited to meeting the objectives of the CF, and flexible enough to respond to the changing context within which they were working which ensured that their achievements were maintained.

Achievements include:

Identifying needs and services:
➢ Outreach work with young carers, young people living with alcoholism in the family, teaching young people social and mediation skills and providing a supportive and safe environment in schools and at projects
➢ Providing non-stigmatising services in schools, breakfast clubs, for example, and having welcoming and informal projects

Participation of young people:
➢ young people are consulted about services, design and contribute to Junior Exposure magazine, and the Participation Crew evaluate the work of the programme

Joined up working:
➢ structures are in place which facilitate co-operative working between HCF projects and which enable the work of the programme to inform and influence policies and practices at a strategic level

Difficulties identified include:
➢ reconciling different expectations about standards of working
➢ shortage of necessary skills and experiences to develop projects
➢ over-subscribed projects
➢ reluctance of parents who have English as a second language to become involved
➢ adults resist young people criticising services

**Changes identified by young people, project workers and carers**

The following illustrates some of the changes that occur as a result of participating in the HCF:

| Activity | Impact of participating |
|---|---|
| Supervised play | Personal and group discovery, management and expression, increased sociability and happiness |
| Performance (theatre) | Have fun, learn new skills, increased confidence, reduced shyness, increased sociability and happiness |
| Trips and outings | Broadening social experience, have fun, increased confidence, children have something interesting to talk about which improves friendships |
| Therapy and counselling | Ability to control anger, appreciation of school, ability to control behaviour and stop fighting |
| Creative craft and play | Learning new activities, sense of achievement, learning skills to occupy themselves constructively in their spare time |
| Breakfast club | Food, sense of fullness, happiness, improved concentration and attainment |
| Involvement in programme | Learning new words and procedures, feeling more confident, proud and worthwhile |

**Outcomes**

*Education*

The cohort has a slightly higher proportion of children with SEN and English as an additional language than the borough average. The cohort has approximately 14% more children eligible for free school meals than the borough, suggesting that the programme is reaching out to those who have greater needs.

At Key Stage 1 (KS1), on average, children in the cohort perform less well than children in the borough as a whole. Although the majority of children in the cohort attained level two, the proportion of HCF achieving level two is between 6% and 9% lower than borough average for 2004.

Overall the results at KS2 suggest that HCF interventions have a positive effect on educational attainment. Children in the HCF cohort have generally made two or more levels of progress between KS1 and KS2. The proportions of children achieving Level 4 at KS2 in English and Science is equal to or exceeded the proportion in the borough as a whole whereas at KS1 children in the cohort perform worse on average than those in the borough as a whole.

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

Where the Value Added calculation is applied to the HCF cohort the Value Added score is the same as that for the borough and for England.

Whilst the cohort analysis gives us some confidence that there is a HCF 'effect' on education, we cannot be entirely certain. Other initiatives and 'events' are likely to have contributed to the notable progress made by HCF participants.

*Contact with social services*

A total of 60 young people in the cohort are known to social services. Of these young people five have had their case files closed and then re-opened once during the CF programme and one person has had their cases re-opened twice.

Most of those are known to social services due to acute stress in their family (28) and due to abuse and neglect (22).

22 cases have been open for over a year.

*Contact with Youth Offending Team (YOT)*

Four boys in the cohort are known to the YOT; three received a diversionary programme and one a referral order.

**Mainstreaming**

Some 'successful' projects have been rolled out and there is the opportunity at project managers meetings to learn about good practice.

Several practices have benefited young people and can be mainstreamed, in particular mainstreaming a child-centred approach. Mainstreaming can include:

- ➢ assisting young people express their feelings and emotions and working with them so that they develop skills to solve their own problems
- ➢ advocating on the behalf of young people to change policies and to put in place a seamless service so that solutions to many of the young people's problems can be found
- ➢ continuing to consult with young people, and ensure that they actively participate in the development of services and policies

Challenges include ensuring that budgets do not preclude development as many are over-committed and being cautious about replicating 'successful' projects as this is not straightforward.

# 1.  INTRODUCTION

## 1.1 Background

The researchers from the Centre for Institutional Studies, University of East London have been commissioned to independently assess the extent to which Haringey Children's Fund has met its aims and objectives.

The first assessment was centered on the initial implementation of the programme; and this second report incorporates information on implementation of the programme during 2003/04, and the immediate impact of the programme for its users.

## 1.2  The Children's Fund Programme

The Children's Fund (CF) is a national programme which aims to provide more and improved co-ordinated preventive services for children and young people aged between 5 and 13 years and for their families/carers, to help the disadvantaged to break the cycle of poverty. The purpose of the CF is to facilitate access to services for young people and their families, and to provide more opportunities to enable disadvantaged young people to overcome their 'poverty of experience'. Other existing government initiatives address income poverty, such policies that are provided by Learning and Skills Councils, childcare and tax breaks. These new approaches are complementary to existing schemes.

## 1.3  The Haringey Children's Fund (HCF) programme

### 1.3.1  The local context

The London Borough of Haringey is still characterised by a large discrepancy between the East and the West. The population remains highly mobile and the borough is home to a high number of refugees.

The Index of Multiple Deprivation 2000 (IMD), which was due to be updated in January 2004, is still under review. It is recognised that child poverty remains a significant feature of certain areas of Haringey.   The IMD twelve borough wards rank in the lowest ten per cent according to the child poverty indicator, and income deprivation ranges from eleven per cent in Archway to fifty five per cent in Coleraine ward.

In March 2003 Haringey had the highest use of temporary accommodation of any London borough, with 4667 households. In January 2004 temporary accommodation across London was up nine per cent on January 2003.  The target to stop placing families in bed and breakfast accommodation by April 2004 has brought some improvement, although poor housing private and council, and high rents continue to trap families in poverty.

By March 2003 unemployment was at nine per cent. Since then unemployment had been rising above the London's average of seven to eight per cent. Haringey is currently one of six London boroughs with unemployment over ten per cent.

The Borough has seventy primary schools, eleven secondary schools, five special schools and one pupil support centre.  Mobility in schools is also high, with over 29 per cent of pupils changing primary schools at times other than the usual transition times.  Key stage results in schools have been consistently low until this year. The results have been rising, although below the national improvement rate.

While there is evidence that a high level of need persists in Haringey for children, changes are occurring in the local borough that may bring further improvements.  For example, major structural changes were recently initiated in the Haringey Primary Care Trust; the voluntary umbrella organisation Haringey Association for Voluntary and Community Organisations (HAVCO) has established itself and is currently negotiating a Compact with the local authority, and the Primary Care Trust.  The Area Child Protection Committee (ACPC) that the HCF currently feeds into through its Steering Group membership will be replaced by a new statutory body called the 'Local Safeguarding Children Board'.

The borough, working within the central government guidelines, has improved information sharing and the ability to track children and young people.  The Borough has developed a Change for Children programme to prepare for the new Children's Service arrangements. Under the new Children's Service arrangements a new role has been created merging most of the current Education Services and the Children's Service within Social Services working in partnership with the Primary Care Trust.  The two areas will come under one post, the Director of The Children's Service. A lead councillor will also be allocated responsibility for children's services.

On the ground, a much more multi agency approach is envisaged, with social workers and teachers working together in teams, with health practitioners based around schools, and education practitioners attached to community children's centres.  The focus is intended to shift to early intervention and to prevent crisis for children and families.  All childcare staff should also have joint training, and there will be joint protocols and assessments.  Children known by more than one agency will have a named key-worker to coordinate all of their care needs. The HCF sees itself as having a crucial role in ensuring that eleven to thirteen year olds are recognised and provided for within this structure. The move towards children's trusts is likely to reduce the problem of a lack of managerial capacity to attend the plethora of the partnership meetings that they are invited to attend.

*1.3.2  Haringey Children's Fund*

The Children's Fund programme in Haringey (HCF) began in January 2002 and received £3.2m for 2001 to 2004. In 2003 central government announced its plans to ring fence 25 per cent of the 2003-04 budget to support a new youth crime programme.  This had a major impact on the HCF as 25 per cent amounted to £352,500.

In January 2002 a multi-agency steering group was formed to manage HCF and in the same month appointed a manager to coordinate the programme. The programme manager is assisted by a full time administration post and since February 2003 a contracts officer. The programme management is based in the Local Authority Education Department.

In May 2002 the Steering group agreed terms of reference, set up four sub-groups, one per theme, to work on the commissioning process. The Group established a protocol for each project setting out clearly how they were addressing needs of children and families using Project Information Forms and a procedure for each project to be assessed by a sub group, project visits and an audit to check if action was needed to bring a project up to standard. In 2002-03 thirty projects were funded from the main programme.  During 2001-03 a further sixty-one projects were funded under the Quick Win programme.

Based on the educational focus of HCF, there has been positive and constructive feedback by its stakeholders (i.e. by providers, families and users).  This feedback mechanism has prevented the programme from becoming too disparate in its aims, thus maintaining its focal application. Inter-agency planning and working are not excluded, the projects are based across schools, the voluntary sector, and the local authority children's service.  Inter-agency referral and consultation allows projects to provide a holistic service to an individual.

Two main types of prevention are identifiable in the programme; one is positive development to prevent children from failing in school, and the other to prevent young people failing socially.

In 2003-04 a rigorous decommissioning process took place to prepare for the central government announced extension of the programme for a further two years until March 2006. A team of at least four members of the Steering Group examined each theme and each project was scrutinised according to a range of criteria including reaching CF targets, the extent of its implementation, the level of impact and its potential influence in longer term. A full assessment of the funding decisions for the decommissioning was presented to the full Steering Group for further consideration. In 2003-04 thirty-one projects were funded by HCF main programme and a further forty-eight projects were funded under the Quick Wins programme. The Quick Wins programme under this theme consisted of forty small scale, and often short term, projects with grants of up to £5,000. These programmes are spread between schools, voluntary and community organisations; across sports, arts and cultural projects.

## The four themes of the Haringey Children's fund Programme

Each of the four main themes which underpin the HCF programme have an aim and outcomes which they are expected to achieve. These are:

### 1.  PLAY AND CREATIVITY
To help children reach the skies, gain confidence, explore and make the most of their environment and feel they belong.

| Projects | 2001/02 | 2002/03 | 2003/04 | 2004/05 |
|---|---|---|---|---|
| Haringey Play Association Play People in Parks | - | Fully funded | Fully funded | Fully funded |
| The Markfield Project Inclusive Play scheme | - | Part funded | Part funded | Part funded |
| Haringey Shed Summer Scheme Haringey Shed Outreach and Master-class | - | Part funded | Part funded | Part funded |
| Quick Wins : | Some projects under this programme were fully funded and some were partly funded | | | - |
| Haringey Play Association, Play Around the World | - | Fully funded | Fully funded | |

### 2.  LANGUAGE AND LITERACY
To give children whose attainment is lower than average a boost in developing their language and literacy skills, with particular emphasis on children whose first language is not English.

| Projects | 2001/02 | 2002/03 | 2003/04 | 2004/05 |
|---|---|---|---|---|
| Alhijra Somali Association – Extending the Experience | - | Fully funded | Fully funded | Fully funded |
| Community Training Solutions – Extending the Experience | - | Fully funded | Fully funded | Fully funded |
| Earlham Primary School Language and Literacy | Part funded | Part funded | Part funded | Part funded |
| Earlsmead Primary School Language and Literacy | Part funded | Part funded | Part funded | Part funded |
| Lordship Lane Primary School Language and Literacy | Part funded | Part funded | Part funded | Part funded |
| Welbourne Primary School Language and Literacy | Part funded | Part funded | Part funded | Part funded |
| West Green Primary School Language and Literacy | Part funded | Part funded | Part funded | Part funded |
| Devonshire Hill Primary School Language and Literacy | Part funded | Part funded | Part funded | Part funded |
| Library Service Kurdish Somali Outreach Project | - | Fully funded | Fully funded | Fully funded |

## 3. SELF AND OTHERS

To reduce negative influences found in children's daily environment that effect their ability to access mainstream services by helping children to live in safe environments, helping them to manage their behaviour and moods, helping them to express themselves and gain confidence.

| Projects | 2001/02 | 2002/03 | 2003/04 | 2004/05 |
|---|---|---|---|---|
| Five Breakfast Clubs | Fully Funded | Fully Funded | Fully Funded | Fully Funded |
| Noel Park Primary School Family Outreach | - | Fully Funded | Fully Funded | Fully Funded |
| Haringey Social Services Family Support Project | - | Part funded | Part funded | Part funded |
| Haringey Youth and Play Counselling Service | - | Part funded | Part funded | Part funded |
| Haringey Youth Action In Transit Summer School | - | | | |
| Haringey Educational Psychology Service Local Evaluation, Monitoring and Mainstreaming | - | Part funded | Part funded | Part funded |
| Haringey Advisory Group on Alcohol Outreach Worker | Fully Funded | Fully Funded | Fully Funded | Fully Funded |
| NCH Haringey Young Carers' Project Outreach Worker | Fully Funded | Fully Funded | Fully Funded | Fully Funded |
| St. Ann's CE Primary School Peer Mediation | - | Part funded | Part funded | Part funded |
| Gladesmore Community School Music Therapy | - | Part funded | Part funded | Part funded |
| Noel Park Primary School Social Emotional & Behavioural Development. | Fully Funded | Fully Funded | Fully Funded | - |
| Haringey Neighbourhood Management Community Outreach Worker | - | - | Fully Funded | Fully Funded |

## 4. VOICE

To engage children, young people and their families in the development and the delivery of the Children's Fund programme and to ensure that best practice becomes embedded in services.

| Projects | 2001/02 | 2002/03 | 2003/04 | 2004/05 |
|---|---|---|---|---|

| | | | | |
|---|---|---|---|---|
| Viewpoint Interactive Software for Transition | - | Fully funded | Fully funded | Fully funded |
| Education Service CYPS Participation Project | - | - | Fully funded | Fully funded |
| Junior Exposure | | Fully funded | Fully funded | Fully funded |
| Haringey Play Association Capacity Building Project | Part funded | Part funded | Part funded | Part funded |

**Table 1.1**
**Spend across the four themes 2001 -02**

| Theme | Spend | Percentage of Total spend |
|---|---|---|
| Play and Creativity | £ 119,312 | 21% |
| Language and Literacy | £ 125,000 | 22% |
| Self and Others | £ 173,800 | 30% |
| Voice | £ 38,595 | 7% |
| Quick Win Pot | £ 32,550 | 6% |
| Partnership Costs/Training Cover | £ 71,315 | 12% |
| Capital | £ 16,665 | 3% |
| Evaluation | £ - | 0% |
| **Total** | **£ 577,237** | |

**Table 1.2**
**Spend across the four themes 2002 -03**

| Theme | Spend | Percentage of Total spend (excl. SCI) |
|---|---|---|
| Play and Creativity | £ 460,764 | 32% |
| Language and Literacy | £ 208,487 | 15% |
| Self and Others | £ 427,887 | 30% |
| Voice | £ 21,175 | 1% |
| Quick Win Pot | £ 146,148 | 10% |
| Partnership Costs/Training cover | £ 127,257 | 9% |
| Capital | £ 10,379 | 1% |
| Evaluation | £ 23,000 | 2% |
| **Sub Total (excl SCI)** | **£ 1,425,097** | |
| Street Crime Initiative | £ 249,059 | N/A |
| **Total** | **£ 1,674,156** | |

**Table 1.3**
**Spend across the four themes 2003 -04**

| Theme | Spend | | Percentage of Total spend (excl. SCI) |
|---|---|---|---|
| Play and Creativity | £ | 130,996 | 11% |
| Language and Literacy | £ | 236,310 | 20% |
| Self and Others | £ | 345,489 | 30% |
| Voice | £ | 58,335 | 5% |
| Quick Win Pot | £ | 126,924 | 11% |
| Partnership Costs/Training Cover | £ | 118,630 | 10% |
| Capital | £ | 1,438 | 0% |
| Evaluation | £ | 42,300 | 4% |
| CF Youth Crime Prevention Programme (excl. On Track) | £ | 108,620 | 9% |
| **Sub Total (excl SCI)** | **£** | **1,169,041** | |
| Street Crime | £ | 221,814 | N/A |
| **Total** | **£** | **1,390,855** | |

**Table 1.4**
**Spend across the four themes 2004 -05**

| Theme | Spend | | Percentage of Total spend |
|---|---|---|---|
| Play and Creativity | £ | 61,000 | 7% |
| Language and Literacy | £ | 187,660 | 21% |
| Self and Others | £ | 350,094 | 39% |
| Voice | £ | 93,061 | 10% |
| Partnership Costs | £ | 121,634 | 14% |
| Capital | £ | - | 0% |
| Evaluation | £ | 29,000 | 3% |
| CF Youth Crime Prevention Programme (excl. On Track) | £ | 58,389 | 6% |
| **Total** | **£** | **900,837** | |

The intended outcomes of the projects are to:

- Improve attendance in school
- Raise attainment in school
- Reduce levels of fixed term exclusions
- Reduce offending by children and young people
- To improve access to services
- To improve the take up of universal and specialist services
- Encourage collaborative working between community, voluntary organisations and the public and private sectors
- To learn lessons from the consultation with and participation by children and young people

*1.3.3 Youth Crime Programme*

In April 2003 the DfES Children and Young People's Unit (now Children, Young People and Families Directorate - CYPFD) issued a change in the structure of all programmes, in that 25 per cent of the HCF budget be allocated to Youth Crime Initiatives. This was in addition to the two year Street Crime budget covering 2002-03. The HCF was formally combined with the local On Track programme in 2003 to manage the 25 per cent Youth Crime programme. The managers of the HCF and On Track, work together to co ordinate their provision of projects addressing the problem of youth crime in the area. Funds from the CF programme are used to support the Junior Youth Inclusion Programme, and contribute to the running of other On Track activities.

## 1.4 Key developments during 2003/04

HCF underwent a thorough process of assessing the relevance of projects in accordance to their key priorities. Information about the projects was gathered by the programme manager and assessed by quorate panels of the Steering Group. A summary of the decisions were discussed at Steering Group meetings. This process preceded the decommissioning process necessitated by the CYPFD.

There was an explicit emphasis on current and future impacts by project managers. Their reports were presented at subgroup meetings and to the Steering Group.

During 2003, the programme manager realigned the projects aims in order to concentrate specifically on having a stronger positive impact for its users and participants.

The programme manager has taken a proactive role in promoting the programme's aims to the wider audience at local strategic meetings and partnerships, raising the profile of HCF.

*The consequences of budget cuts*

The following has occurred as a result of the financial cutbacks imposed by central government:

- ➢ A large proportion of time taken by the HCF management team was spent responding to the erratic management of the budget allocation by the National CF and meeting demands for revised spending plans. The intention was for the HCF team to spend more time on Networking and Monitoring projects and pushing forward children's rights agendas in the borough.
- ➢ Introduced a period of uncertainty which 'suspended' the development and growth of the programme.

- Some intended impacts will not materialise as some projects have been cut or scaled down; for example the Quick Wins programme.
- The spreading of good practices across the borough through an inclusive training programme led by the Markfield project has been delayed due to the reduction in budget, but the extension to the programme to March 2008 will provide the flexibility for this to now happen.
- Small innovative projects (under the Quick Wins programme) have been cut, making it challenging in carrying out new ideas and innovative practices.

## 2. THE RESEARCH

### 2.1 Introduction

The rationale for the research is to assess the implementation and progress of the programme carried out between March 2003 and July 2004 and included observations at HCF steering group meetings; HCF language and literacy sub group meetings; project managers meetings; play sub group meetings (HCF and Early Years Development and Childcare Partnership; and other related project meetings e.g. Youth Inclusion Support Panel. Papers relating to the HCF and guidance documents about the Children's Fund have also informed this report.

The interviews with children were undertaken between January and July 2004 in two distinct phases in semi-structured and open interview formats. Parental consent was sought for children who were interviewed individually on a one to one basis. In phase one, fifty children participated in one to one interviews, a further one hundred and fifty were interviewed in pairs or groups for phase two.

### 2.2 The Research

*2.2.1 Sampling:*

*Phase one: tracking cohort*

Children were selected from monitoring data for the quarter ending September 2003. The children that were selected attended projects regularly. The sample was taken by project at random. The number of children selected for each project was dependent on the number of children that the project saw as a proportion of the total number of children. Projects that ceased running after this quarter were removed from the sample due to the high cost of trying to contact children outside of projects.

Phase one used semi-structured interviews asking children who were included in the tracking cohort about a range of outcomes that could arise from the project. These questions asked children to describe what effects had come about and why, and about outcomes such as confidence, happiness, learning, being able to make friends. These interviews were carried out one to one, away from project staff. Interviewers tried to put children at ease and to stress that there were no right or wrong answers. Children were given a picture guide to help them to understand the questions.

*Phase two: experiences of participating*

Interviewing aimed to capture the views of a range of children that had different experiences of the project. The interviews aimed to illustrate the array of different views held by children at each project. Where appropriate, the interviewer tried to select children in friendship groups who may talk more easily with each other. Teachers were helpful in identifying children who may bring different views to the projects.

Phase two used open ended questions and a range of techniques. Where circumstances allowed, children were given a range of options on a choice of techniques. Three types of interviews were used, one to one, pair and group interviews. Before these interviews an initial activity was undertaken primarily to engage the child and facilitate recall about the project. Questions were neutral, asking what, how and why to generate the children's interest for the

discussion. Questions focused on the aims and the processes of the projects, and where relevant children were asked to explain their views further, and to give examples.
The techniques used included:

**Drama role-playing**          **Drawing hands**
**Brainstorming**                **Puppet shows**
**Learning trees**               **Participatory interviews**
**Drawing**                      **Participation-observation**

*2.2.2   Follow on interviews*

Different types of interviews followed the initial exercise in recall/stimulation as detailed above. One to one interviews were neutral and allowed the child to lead the discussion with some prompting. Pair interviews stimulated a similar kind of discussion, having a pair helped to redress any perceived power imbalance between the child and the adult researcher, although there is some risk that children converge views when interviewed together. Focus groups were carried out with 4-6 or 8-10 children. These were facilitated in a similar way although the smaller focus groups which were more discursive. Children were asked to pass around a pen and the child with a pen was allowed to speak. Quieter children were actively encouraged to give their point of view.

*2.2.3  Interviews with adults*

Where projects worked with families, focus groups were held with parents about the impact of the project, in the absence of the project staff. Project staff were interviewed and asked to give anonymous examples of the type of impacts the project had produced, and how this change came about. The project staff interviews were open. The purpose was to understand the individual workings of each project, as a result the effects reported from children could be analysed in context of the intentions of project staff in relation to the project objectives.

*2.2.4   Interview with programme manager*

An interview with the programme manager was carried out to discuss the findings and identify strengths and gaps in the research. Interviews with project managers, Steering Group members, programme and project staff were carried out. The information contained in the first interim report of the HCF, consequently has provided the discussion of wider impacts of the projects and the programme as a whole.

Interviews with children and/or parents, staff, managers, and observations were held at the following projects:
**Library Kurdish and Somali outreach workers projects**
**Noel Park School family outreach**
**Neighbourhood management community outreach**
**Extending the experience, supplementary school**
**Noel Park Breakfast club**
**Mulberry School Breakfast club**
**Earlham Language and Literacy**
**Lordship Lane Language and Literacy**
**Noel Park Social, Emotional, Behavioural Development Project (Post project)**
**St Anne's Peer Mediation**
**Tiverton School Peer Mediation**
**Seven sisters school Peer Mediation**

**Crowland School Peer Mediation**
**Gladesmore music therapy**
**Markfield Inclusive play scheme**
**Participation project**
**NCH Young Carers**
**Quick Wins: KORI, African drumming project, Tiverton school garden project**

Due to the sensitivity of work with children, staff requested that the children should not be exposed to questions about certain projects: these were Social Services family support, youth and play counselling service. The young people attending these projects were not included in the research.

*2.3 Data analysis*

The data gathered to assess the extent which HCF is meeting the objectives of the programme was analysed according to each objective. Factors which facilitated and inhibited in achieving these objectives were identified.

The information collected from service users was intended to illustrate the types of changes they experienced. The focus of the analysis was on how the experience of participating on a CF project has made a difference to their everyday lives.  Some of the changes related to the aims of the projects, whilst others were additional outcomes experienced by children and young people.

## 3. MONITORING INFORMATION

### 3.1 Introduction

The monitoring data for 2002/03 was collated by UEL researchers, and data for 2003/04 was collated by HCF management team[1]. Both data sets include double counting, where children attended more than one project. The most accurate estimate of the number of young people attending in the first year is 9,797. The extent of the double counting is unknown but it is unlikely to be a significant number as many of the projects were set up to meet a wide range of different needs.

**Table 3.1**
**Number of children regularly supported and initial contacts with parents/carers 2002/03**

|  | 2002 Apr-Jun | 2002 Jul-Sep | 2002 Oct-Dec | 2003 Jan-Mar |
|---|---|---|---|---|
| Number of children given regular support | 3249 | 4896 | 4555 | 4166 |
| Number of children given regular support for the first time in this quarter | 1867 | 3401 | 3556 | 973 |
| Number of parents/carers with initial contact only | - | - | 458 | 1 474 |

- *Source, programme monitoring data*

Table 3.2 below gives the ages of participants during 2002/03. Again double counting undermines the accuracy of the data but it suggests that there is less support for the older children.

**Table 3.2**
**Age of participants 2002/2003**

| Age | 2002 Apr-Jun | 2002 Jul-Sep | 2002 Oct-Dec | 2003 Jan-Mar |
|---|---|---|---|---|
| 5 & under | 319 | 601 | 553 | 637 |
| 5 TO 6 | 378 | 393 | 562 | 522 |
| 6 TO 7 | 331 | 464 | 442 | 293 |
| 7 TO 8 | 296 | 476 | 486 | 604 |
| 8 TO 9 | 383 | 438 | 633 | 536 |
| 9 TO 10 | 472 | 176 | 540 | 589 |
| 10 TO 11 | 435 | 564 | 464 | 271 |
| 11 TO 12 | 310 | 406 | 279 | 70 |
| 12 TO 13 | 179 | 492 | 305 | 90 |
| 13 TO 14 | 119 | 351 | 121 | 118 |
| 14 + | 0 | 32 | 119 | 59 |

- *Source, programme monitoring data*

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[1] Our thanks to Pat Andreou for providing all the monitoring information for the year 2003/04.

The number of participants on the programme fell in 2003/04 to 5382, compared to 9,797 in 2002/03, indicating the effect of the budget cuts on the capacity of HCF programme.

Similar to the first year, the year 2003/04 shows that after year 7 significantly fewer young people participated on the programme.

**Figure 3.1**
**Age of participants 2003/04**



Figure 1 – Year Group
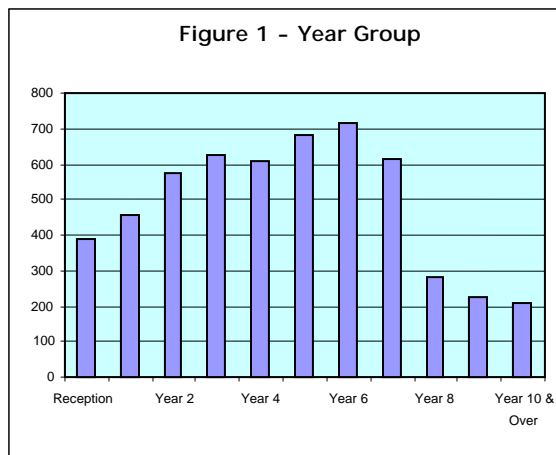
During 2003/04 just under half the participants were female (47%) and just over half were male (53%). A total of 95 young people with disabilities participated on the programme, and 480 children had special educational needs

The ethnicity of participants for 2003/04 is presented in Figure 3.2 below. The majority of participants were Black (this includes Black British Caribbean: Congolese: Ghanaian: Nigerian: Somalian: Other Black African: Other Black).

**Figure 3.2**
**Ethnicity of participants 2003/04**



Figure 2 - Ethnicity
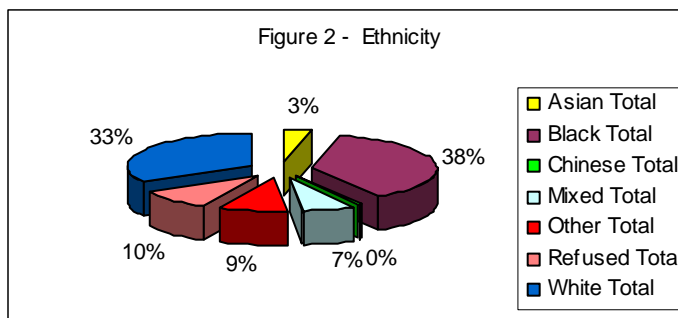
The second largest group of participants were White and the table below (Table 3.3) details the ethnicity of this group.

**Table 3.3**
**The ethnicity of White participants**

|  | Number | Percentage |
|---|---|---|
| Albanian | 32 | 2 |
| Kosovan | 37 | 2 |
| Other White | 221 | 12 |
| Turkish | 470 | 26 |
| Turkish Cypriot | 67 | 4 |
| White: British | 734 | 41 |
| White: Greek Cypriot | 43 | 2 |
| White: Gypsy/Roma | 52 | 3 |
| White: Irish | 96 | 5 |
| White: Traveller of Irish Heritage | 22 | 1 |
| Refused/Unknown | 10 | 1 |
| **Total** | **1784** | 100 |

Seven per cent of participants were dual heritage and included White & Black Caribbean: White & Black African: White & Asian: Any other dual background. Three per cent of the participants were Asian (this includes Asian British (AB) Indian: AB Pakistani: AB Bangladeshi: AB Any other background).

## 4.  IMPLEMENTING HCF: MEETING THE CF OBJECTIVES

### 4.1  Introduction

The CF programme has two strategic objectives. One strategic objective has three key sub-objectives  and the other has four. The implementation of the programme is assessed according to these strategic and key objectives.

### 4.2  Strategic Objective One

The first strategic objective and its related key objectives are:

 *'ensuring that in each area there is an agreed programme of effective interventions that pick up on early signs of difficulty, identify needs and introduce children and young people and their families to appropriate services, ensuring:*

- *close co-operative working between all relevant local agencies,*

- *clear responsibility for the management of each child's or family's involvement,*

- *services that are sufficiently flexible and accessible to secure informal and self-referrals[2].*

There are many examples of new practices within Haringey to show that the additional CF monies have been spent on achieving these tasks.

### 4.3  Picking up early signs of difficulties, and identifying needs.
A number of projects have worked to achieve this objective by:
➢ Working directly with young people with specific types of needs through outreach work; with young carers (NCH project) and with young people living with alcoholism in the family (HAGA project); and talking to young people about who they may contact if they have a problem (Noel Park).
➢ Providing the opportunity for adults to find out more about the needs of young people and therefore to identify any early signs of difficulty; for example with additional counsellors in schools, during breakfast clubs, at lunchtime drop-ins which are 'safe places' for young people to talk, at supplementary schools, and language and literacy classes where young people are struggling to achieve, and having same language tutors or reading volunteers.
➢ Enabling young people to identify their own needs and to identify any difficulties other young people are experiencing by encouraging young people to express their needs, teaching them social and mediation skills, and encouraging them to talk to adults (Young Explorer's Action Research project and St Ann's school peer mediation project).
➢ Raising awareness about identifying young people's needs amongst teachers during inset days, and having a designated staff to assess special needs.

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[2] This sub-objective is discussed under the second strategic objective as it is similar to another sub objective.

4.3.1

| |
|---|
| *Projects in schools have worked well where*: |
| |
| ♦ Experienced practitioners have designed projects. As a result they are highly relevant and appropriate to the context in which they are operating (St Ann's and HAGA for example). |
| ♦ New ideas, techniques and skills have been introduced into schools to solve particular problems; Ruth Miskin Literacy and Reciprocal Teaching and phonics teaching from Ruth Miskin tutors are new literacy strategies. |
| ♦ Heads and senior staff have actively supported projects, and staff with the authority to make changes to timetables, the content of the curriculum, and allocate training resources, liaise with projects. |
| ♦ All staff are aware of the purpose of new projects and understand how they can access them for their students; staff enthusiasm for projects and a belief that they are beneficial is essential, particularly as some staff give up their time voluntarily to support them at lunchtimes, for example. |

4.3.2

| |
|---|
| *Good practice* |
| |
| Some practices have been identified as particularly beneficial for young people. These include: |
| |
| ♦ Providing a supportive and safe environment, and developing young people's confidence and empathetic and social skills to enable young people to identify and articulate their own needs, and identify the needs of their peers. |
| ♦ Young people feeling confident that they will be listened to and that the course of action the young people wish to take will be respected and adhered to. |
| ♦ Where the expectations of young people can and cannot be achieved are carefully managed and realistic expectations established. |
| ♦ Assessment tools used by staff are clear, well-constructed and facilitate the process of identification of needs. |
| ♦ Staff and volunteers who have strong links with local communities or a particular ethnic group are well placed to gain the trust of young people and their families, and therefore learn more about their needs. |
| ♦ Professionals from outside a school can be well placed to identify some needs; a project was designed to bring occupational therapists into schools to identify needs, for example. |

### 4.4  Introducing families to services

Referrals between HCF projects improved as networking between the projects increased but it remained ad hoc and was often dependent on staff knowing each other. Similarly referrals within schools were observed, but again conditional on the knowledge of teachers and classroom assistants about the projects; drop-ins had varying success, for example. Schools making referrals to projects outside the school has been successful; many young people attended holiday activities for example.

Referring young people with special needs was not always possible, as projects do not necessarily have the skills or capacity to include these young people into their activities.

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### 4.5  Co-operative working between agencies

HCF has implemented close and co-operative working by:
➢ Ensuring that HCF Steering Group members belonged to other strategic groups relevant to the CF including the Children and Young People's Strategic Partnership, the Schools Partnership Board, and the Best Value review of the Voluntary Sector.
➢ Linking with Sure Start and Connexions and other local partnerships through the contacts of Steering Group members.
➢ Having an ethos of learning about existing voluntary and statutory agency procedures and refining them for the purposes of the CF and then sharing the refined procedures with others for example the commissioning process, the tendering pack for evaluation, and job specifications for the participation workers as well as sharing service level agreements with other statutory departments within the Local Authority.
➢ Organising a forum for project managers to meet and to exchange ideas on best practices and how to overcome difficulties, by arranging organisations to deliver projects in partnership. Two local community organisations deliver the Supplementary School's project together; Haringey Shed is a partnership between schools, the local authority and artists and counsellors, and outreach workers from different organisations have worked together within schools, for example.
➢ Initiating collaboration with other providers with similar remits; for example developing a model of costs and practical arrangements to support breakfast clubs, including recommended pay scales for staff, with the Neighbourhood Renewal Fund (NRF), Healthy Schools, New Deal for Communities and On Track.  The intention is to roll breakfast clubs out across all schools in Haringey using this model.


*4.5.1  Joint working has been more difficult where*:
➢ There is an absence of protocols between the voluntary sector and the local authority to ensure that voluntary sector is a genuine partner in the CF processes where the main agent is statutory.  The umbrella organisation named Haringey Association for Voluntary and Community Organisations (HAVCO) has established itself and is currently negotiating a Local Compact Agreement with the Local Authority.
➢ Agencies from different sectors – statutory, voluntary and private – have different expectations about costs and standards of working, making it difficult to commission some projects; for example some of the Quick Wins projects.
➢ The plethora of multi-agency Steering Groups and partnerships keep different initiatives apart rather than bringing them together under an umbrella multi-agency group which could collectively 'steer' or 'manage' projects and initiatives aiming to reduce child poverty and help the disadvantaged.
➢ The necessary skills and experience of implementing projects has sometimes been lacking.
➢ Front line workers who share remits, such as Outreach,  are situated in different agencies and do not have clear and systematic channels of communication to share practices and develop a co-ordinated service across the borough.  Plans are currently underway to link the work of the CF outreach workers to the borough's Parental Involvement Strategy and for the CF outreach workers to join the Parental Involvement Steering Group.
➢ Projects not funded by HCF are less enthusiastic to co-operate with CF funded projects.
➢ Good practices are not necessarily well-known and there are few opportunities to learn about how 'good practice' projects achieve positive outcomes for young people.  This area could be addressed through the Project Manager's Forum.  Although currently there is a standing item on the agenda to share good practice, however, more targeting of specific projects needs to be done to make best use of this item.

4.5.2

Co-operative working to improve the service provision for young people has benefited where there has been:
♦ A constructive patience and flexibility to enable new projects and new posts time to establish themselves and build the trust of established agencies. The HCF steering group and central delivery team have provided the support necessary for this to occur.
♦ A positive attitude by schools towards HCF. These schools have benefited from the presence of the Educational Psychologists.
♦ Staff in projects outside schools have experience and existing links with schools. This facilitates the implementation of a project and enables the project to promote themselves appropriately; the Supplementary School, for example.
♦ Co-working to deliver services; the Noel Park Primary School Young Explorers and Community Outreach project have worked together in a local library and Junior Exposure has produced publications with other projects. This approach brings together staff with different skills which gives young people more and different opportunities.

## 4.6  Clear responsibilities for managing cases

This has occurred at project level where it appears that staff have a clear understanding of the involvement of each child and the family, and where staff are conscientious at responding to the individual needs of the young person. Several members of staff also took on additional case management responsibilities by attending social services reviews, visiting families and attending appointments at other services with the young people.

## 4.7  The Second Strategic Objective

The second strategic objective and related objectives are:

*'ensuring that children and young people who have experienced early signs of difficulties receive appropriate services in order to gain maximum life-chance benefits from educational opportunities, health care, and social care and to ensure good outcomes by:*

- *increasing provision of the right kind of preventative services which will increase the children's life chances through combating problems before they escalate,*

- *ensuring services are accessible to children and young people and their families, particularly those most in need,*

- *actively involving children, young people and their families as service users, in planning and delivering services and in creating individual packages of support,*

- *empowering children, young people, families and communities to take responsibility and control of solutions for themselves'.*

## 4.8  Increasing provision of the right kind of preventive services

Most of the programme is centered around the early intervention stage, a requirement by the CF initiative. All schools-based projects are designed to intervene 'where problems are already beginning to manifest themselves, and prevention may stop them getting worse' (CF Guidance Part 1) for example problems in reading, and comprehension.

Two projects target the second type of preventive service recommended in the CF guidance that is 'focusing on multiple, complex and long-standing difficulties that require a customisation

of services to meet the needs of the individual concerned' (CF Guidance Part 1). The Music Therapy project and Junior YIP are the two projects which meet this 'heavy end' prevention criteria.

Some projects aim at 'focussing on problems before they can be seen, and therefore often targeting an area' (CF Guidance Part 1) for example Play People in Parks targets parks in deprived wards.  It is a borough wide provision that provides a service in the targeted wards. A range of interventions were put in place including Quick Wins and the Haringey Shed's Summer Show. Whilst it is recommended in the CF guidance not to provide this type of diversionary preventive service, these projects are inclusive and may well help prevent young people from growing up with prejudices and fear of others.  These projects targeted vulnerable children within a universal setting to reduce stigmatism.

Finally two projects, the YISP and Social Services Family Support, focus on 'reducing the impact of an intrusive intervention ... and/or receiving assistance within the child protection framework' (CF Guidance Part 1).  The YISP is a new requirement with separate guidance.  It is incorrect to say that this does not fall under the CF remit.  Social Services Family Support is supporting families at early signs of need that do not meet the Social Services criteria for support.

## 4.9  Providing accessible and flexible services

*4.9.1  Accessible services have been provided by*:
➢ Designing services sensitively without stigmatising families or young people; in schools services are provided for all pupils and particular children are encouraged to attend and the benefits of the projects emphasised, Breakfast Clubs, for example language and literacy interventions targets children with specific needs e.g. RM.
➢ Funding a range of projects applicable to young ethnic minority people; the Supplementary School project reaches out to the Somali and Turkish-Kurdish communities.  The Markfield Summer Play Scheme work with children with disabilities and special needs and their siblings.
➢ Making special efforts to ensure that projects are accessible by self-referral; for example, Cosmic (the children's section of HAGA), the Haringey Young Carers Project, offers a confidential help-line to facilitate self-referral.

*4.9.2  Projects are accessible when they are*:
➢ Free of charge; one of the great advantages of the CF is the large availability of free services which enables families who are not on benefits, but struggling financially, to use the projects.
➢ Welcoming; many projects have created safe environments in schools, libraries and parks where young people and their families feel they can enjoy themselves. Where parents are involved as volunteers, or come together to learn languages, the sense of 'community' created attracts and retains parents and carers.
➢ Staffed by workers who share and understand the same language as the young participants; this enables staff to communicate with younger children and establishes greater involvement with  parents, making the project more inclusive.
➢ Run informally to encourage families to 'drop in'; workshops in a library during the Easter holidays meant children were able to come for short periods which was convenient for parents and carers. A number of families who spoke very little English were unaware of the activities available to them. These families were attracted to the workshops because of its flexibility, which allowed them to observe as well as participate, if they wished to do so.
➢ Able to welcome siblings outside the CF age range, enabling the whole family to participate together.

- Encouraging young people to feel positive about other young people accessing the projects, including those from different ethnic groups and a range of disabilities, which may encourage a change in attitude of some children.
- Transport is provided for young people with disabilities wishing to attend projects, such as the Markfield project.

4.9.3

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*Tensions are apparent where*:

- The value of casual referrals are encouraged and recognised by staff, however, projects do not have sufficient capacity to work with additional young people and their families; this is particularly problematic for projects that have a waiting list.

- Staff realise that a project, as originally conceptualised, is falling short of achieving its objectives and that additional resources are required to improve the way it works but these resources are not available; for example Breakfast Clubs want to include outreach work to encourage some young people with identifiable  needs to attend.

- It is recognised that the time spent at projects is, in effect, free child care and there are different opinions about offering free 'child care' to all;  offering a service that can only be accessed by those on benefits, i.e. to those most in need; an approach that some argue is stigmatisation.

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4.9.4 *Projects have been less accessible and flexible where*:

- Strategies are not in place to identify and attract hard-to-reach young people who may not like participating in formalised activities, or live in Bed & Breakfasts and Hostels. Also, children who are in school outside the borough are less likely to know about the projects.
- Resources are an issue when projects involve children outside the CF age group. Further examples are families with babies, children who are aged 5-13 years with an older teenager.
- Parents/carers do not have the confidence to bring their children to projects, partly due to an inability to understand English.
- Young people feel unable to participate as they cannot understand or speak English, or where a young person has specific needs that a project cannot respond to, in particular disabilities for example

## 4.10  Actively involve children, young people and their families

*4.10.1  Young people have been actively involved in a number of ways*:
- Designing posters for summer activities run by the programme.
- Making it a condition, under project funding criteria, to obtain feedback, and to consult with young people in the design of day-to-day services and reinforcing this practice through service level agreements.
- Developing an interactive computer software programme to consult with all children about their needs around transferring from primary to secondary school – the Viewpoint project now needs to move to the next stage of being mainstreamed by Education Services.
- Designing and contributing to Junior Exposure magazine created by young people for young people. Young people have given their views on a range of issues including disabilities and 'living a life of a refugee'.
- Six young people are known as the 'Participation Crew'; they have been trained as evaluators and have been consulted about which projects should receive Quick Wins funding.

The following types of consultation techniques have been used:

- ❖ feedback forms
- ❖ free-writing by young people on what they have enjoyed
- ❖ making the consultation into an activity by getting the young people to make, write and illustrate in book format
- ❖ group discussions about particular activities and the programme as a whole
- ❖ small group discussions specifically designed for shy young people

Good quality practice is providing explanations on the outcomes of the consultation. Good practice is where staff explain to young people and their parents/carers the recommendations taken forward and if not, why not and then taking time to listen and to respond to their questions with respect.

Issues which inhibit consultation include:

- ➢ transporting the Participation Crew to projects
- ➢ difficulties for the Participation Crew to interview young people on projects which meet only during school time or at weekends
- ➢ a reluctance on the part of some managers to embrace the idea of integrating consultation into service design and delivery
- ➢ situations where adults responsible for managing projects or running schools resist young people criticising services and respond negatively to the views of young people

## 4.11 Empowering children, young people, families and communities to take responsibility and control of solutions

*4.11.1 The following actions have been taken to empower families and young people to take control of their own situations*:

- ➢ Through the Somali and Kurdish Supplementary Schools project young people from communities who in Haringey are often in conflict, are working together in a constructive atmosphere. The project has also consulted parents and has since changed its activities to accommodate their views. This has engendered a sense of respect for the project, bringing adults as well as young people together.
- ➢ Widespread consultation and an event day in the Noel Park area facilitated by the neighbourhood community outreach worker, enabled parents, young people and children to make their views public about the lack of safe play areas.
- ➢ ESOL classes enable parents to help their children with homework, making the parents feel more valued. (We are not directly funding ESOL classes, but linking our project to an existing project).
- ➢ Peer mediation projects encourage young people to take responsibility for themselves. Young people with behavioural problems attended the Noel Park Primary School Explorer's project and were given a set of targets to improve their behaviour, which they found useful, and as a result behaviour at the school has improved.

## 5. PLAY AND CREATIVITY THEME

### 5.1 Introduction

The aim of Play and Creativity Theme is to help children reach for the skies, gain confidence, explore and make the most of their environment and feel they belong. In achieving this it is anticipated that there will be improvements in:

- School attendance
- Raising attainment in school
- Reduce levels of fixed term exclusions
- Encouraging  collaborative working between community, voluntary organisations and the public and private sectors
- Reduce offending by young people and children
- Access to services

### 5.2  Achieving the theme's aims and outcomes

#### 5.2.1  Improving confidence and aspirations

Many children, in the Haringey Shed Theatre and Quick Wins projects spoke of the increased confidence of being able to perform in front of an audience. Children who spoke about playing football also enjoyed an audience watching and praising their abilities. The variety of achievements gave children something memorable and exciting to talk about, improving their social skills in the process.

**'I'm more confident, because I played in front of people, in concerts, just us! I didn't do much stuff like that before.'**

**'We've done lots of things before, performances.  I am a tennis player, before, I started playing tennis, I got good, but I didn't want to play in matches.  Now I want to play in matches.'**

#### 5.2.2  Making most of their environment and the feeling of belonging

Projects foster a sense of independence in different environments; in groups, at home and in public for example.  Children defined this independence in terms of physical objects as well as psychological thought and attitude.

**'At home it's easier to do things on my own.  They teach us how to do things on my own, and not to rely on others'**
**'I am more creative'**

Through supervised play, children learn to discover and express themselves, to work within groups, to use games to be social, and problem solving.  They are able to decide for themselves when and what they do within a safe environment.  More structured play activities teach children new ways to occupy their time.

*5.2.3  Improve school attendance and reducing fixed term exclusions*

It proved to be too time consuming to collect the above data from the schools. Information on attendance is now being collected.

In interviews some young people, comments were made on how their improvements at school were due to their attendance on a project:

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**'I can work better in groups work – write faster.  They motivate us to have our own opinion and to be able to explore ourselves for the group'**

**'I can make a decision much easier now.  There are a lot of things that I can do now that they do not teach you in school.   Now I can write funny poems and I am not afraid of standing on stage'**

**'I used to be really bad at math's. Now I am one of the best, I get the most stickers.  I play with my hands and my hands do more stuff.'…'What's changed is that (a boy) in my class is a fast writer, I was slow.  This has made me quicker, and now I work with (that boy)'**

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*5.2.5  Improving educational attainment levels and reduce offending*

This information is provided in chapter 9.

*5.2.6 To improve access to services*

Play People in Parks encouraged access to supervised play.  Play is an activity that is often taken for granted, however some parents do not allow their children to play unsupervised. The presence of play workers in parks facilitates access to constructive and co-operative play, facilitating inclusion of children who may not naturally join in with a group because of shyness or perceived difference.

The Markfield project inclusive play scheme, which celebrated its 25th year in 2004, runs all year round, with sessions and assistance for children and adults with disabilities.  The Children's Fund contributes towards the cost of the summer scheme which allows 40 additional children and their parents to have a two week respite.

One off events like the Celebration Day in March 2003 also provide opportunities to find out about the Children's Fund, and to access services.

*5.2.7  Encourage collaborative working  involving community and voluntary organisations, public and private sectors.*

Haringey Shed has brought together the local authority, local and national artists in successful partnership.  The programme has worked enormously with the voluntary sector, supporting the work of Haringey Play Association.  HCF projects have also collaborated with each other in delivery, for example the Quick Wins drumming project have supported Haringey Shed performances.

Quick Wins involved community organisations, such as the Goan community organisation, the Turkish Cypriot Women's Project, and the Haringey Chinese Centre and faith groups such as, Jesus for the World Church.  It has involved smaller charities, such as SPACE, which displayed

its work within libraries, and other local organisations such as Tottenham Hotspur, BTCV and the Haringey Music and Performing Art Centre and Haringey Shed. Schools have also undertaken Quick Wins activities and worked with these projects. The CF Steering Group have reviewed the QW programme and its effectiveness in reaching a wide range of communities and children and young people.  Where possible, subject to available funding the QW programme will be re-established targeting the voluntary, community and faith sectors. During 2004-05 funding cuts meant that the QW activities could not continue, impeding the ability of the CF programme to reach out to young people in their communities.

### 5.3  How the projects have made a difference

The following findings are examples of some of the differences the projects have made:

***Lateral learning***:  children identified very lateral chains of improvement in their lives.  For example, one child remarked that drumming had made it easier to express himself.

***Theatre workshops***:  theatre workshops have an impact on children on many levels.  Firstly, the sessions provided by Haringey Shed are inclusive, and provide a safe and accessible environment for all children who wish to attend.  Theatre workshops improve fitness through warm up exercises.  Exercises in delivering text give children the chance to practice speaking in front of others.  Exercise also encourages creativity, group working, trust, and develops expressive abilities.

***Directing Energy***:  many needs arise due to children lacking understanding of how to control and channel their own energy.

> **It's different, because at home I am lazing around.  When I am coming to this it makes me put all my energy out.  And I have a better time.  When I go to bed, if I'm lazing, I stay up all night.'**

***Learning about others***:   A child who had been involved in an inclusive project challenged another child being interviewed.  The second child was displaying insensitivities towards children who uses wheelchairs.  The second child said that he worked with other children who used wheelchairs and he at first had been worried about this, but now these children are his friends.  The attitude of children towards others with accessibility needs has to be challenged, and children who have had positive experiences of inclusive projects may be well placed to stimulate this change in attitude.

**Table 5.1 Summary of the changes identified through the research**

| Activity | Example of  changes |
|---|---|
| Supervised Play | Personal and group discovery, management and expression, increased sociability and happiness |
| Drumming workshop | Improved dexterity, faster writing, new friends, help with school work, improved attainment. |
| Physical theatre workshops | Improved physical awareness<br>Improved health, posture, alignment of the body, balance in movement<br>Learning to take turns in groups |
| Performance | Improved confidence, more material for conversation and sociability |
| Drumming | Child has excess energy, child used this energy, child manages to sleep better. |

## 6. THE LANGUAGE AND LITERACY THEME

### 6.1 Introduction

The aim of the Language and Literacy theme is to give children whose attainment is lower than average, a boost in developing their language and literacy skills, with particular emphasis on children whose first language is not English.

To achieve this aim projects will show that they have been able to:
- improve attendance
- raise attainment
- reduce fixed term exclusions
- encourage collaborative working between community organisations, supplementary schools, volunteer reading schemes, parents, schools, and Haringey Local Authority Education services.

### 6.2 Achieving the theme's aims and objectives

*6.2.1 To raise attainment*

Data to be collated this autumn.

The success of the Ruth Miskin Learning strategy was evaluated by the Educational Psychology team. Reading ages were measured using the Salford test. Results show considerable progress in a number of children. The Educational Psychologists report these results to be significant in indicating the success of the programme (Haringey Educational Psychology Service: Report on Language and Literacy Project 2003-2004).

*6.2.2 Attendance*

Data to be collected this autumn

A number of children said that the CF project they attended made them go to school more often. This appears to be through the process of making learning or school more enjoyable and less stressful for the child.

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**'Of course I have to learn.  I feel it is easier to learn now.'**

**'To learn, I enjoy it… I want to be a doctor.'**

**'Because it helps me at school.  I feel like I manage more.'**

**Again, it is useful to know what project this refers to as above mentions both breakfast clubs and language and literacy**

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*One to one interviews*

*6.2.3 To encourage collaborative working between community organisations, supplementary schools, volunteer reading schemes, parents, schools, and Haringey Council Education services.*

One of the main achievements of the programme has been to encourage schools to take a trial, evaluate and roll out further the Ruth Miskin strategy for literacy. The training of the Ruth Miskin organisation is of a high quality and teachers report that it presents a constructive and comprehensive package.

The library outreach workers have made links in a number of schools in the borough, through story-telling workshops for Somali and Kurdish children. The Neighbourhood Management worker also made links with schools, for example, visiting Noel Park School to invite children to the library for holiday activities, getting to know parents through this work and visiting parents at coffee mornings.

## 6.3  How the projects have made a difference

***Expressing feelings*:** Literacy has enabled children to express their feelings. This in turn has helped them to build relationships. Two Bengali boys spoke of different benefits of increased literacy. One boy mentioned that he had lost his fear, the other had been able to stop scaring others:

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**'Before I was scared to tell people how I was feeling, now I am not.'**

**'Its easier to tell people how I'm feeling. Because they don't get scared. I used to scare them away.'**

**'We talk about expressions and feelings which has made me more confident'** *(girl)*

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*One to one interviews: Language and literacy, boys, 9. Street crime initiative: girl, 10.*

***Increased confidence*:** Children were coached by staff to *'feel better about themselves'* as a result of participating in drama activities. One Kurdish-Turkish mother spoke of her eleven year old son:

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**'Yes, he has improved in other ways, because if you know how to speak you can get more confidence. Actually my son doesn't shame (was not shy) but first time (he came here) he doesn't know how to speak. When (he) started this course, opened everything (he lost his shyness)'.**

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Children participating in drama projects felt more confident to speak, to put up their hands, to come out of their shells if they were quiet and to participate more actively.

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**'They taught me how to be more confident. Like in acting and giving us advice. I did a play in front of 100 people, they taught me how to do it, I did it and started being confident.'**

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*Girl, 9 years (the supplementary school)*

***Indirect learning*:** Engaging topics and themes was seen by a number of workers as an effective way to elicit change.  One example of how this may be done is the activities organised by Arsenal football club, which have workbooks that enable children to undertake Math's and English exercises while thinking in terms of football.

***Relationships with other children*:** Some projects have improved relationships and understanding between children from different cultural backgrounds. For example, staff at the drama project of the supplementary school worked together with Kurdish and Somali children, ensuring that they worked in mixed groups.  Staff felt that working together increased understanding and improved relations between children from the different groups, as *'people become people, not just faces',* when you work closely with them on this kind of activity.

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**'School is different because I have learned how to be good with other kinds of people like Somalis, people I did not connect with before, now it is easier.'**

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*One to one interview*

***Expression*:** Several children spoke of learning how to express their feelings: An 11 year old boy said *'People teach me how to talk about my feelings'*.  This development enables children to discuss their problems and difficulties which is essential for problems to be resolved.

***Aspirations*:** Children spoke of their aspirations.

---

**'I like reading Turkish and English stories and it feels good and fantastic.  When I grow up, I am going to be a Lawyer.'**

**'I like coming here because he brings kind visitors and we play games with each other and the games are good games.  When I grow up I want to be a teacher.'**

---

***Relaxation*:** A member of staff described the transformation of a child who was having trouble relaxing, *'A Somali girl, of 12, was very proud and quiet, she had a strong personality, strength in quietness, she had a presence but was always straight faced.  She blossomed, she started smiling, took a part and did something wonderful with it.'*

***Making friends*:** Making friends is very important to children. Many children shared the view of the nine year old girl on a literacy project.

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**'I get to meet more friends.  I did not have many friends, now I do.  I am happy for that.'**

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***Having fun*:** one of the children from the Somali and Kurdish supplementary school described the way she had learnt through having fun.

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**'What I liked about the Somali and Kurdish club was making friends and meeting new and talented teachers, because they taught me all sorts of stuff like painting, acting and reading.  And they made it fun learning.  I enjoyed the lessons I did because the teachers were very friendly and they didn't shout once.'**

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*One to one interview: girl, 12*

***Broadening children's experience:*** Of a group of twenty children, six of whom were Somali and fourteen of Turkish Kurdish speaking backgrounds, none had been to the Tate Modern before their trip with the Supplementary School. During a feedback session organised by the Supplementary School, fifteen of these children said that they would like to go back to the gallery, and would go back without the project. The fact that a second project consultation with children threw up many more ideas than the first suggested a learning process, improved confidence and broadening of experiences.

***Positive encouragement:*** Children on RML clearly gained a great deal of confidence from undertaking work that they could do without struggling too much. The fact that they were learning made them happy. They were asked how the group made them feel:

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**'Clever, because when you read a lot you feel clever and smart'**

**'Happy, it's fun and you learn sounds and how to read'**

**'It makes you think when you read…I've learned, yes!'**

**'When I can't read I was sad, when I can I was happy'**

**'It's fun to read and spell'**

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*Group interview, year 1, Ruth Miskin Group*

**Table 6.1**
**Summary of changes identified in the research**

| Activity | Example of Impact Effects |
|---|---|
| Increased confidence through performance | Reduced shyness, increased sociability, increased happiness |
| Improved English language ability through Saturday School | Reduced shyness, increased happiness |
| Fun, interactive activities such as museum visits, football, with related follow up work | Improved literacy |
| Group activities leading to a collective goal such as putting on a play | Increased social mixing |
| Learning to express emotions, through poetry, discussion, music, and writing | Child is able to verbalise feelings and appropriate action taken to fit services to their needs |
| Relaxation | Ability to socialize with staff and other children |
| Making friends | Increasing happiness and social networks |
| Broadening social experience | Increased confidence, children have something interesting to talk about |
| Positive encouragement through work that was not too difficult, learning through systematic structured programmes | Accelerated literacy learning and increased happiness |

## 7. THE SELF AND OTHERS THEME

### 7.1  Introduction

The aim of the Self and Others theme is to reduce negative influences found in children's daily environment that effect their ability to access mainstream services by helping children to live in safer environments, helping them to manage their behaviour and moods, helping them to express themselves and gain confidence.

To achieve these aims projects are expected to:

- improve attendance
- raise attainment
- reduce levels of fixed term exclusions
- encourage collaborative working between community organisations and the public and private sectors
- reduce levels of offending by children and young people
- improve access to services

### 7.2  Achieving the theme's aims and objectives

The assumption that young people will be better placed to access mainstream services if they are in safe environments, able to manage their poor behaviour, able to express themselves and gain in confidence are examined.

#### 7.2.1  Safe environments

*In schools*: in Noel Park School the Young Explorer's project has led to improvements in their environment; children devised short plays about the changes brought about by having targets. The targets were presented to the children during assemblies, displaying how the children perceived change in the classroom and the playground. The Apple Club provides a different place where vulnerable children can go during lunchtime.  The environment is fun and relaxed, a mixture of vulnerable children and children who are chosen for good behaviour are permitted to play during break times if they wish to do so. The breakfast club has also contributed successfully to feelings of increased safety:

> **'In breakfast club you forget your troubles; it's like sailing a boat'**

*Discussion of brainstorming session, girls 9-10*

*Within public spaces:* Easter holiday sessions created a safe environment for children to play. Several children travelled to the project in pairs or family groups.  Parents felt secure leaving their children to play or take part in activities whilst they looked around the library or went shopping.  Many other parents were taking part or observing activities and there were several staff always on hand. Parents and children had fun and returned throughout the week to attend more activities at the play scheme.
*Within private spaces:* The NCH Young Carers' project created a physical private space generally for friendship groups for children who spent time at home caring for an adult or

another child.  Children were allowed to relax, go on trips and talk about their experiences within the project.    This was a space where the children had an opportunity to get away and relax from anything that was pressurising them.  The children from young Carers' created a learning tree to evaluate their project.


### 7.2.2  Behaviour and moods

Huge improvements in Noel Park School have been brought about by a range of initiatives and changes.  A large contribution to changing behaviour and moods has come from both the Breakfast Club and the Young Explorer's project.

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**'Before breakfast club children used to behave bad, but when breakfast club started their attitude's changed because there's good things and they are friendly.'**

**'Really the change is.  I see more people being kinder, before they wasn't that kind'**

**'It helps me now that I don't have to say that I got in a fight.  I can just calm down, turn away, ask if they want to be friends.  If they say no, then I just turn away and shake hands'**

**'People don't get in fights.'**

**'I can help people.  My school is becoming a better place. It's my eighth year in school, and I see it improve over the years. It's great'**

---

**Discussion session, and one to one interview, Peer Mediation girls and boy, 9-12**

*Anger control:* The more intensive, longer term work with children who have significant behavioural difficulties has had some more tangible medium-term impact. One thirteen year old attending music therapy said:

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**'I have learned to handle my anger.  I have learned to appreciate my school.  I don't put myself in so much trouble as before.  You see I used to fight everyday in school.'**

---

### 7.2.3  Helping children to express themselves and gain confidence

Confidence in reading gives children the tools to express themselves more clearly through language. Having a range of activities that the teachers can offer as rewards for good behaviour, gives a positive incentive for children to behave well.  Putting children in positions of responsibility gives them confidence in their abilities, as they can show what they are capable of:

---

**'I get to do peer mentoring and (get) chosen to do different things'**

**'I never knew I could be like this, now I have, so I can be more confident.  I mean, I never knew I could be chosen as a peer mediator'**

---

> **'I have learned a lot, and I am more helpful to my classmates. I think more and I am more aware of things. I have learned a lot, and it has made me realise how important it is to be involved and active'…'Coming to the project you build up confidence, you develop your personality and character, and good qualities'**

**(Child, 12 – Peer Mediation Project)**

One ten year old girl on a peer mentoring project said she felt more confident because:

> **'You get to talk to adults without interruptions and shouting. You get to do things quietly'**

Where children have been discouraged by perceived negative treatment by adults, a negative experience may be transformed into a positive by looking at it as a challenge and giving the child the tools and the space to achieve.

> **'Yes it helps coming here. One day I would be able to look back and say, yes I have made it! I'm very determined but I know some teachers didn't believe I would finish school'.**

**(Child – Peer mediation project)**

*7.2.4 Raising attainment[3]*

The young people recognise that attending Breakfast Clubs has improved their work:

> **'Our work is better because we are full'**
>
> **'Because when you eat breakfast it gives you energy for your brain'**
>
> **'Breakfast club makes our work better. The food gives us the power. It gives your body energy'**
>
> **'It's a lot easier to do my homework now. I ignore people, even if people are being rude. I've been taught how to ignore it if someone doesn't listen.'**
>
> **'On Mondays I come here and the teachers help us with Maths and English. Its very helpful and I'm enjoying school much more now'**

*Breakfast club, girls and boys, aged 9-10.*

*7.2.5 Attendance*

Breakfast clubs were reported by teachers to be a highly effective tool in encouraging attendance, a view which is supported by the children interviewed. Many of the children said that they attended more regularly because of breakfast club. In some cases this was due to incentives given by the breakfast club, for example giving a small gift for 100 days of attendance, others found the food and the fun as an incentive. At Noel Park School a range of

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[3] See chapter 9 for an analysis of the quantitative data on educational attainment.

incentives have been implemented for example, when the weather is good, those who arrive for breakfast club before 8.30am are allowed to bat in the game of cricket. Young people described how breakfast clubs improved their attendance and improved their school experience:

'It is the best club in the school.  It makes attendance better because it's early and you feel bright'

*One to one interviews, girl aged 9-10*

Attendance has also improved through the creation of better environments and relationships. Staff can also use membership of a special project to alter status imbalances where a child is being treated badly by other children:

'It's safer to stay inside (before school) there are people who look after us'

'I come to school much more.  I didn't like coming to school because everyone was being rude.  Now since I started the project, I feel more happy.'

*Group discussion: Breakfast Club and one to one interview Peer Mediation.*

Breakfast clubs are well run. They offer the children the opportunity to play games, talk informally in a relaxed, respectful environment and allows children to escape the pressures of home life.

'We have lots of games and stories to read'

'I like breakfast club because you're with your friends 24 hours.  It's welcoming and children respect one another'

*Discussion of breakfast club, boys 9-10*

Other projects such as Peer Mentoring also improve attendance:

'(I have) Peer mentoring on Thursdays – it's much easier to come to school then'

'I come to school a bit more. Normally because if I don't come to school it won't be that fun, because if I don't I won't get to help people'

*7.2.8  To encourage collaborative working between community organisations and the public and private sectors*

**Parents:** Coffee mornings with parents are used as an opportunity to inform people of their volunteering openings, such as the volunteer reading scheme and school activities. The CF projects create a number of opportunities for statutory sector workers to mix with parents to encourage them to volunteer.

**Schools and voluntary sector***:* The outreach workers, such as those working for HAGA and NCH, involves integrating issues typically dealt with by the voluntary sector into the schools PHSE teaching sessions.  Young Carers issues, and issues around alcohol have been

incorporated into teaching sessions. The awareness of these issues have been raised among teachers, through organising drop in sessions in schools; visiting inset days; providing information packs for teachers and children, and setting up activities for children whom these issues relate to. Recognising that a teachers' primary remit is teaching, teachers have been advised on how to support children with concerns about these issues by referring them on, or providing them with a confidential contact number.

*7.2.9  To improve access to services*

At the Library Easter scheme run by the community outreach worker, parents were asked informally about additional activities in the library, for example Sure Start activities and child care courses.  This feature of outreach work could be formalised to maximise the benefit by providing information leaflets about local services available to parents.

## 7.3  How projects make a difference

*Being listened to*: Children really appreciated being listened to by adults and other children. Enabling children to speak to others is important in ensuring that the needs of children are being heard.

> **'I still find it a bit difficult with other people, but I have better communication with my teachers.  My teacher is great.  She is very helpful and she always listens to what I have to say. I feel she is there for me.'**
>
> **'Teachers and parents listen more too.  Previously they did not listen.  I told them how I feel about it and they started listening to me since then.'**
>
> **'Lots of friends listen to me when I give advice now.  One friend listened and said sorry and both are best friends now.'**

*Relaxing*: a 14 year old boy engaged in music therapy identified the process of change in himself with relation to the teachers at school:

> **'I feel more relaxed now in school than before.  I feel more comfortable talking with adults'.**

*Visible results:* Many children enjoyed making or doing things which had a tangible outcome, a piece of work they could take home, or a show they could talk about:

> **'We do a lot of things like acting, and I like the ceramic best.  It's really fun; I have done a plate a cup and a spoon'.**

*Space to overcome personal barriers*: Some children spoke of their frustration, others visibly demonstrated frustration by getting angry and striking out when they tried and failed to do a task.  Sensitive intervention when a child was frustrated allowed them to overcome difficulties. A thirteen year old girl at a project designed to promote self esteem in children said:

> **'Here I socialise with people and I try to find my talent.  I am very sensitive and I get frustrated when I do things and they don't work out'.**

For many children an event, achievement, trip or activity gave them social capital at school, at home, or when meeting new people, because they had something new to talk about.

*Learning empathy*: Children's increased awareness of others and their behaviour, and how it impacted on others led to increased understanding and improved relationships between the young people:

> **'In mentor training, we're in the room, and we play a game. Miss puts us in different groups, we play B.O man.  Then you know how it feels to be alone. No one wants to sit next to you.'**
>
> **'People will know if I am sad or happy because they can tell by my body language'**
>
> **'Some of the kids that I did not get on with and play with, I play with them now.'**

*One to one interviews: Peer Mentoring, boy and girl, 10.*

*Learning the language of behaviour management*: Children who had been in Peer Mediation groups had learned to manage conflict through linguistic and physical dialogue.  This involved sequences of behaviour and reaction. The language used in their responses was markedly different from those of children who had not been through this conflict management process:

> **'I don't judge, I don't tell people what to do, I give them choices.'**
>
> **'When someone is crying, you offer to play a game with them'**
>
> **'Before I started it was hard to make friends.  Now I can make friends easily and play with them.  I learnt skills in mentor training.  If someone is lonely and wants to talk to you, you have to have good buddy language.  And when they finish, you have to summarise what they have said.'**

*One to one interviews: Peer mediation*

*Increased happiness*: Children spoke of happiness as central to them.  Routes to increased happiness varies widely these included: not feeling (do you mean angry?hungry) to feeling happy because of increased popularity, and thus better behaviour in schools:

> **'An empty Belly makes (you) sad.  A full belly makes you happy'**
>
> **'I feel more happy because people don't be bad to me now.  People usually be bad to me, but since I was a buddy they are nice to me… The fights have stopped, there's not that much arguments now.'**

*Breakfast Club and Peer Mediation girl and boy, aged 9-10*

***New experiences:*** Organised trips and activities on projects have given the children new experiences and provided them with opportunities they would not have otherwise had. A trip to the Bank of England was successful:

> **'To learn about the Bank of England and how it started.  To learn different things, so if I come along in the future I can answer.  I've been to one before, but not the Bank of England.'**

*One to one interviews, girl aged 10*

***Encouraging parents to engage in activities with their children:*** Some parents engaging in workshop activities such as making hats with their children mentioned they had not been involved in this type of activity before.  Some said that they were encouraged to undertake the activity again, others said that they would find it too complicated to repeat the activity at home without assistance.  Projects could assist parents to play with their children by distributing materials on how to organise activities and make things.

**Table 7.1**
**Summary of the mechanisms of change**

| Activity | Example of Impact Effects |
|---|---|
| **Therapy and counselling** | **Ability to control anger, appreciation of school, ability to control behaviour and stop fighting** |
| **Music therapy** | **Relaxation, increased ability too communicate** |
| **Creative craft and play** | **Learning how to do new activity, learning skills to occupy themselves constructively in spare time.** |
| **Poetry** | **Patience, space to overcome frustration and learn what can achieve** |
| **Trips, activities and achievements** | **Something to talk about, increased sociability** |
| **Drop in drama session** | **Learning skills to make new friends and to play socially** |
| **Breakfast club** | **Food, sense of fullness, happiness, improved concentration and attainment** |

## 8. VOICE

### 8.1 Introduction

The aim of this theme is to engage children, young people and their families in the development and the delivery of the Children's Fund programme and to ensure that best practices become embedded in the services.

To achieve this projects are expected to:
- advise on and disseminate the lessons learnt from consultation with and participation by children and young people
- improve the rate of take up of, and access to both universal and specialist services[4]

### 8.2 Projects

| |
|---|
| Viewpoint Interactive Software for Transition |
| Haringey Youth Service - Participation Project |
| Junior Exposure |

### 8.3 The Participation Crew

The Participation Crew consist of six young people who have been trained in public speaking, in conducting research, finding out about projects and how they work. The young people have become increasingly confident and more able to express sophisticated ideas about issues that concern them.

The Participation Crew made a learning tree of their project. The young people were asked to define the outcomes of their project, and how the project has changed them. The results of this four hour exercise where the children worked together included the following comments from the young people:

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**We improved ourselves at school by having a positive attitude towards younger children and adults**

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**If I wasn't in the project and if I was at home, it would have been very boring and wouldn't have been many friends to talk to. But ever since I have attended the project I feel that I am more friendly with people and I feel that I am more interested to help other people. Also I used to be very unconfident at reading out loud in class. But now that I started to attend this project I feel very confident at reading aloud in class because in this project we read out loud.**

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[4] This objective has been discussed earlier in the report. See Chapter 4.

> **When we done the interviews and presentation we feel more confident now at reading out loud in front of people**

> **The project helps me develop my confidence.  It helps me because ever since I have been attending the project I have found it easier to socialise and make new friends.  Also it has made me feel happier talking and sharing our ideas with each other**

> **I get more things to do on Wednesday and it gets me out and about and I am a friend. I've gone up to year 5.  And I have better handwriting.  The reason I have better handwriting is because we do lot of writing**

> **If I didn't choose to come to this project I wouldn't learn new stuff like words.  I wouldn't feel comfortable talking to other people.  I wouldn't have made new friends.**

## 8.4  Junior Exposure

Junior Exposure, a magazine for children created by children, uses child-focused practices in drawing together materials for its publication. The ideas and views expressed in the magazine are informative for practitioners and policy-makers alike.

## 8.5  How projects make a difference

***Contact with new children***: Groups of children were keen to meet new people and with other groups.  Children cherished the new friends they had made on projects, and were especially appreciative when they had a common issue which their other friends could not understand. However, as well as these deeper friendships, children enjoyed a change of dynamic and new stimuli.  One 11 year old boy felt that he was seeing too much of his friends at a weekly project 'My friends don't listen to me much, a lot of my friends come here on Saturdays too, we see each other a lot, so they are probably bored of me.

***Feeling listened to***: This was identified by a thirteen year old girl at a voice project, 'I feel happier because I have a voice in the group and I feel listened to.' For some children this was important because it was away from the family context.  'I can talk to them about how I feel, and they listen and support me.  Sometimes I talk with them before talking to my family.'

**Table 8.1**
**How projects make a difference**

| Activity | Example of impact effects |
| --- | --- |
| Casual, focus group discussions | Feeling listened to, happiness |
| Project visits | Contact with new children, stimulation |
| Involvement in the programme | Learning new words and procedures<br>Feeling more confident, proud, worthwhile and important |
| Public speaking | Progressively overcoming fears of expressing opinions in public<br>Being able to make group presentations and to discuss issues with the Steering Group and other forums |

## 9.1 Introduction

This chapter collates data on educational attainment levels and information from Social Services and the Youth Offending Team (YOT) for all those young people in the 'tracking cohort'. Since the cohort is a representative sample, the data provides information on the extent to which the HCF programme as a whole, is achieving some of its main objectives. In summer 2006 these data will be updated so that more examination results, more data from Social Services and the YOT will be obtained for these young people. This additional information will enable the progress of the cohort to be tracked over a longer time period and enable the impact of the HCF to be assessed with more certainty. This chapter therefore presents the initial results from the cohort study.

## 9.2 Educational data and achieving CF objectives[5]

Sub-objective two of the national Children's Fund programme is to achieve improved educational performance among 5-13-year-olds and to narrow the gap between high and low achievers by raising the performance of the bottom twenty-five per cent of pupils.

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

The CYPU Children's Fund Indicators Paper explains the importance of hard educational attainment indicators through exploring some possible challenges to the use of this data. Two of the key points are summarised below (Children's Fund indicator Paper Final, www.cypu.gov.uk accessed July 2005)

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

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

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

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

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

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[5] We would particularly like to thank Avi Becker and his team for assisting us in collecting this information. It would not have been possible to collate this information without their cooperation.

*'There is overwhelming evidence that early educational attainment is a highly powerful predictor of later educational attainment. However, interventions that lead to gains in early educational attainment do not necessarily lead to lasting gains, as early effects can fade out when children have left the programme. Conversely, an intervention may appear to have no early effects, yet effects become apparent in the longer run. Of course, it will only be possible to assess whether the Children's Fund has had any impact on Key Stage 3 attainment, GCSE results and post-16 educational participation and attainment once the 5-13 year olds have reached this stage in their educational careers.'* (ibid) [6]


### 9.2.1 Data collection

A cohort of 481 children was chosen at random from a database of all children attending HCF projects. The education department provided the following data for as many children in the cohort as possible[7]:

- Test results
- Statements of Special Educational Needs
- Free school meals eligibility
- Demographic information
- HCF project child is engaged with for a sub sample of 167 children.

Haringey Education Department also supplied some data for comparison such as borough and national averages for Key Stage results from 2004. We sought additional comparative and contextual information which is referenced in this chapter.

Borough wide data is always taken from 2004 figures. This is the best option given the complexity of the data which necessarily includes children from several year groups. HCF cohort data is from various years according to the school year of the child. The proportion of children who achieve the expected levels at KS1 and KS2 has not varied greatly over the last three years so this is felt to be a reasonable way of facilitating analysis on *progress* as well as *attainment*. As overall attainment has gone up in the borough the effect of comparing children with the 2004 results may result in a slight underestimation rather than any overestimation of the HCF 'effect'.


### 9.2.2 Data analysis

Data was analysed using Excel. Where there is sufficient data figures are expressed in percentages.

The purpose of the analysis is to answer two questions:

i)   What does the data tell us about whether the HCF is achieving the objective of 'improving educational performance among 5-13 year olds'? And;
ii)   Has the gap between high and low achievers been narrowed by raising the performance of the bottom 25% of pupils?

---

[6] At present there is not enough data on 'Key Stage 3 attainment, GCSE results and post-16 educational participation and attainment' for children who have accessed the HCF to undertake meaningful analysis around the longer term impact on attainment described. It is anticipated that this will become possible in the future for example by continuing to add to the data available on the current cohort.

[7] Data was provided where possible not for every child e.g. in many cases for example KS3 data was not available as the children were too young to have taken KS3 tests, in some cases children arrived in the borough to late to sit KS1 tests.

This will be achieved by finding out:

- o How the results at KS1 and KS2 in the cohort compare with borough averages for 2004, and;
- o How the progress of children accessing HCF projects compare with borough averages?[8]

### 9.2.3 Confidence intervals and statistical significance

The tracking cohort is a *representative sample* of those participating in the CF programme. This enables us to say that the findings from the cohort study also apply to all the children and young people participating on the CF programme.

We also want to check that the changes in the results of the KS1 and KS2 tests for *all* the children and young people participating on the programme, about 5,300 at the time of the research, are not due to chance. In other words, we would like be able to say with confidence that it is reasonable to attribute the changes in the examination results to the Haringey Children's Fund activities – and/or some other intervention.

To do this, statistical tests need to be carried out to find out the confidence intervals and statistical significance of the findings. When we ran the tests we found that the results for KS1 are accurate to a fairly high degree.[9] This means that if 50% of the children in the cohort achieve Level 2 or higher at KS1, we can be very confident that a around half of all the children accessing the Haringey Children's Fund would achieve Level 2 or higher and this would be due, at least in part, to the programme.[10,]

The level of confidence or confidence intervals presented in table 9.1 shows comparisons between those in the cohort and those in the borough as statistically significant based on a calculation which compares sub groups against a total specifying 95% confidence level, this means we can be 95% certain that the differences did not occur due to chance.

**Table 9.1    Confidence intervals for data presented in chapter**

| Data | No. children in calculations for this data | Confidence interval |
|---|---|---|
| **Key Stage 1** | **324-329** | **+/-5% at 95%** |
| **Key Stage 2** | **211-229** | **+/-6% at 95%** |
| **Progress between KS1 and KS2** | **130-144** | **+/-8% at 95%** |

## 9.3    Profile of children included in the cohort

### 9.3.1 Gender

Fifty-two per cent of the children in the entire cohort are male and forty-eight per cent are female. The gender ratio of the 156 children for whom it has been possible to assess *progress* between KS1 and KS2 (i.e. data is available for their results at both these stages) is identical.

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[8] Note that for ease of analysis and clarity sub categories of level two at KS2 have been excluded from the analysis with the exception of the Value Added calculations presented in Section 9.8.

[9] The results for KS1 are accurate to +/- 5% at 95% confidence.

[10] More precisely, we can be 95% confident that between 45% - 55% (hence the +/-5%) would attain Level 2 or higher at KS1.

*9.3.2 Ethnicity*

Ethnicity is summarised in figure 9.1. Just under half (47%) of children in the cohort are Black this group being split fairly evenly between African and Caribbean children. Three in ten children are White- this includes 10% who are White British and 20% from other White backgrounds. A significant minority of White Children are Turkish (12% of whole cohort). Just 3% of children are from Asian backgrounds. The ethnicity profiles of those with and without KS1/KS2 comparison data is similar although Asian children are slightly under represented in the comparison data.

**Figure 9.1**
**Summary of ethnicity data**
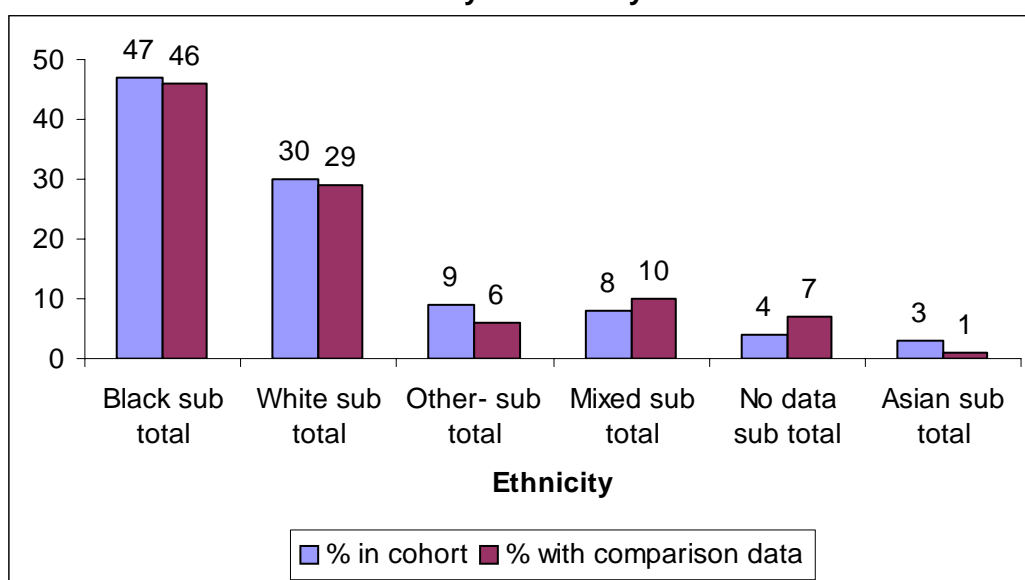
**Base: in cohort: 481, with comparison data 156**

*9.3.3 Language*

Over half (55%) of children included in the cohort have first language other than English. Children with other first languages are slightly under represented in the profile of children for whom comparison data is available- 48% of this group have other first languages. To provide an indication of how this compares with the borough overall, 50% of children eligible to take the KS1 Reading test in Haringey in 2004 (for whom first language status is known) had first languages other than English.

*9.3.4 Special educational needs*

Just under a third (32%) of children in the cohort have Special Educational Needs (SEN) including 28% who have statements of SEN. The figures are very similar for those with comparison data. The figures also correspond to the illustrative data shown for the whole borough taken from the Department for Education and Skills Local Education Authority Value Added Measure tables by SEN and Gender.

**Table 9.2    Special Educational Needs amongst cohort and those with comparison data with borough comparison.**

| SEN status | Whole cohort | | Children with comparison data | | Borough comparison* | |
|---|---|---|---|---|---|---|
| | % children | No. children | % children | No. children | % children | No. children |
| No SEN | 68 | 327 | 69 | 107 | 70 | 1798 |
| SEN- no statement | 28 | 136 | 30 | 47 | 27 | 694 |
| SEN- with statement | 4 | 18 | 1 | 2 | 3 | 73 |
| Total | 100 | 481 | 100 | 156 | 100 | 2565 |

**\* LEA Value Added Measure in 2004, by SEN and gender**
**http://www.dfes.gov.uk/rsgateway/DB/SFR/s000564/Tables_51_55.xls**


### 9.4   Is HCF reaching those most in need?

*9.4.1   Eligibility for free school meals*

Table 9.3 below shows that just under half of children in the cohort and of those for whom comparison data is available are eligible for free school meals. This compares with a 2004 borough average of 36% of children at primary school and maintained nurseries and 38% of children in secondary schools. The fact that there is a high proportion of children who are eligible in the HCF cohort suggests that the programme has been successful in targeting lower income families and one parent households who typically have a lower income and higher chance of experiencing other aspects of poverty and social exclusion.

**Table 9.3    Proportion of children eligible for free school meals**

| | % in cohort | No. in cohort | % with comparison data | No. with comparison data |
|---|---|---|---|---|
| **Not eligible** | 53 | 255 | 54 | 84 |
| **Eligible** | 47 | 226 | 46 | 72 |
| **Total** | 100 | 481 | 100 | 156 |


### 9.5   Performance at KS1

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

Most 7 year olds (KS1) are expected to achieve level two. The majority of children in the cohort attained this level although overall the proportion achieving level two is between 6% and 9% lower than borough averages for 2004 (figure 9.5) suggesting that HCF is reaching some children who are performing below the expected level of attainment.

Results for KS1 amongst children in the cohort and a comparison with borough averages for 2004 are presented below:

*9.5.1  KS1 Maths results*

Eight in ten (79%) children from the cohort achieved level two or above in KS1 maths tests compared to 85% in the borough as a whole. Nearly a quarter (23%) of children in the borough achieved level three or higher compared to 17% of HCF children in the cohort. One in twenty (5%) children in the cohort did not reach level one. This group is of particular interest to the HCF as increasing the attainment of this group during primary education would be a key indicator of success for the programme. It would demonstrate that children with lower levels of attainment at KS1 who risked low attainment have progressed successfully following engagement with the HCF.

**Table  9.4    KS1 maths results for children in the HCF cohort**

| Level | % children | No. of children |
|---|---|---|
| Working towards | 5 | 15 |
| 1 | 15 | 50 |
| 2 | 62 | 201 |
| 3 | 17 | 55 |
| A/D | 1 | 4 |
| **Total** | **100** | **325** |
| Total at level 2 or more | 79 | 256 |
| Total at level 3 or more | 17 | 55 |

**Figure  9. 2    Proportion of HCF cohort children achieving level 2+ and level 3+ in KS1 maths compared to borough figures**
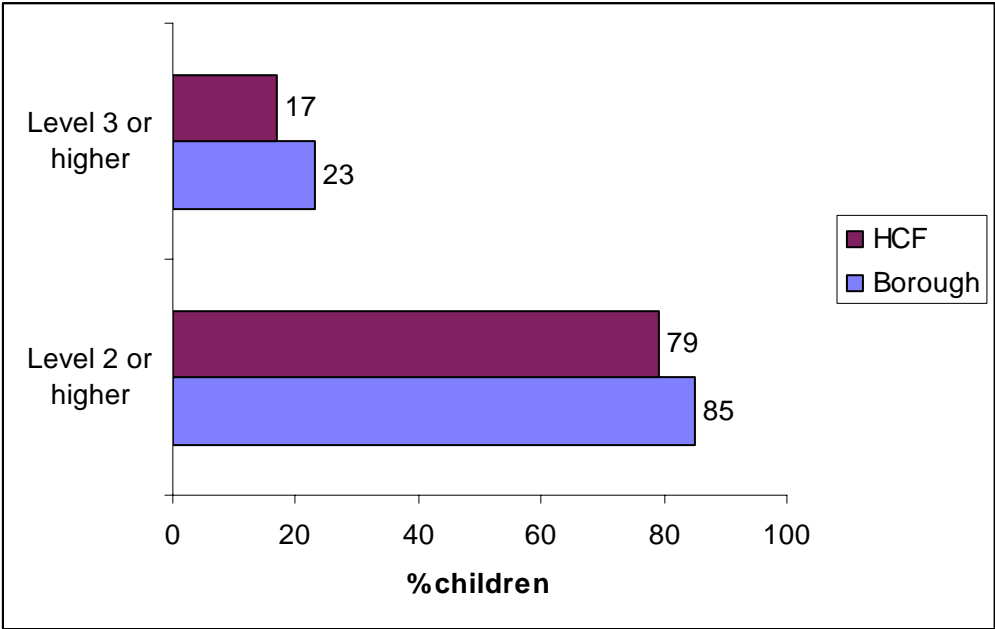


*9.5.2  KS1 Reading results*

Seven in ten (69%) of the cohort achieved level two or higher in KS1 reading tests. This compares with eight in ten (78%) in the whole borough. Eight per cent of children in the cohort did not reach level one in the assessment. The gap between HCF cohort and borough figures is slightly higher in reading than in the other subjects included in this chapter. This could be due to the proportion of children engaged in the HCF who have first languages other than English (55%).

**Table 9.5        KS1 reading results for children in the HCF cohort**

| Level | % children | No. of children |
|---|---|---|
| Working towards | 8 | 25 |
| 1 | 23 | 75 |
| 2 | 54 | 178 |
| 3 | 15 | 50 |
| A/D | 0 | 0 |
| **Total** | **100** | **329** |
| 2 or more | 69 | 228 |
| level 3 or more | 15 | 50 |

**Figure 9.3     Proportion of HCF cohort children achieving level 2+ and level 3+ in KS1 reading compared to borough figures**
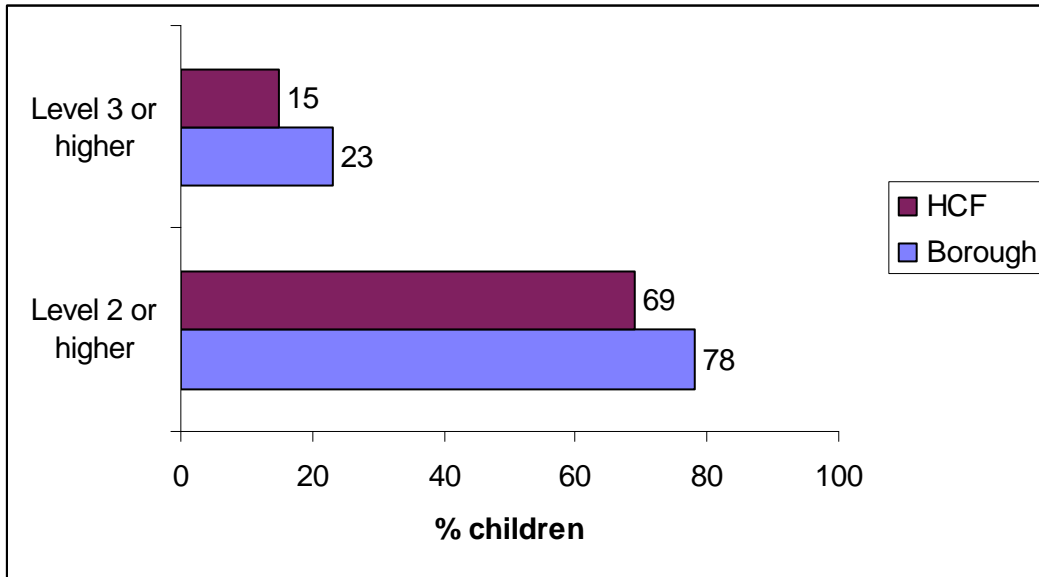


*9.5.3  KS1 Science results*

Three quarters (76%) of the children in the cohort achieved level two or above in KS1 science tests compared with 84% in the borough as a whole. The gap between the proportion of children in the cohort achieving level three or above (13%) and children in the borough (19%) was 6%. Science results may be considered a slightly less robust measure than those for maths and reading as they are based on standardised teacher assessments.

**Table 9.6     KS1 science results for children in the HCF cohort**

| Level | % children | No. of children |
|---|---|---|
| Working towards | 5 | 15 |
| 1 | 20 | 64 |
| 2 | 63 | 203 |
| 3 | 13 | 42 |
| A/D | 0 | 0 |
| **Total** | **100** | **324** |
| 2 or more | 76 | 245 |
| level 3 or more | 13 | 42 |

**Figure 9.4     Proportion of HCF cohort children achieving level 2+ and level 3+ in KS1 science compared to borough figures**
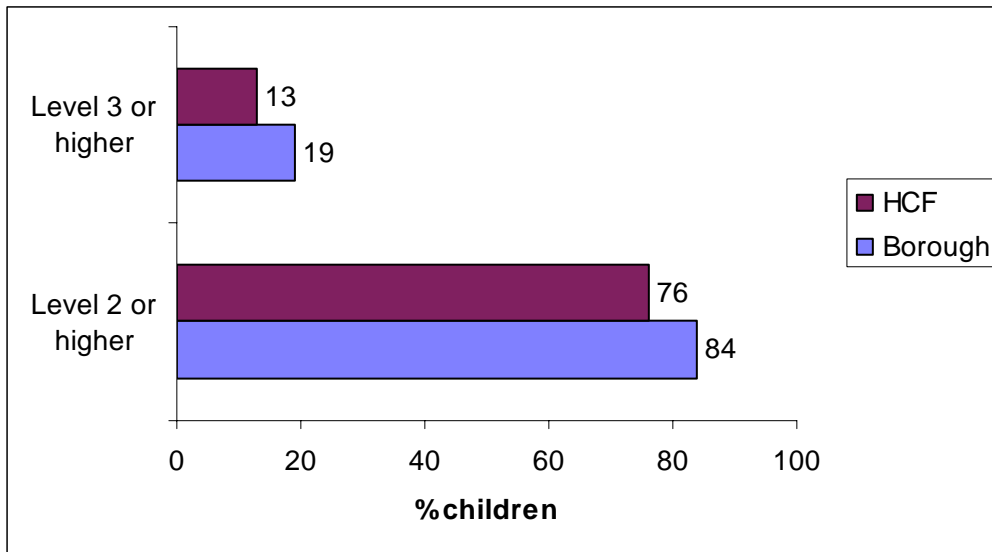


*9.5.4   A summary of difference between HCF cohort results and those for the borough*

Figure 9.5 summarises the percentage differences in HCF cohort and borough figures for the number of children achieving level 2+ or level 3+ at KS1 maths, reading and science.

**Figure 9.5    Percentage difference in proportion of children achieving level 2+ and level 3+ in the HCF cohort and those across the whole borough**
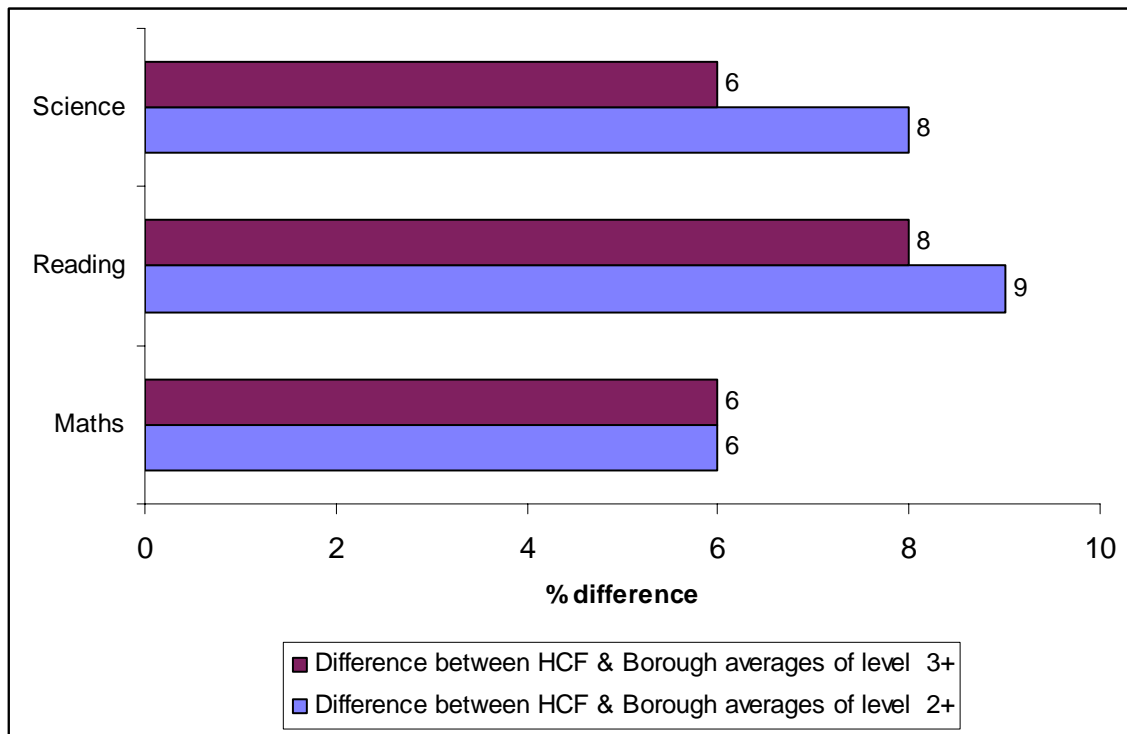


Bases: whole borough figures: unknown HCF cohort figures: maths=325, reading=329, science=324


### 9.6    Performance at KS2

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

This section compares KS2 results for children in the cohort with those for the whole borough. Most 10/11 year olds (KS2) are expected to achieve level four. The majority (between 63% and 83%) of children in the cohort attained this level or higher. Overall the results at KS2 suggest that the HCF interventions have a positive effect on educational attainment.

In maths the proportion of HCF children achieving level 4+ was still 4% lower than those in the borough overall. However, in English 7% more HCF cohort children than children in the borough achieved level 4+ and in science 6% more HCF cohort children achieved level 4+. The proportion of HCF cohort children achieving level 5 is consistently lower than the proportion in the borough overall.

Sixty-three per cent of children in the HCF cohort achieved level 4 or higher in KS2 maths, 4% less than those in the borough overall. The divergence in the proportion of high achievers is greater; one in ten (11%) of children in the HCF cohort achieved level 5 compared to a quarter (26%) of those in the whole borough.

**Figure 9.6    Proportion of children in the cohort and in the borough achieving level 4 and higher and level 5 and higher in KS2 maths.**
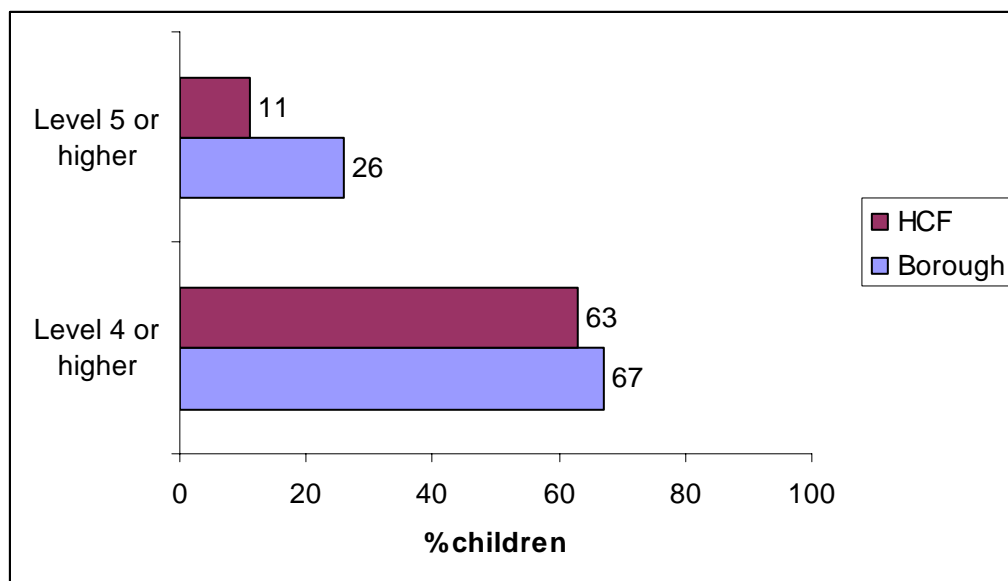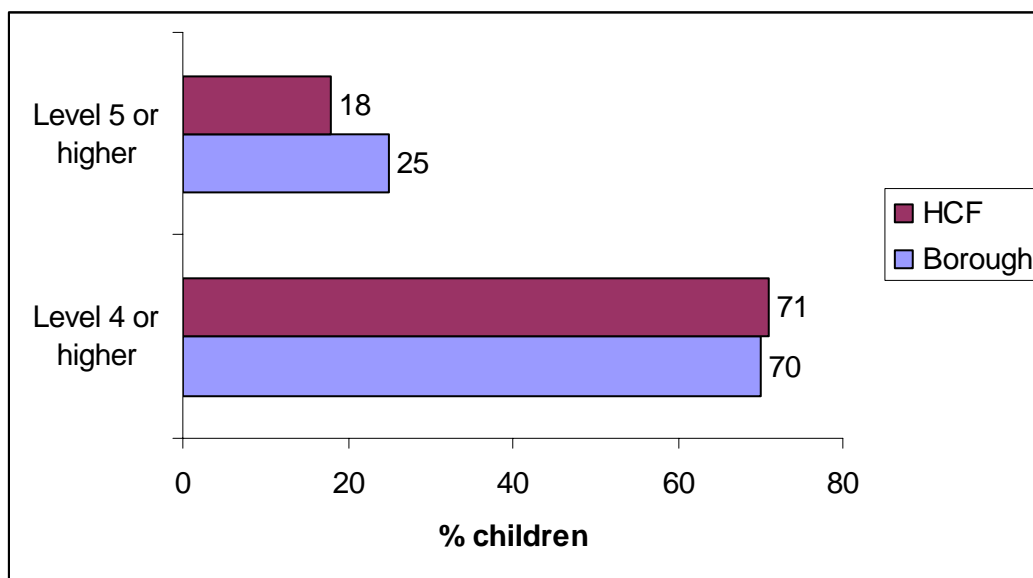


**Table 9.7**

|  | % children | No. of children |
|---|---|---|
| Working towards | 0 | 1 |
| 1 | 0 | |
| 2 | 2 | 4 |
| 3 | 32 | 72 |
| 4 | 52 | 115 |
| 5 | 11 | 25 |
| A/D | 2 | 5 |
| **Total** | **100** | **222** |
| Total at level 4 or higher | 63 | 140 |
| Total at level 5 or higher | 11 | 25 |

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*9.6.2 KS2 English results*

The same proportion of children in the HCF cohort as in the borough overall achieved level four at KS2 (71% and 70% respectively). Children from the cohort were, however, 8% less likely than those in the borough as a whole to reach level 5. Although it is not directly comparable the results show that HCF children are performing better in KS2 English than they do in KS1 reading.

**Figure 9.7    Proportion of children in the cohort and in the borough achieving level 4 and higher and level 5 and higher in KS2 English**
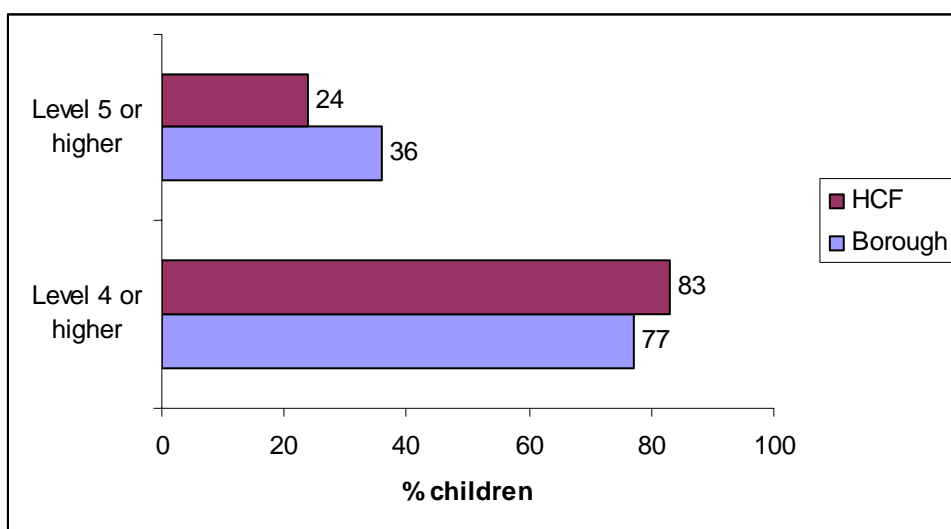


**Table 9.8**

| Level | % children | No. of children |
|---|---|---|
| 2 | 1 | 3 |
| 3 | 25 | 53 |
| 4 | 53 | 112 |
| 5 | 18 | 37 |
| A/D | 3 | 6 |
| **Total** | **100** | **211** |
| Total at level 4 or higher | 71 | 149 |
| Total at level 5 or higher | 18 | 37 |

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*9.6.3 KS2 Science results*

Over eight in ten (83%) of children from the HCF cohort achieved level 4 or higher in KS2 science assessments. This is 6% more than those who attained level 4 in the borough as a whole. The proportion of children from the cohort attaining level 5 was 8% lower than for the borough as a whole (24% and 36% respectively).

**Figure 9.8    Proportion of children in the cohort and in the borough achieving level 4 and higher and level 5 and higher in KS2 Science**



**Table 9.9**

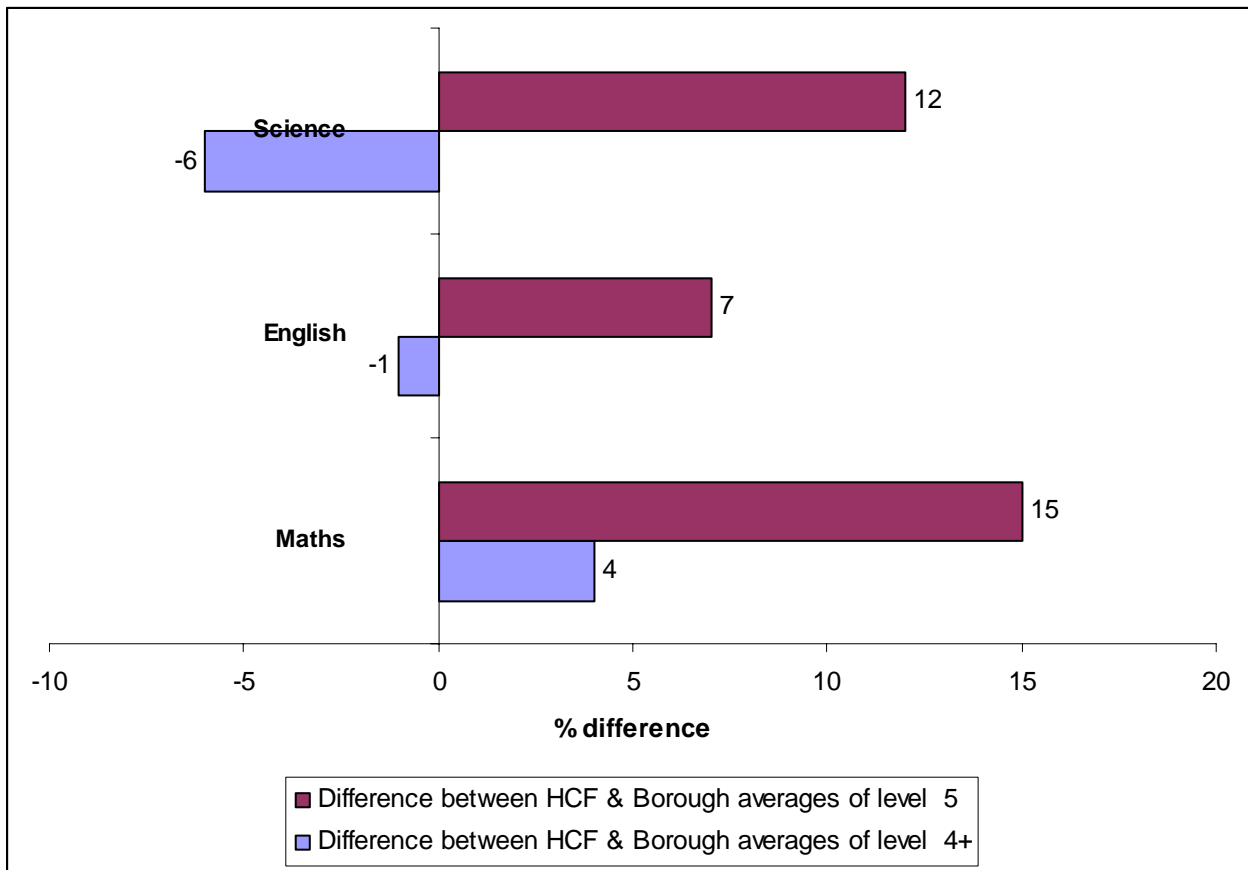|  | % children | No. of children |
|---|---|---|
| 2 | 0 | 1 |
| 3 | 14 | 32 |
| 4 | 59 | 134 |
| 5 | 24 | 55 |
| A/D | 3 | 7 |
| **Total** | **100** | **229** |
| Total at level 4 or higher | 83 | 189 |
| Total at level 5 or higher | 24 | 55 |

*9.6.4   A summary of difference between HCF cohort results and those for the borough*

Figure 9.9 summarises the percentage differences in HCF cohort and Borough figures for the number of children achieving level 4+ or level 5 or higher at KS2 maths, English and science. The graph immediately looks different to that for KS1 (figure 9.5) where the proportion of children achieving level 2+ and level 3+ in the cohort was consistently lower than those in the borough overall. At KS2 the picture is more mixed:

- In maths the pattern continues with 4% more children in the borough overall achieving level 4+- this is exactly the same difference as that in the proportion of children in the two groups achieving level 2+ in KS1. The divergence in children attaining above average results is more pronounced with 15% more children in the 2004 borough figures achieving level 5 than in the HCF cohort.

- In English (which is not exactly comparable to reading data from KS1) the same proportion of children in the borough and in the cohort achieve level 4 or above.

- In science 6% more HCF cohort children than children in the borough achieved level 4 or higher. However 12% more children in the borough than in the HCF cohort achieved level 5.

So the HCF cohort children perform slightly below average at KS1 whereas at KS2 the proportion of children in the cohort to achieve level 4 is relatively high but the proportion attaining level 5 is still relatively low. Overall the results at KS2 suggest that the interventions have a positive effect on educational attainment.

**Figure 9.9    Percentage difference in proportion of children achieving level 4+ and level 5 in the HCF cohort and those across the whole borough**
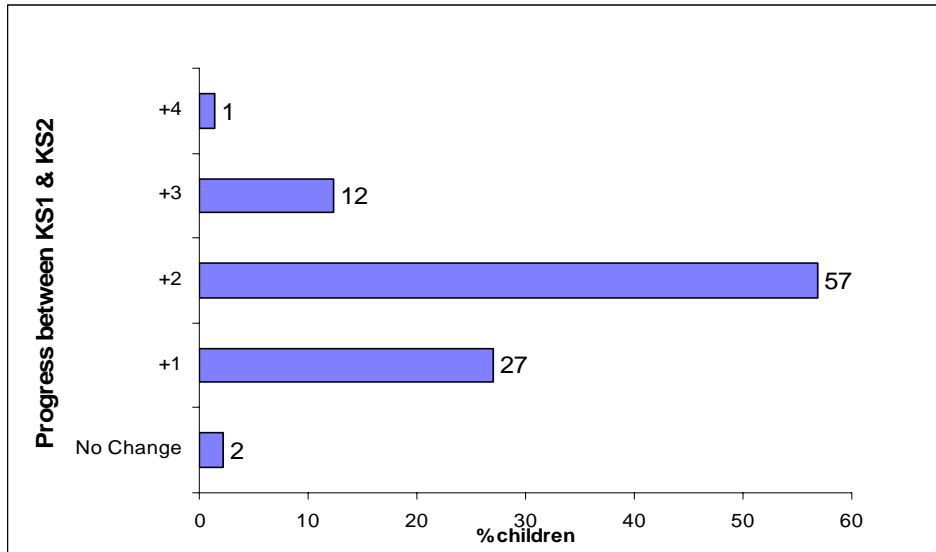


**9.7   Analysis of progress between KS1 and KS2**

As indicated in information about the profile of children in the HCF cohort, there are 156 children for whom one or more subject results are available for both KS1 and KS2.   This section describes the progress of these children. Firstly by looking at the difference in level one and two results to see what proportion of children make the expected two levels progress and secondly by applying the value added calculation, which is worked out for schools, to the HCF cohort (this is explained further in section 9.8).

*9.7.1   Progress in maths*

Seven in ten (70%) children, for whom two results for maths are available, made two or more levels progress between KS1and KS2 including 13% who made three or four levels of progress. Three in ten did not make the two levels progress expected. Four children who did not reach level one in KS1 have results available for level two; three of these children attained level three and one attained level four. Although this is not statistically significant it is interesting to see that some individuals accessing HCF projects who did not reach level one at KS1 had made two or three levels progress by KS2.

**Figure 9.10    Progress in levels between KS1 and KS2 maths**



**Table 9.10**

| Progress between KS1 & KS2 | Percentage | Count |
|---|---|---|
| No Change | 2 | 3 |
| +1 | 27 | 37 |
| +2 | 57 | 78 |
| +3 | 12 | 17 |
| +4 | 1 | 2 |
| **Total** | **100** | **137** |
| **Total 2 or more+** | **70** | **97** |

*9.7.1    Progress in reading*

Eighty-seven per cent of those for whom KS1 and KS2 data is available made two or more levels progress. This is 17% more than made two or more levels progress in KS2 maths. Just over one in ten children included did not make two levels progress between the key stages. Two children who did not achieve a level at KS1 attained level three at KS2.

**Figure 9.11    Progress between KS1 and KS2 reading**
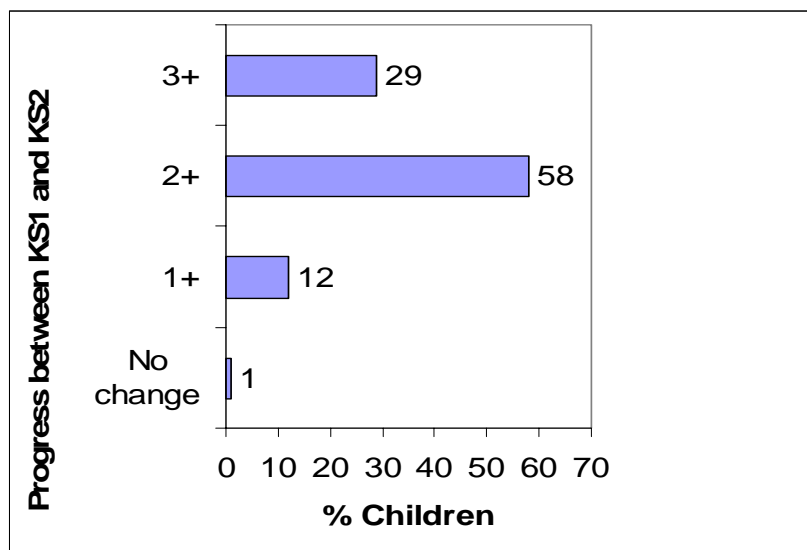


**Table 9.11**

| Progress between KS1 & KS2 | Percentage | Count |
|---|---|---|
| No Change | 1 | 1 |
| +1 | 12 | 16 |
| +2 | 58 | 75 |
| +3 | 29 | 38 |
| **Total** | **100** | **130** |
| **Total 2 or more +** | **87** | **113** |

*9.7.2 Progress in science*

Eighty-seven per cent of children, for whom KS1 and KS2 results for science are available, progress by two levels or more between the key stages. This is exactly the same proportion who achieved two or more levels progress in reading. Of four children who did not achieve a level at KS1, two achieved level three at KS2 and two achieved level four.

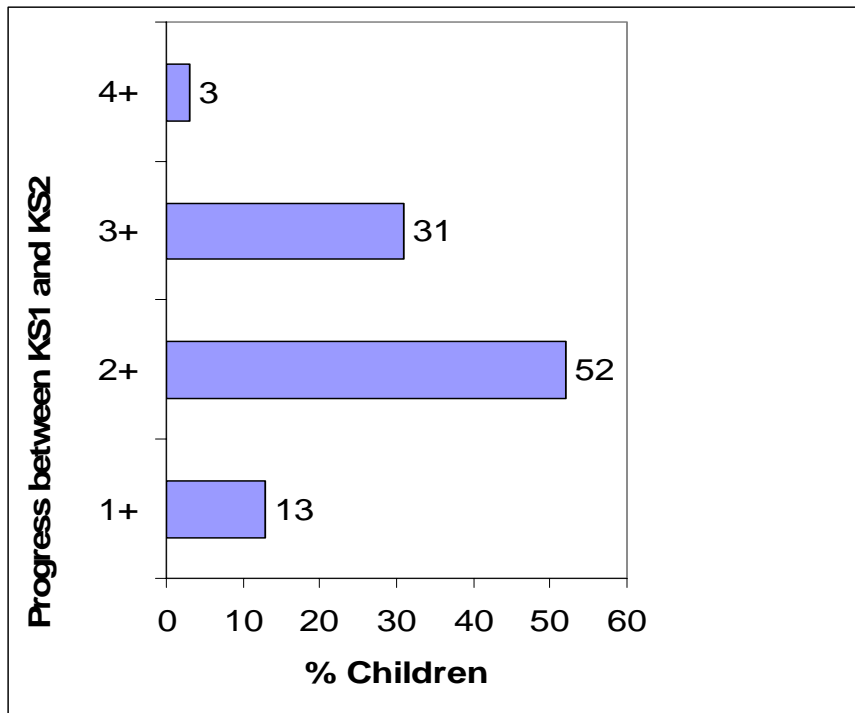**Figure 9.12    Progress between KS1 and KS2 science**



**Table 9.12**

| Progress between KS1 & KS2 | Percentage | Count |
|---|---|---|
| +1 | 13 | 19 |
| +2 | 52 | 75 |
| +3 | 31 | 45 |
| +4 | 3 | 5 |
| **Total** | **100** | **144** |
| Total 2 or more + | 87 | 125 |

## 9.8    The HCF 'value added' analysis

The below description of the KS1 to KS2 Value Added Measure is summarised from the DfES website.[11]

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### *What do we mean by value added?*

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

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

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

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

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

### *Interpretation of a school's value added measure.*

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

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

### *Statistical Significance, Mainstream Schools*

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

There are 72 pupils in the cohort who were in year six in 2004 and for whom there are KS1 and KS2 results. On this occasion the DfES matched pupil reference numbers with existing data on Value Added scores. The mean was -0.028, so the VA score for the cohort is 99.972, or 100.0 to 1 decimal place. This compares exactly with the VA for Haringey (100.0) and England nationally (100.0).

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

### 9.9 Educational attainment: concluding statement

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

*Key findings are as follows:*

➢ The cohort has slightly higher proportions of children with SEN and English as an additional language than borough averages. The cohort has approximately 14% more children eligible for Free School Meals than the borough.

➢ At KS1, on average, children in the cohort perform less well than children in the borough as a whole. Although the majority of children in the cohort attained level 2, the proportion of HCF achieving level two is between 6% and 9% lower than borough averages for 2004.

➢ At KS2 the picture is more mixed: In maths the patterns continues with 4% more children in the borough overall than in the HCF achieving level 4+ in KS2. In English (which is not exactly comparable to Reading data from KS1) the same proportion of children in the borough and in the cohort achieve level 4 or above. In science 6% more HCF cohort children than children in the borough achieved level 4 or higher. However 12% more children in the borough than in the HCF cohort achieved level 5.

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

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

➢ Where the Value Added calculation is applied to the HCF cohort the Value Added score is the same as that for the borough and for England.

Overall the results at KS2 suggest that HCF interventions have a positive effect on educational attainment. Children in the HCF cohort have generally made two or more levels of progress between KS1 and KS2. The proportions of children achieving Level 4 at KS2 in English and Science is equal to or exceeded the proportion in the borough as a whole whereas at KS1 children in the cohort perform worse on average than those in the borough as a whole. Two interesting issues for discussion are that:
➢ This effect has not applied to Maths with the proportion of HCF children achieving level 2+ at KS1 and level 4+ at KS2, 4% lower than those in the borough overall at both Key Stages.
➢ The proportion of children achieving level *5* at KS2 in comparison with the borough as a whole is lower than those achieving level 4.

Although we cannot be sure that the HCF has been a key factor in individual children achieving academically the cohort analysis allows much more confidence in the assertion that there is a HCF 'effect' on education. We know that the children in the cohort have attendance of HCF projects in common and that analysis of this cohort compared to borough averages is reasonably robust (see 9.3). We assume here that the children in the cohort are representative of the children accessing HCF projects overall- a random sampling technique helped to assure this although some further comparison of the profile of children in the cohort with the profile of all children accessing HCF services may be advisable.

It may be that there are other projects targeting children at risk of low educational attainment which children in the cohort are accessing or that schools are assisting this group more effectively in certain subject areas. Understanding the context of the projects is crucial to the interpretation of the data. However, using a large amount of data and a random sampling technique means that differences are unlikely to be attributable to factors other than the HCF as they are compared to overall borough results.

The results suggest that the projects have successfully been addressing the risk of low educational attainment. The fact that KS1 results are lower than average and that there is a high proportion of children who are eligible for Free School Meals in the cohort suggests that the HCF has been effective in targeting children who would benefit from activities designed to prevent low attainment and related issues such as poor social relationships at school.

### 9.10 Social Services data and CF objectives[12]

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

> *it can be argued however that children being looked after and children seen as being at risk of abuse can be viewed as children who are potentially socially excluded and therefore need to be included in the calculations of the impact of Children's Fund activities.[13]*

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

> *To ensure that in each area there is an agreed programme of effective interventions that pick up on early signs of difficulties, identify needs and introduce children and young people and their families to appropriate services…[14]*

> *To ensure that children and young people who have experienced early signs of difficulties receive appropriate services in order to gain maximum life-chance benefits from educational opportunities, health care and social care and to ensure good outcomes...[15]*

as well as sub-objective 6[16]

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

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

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

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

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[12] Our particular thanks are due to Raffaele Flackett for collecting this data.

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

[14] *Children's Fund Part One: Guidance on Objectives, Target Setting, Local Monitoring and Evaluation*, Annex D, Nov, 2001.

[15] Ibid.

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

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

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

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

*9.10.1 Children and young people known to Social Services*

A total of 60 young people in the cohort are known to Social Services. Of these young people five have had their case files closed and then re-opened once during the CF programme and one person has had their case re-opened twice.[17] Of these young people 11 have been in care or are still in care. The reasons why the young people are known to Social Services (see table 9.13) indicates that HCF is reaching some children and young people 'most in need'.

TABLE **9.13** REASONS FOR REFERRAL TO SOCIAL SERVICES

| Category | Code | Number of cases |
|---|---|---|
| Abuse or Neglect | N1 | 22 |
| Disability | N2 | 9 |
| Parental illness or disability | N3 | 0 |
| Family in acute stress | N4 | 28 |
| Family dysfunction | N5 | 5 |
| Socially unacceptable behaviour | N6 | 2 |
| Low income | N7 | 0 |
| Absent Parenting | N8 | 0 |
| **TOTAL** | | 66 |

**Data source: Haringey Social Services**
**Note: the reason why one person was referred is not known. Sometimes more than one reason for the referral were given. The most serious reason is included in the table.**

At the time the data was collated in June 2005 17 cases were open.
Of the total of 66 cases;
  ➢ 18 had been open for 10 days or under
  ➢ 19 between 11 days and 6 months
  ➢ 7 between 6 months and a year, and
  ➢ 22 cases open for over a year.

*9.10.2 Comparisons with other CFs*

Comparisons can be made with two other CF programmes in London. In one programme a representative tracking cohort revealed that less than one per cent (4 young people) were known to Social Services and in another 26% (70 young people) were known to Social Services,

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[17] The data was collated from the start of the Children's Fund programme until the end of June 2005.

although this cohort were not representative of the programme as a whole and therefore any comparisons should be made cautiously.


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

*9.11.1 Meeting CF objectives*

Sub-objective 3 is:

*'to ensure that fewer young people aged between 10 – 13 commit crime and fewer children between 5 -13 are victims of crime'.*[18],[19]

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

Additionally, it would be assumed that:

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

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

(c) fewer young people in Haringey would have committed crime since the establishment of the HCF.

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

To assess the extent to which HCF is achieving sub-objective 3, data was collated from the Youth Offending team (YOT) database[20]. Unfortunately, there are too few young people on the YOIS database to enable the possible outcomes to be assessed and there is insufficient data on the children from the tracking cohort as victims.


*9.11.2  Information gathered from the YOT*

Four young men in the cohort are known to the YOT. The YOIS database contains the following information about the crimes committed by these young people:

➢ one young man was convicted of shoplifting and another of actual bodily harm. Information on the crimes committed by two young people is missing.
➢ three young men attended diversionary programmes and one received a referral order.

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[18]*Developing Collaboration in Preventative Services for Children and Young People: The National Evaluation of the Children's Fund First Annual Report 2003*, Department for Education and Skills, Research Report RR528
[19] Children's Fund: Haringey Children's Fund, 2002.
[20] Our thanks to Steve Milne at the Youth Offending Team for collating the information.

➢ Information on YOIS showed that one young person had completed their diversionary programme. No information was available about programme completion for the other three young people.

*9.11.3 Assessing the information from the YOT*

Since HCF is education-based and many of the young participants are under 10 years old and the vast majority are still in primary school (see figure 3.1), it is perhaps not surprising that less than one per cent of the cohort are known to the YOT. However, in another London Borough where data is available from a tracking cohort, 18% of the cohort are known to the YOT. This may be in part due to the fact that participants are more likely to be older.[21]

In Haringey it may be expected that the number known to the YOT increases as the CF programme is now working more closely with On Track.

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[21] It should also be noted that in this London Borough the tracking cohort only consists of young people from some CF projects and therefore the sample is not representative of the whole programme.

## 10. MAINSTREAMING

### 10.1 Introduction

As this report has shown, the HCF has already 'rolled out' some of its successful projects and enabled others to use its procedures and learn from good practices, including practitioners and strategic managers.

The child-centred approach of the CF is the essence of the programme which can be transferred to mainstream services.

### 10.2 Child-centred approach

The experiences of HCF show that to embed a child-centred approach the structure depicted in Figure 10.1 is required.

**Figure 10.1**
**A child-centred approach**

Children

Practices and
protocols

Policies
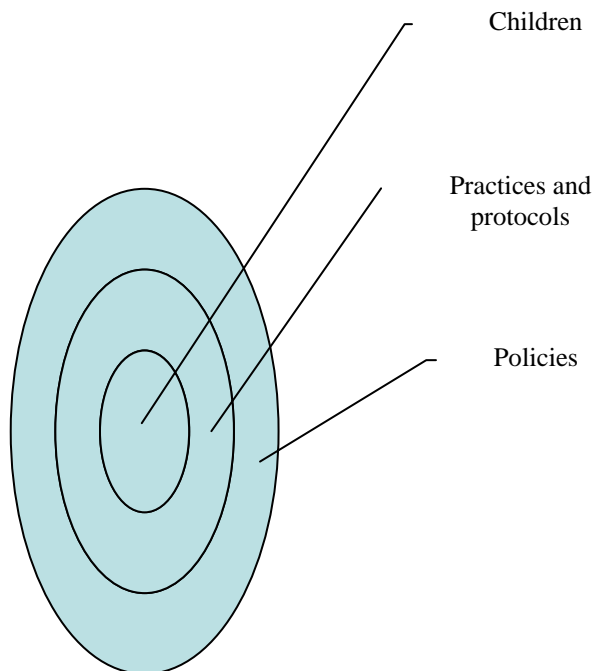
The child or young person is at the centre of the service in three ways; a service user, a person who is in consultation about services, and has the opportunity to be a participant in development of services for children at the practice and policy level.

*The young person will be the service user* and thus requires a person with a similar frame of mind and attitude to feel comfortable to express their problems and their own needs. A level of commitment to respond effectively to these emotions and needs should be in such a way which respects the wishes of a young person. Some young people will require support and encouragement from adult staff to articulate their issues. To achieve this staff will require appropriate training.

The experiences of HCF show that young people are able to resolve problems themselves when they are supplied with the knowledge and skills to do so, and this has worked best when young people are respected, and given time to find their own solutions. Clearly in some situations and circumstances it is not possible for young people to take responsibility for resolving their problems, and, on these occasions, this requires services to sensitively represent young people's wishes and needs.

Projects have been particularly successful where they have enabled children to complete activities they thought they were not capable of. Through this experience the young people have realised that they are brighter and more able than they thought. This has given the young people a sense of pride, achievement, raising their aspirations.

*Consultation with young people*: This is integral to a child-centered approach and ensures that activities and interventions are 'in tune' with young people's needs but importantly ensure interventions attract and retain young people. One of the challenges for service providers is engaging and maintaining contact with children as they reach adolescence. Actively looking to give positive feedback and giving the children a sense of importance are strategies which can improve retention.

As the report illustrates, practices and protocols provide a seamless service from the identification of needs to appropriate referral benefit young people. The HCF has shown the value of outreach work linking schools, out-of-school projects, forums, and how workers from different agencies with different responsibilities can work together towards a common purpose. This approach should enable the less visible young people who are homeless, or in hostels, who do not articulate their needs, to receive appropriate services. It is possible that the forthcoming Information Sharing Assessment scheme will provide protocols necessary for an improved seamless service.

The value of the CF is that it has added provisions where there have been gaps in the service, and this approach of ensuring that the whole range of children's needs are supported fits well with a child-centred perspective. One of the challenges is to ensure that young people, parents/carers, providers of services and activities for children are all well-informed about what services are available and the remit for each of these services.

The experiences of the HCF demonstrate the value of working with parents/carers to encourage and enable them to assist with the education and care of their children, and that parents/carers welcome the opportunity to learn these skills and feel more valued and confident as a result.

With support and training parents/carers can also gain the confidence to become involved in volunteering. This approach increases the capacity of voluntary and community groups which are well-placed to assist young people and fosters a community response to the needs of young people.

One of the main findings from the HCF is that some of the problems experienced by young people are social problems rather than problems of individuals; such as language and literacy difficulties, cultural barriers, and living with disabilities, for example. Policies should identify these issues as social problems and develop appropriate responses for the benefit of young people.

*Young people as participants*: The experiences of the Participation Crew demonstrate the value of training young people to gather information about services and feedback to Steering Groups. Young people bring their own perspective to these forums, and can play a vital role in developing policies and protocols.

## 10.3  Examples of good practice programme outcomes

The Steering Group is a forum where often information is brought and shared between agencies, for example major structural changes occurring in the local Primary Care Trust were first presented to the Steering Group. Spreading this type of information is vital for effective inter-agency working.

Steering Group sub groups address areas where there are deficiencies in provision, for example the Play Sub Group of the EYDCP proposed a borough-wide play policy and strategy on play including a plan for play workers working conditions.

## 10.4  Examples of well-received projects

The Play Around the World project resulted in the publication of a manual of children's games from around the world for distribution to projects.  Given the diversity within Haringey, games are a practical way to engage in a dialogue about positive differences, different experiences and practices in other cultures.  Games from around the world were used at the HCF networking event to great effect, the fact that these games are from different cultures adds to the quality of inclusiveness at the events, and simply because of the recognition, of parents began to discuss memories of games they used to play.

Play People in Parks provided supervised recreational activity in public parks during holiday periods is a highly relevant service for Haringey, and this has been recognised in the continuation of the project by Haringey Play Association.  Children interviewed within the borough highlighted the lack of safe play areas as an important issue.

The Markfield project is a place where children who are not always able to access mainstream services are given the opportunity to explore through play.  The project has a soft play facility, an accessible play structure outside, and flexible space for play and activities.  The project provides its own training appropriate for inclusive play practice.

The Capacity Building and the Quick Wins projects have both looked to have a longer term effect in the area by developing small local community and voluntary organisations working with children.  While each grant is relatively small, the overall impact is on community and voluntary sector as a whole, and for a small organisation, receiving a small grant with support may represent a significant step.  Schools have also benefited from the Quick Wins grants, providing new experiences for children while improving environments with projects such as school gardens and mosaics.

The HCF Supplementary School, a combined project of the Alhijra Somali Association and Community Training Solutions, has improved achievement of the children regularly attending its Saturday School at West Green Learning Centre.  The schools language and literacy projects have primarily involved implementing, evaluating and embedding the Ruth Miskin Learning Strategy (RML), and Reciprocal Learning Groups, in schools.  Their primary target has been to improve attainment for children who are underachieving.  This has in many cases included children whose first language is not English.

The Kurdish and Somali outreach workers have equipped libraries with books in these two languages, spread information about these new resources and visit schools to read stories in these languages. In these groups children are encouraged to speak their mother tongue languages, their interest in stories is developed, which may also indirectly improve their interest and attainment in English language lessons.


## 10.5  Examples of changes in practice

The language and literacy programme has already had a tangible impact in some of the schools. The Ruth Miskin project has changed the way that some teachers and classroom support staff are teaching children to read. One classroom support worker was asked what was different about the Ruth Miskin. She felt that Ruth Miskin was better because it provided a complete package, and because of a range of details in the teaching methods which seemed to be working more effectively: *'You teach them 5 or 6 letters, and then you start teaching them words. With others like Jolly phonics, you teach them all the letters and then the words. At every step, you have all combinations of sounds. It's very hard to teach them two letter sounds* (without the Ruth Miskin System)'.

Junior exposure magazine, a child led publication for children, is distributed borough wide, and is to become an independently funded magazine, an Exposure magazine for younger children.

Awareness amongst library staff of how much can be achieved through outreach work in terms of encouraging people from different communities, and involving the public in engaging activities within the library setting have been increased. There has been a huge demand for culture specific and general children's workshops in the libraries.


## 10.6  Examples of challenges for mainstreaming

In considering mainstreaming the following issues should be taken into account:

*Some changes take a long time to occur*: The experience of the HCF projects is that making links with parents is a slow cumulative process, the more activities that are run the larger the networks built, with for example, new families being invited by parents who have attended previous sessions. Making links with schools seems to be a matter of finding a contact within the school who perceived the mutual benefit of the project, and gaining trust.

*Budgets of agencies and organisations may preclude development*: The Ruth Miskin programme represents good value for money. Packs are available for £10 and books for £30 and benefits accrue to many children as there are time for a worker to implement, the strategies may also be used by main classroom teachers. However, many schools are running negative budgets, and even small expenses need careful consideration.

*Replicating 'successful' projects is not straightforward*: Some projects are successful largely because of the drive and determination of the staff members behind them. Some project workers regularly work voluntary hours in order to embed their projects to generate a positive impact. Thus volunteer time should be considered as an additional staff cost when looking at the value for money of a project if it is to be replicated.

## 11.  RECOMMENDATIONS

### Central Government Administration

That budget cuts to national programmes are more considered, reasoned, and with a better understanding of the implications for managers and service providers. And every effort made to minimise the addition administrative burdens associated with implementing cutbacks (1.4).

### Haringey Children's Fund programme

#### Joined up working

1. Improve the knowledge of school staff and community project staff of available services, and their understandings of the work of projects and initiatives to facilitate a consistent and systematic referral process and improve the appropriateness of referrals by holding networking events, setting up internet sites and issuing regular newsletters (4.4).

2. Develop protocols between the voluntary sector and local authority to ensure that the voluntary sector is a genuine partner in CF processes (4.5.1)

3. Accelerate the rationalisation of multi-agency Steering Groups and to create a more co-ordinated approach between different initiatives and 'isolated' projects (4.5.1).

4. A continued process of identifying 'gaps' in services and every effort is made to meet these unmet needs by setting up a project or expanding existing projects (4.3 & 4.3.2).

5. That the HCF work in partnership with key statutory and voluntary/community and faith sector agencies to develop a  comprehensive borough-wide training and workshop programme for frontline workers across all agencies and community groups to:
- learn about how to put projects in place and running events and ad-hoc schemes (4.5.1)
- set up a system of experienced practitioners acting as advisors or mentors for less experienced frontline workers (4.3.1)
- develop clear lines of communication between workers with a similar remit working in different agencies (4.5.1)
- share good practices which could also be facilitated with newsletters and a internet website (4.5.1)
- understand the value of consulting young people about their service and giving feedback on changes made as a result of consultation as part of a strategy for attracting and retaining young people, and sharing effective consultation techniques (4.10.1)

#### Accessible services

6. Introduce more flexible funding arrangements to respond to waiting lists for popular projects, to enable projects to respond to self and casual referrals, and enable all children in the same family and extended family to attend the same irrespective of their age, and to enable projects to alter its activities when it is evident that the project could be more effective (4.9.3 and 4.9.4)

7. Strategies are put in place to identify and attract disaffected young people who are unwilling to participate in formal activities and those living in temporary accommodation (4.9.4)

8.  Strategies are put in place to give parents/carers the confidence to approach services by increasing the availability of ESOL classes, providing an overview of services in a range of languages (as a newsletter and on the internet), and by working closer with community groups through increased networking events and allowing parents/carers to observe activities (4.9.4)

9.  Further encourage parents/carers to become volunteers to increase the capacity of the voluntary and community sector to enable communities to develop their own solutions to problems by developing a more coherent approach to engaging new volunteers (4.9.4)

10. Ensuring projects have staff or volunteers who speak community languages available to welcome, and include, young people who are not confident speaking English and by running non-verbal activities, by providing the opportunity to learn English, and by sharing cultural experiences and customs (4.9.4)

11. Develop approaches which enable young people with disabilities and special needs to be included in a wide range of projects by adapting some projects, by specialist projects and non-specialist projects delivering activities in partnership, and by offering incentives for co-working (4.9.4).

## Child-centred practices

12. The work of the Participation Crew should be more systematically incorporated into the development of HCF (8.4)

13. Each edition of the Junior Exposure magazine could be discussed and action points arising from each issue acted upon and feedback to the young people (8.4).