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Centre for Institutional Studies

Research Report

**SUMMARY REPORT OF THE HARINGEY CHILDREN'S FUND
PROGRAMME, 2001-2008**

Dr. Rebecca Madgin & Alice Sampson

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PROGRAMME, 2001-2008**

Dr. Rebecca Madgin & Alice Sampson

**Centre for Institutional Studies
School of Humanities and Social Sciences
University of East London
4 – 6 University Way
Docklands
London
E16 2RD**

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Rebecca Madgin
Alice Sampson

December 2008

CONTENTS

Executive Summary	i - iii
1. HARINGEY CHILDREN'S FUND	1 - 6
2. MAIN FINDINGS OF THE UEL REPORTS	7 - 8
3. THE MONITORING DATA	9 - 12
4. NOTABLE ACHIEVEMENTS	13 - 14
5. OUTCOMES	15 - 23
6. LEGACY	24 - 26
APPENDIX 1	31 - 33
APPENDIX 2	34 - 36
APPENDIX 3	37 - 39
APPENDIX 4	40 - 47

EXECUTIVE SUMMARY

This summary report synthesises the implementation, development and outcomes of the Haringey Children's Fund Programme (HCF) between 2001 and 2008.

The Research

The report draws on previous UEL reports, programme monitoring and financial data, observations and minutes of meetings and events, interviews with young people, service deliverers, partners and core HCF staff, HCF reports, and education and Youth Offending Service data.

The data analysis identifies discernible changes over the seven-year period of the HCF in terms of delivery, structure, projects, profile of attendees and impact on educational attainment and youth offending.

Haringey Children's Fund

Haringey received funding from the Children's Fund, a national programme which aimed to provide more extensive and improved co-ordinated preventive services for children and young people aged between 5 and 13 years and for their families/carers, to provide them with sufficient opportunities to break the cycle of poverty.

HCF began in January 2002 and ended in its present form in March 2008 and was led by a team initially from the local authority's Education Department which was then merged with Social Services Children's and Families department to form the Children and Young People's Service. The On Track programme merged with HCF in its second year and is managed by the Youth Offending Service.

Just over £7 million was spent on the joint Children's Fund & On Track programme delivering activities in the following five main themes.

- **Play and Creativity:** to help children reach for the skies, gain confidence, explore and make the most of their environment and feel they belong
- **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
- **Self and Others:** to reduce negative influences found in children's daily environment that affect 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
- **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 practices become embedded in the services
- **Youth Crime Diversion:** to prevent 'at risk' children from offending and to rehabilitate those who had previously offended

A wide range of projects were funded including Play People in Parks, Library Community Outreach, After Schools and Breakfast Clubs, Haringey Youth & Play Counselling Service and Junior Exposure, a magazine for and by young people.

These projects were intended to¹: to promote attendance in school; to achieve improved educational performance; to ensure fewer young people commit crime and fewer children are victims of crime; to reduce child health inequalities; to ensure children, young people and their families feel the services are accessible; to develop services which are experienced as effective and to involve families in building the community's capacity to sustain the programme and thereby create pathways out of poverty.

The number of children who attended HCF projects fluctuated, depending on funding levels, with an initial high of almost 9,800² (2002/03) to a low of 2,800 (2004/05) to average for the last three years of just over 3,550 children each year.

Each year slightly more boys (52%) than girls (48%) attended, at least a third of the participants were from minority ethnic groups, in particular black African and African Caribbean and as the programme progressed, a higher proportion of attendees had disabilities (a change from 1% to 6%) and special educational needs (10% to 14%).

Programme outcomes

For young people and children

Many children living in the most disadvantaged neighbourhoods accessed HCF activities; 70% of the funds were targeted to these children. Children with disabilities and special educational needs, and those with educational attainment standards below the national average were also beneficiaries of the programme.

Children were given the opportunity to have new experiences, to improve their language and literacy abilities, and to learn new social skills. Those who participated in the research were enthusiastic about the fun they had, the new friends they had made, were proud of their achievements and valued their new experiences. They commented on improvements in their concentration and achievement at school, feelings of confidence, and ability to control their anger.

For those delivering services

Three principles became stronger as the programme matured: partnership working to make services more accessible and to protect and enhance the voluntary sector; preventive work to stop children becoming isolated and socially excluded and to divert them away from anti-social activities; participation by and for young people to give a child-centred ethos to shaping and delivering services.

The local authority improved its systems for commissioning services which led to greater transparency and improved quality control.

The HCF core delivery team:

- acted as an effective 'broker', bringing together different funding streams to obtain larger budgets for community and voluntary groups, facilitating closer working between the public and voluntary sector

¹ Every Child Matters – Change for Children: The Children's Fund. [<http://www.everychildmatters.gov.uk/strategy/children'sfund/>]

² The data set included double counting and the likelihood of double counting reduced after 2002/03 as HCF staff put in place improved systems for both collecting and storing the monitoring data.

- raised the profile of young people aged 5 to 13 years by acting as advocates for this age group and ensuring that they were included in strategic plans, action plans, more services and applications for further funds
- successfully wrote bids for new funds which benefited children, gave the local authority credibility, and assisted with the sustainability of voluntary organisations

Planning the HCF programme was made difficult by unexpected and sudden cuts in funds from central government which resulted in reduced provision for children and damaged working relationships with voluntary sector organisations.

Educational attainment

Improving the educational attainment levels of children and young people to reach their full potential was one outcome measure. A representative sample of young people participating in the programme found:

HCF successfully engaged with many children who were underperforming at KS1 compared to the average for the borough.

The gap between the borough averages and the HCF children started to narrow in 2004. However, this initial trend was not maintained and the gap increased by 2007.

Attendance at the HCF projects did not appear to make a difference to the levels of progress between KS1 and KS2 and KS2 and KS3. However, this was only one aspect of the programme designed to raise attainment levels for the most disadvantaged.

Contact with Youth Offending Service (YOS)

The numbers of those young people in the cohort known to YOS increased over the seven year period (to 7%), suggesting both closer working relations between HCF and On Track as well as the increased likelihood of offending as children get older.

The caseloads of staff at YOS increased by 25% between 2003 and 2007 but it is not possible from the available data to quantify the preventive impact of HCF. UEL research found the young people thought that they had benefited from participating on projects, and some parents/carers experienced positive changes in the young people but that these positive changes were not sustained.

Mainstreaming

HCF mainstreamed a number of practices in participation, language and literacy as well as devising a Play Strategy. This mainstreaming was in the form of training, toolkits and good practice and demonstrated the impact of HCF for the borough.

To embed the practice of consulting young people about services two workers were employed to train a group of young people, the Participation Crew, and to provide training and advice about how to effectively consult young people, and to establish new working arrangements to ensure that the practice will continue.

The Future

From 1 April 2008 services for children and young people will continue to be provided but the funds will no longer be ring-fenced. Funding will be pooled into the Area Based Grant and the absence of targets for this age group suggests that they are no longer a priority group.

1. HARINGEY CHILDREN'S FUND

1.1 The Research

Researchers at the Centre for Institutional Studies (CIS) were commissioned from 2002-2008 to independently assess the formulation, implementation, progress and outcomes of Haringey Children's Fund. This evaluation involved the collection and collation of data in the form of carrying out interviews with Haringey Children's Fund participants, project managers and programme staff and attending steering group meetings as well as analysing the project monitoring data. A series of reports charted the progress of the programme as a whole as well as focussing on components of Haringey Children's Fund such as On Track and Participation. These reports also made a series of recommendations to improve the delivery of the programme based on the independent analysis.

This summary report synthesises the past seven years of the Haringey Children's Fund by updating the previous UEL reports with monitoring, financial and project data from the period 2004-2008. The emphasis in this report is on discerning noticeable changes over the seven year period of Haringey Children's Fund in terms of structure, delivery, projects, and the profile of participants, it also illuminates the impact of the Children's Fund on the educational performance, on youth crime, and of best practices and mainstreaming.

1.2 Haringey Profile

Haringey, one of London's 32 boroughs is located in the north of the capital. Nearly half of its 216, 507 people come from ethnic minority backgrounds, indeed 2001 census data records that 30.5 per cent were born outside of Great Britain or Ireland or European Union countries. White's account for 66 per cent of the population, and 20 per cent as Black or Black British. There are also Greek and Turkish Cypriot, African and Caribbean, Indian, Pakistani, Bangladeshi, Irish, Chinese, Turkish, Kurdish, Albanian and Somali communities in the area. This diversity is reflected in the fact that almost half of all pupils in Haringey schools speak English as an additional language. Twelve per cent of pupils in the borough are refugee children. This diversity is expressed in the profile of the HCF participants.

During the period of HCF (2001-2008) Haringey has remained one of the most deprived boroughs in the country. Data from the Index of Multiple Deprivation (IMD) from 2000, 2004 and 2007 revealed that Haringey has remained in the top 5 per cent of deprived boroughs throughout the period. The latest results (2007) from the index of multiple deprivation rank Haringey at 18 out of 354 local authorities in England in terms of average deprivation. In the context of HCF, 70 per cent of Haringey's Children's Fund allocation is targeted at the wards in the east of the borough which are supported by Neighbourhood Renewal Funds (NRF). NRF areas are those identified as being amongst the ten per cent most deprived wards in England.

The borough has fifty four primary schools, eleven secondary schools and four special schools and one pupil referral centre. Mobility within schools is high, with over 29 per cent of pupils changing primary schools at times other than transition times. The unauthorised absence rate has remained higher than the national average but has reduced between 2004 and 2007 from 1.39 per cent to 1.27 per cent, in comparison to a steady national rate of 0.78 per cent.

1.3 The Children's Fund Programme

The Children's Fund (CF) is a national programme which aimed 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. There were 149 Children's Fund partnerships nationally.

The Children's Fund had three general principles: prevention, partnership and participation. Additionally, it had seven key objectives which were¹:

- To promote attendance in school by 5-13 year olds
- To achieve improved educational performance among 5-13 year olds
- To ensure fewer young people aged 10-13 commit crime and fewer children aged 5-13 are victims of crime
- To reduce child health inequalities
- To ensure children, young people and their families feel the services are accessible
- To develop services which are experienced by children and young people and their families as effective
- To involve families in building the community's capacity to sustain the programme and thereby create pathways out of poverty

1.3.1 Haringey Children's Fund

The Haringey Children's Fund was established in January 2002 at which time a multi-agency steering group was set-up as the accountable body with responsibility for overseeing the programme. This was comprised of statutory, voluntary, community and faith groups. Originally the CF delivery team were located in the Education Department and over time the HCF became embedded in the local delivery structure illustrated by their presence on various forums and sub-groups. The merger of OT with HCF in 2003/04 added a further local authority body yet working relations were developed between the two programme managers including the eventual joint steering group of HCF and OT to ensure that this transition did not hinder the delivery of either programme.

HCF fitted in with evolving local, national and international strategies to improve the access and equality of opportunity available to children and young people. Local policies such as the Children's Plan and international policies such as the United

¹ Every Child Matters – Change for Children: The Children's Fund. [<http://www.everychildmatters.gov.uk/strategy/children'sfund/>]

Nations Convention on the Rights of the Child dovetailed with New Labour’s focus on improving the lives of at risk children and young people. New Labour’s tripartite focus on each stage of a young person’s life from their early years through Sure Start, school years in the form of the Children’s Fund, and up to the end of teenage years with Connexions signalled the government’s intention to improve the access to opportunities for children and young people. The Children’s Fund therefore was a key component of the national drive to secure equality of opportunity within British society.

HCF aims were cognisant with the Children’s Act 2004 which produced ‘Every Child Matters’ (ECM). HCF satisfied the 5 main objectives of ECM in the following ways:

ECM OBJECTIVES	SELECTION OF HCF PROJECTS THAT MEET AIM
1. Be healthy	Breakfast Clubs, Play People in Parks, Haringey Shed Summer Theatre, Markfield Inclusive Playscheme and Haringey Young People’s Counselling.
2. Stay Safe	Haringey Advisory on Alcohol Outreach project, Haringey Young Carers and the Youth Diversionary programme managed through Haringey OT
3. Enjoy and Achieve	Primary Schools Breakfast Clubs, Family and Community Outreach projects, Language and Literacy programme.
4. Make a Positive Contribution	Family Support, Junior Exposure, Peer Mediation and Participation projects.
5. Achieve Economic Well-Being	Youth Diversionary programme managed through Haringey OT and Family Support project

1.3.2 Merge with On Track (OT)

OT merged with HCF in 2003/04. OT was an established multi-faceted evidence-based crime prevention programme that operated in 24 of the most deprived areas in England and Wales from 2000. OT therefore predates both HCF and Every Child Matters and merged with HCF as a result of changes at national government level in which responsibility for the crime prevention programme passed from the Home Office to the Department for Education and Skills (now Department for Children, Schools and Families). OT is ‘...based on the hypothesis that improving child competencies, parenting effectiveness, school context, and school-home communications will, over time, contribute to preventing antisocial behaviour across the period from early childhood through adolescence.’²

OT provided universal and targeted services for children aged four to twelve with the aim of preventing and reducing youth offending and anti-social behaviour. Each OT project was managed by a local partnership including the main health, educational and social service providers, Youth Offending Services, the police and relevant voluntary sector organisations. The managers of the HCF and OT worked together to co-ordinate

² Fast Track Project [<http://www.fasttrackproject.org>]

their provision of projects addressing the problem of youth crime in the area. HCF and OT also jointly chaired the steering group. Funds from the HCF programme were used to support the Junior Youth Inclusion Programme (JYIP) and Youth Inclusion Support Panel (YISP).

1.3.3 Strategic objectives of HCF

The strategic objectives of the HCF were aligned with three Children's Fund principles: prevention, partnership and participation and they have been in evidence through HCF during 2001-08.

The first strategic objective was to 'ensure 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, and services that are sufficiently flexible and accessible to secure informal and self referrals'.

The second strategic objective was 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 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'.

The three principles were in evidence as HCF evolved:

Partnership was evident in the close co-operative working relationships that developed between the voluntary sector and public sector to deliver the HCF programme. This was established at the start as the original Children's Fund plan was developed following an intense round of consultation and engagement with key voluntary, community, faith and statutory organisations in Haringey. This was further achieved through the composition of the Steering Group and through its chair which has always been a member of the voluntary sector. This ethos of partnership evolved over time as HCF delivery team brought in further external partners to deliver the projects, merged with OT, and saw numerous agencies from both within and outside the local authority work together to improve the access to opportunity for Haringey children. This spirit of partnership was maintained in the Strategic Plan 2005-08 which stated that the voluntary and community sector would be protected and enhanced – in its capacity both as a strategic partner and as a provider of services.

The **prevention** principle was apparent with the number of projects that focussed on diverting young people away from crime as well as offering counselling and advice to give children alternatives and was boosted by the merger with OT in 2003/04. These projects existed throughout the year with the Haringey Young People's Counselling service and summer play projects such as the Markfield project and Somerford Grove

Adventure Playground that provided an arena in which children could channel their energy and thus divert them away from anti-social behaviour and from potentially being victims of crime. The provision of free activities and the production of promotional material in several languages by the HCF delivery team ensured that a wide range of children and families, both able-bodied and disabled could access services and thus prevent them from isolation and social exclusion. The Strategic Plan 2005-08 further stressed the importance of prevention as HCF focussed on providing increased and better co-ordinated preventative services taking forward the learning already developed.

The third principle of **participation** was embedded within HCF. This was demonstrated explicitly by the Participation Project, Panel and Participation Crew but was also at the heart of the child-centred ethos of HCF which focussed on giving children a voice and a stage on which to air their views and influence their own situations (see notable achievements, section 5 and legacy, section 7 for more detail).

1.3.4 Themes

HCF was split into the following five themes in which a number of projects and services were delivered:

Play and Creativity

The aim of Play and Creativity theme was to help children reach for the skies, gain confidence, explore and make the most of their environment and feel they belong. Within this theme HCF targeted a number of gaps in their provision through providing after-school and holiday clubs to ensure that children accessing the HCF were not constrained by school term dates and times.

Examples of projects included: Play People in Parks, Markfield Inclusive Playscheme, and Haringey Shed Summer Theatre.

Language and Literacy

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

Examples of projects included: Extending the Experience, Library Community Outreach, Haringey Libraries, Archives & Museum Service and the Supplementary Schools. Within this theme the Ruth Miskin language and literacy project which formed part of the Educational Psychology Service language and literacy programme and continues to be widely applied in Haringey schools.

Self and Others Theme

The aim of the Self and Others theme was to reduce negative influences found in children's daily environment that affect 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.

Examples of projects included: Haringey Young People's Counselling Service, Cosmic Schools Outreach, Peer Mediation, Breakfast Clubs and Release Through Music Therapy at Gladesmore Community School.

Voice

The aim of this theme was 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 became embedded in the services.

Examples of projects included: Junior Exposure, Children & Young People's Participation Project and Viewpoint Transition Project.

Youth Crime Diversionary Projects

The aim of this theme was to prevent 'at risk' children from offending and to rehabilitate those who had previously offended to stop both first time and repeat offending. Within this theme OT worked alongside HCF to deliver preventative services from 2003 onwards. In April of 2004, the Children and Young People's Unit made it a requirement that 25 per cent of the Children's Fund be allocated to youth crime initiatives.

Examples of projects included: Junior Youth Inclusion Programme and Youth Inclusion Support Programme.

Quick Wins

The aim of the Quick Wins programme was to provide short-term funding to projects run primarily by the voluntary sector. These programmes were spread between schools, voluntary and community organisations; across sports, arts and cultural projects. This programme helped to target gaps in the provision of services and projects with the HCF programme.

Examples of projects included: Coaching Seasons and Tiverton School Garden Project.

2. MAIN FINDINGS OF THE UEL REPORTS

Researchers at CIS have produced a series of reports on various aspects of HCF during 2002-2008.³ These have taken the form of annual evaluations as well as research into various aspects of HCF such as OT and its Outreach Programme and the Participation Project. The UEL reports found a number of achievements and made a series of recommendations to overcome the difficulties in the HCF programme. Later reports noted improvements as barriers were removed. For example the HCF programme manager sat on various steering groups to embrace inter-agency working and monitoring systems were improved. The findings are summarised in the context of the three principles of prevention, participation and partnership.

Prevention: the Making a Difference report (2006) found that needs and services were quickly identified particularly through outreach work with young carers, young people living with alcoholism in their families, teaching young people social and mediation skills and providing a supportive and safe environment in schools and at projects. A UEL report into the OT Outreach Project (2007) investigated the prevention aspect of HCF and found that the outreach service of Haringey OT was successful in engaging young people who would benefit most from its services. However, the report also concluded that more could be done to secure change and much more could be done to adequately measure the impact of the service.

Participation: initial problems were found by the first interim report which found that although there was evidence of much work to give children a voice, delays in recruiting some key posts slowed the involvement of children in the management of the programme. Later UEL reports praised the participation ethos as participation workers were employed to embed participation across the local authority. Young people were consulted about services, designed and contributed to Junior Exposure magazine, and the Participation Crew evaluated the work of the programme. However a UEL report into the Participation Project (2007) found that it had become a victim of its own success as the demand for the services of the officers had grown and at the same time their remit had expanded to include work beyond HCF projects.

Partnership: an initial problem notified by the First Interim Report (2003) found that although there was evidence of improving inter-working between local partnerships the plethora of partnerships in the area created difficulties, as often the same people were invited to attend many meetings. However, the ethos of partnership fostered successful working relations as later UEL reports found that HCF had a strong voluntary and community sector involvement, and links created by the HCF improved inter-agency working relations in the borough. Furthermore, structures had been put in place that facilitated co-operative working between HCF projects and enabled the work of the programme to inform and influence policies and practices at a strategic level.

³ These reports can be found on the Centre for Institutional Studies website: http://www.uel.ac.uk/ssmcs/research/cis/publications_media/research_reports.htm

2.1 Outcomes

The benefits of participating in HCF were expressed in the Making a Difference report and found that the young people benefited in a number of different ways from the projects funded by the HCF programme. These included both emotional improvements in terms of achievement and self-confidence and also increased skills and access to opportunities.

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

3. MONITORING DATA

3.1 Data collection

The monitoring data for 2001-07 was collated by UEL researchers⁴ who checked the attendance of each project during the period to identify each child who attended individual projects. However, the data set from 2002/03 included double counting⁵, where children accessed the project more than once. Systems were set up from 2003/04 to ensure that the possibility for double counting in this way was greatly reduced and this is reflected in the figures for 2003/04. The extent of the double counting in 2002/03 is unknown. Additionally, the attendance data for the projects does not take into account the returns from hard to record projects such as Play People in Parks in which 534 children were believed to have attended in 2004/05, 966 children attended in 2005/06 and over 2000 children were believed to have attended in 2006/07.⁶ These figures cannot be included in the final figures as HCF only received an initial contact figure due to the open access to the parks which made it difficult to record detailed statistical information. Further limitations with the data were found with missing data, i.e. the numbers of children whose information regarding ethnicity, disability, special educational needs, postcode or gender was not entered on the database. These figures therefore represent the children for whom data was given.

3.2 Attendance

	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08
Total number of children	9,797	5,382	2,832	3,855	3,420	3,397

As to be expected the figures show a decline in numbers from the start as funding was reduced and improved monitoring systems which limited double counting were implemented. The steep decline between 2003/04 and 2004/05 reflected the budget cuts and contraction of the Quick Win programme. However, the HCF programme coped admirably with these financial constraints to see numbers rise in 2005/06 and be maintained in 2006/07 (see 3.3 for more detail). As to be expected 2007/08 saw a drop in numbers as funding decreased, the number of projects dropped to eighteen and others were mainstreamed and funded by different sources.

⁴ Thanks to Pat Andreou and Grace Efobi for their help in collecting the monitoring data.

⁵ The likelihood of double counting reduced after 2002/03 as HCF staff put in place improved systems for both collecting and storing the monitoring data. Accordingly, electronic databases replaced paper recording systems.

⁶ End of Year Reports, 2004/05, 2005/06, 2006/07.

First Time Participants

Despite the budget cuts and decline of Quick Wins HCF managed to attract a high number of first time participants in the project. The percentage of first time participants fluctuated from 54% to 65%, showing both a high turnover of participants and that the programme maintained its ability to attract new children between 5-13 years old over the lifespan of the HCF.

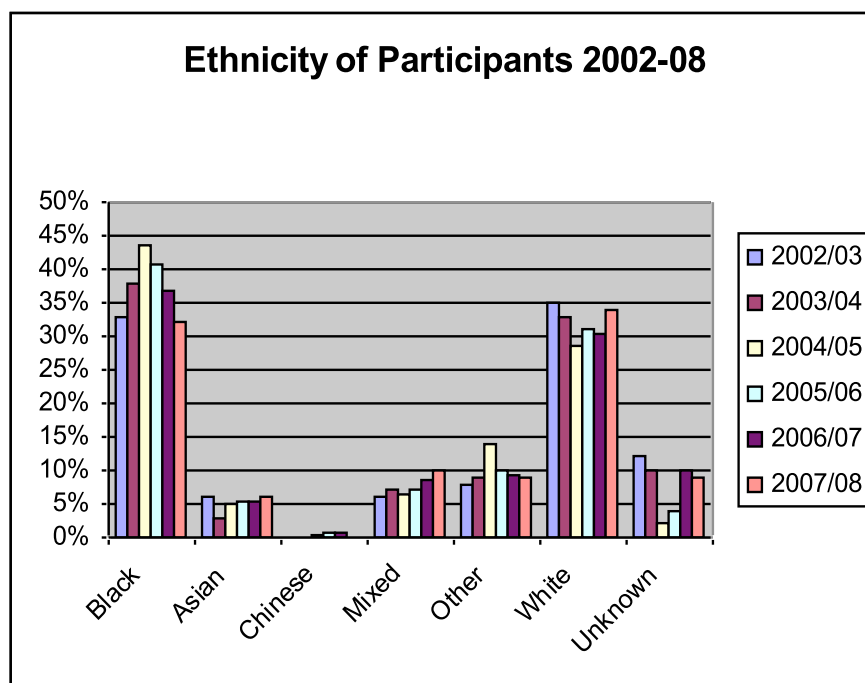
3.3 Profile of Participants⁷

3.3.1 Gender

In terms of equality the Children's Fund attracted virtually the same percentage of girls (48%) and boys (52%) attended over the period. Each year there were slightly more boys than girls with a high point of 54% boys in 2002/03 and 49% girls in 2004/05 and 2005/06. This average of 52% male and 48% female matches exactly the gender profile of the NRF wards which HCF targeted.

3.3.2 Ethnicity

A high proportion of black minority ethnic groups participated in the HCF programme through the period 2002-2008. This reached a peak of 44% in 2004/05 and a low of 33% in 2002/03. The levels of attendance of the various other groups all remained constant throughout the period reflecting the ethnic composition of the borough of Haringey and the HCF's priority on working with disadvantaged children.



⁷ See Appendix 1 for the graphs and tables of the profile of HCF participants

3.3.3 Disability and Special Educational Needs (SEN)

HCF also targeted those children with special needs and disabilities and again showed positive trends in participant levels of these two groups.⁸ Additionally there were problems over the counting of disabled participants, some projects refused to collect data and in others if it was left blank it was recorded as unspecified rather than as yes or no which may skew the figures. A positive trend of improving the inclusion of disabled children was apparent in the HCF as the figures showed an overall rise from 1% in 2002/03 to 4% in 2007/08 with a peak of 6% in 2006/07 reflecting an increased focus on encouraging participation of young people with disabilities. This was illustrated by the focus on devising new ways of attracting disadvantaged children especially with projects such as those run by Markfield.

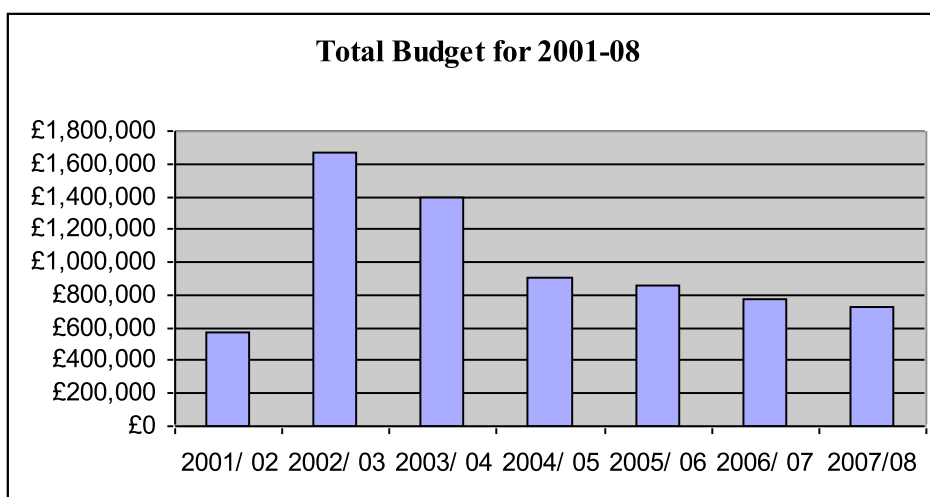
An increased proportion of children with a Statement of Special Education Needs (SEN) or in the categories: school action, school action plus, and statement was noted over the period. Those without a statement but identified as school action or school action plus increased from 3% in 2002/03 to 10% in 2007/08 with a high point of 14% in 2006/07 and those with a Statement of SEN increased from 3% to 4% with a high point of 5% in 2006/07.

Year group

The target group for the HCF is 5-13, school years 1-8. At the beginning of the programme the HCF attracted more young people in school year 7 whereas from 2004/05 onwards the programme saw a concentration of children from school years 5-8 or rather ages 9-13. This was connected to children growing up with the project and receiving support over a number of years.

3.4 Finance

3.4.1 Budget



⁸ HCF improved the ways in which this information was collected as they split the categories into disability and SEN rather than have one group inclusive of both.

HCF was allocated £6,910,523 over the seven-year period from 2001-08. This has averaged out at just under £1 million per year with a high in 2002/03 of £1,674,156 and a low of £577,237 in its first year of operation 2001/02. The budget for HCF fluctuated over the period 2001/02 to 2007/08 and explained the fluctuation in attendance at projects and the number of projects provided. The project numbers started to decline in 2004/05 at the same time that the total budget was cut by almost £0.5 million in one year, a figure which saw a further decline in 2005/06, 2006/07 and 2007/08 and naturally was reflected by a decrease in the number of participants.

Budget cuts were felt in 2004/05 as they introduced a significant amount of uncertainty to the delivery of the HCF programme and the merge between HCF and OT ensured 25% of the budget was targeted at crime prevention. The Making a Difference report found that this induced a period of uncertainty in which the development of the programme was suspended as the Quick Wins programme was scaled back and the Markfield Inclusive Training was delayed which hindered the spread of good practice. Despite these budget cuts HCF recovered well to increase both the number of projects and the number of children attending the projects from 2005/06 as numbers increased from 20 to 31 projects and from the 2000 mark to nearer 3000 to 4000 thousand attendees.

3.4.2 Percentage of Spend on Themes⁹

Theme	Average % of Spend 2001-08	Highest Percentage and Year	Lowest Percentage and Year
Self and Others	31%	39% 04-05	25% 07-08
Language and Literacy	17%	22% 01-02 and 05-06	11% 06-07 and 07-08
Play and Creativity	18%	32% 02-03	7% 04-05
Voice	8%	14% 07-08	1% 01-02
Crime Prevention and OT	8%	10% 07-08	6% 04-05
Quick Wins	3%	11% 03-04	0% 04-05 onwards

Self and Others accounted for the largest overall average whereas Quick Wins dropped sharply from 2004-05 to account for the smallest share of the spend. Whilst the Voice Theme was not the theme that received a large amount of funding it was seen to be the overriding theme of HCF and the delivery team tried to embed this theme in every project that they funded.

⁹ See Appendix 2 for a more detailed breakdown

4. NOTABLE ACHIEVEMENTS

4.1 From the perspective of the young people

There were numerous successful projects and it has to be recognised that for some projects run wholly by voluntary sector organisations merely starting the project and maintaining the level of participation and thus the project is an achievement. The feedback from the young people demonstrated the tangible benefits they have felt as a result of the HCF.

In the **Voice** theme the Participation Crew (PC) successfully empowered young people and created more active citizens. Indeed, one young person believed that *“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”*. The PC helped to develop the Youth Council and supported the development of a new website specifically for young people called ‘Youth Space’, assumed editorial control over the website and participated in recreational activities both in England and abroad. The experience of being a member of the PC has given two older members the confidence and the skills which helped them be elected as the Treasurer of the Haringey Youth Council and UK Youth Parliament.

The **Self and Others** theme funded the Breakfast Clubs which were found to have contributed to improved concentration levels at school, increased desire to attend school and thus improved education performance. One child stated that *“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”*.

Within the **Play and Creativity** theme, the Play around the World project resulted in the publication of a book of children’s games from around the world for distribution to projects and was an example of spreading good practice.¹⁰ The Play and Creativity theme also gave children increased confidence because they *“played in front of people, in concerts, just us! I didn’t do much stuff like that before”*.

The **Language and Literacy** theme produced a series of initiatives designed to improve the basic skill level of the HCF children. The involvement of the Educational Psychology Service (EPS) streamlined the process and ensured this theme helped a significant number of children. The Ruth Miskin programme was one of the interventions used by the Education Psychology Services and viewed favourably by the young people who found that they felt *“clever, because when you read a lot you feel clever and smart”, “happy, it’s fun and you learn sounds and how to read”* and it was also seen as *“fun to read and spell.”*

The **Youth Crime Diversionary** theme enabled those children at risk from crime to seek alternative activities. OT was a vitally important component of reducing and preventing youth crime and thus improving the life opportunities of the young people.

¹⁰ ‘Who Stole the Cookie? A collection of traditional & multicultural games – devised by Lucy Hubbard, produced by Haringey Children’s Fund and printed by Schwartz Ltd) in 2003.

The **Quick Win** programme was vital to target gaps in provision and allowed voluntary sector organisation short-term projects to engage children in positive activities.

4.2 From the perspective of the service deliverers

In terms of commissioning, monitoring, and quality control the HCF implemented much more specific and much improved systems. HCF also managed to pool budgets for example the Supplementary Schools the CF and Neighbourhood Renewal Fund which enabled them to get their own co-ordinator. Over the period HCF engaged with schools to secure closer working relations, a situation which improved when the Educational Psychology Service took the lead role in the language and literacy theme and the HCF realised that these relations improved when one agency took the lead role.

The Steering Group met throughout the financial years and following the merge with On Track there was a joint steering group held by both HCF and OT. Various individuals and agencies attended these meetings including representatives from Children's Services, Youth Offending Service, Connexions, Children and Young People's Unit, Local Educational Authority, Social Services, External Consultants, Voluntary sector organisations, Environmental Services, Schools and Haringey Teaching Primary Care Trust. At these meetings, financial changes, key success and challenges, personnel changes and project breakdowns were discussed. Furthermore, key speakers were invited to the steering group to talk to the various members on specialist subjects such as youth crime and to educate members on cultural changes that may affect a child's ability to access the projects and gain maximum benefit from them such as female circumcision.

The Core Delivery Team consisted of the programme manager, monitoring and evaluation officers and associated HCF staff. They successfully managed to deliver between nineteen and thirty-one projects each financial year over the lifespan of the programme. Their achievements in rigorously examining and decommissioning projects, putting in place improved ways to record monitoring data, coping with uncertainty, reacting to budget cuts, collating the data internally, commissioning projects, liaising and working with the voluntary sector, writing annual reports and administering the entire programme has ensured that the HCF has managed to deliver a wide variety of well monitored and funded projects over a seven year period.

5. OUTCOMES

This chapter collates data from a tracking cohort of 481 children and young people who participated in the HCF. This cohort was tracked from June 2003/04 to ascertain the educational achievements since being involved with HCF. Furthermore, in addition to education results the same cohort was also tracked through the Youth Offending Information System database (YOIS) to ascertain their involvement on youth crime since June 2003/04. These results were first produced in the UEL report, *Making a Difference* (2006) and the *Measuring Impact* report (2007) and this report updates the findings to include 2007 KS1, KS2, KS3¹¹, GCSE results as well as any other results that were updated on the national database.¹² For the youth crime statistics information was obtained in February 2008 from the YOIS database.

5.1 Educational data and achieving CF objectives

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. poverty, 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 for lower achieving groups.

5.1.1 Data collection and analysis

A cohort of 481 children was chosen at random from a database in the June to September quarter in 2003 of all children attending HCF projects. Borough averages were taken from Haringey for 2007 and contrasted with the borough averages of 2004 that were presented in the report (2006). Exam results for KS1, KS2, KS3 and GCSE were updated. Data was analysed using Excel and the previous database containing the work of the previous UEL cohort analysis was supplemented by searching the national database by their Unique Pupil Number (UPN), surname, forename and date of birth to update the database with missing results. This data was then broken down into an analysis of all those pupils who had KS1 results (329 pupils), then all those who had KS2 results (342 pupils), all those who had KS1 and KS2 results (269 pupils) and finally, all those who had KS1, KS2 and KS3 results (137 pupils).¹³ This was carried out

¹¹ 2007 KS3 results for the borough have not yet been verified

¹² With thanks to Avi Becker and his team for assisting us in collecting this data. It would not have been possible without his help.

¹³ It would have been expected that we would have found 481 KS1 results for the cohort yet the national database was inconsistent in terms of the records that it held. Additionally, we also wanted to track the older children yet their GCSE's had been taken off the national database.

in order to compare the affect that the HCF had on pupils. Furthermore, there were 85 children (18%) for whom GCSE results were available.

As not all 481 children had sat all the relevant examinations we searched for those who had KS1, KS2 and KS3 results to track change over time. The number of children who had all three results was 137 and as such this comparison cohort provided an opportunity to track more children for longer and thus ascertain the longer-term effect of HCF. This sample was also broadly representative of the wider cohort of 481 children in terms of gender, ethnicity, ward, age, disability and SEN and thus can be taken as representative of the large HCF tracking cohort of 481 children.

During the analysis limitations of the data became apparent. For example, it would be expected that all KS1 results for the cohort would be on the national database and thus be able to analyse 481 KS1 results. However, this was not the case due to a number of variables such as the fact that some young people may have left the country and thus did not take their exams.

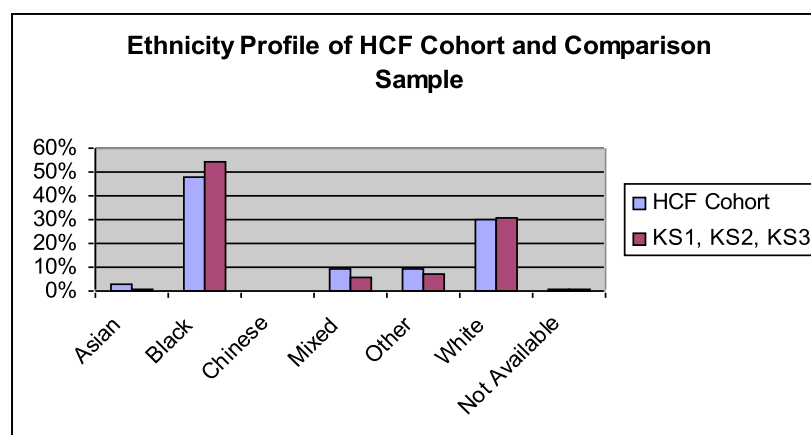
5.2 Profile of Cohort¹⁴

5.2.1 Gender

Fifty-two per cent of the 481 children in the tracking cohort are male and forty-eight per cent are female. This matches exactly with the gender ration for the 137 who can be traced through KS1, KS2 and KS3; the comparison cohort.

5.2.2 Ethnicity

Just under half (48%) of children in the cohort are Black, and are mainly African or 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. In the comparison cohort these figures are broadly the same as they still show Black as the most common ethnicity category followed by White and Asian children who are again the lowest percentage.



¹⁴ See Appendix 3 for a detailed breakdown of the profile of the comparison cohort

5.2.3 Language

Just over half (55%) of children included in the cohort have a first language other than English. This figure is slightly lower (47%) for the comparison cohort.

5.2.4 Special Educational Needs

The cohort and the comparison cohort have almost the same percentage with Special Educational Needs; 32% have SEN in the cohort, 31% in the comparison cohort.

5.2.5 Free school meal eligibility

For both the cohort as a whole and for those who had KS1, KS2 and KS3 results those eligible for Free School Meals was exactly the same at 47% who were eligible and 53% who were not.

5.2.6 Wards

Many of the children in the cohort lived in the Noel Park and Tottenham Green and Seven Sisters wards and children in the comparison cohort lived in Noel Park, Seven Sisters, St Ann's, Tottenham Green, West Green and White Hart Lane. These wards are all located in the East of the borough which is the most deprived part of Haringey and indeed in the country. For example, Noel Park contains eight super output areas of which all are in the 20% most deprived in the country and four of which are in the 10% most deprived in the country.¹⁵

The information presented above show that the comparison cohort can be reliably used as it is representative of the HCF cohort.

FINDINGS¹⁶

These findings update the Making a Difference report (2006) which found that there was a gap between the borough averages and the HCF cohort. The MAD report found that:

- 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

¹⁵ SOAs give an improved basis for comparison across the country because the units are more similar in size of population than, for example, electoral wards. They are also intended to be stable, enabling the improved comparison and monitoring of policy over time. See <http://www.neighbourhood.statistics.gov.uk/dissemination> for more information.

¹⁶ See Appendix 4 for the tables and graphs of the results

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.¹⁷

These results are updated in this chapter to illustrate that although HCF is still targeting those children most in need the gap between the borough averages and the HCF cohort has grown. Furthermore, the levels of achievement between KS1 and KS2 and KS2 and KS3 are less favourable than those presented from 2004 in the MAD report.

5.3 KS1 Results

Targeting those most disadvantaged

It is expected that those taking KS1 will obtain a least Level 2.

	Reading		Maths		Science	
	HCF Cohort	Borough Average 2007	HCF Cohort	Borough Average 2007	HCF Cohort	Borough Average 2007
Level 2 or more	70%	81%	79%	88%	77%	86%
Level 3 or more	17%	25%	16%	22%	14%	21%

The figures show that the HCF successfully engaged with many children who were under-performing at KS1 compared to the average for the borough. For reading, Maths and Science a significant percentage failed to reach level one; 7% were working towards level one in reading, with 14% in maths and 15% in science also working towards level one, suggesting that the programme was reaching the poorest performers in the borough.

5.4 KS2 Results

Levels of Attainment

	English	Borough Average 2007	Maths	Borough Average 2007	Science	Borough Average 2007

¹⁷ E. Ahmad et al, *Making a Difference: the Progress of the Haringey Children's Fund Programme, 2003-05*, April 2006

Level 4 or more	63%	76%	60%	74%	73%	84%
Level 5 or more	15%	29%	12%	29%	22%	40%

Science showed the highest rate of achievement as 73% obtained the expected four or more levels in their KS2 results. With respect to the poorest performers, all the pupils had level 2 or above for KS2 results. Although Level 2 is under the expected national target of Level 4, these findings show that all students had made some progress since KS1.

5.4.1 Comparison with the 2004 findings presented in the MAD report

The findings from the initial analysis of the cohort data which can be found in an earlier report (Ahmad *et al* 2006) found that by KS2 the HCF cohort and borough averages either had the same 'gap', that is, in the borough overall the pupils were still achieving better than the HCF cohort at KS1, or that the 'gap' had narrowed, in Science for example, indicating that the HCF participants were progressing at a greater rate than the pupils in the borough as a whole.

The findings from the up-dated cohort reveal that these initial gains have not been sustained during the later stages of the programme, for reasons which are not entirely apparent. In Science the borough average increased from 83% to 84% between 2004 and 2007 whereas the HCF cohort obtaining level 4 or more decreased from 77% to 73%. In Maths the borough average for level 4 increased from 67% to 74% whereas the HCF cohort fell from 63% to 60%.¹⁸ In English the sharpest HCF cohort fall was found; only 63% obtained level 4 whereas 71% had done so in 2004. In the same period the borough average increased from 70% to 76% thus showing that the HCF cohort was falling further away from the borough average.

In the context of obtaining level 5 or more a similar pattern was witnessed as English and Science fell from their 2004 position from 18% to 15% and 24% to 22% respectively whilst at the same time the borough averages increased from 25% to 29% and 36% to 40% respectively. The gap between the HCF cohort and the borough was again getting wider. For Maths the picture was brighter as the HCF percentage of those obtaining level 5 rose 1% from 11% to 12% between 2004 and 2007. However during this time the borough average rose 3% from 26% to 29% and so a gap still remained between the HCF cohort and the borough.

5.5 Progress between KS1 and KS2

It is expected that most children will obtain two or more levels progress between KS1 and KS2

¹⁸ HCF did not provide any targeted provision for improving the numeracy skills of its participants. Rather the focus was on literacy.

Progress	KS1 Reading – KS2 English	KS1 – KS2 Maths	KS1 – KS2 Science
2 or more Levels	71%	62%	78%
No Change	3%	5%	2%

Between KS1 Reading and KS2 English there was a favourable trend in which over half achieved the expected two levels and a further 20% obtained three or four levels of progress. Maths showed less favourable results than English as 62% achieved two or more levels. In Science just over one fifth either only progressed by one level, did not progress, or fell back one or two levels. However, 81% of this sample were high achievers as they achieved a total of two or more levels of progress. Indeed 7 children achieved four or five levels of progress.

5.6 Progress between KS2 and KS3

It is expected that most children will obtain two or more levels between KS2 and KS3

Progress	KS2 – KS3 English	KS2 – KS3 Maths	KS2 – KS3 Science
2 or more Levels	30%	50%	19%
No Change	23%	9%	33%

There is a noticeable difference in the levels of achievement between KS1 and KS2 and KS2 and KS3. Between KS1 and KS2 which includes the 5-13 age group that HCF targets there was a higher percentage of pupils who achieved the expected two or more levels of progress. However, as pupils turned 14, left HCF, and took their KS3 examinations a lower percentage of children sustained the expected two or more levels of progress.

5.7 Comparison data for the 137 pupils who had KS1, KS2 and KS3 results

With the comparison data it is possible to track changes between KS1 and KS2 and KS2 and KS3 with a smaller number of children who had results for all three stages as opposed to the general figures that were illustrated in 5.6.

5.7.1 Progress between KS1 and KS2

	KS1 Reading – KS2 English	KS1 – KS2 Maths	KS 1 – KS2 Science
2 or more Levels	74%	64%	82%
No Change	5%	4%	2%

As with the results for the larger sample of 269 who had KS1 and KS2 results, this sample of 137 who had KS1, KS2 and KS3 returned similar results as achievement levels in Science were higher than both English and Maths.

5.7.2 Progress between KS2 and KS3

	KS2 – KS3 English	KS2 – KS3 Maths	KS2 – KS3 Science
2 or more Levels	31%	50%	16%
No Change	18%	8%	34%

Similar findings were again found for KS2 and KS3 results in this sample as the figures were virtually the same as the larger sample for progression across the subjects. This again illustrated that there was more change between KS1 and KS2 than between KS2 and KS3.

5.8 Attendance data

In order to explore potential reasons for the difference in progress between the various Key Stages and between the results presented in the MAD report and 2007 findings the attendance data of two comparison cohorts were analysed. Attendance information from the 269 children who had results for KS1 and KS2 and the 169 children who had results for KS2 and KS3 was collated.¹⁹ These comparison cohorts were chosen instead of the 137 cohort as it provided larger numbers of young people in which to track their attendance. It would be expected that results would correlate with the length of time and frequency of attendance at HCF projects. However, our initial analysis did not support this assumption. For both categories: those who achieved less than two levels and more than two levels of progress between the Key Stages, the average length of attendance was one quarter per year. Similarly, length of attendance appeared to make little difference to attainment as 76% of those who achieved above the expected two levels also left the programme in 2003/04 thus suggesting there is no discernible connection between attendance and attainment.

5.9 GCSE results

Within the HCF cohort there were 85 children (18%) for whom GCSE results were available. Those who obtained 5 A-C's reached 41% which compares to the Haringey average of 56%. Of those who obtained 5 A-C's almost 70% were female which reflects the borough figures where females are in the majority, just under half were black and 63% spoke English as their first language. Just over one fifth had Special Educational Needs but the vast majority were not eligible for Free School Meals. For those who did not obtain 5 A-C's 60% were male, 50% had Special Educational Needs, over one third lived in the eastern ward N17, just under half were black, 50% were eligible for Free School Meals and just under half did not speak English as a first language. The longer-term effect of the HCF is difficult to judge from these figures as it appears that those

¹⁹ There are children who appear in both samples as they are part of the 137 who have KS1, KS2 and KS3 results and they are counted twice.

who achieved 5 A-C's were less disadvantaged than those who failed to get 5 A-C's. It is also important to note that whilst 59% of the cohort did not achieve 5 A-C's just being entered and getting a grade for a GCSE subject may constitute an achievement for the individuals involved. From the research findings presented above, we do not know what they would have achieved without the additional support provided by projects funded by the Children's Fund, and indeed if they would have taken GCSEs. Interviews with children earlier in the programme found that young people felt more confident and better about themselves as a result of participating in projects (Ahmad *et al* 2005) which is of intrinsic value to a young person. It is unclear, however, if such changes necessarily lead to higher academic achievements.

5.10 Prevention and reduction of anti-social behaviour and crime by young people

Sub-objective 3 is 'to ensure that fewer young people aged between 10 and 13 commit crime and fewer children between 5 -13 are victims of crime'.²⁰

5.10.1 Data collection and analysis²¹

This sub-objective was analysed by collecting data from the Youth Offending Information Service's (YOIS) database. The names and dates of birth of 481 children in the cohort were entered into the YOIS database to ascertain if any were known to YOS, any offences they had committed and their sentence. These data updated the existing records on the cohort from 2004 and 2007 and thus it was possible to track the young people and to ascertain the level of repeat offending.

5.10.2 Information gathered from the Youth Offending Service

In 2004 only four children in the cohort were known to the YOS. However, it would be expected that the number known to YOS would have increased as the Children's Fund programme worked closely with OT. Indeed, a 2007 UEL report²² found that the outreach work carried out by On Track engaged with 'active young offenders'. Additionally, 'most young people and parents identified positive changes in their lives since working with the outreach service, though a number of them also commented that these changes were short-lived' (Selman and Keble, 2007: p.62). These findings are supported by the results from the YOIS database.

This was illustrated by the twenty-four names in the cohort that were known to YOS in 2007. By February 2008 this number had increased to thirty-three (7% of cohort) in a move that is likely to reflect the fact that as children get older they are more likely to

²⁰ 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 and also Children's Fund: Haringey Children's Fund, 2002.

²¹ Many thanks to Laris Bucknor-Fisher and Paula Gayle for the help in accessing and collating the data from the YOIS database

²² J. Selman and M.A. Keble, *Haringey On Track Outreach Work, A Progress Report*, July 2007. This and other UEL reports about HCF can be accessed on the Centre for Institutional Studies website: http://www.uel.ac.uk/ssmcs/research/cis/publications_media/research_reports.htm

commit crimes. Of these thirty-three, 10% had not committed any offences but were deemed to be at risk from offending and as such were placed on the Youth Offending Information Service (YOIS) database, monitored and referred to a Junior Youth Inclusion Project (JYIP) or workshops.

Of those known to YOS, 70% were male, 64% were black, 52% had Special Educational Needs, 55% did not speak English as their first language and 64% were eligible for Free School Meals and thus considered to be disadvantaged. In the context of the HCF and OT, 24% of those known to YOS were attending a project in the Street Crime Initiative then. The two main projects that those known to YOS attended were Youth and Play and Breakfast Clubs. Offences ranged from assault to car theft to rape and there were sixteen repeat offenders (48% of the cohort) who committed 89 offences between them. One quarter of those known to YOS were on schemes specifically created to reduce their risk of re-offending. Twelve young people were given JYIPs, Youth Inclusion Support Panel, or referral orders. The remaining young people had their cases found not guilty or were dismissed, discharged or discontinued, twelve young people were given police reprimands, four young people were given fines ranging from £30 to £100, three were given community rehabilitation orders and only one was detained.²³

5.10.3 Conclusion

Although numbers of young people known to YOS increased many of these young people were referred to services designed to prevent and reduce crime. These increases take place within the context of a year on year rise of YOS caseloads from 328 for 2003 to 532 in the first 9 months of 2008. Between 2003 and 2007 there was a 25% increase in caseloads from 328 to 409. The number of those known to YOS and HCF who have been referred more than once, and the number who offended again after they had finished attending HCF activities suggests that the programme has not had a strong effect, as measured by repeat offending. But other possible outcomes may have been achieved but which have not been measured; without the HCF programme these young people may have committed more crimes and they may have been more serious in nature, and in this sense the HCF may have had some preventive effect.

²³ Of the thirty-three known to YOS, sixteen were repeat offenders and were aged between fifteen and twenty years old and thus are outside the age range of the HCF and can no longer attend. They committed their crimes between 2001 and 2007 and thus the majority committed their crimes after they had finished participating in the HCF programme.

6. LEGACY

6.1 April 2008 onwards

From 1 April 2008 and the cessation of the HCF programme, services for children and young people will continue to be provided but unlike under the HCF the funds will no longer be ring-fenced. Whilst funding has been extended for children and young people this will be pooled into the Area Based Grant and will be tied into Haringey's Local Area Agreement. The targets will be outlined by the New Performance Framework within the Sustainable Communities Strategy. The Children and Young People's Plan will be realigned with the Sustainable Communities Strategy which will become the main national policy document. At the moment there are no indicators for the 5-13 age group or for the Children's Fund. After these indicators have been announced in late 2008/09 or 2009/10 there will be a further review of local authority services as decisions will be made in relation to national government targets. The programme manager has stated her intention to lobby for the continued delivery of services for 5-13 year olds so that the lessons learnt under the HCF can continue to be put into practice. There will also be a transition from the HCF programme to the External Funding and Programmes Management Team and the intention is that all children currently receiving a direct service will continue to receive one; funds will be used to continue the funding of projects which have been unable to secure funds from another source to continue their services.

Funds will continue to be allocated for the next six months whilst the local authority reviews services. The Participation project will be funded by the Youth Service and schools will pay for Breakfast Clubs out of the Extended Schools Budget. A bridging loan has been secured for Markfield which has enabled them to carry on until Big Lottery Fund – Children's Play Programme commenced in September 2007. Outreach projects will continue but this has only been as a result of continued lobbying by the programme manager to ensure that services will still be delivered.

Delays in providing information emanating from central government and the Government Office for London have left little time for Haringey Local Authority to prepare for a smooth transition. One consequence of the inadequate lead in time has been the disengagement of the voluntary sector organisations and the uncertainty has eroded some of the relationships based on trust, good will and time spent on integrating them into the HCF programme.

6.2 Mainstreaming

The **Haringey Play Strategy** formed part of the overall strategic framework for the development of Leisure and Cultural Services in the borough. The Strategy was based on two comprehensive audits carried out into the supervised play and youth provision for children aged 0-19 and the unsupervised play facilities and open spaces. The Strategy also had close links with several other local, national and international strategies such as the Unitary Development Plan, the Haringey Children and Young People's Plan 2006-09, national Children's Play Initiative and the United Nations Human Rights Convention of the Child. Furthermore, the strategy demonstrated the close working relations between the public and voluntary sectors as the programme manager enlisted the help of experts from the voluntary sector to write the strategy.

The strategy is therefore embedded in local, national and international policy and ensured that there was a coherent, practical and sustainable outcome to the numerous play projects commissioned under the Children's Fund.

Participation

The ethos of participation was embedded across the authority during the HCF programme. Indeed this ethos expressed by the Participation Project, Participation Crew and Participation Panel is one of the strongest legacies that HCF has ensured. At the inception of the participation project in 2003, there was no local authority strategy for including children and young people in the planning, delivery and assessment of services designed to support and nurture young people to achieve their full potential. However, the common participation strategy which was accepted by the Haringey Strategic Partnership Board in 2006/07 and is now waiting to be verified has altered this position. The 2006/07 strategy was designed to apply to all local authority departments, health organisations, and voluntary and community organisations and thus roll out the ethos of participation across the borough.

The Participation Crew has become a shining beacon of the HCF programme and it has resulted in numerous personal achievements for the individuals taking part and the borough as a whole (see section 5 for more detail). Furthermore the Participation Crew also adapted a toolkit that offered practical and proven ways of engaging with children and young people in Haringey and was designed to help agencies to promote active participation with young people. Like the Play Strategy the toolkit also clearly linked to other local, national and international policies such as the Children and Young People's Plan (2006-09), the National Curriculum (2000) and Every Child Matters (2004). Moreover, the toolkit was devised in conjunction with the Haringey Children and Young People's Participation Strategy and Action Plan which ensured that both the strategy and the toolkit could embed good practice both within the local authority and with outside agencies. In addition to providing a toolkit the participation workers are also offering training to practitioners thus showing that the Participation Project has influenced policy, practice and the lives of young people in the borough.

Teaching Primary Care Trust Toolkit

A handwriting toolkit incorporating new techniques that were experimented with using HCF funds has been produced. It is recommended that this toolkit should be disseminated throughout the borough and outside agencies so that this invaluable toolkit can be used to increase the confidence and writing skills of children across Haringey.

Extending the experience

This project, formerly the Kurdish and Somali Supplementary School has been re-constituted as a Company Limited by Guarantee and will also gain Charitable Status. This has allowed the project to extend its work in raising standards in children's literacy, numeracy skills and self-confidence and above all to make the project sustainable.

National Children's Home (NCH) (renamed Action for Children in September 2008) - Young Carers' Project

Resource packs resulting from this project aimed at professionals in schools and youth centres and for young people are going to be disseminated across the borough. This project gave young carers a chance to access recreational and educational opportunities and to build up a support network with other young carers to jointly develop strategies to improve their situations. The project works with Social Services,

Schools, Young Carers Schools, Markfield, HAGA and HARTS again showing the working relationships built up between the Children's Fund and outside agencies.

Language and Literacy

The Ruth Miskin Literacy (RML), Five Minute Box, Paired Reading and Reciprocal Teaching were part of a package of interventions that were funded by the HCF and used in the primary and secondary schools that participated in the HCF. Training was provided to key staff by the Educational Psychology Service and nine courses were provided in 2006/07 which was attended by 232 teachers from 34 primary and 8 secondary schools. Intensive support was provided to implement the RML system in over 30 schools in the borough. Additionally, as part of the OT programme 'Talking Partners' a scheme to accelerate the development of spoken language has resulted in a 2-day Training Course each term in which 12 staff from different schools across the borough attended. The impact of the training was seen with the increased levels of educational attainment found in the primary schools that took part.

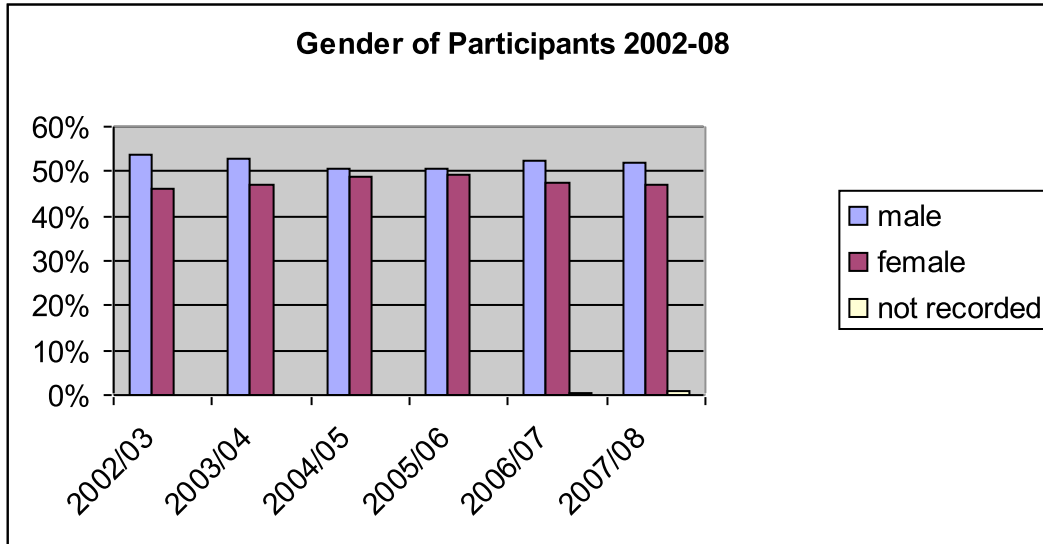
6.3 Conclusion

It is also a notable achievement that the programme has overcome periodic spells of uncertainty to successfully deliver a range of projects across the themes and within fluctuating budget allowances. The programme manager has ensured that these projects can continue after the HCF has ended by negotiating for more funding and through advocating their importance. The manager's position on many different steering groups linked to HCF has ensured that the practice and work of HCF has been publicised across organisations. Finally, it must also be stressed that some of the achievements of the HCF cannot be quantified and indeed to do so would be to neglect the intangible consequences of this programme that was committed over a seven-year period to improving the access to opportunity of young people. Young people have spoken of their fun, enjoyment, happiness, increased self-confidence and esteem through attending the various projects. For some of these disadvantaged young people from complex backgrounds just being able to access a coordinated activity in the park, read a book or mix with both their peers and adults is an achievement, the importance of which cannot be underestimated. The long-term consequences of the HCF may not yet be apparent for all children but alongside the educational results, delivery plans and budgets should be a celebration of the small, incremental changes that have occurred in the formative years of the young people who attended Haringey Children's Fund during 2001-08.

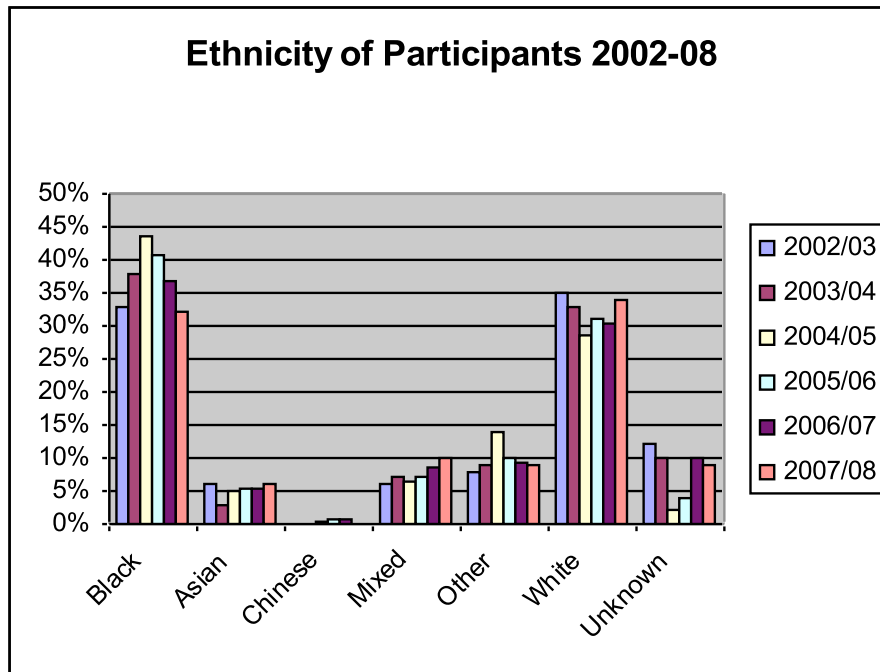
APPENDIX 1

Profile of HCF Participants

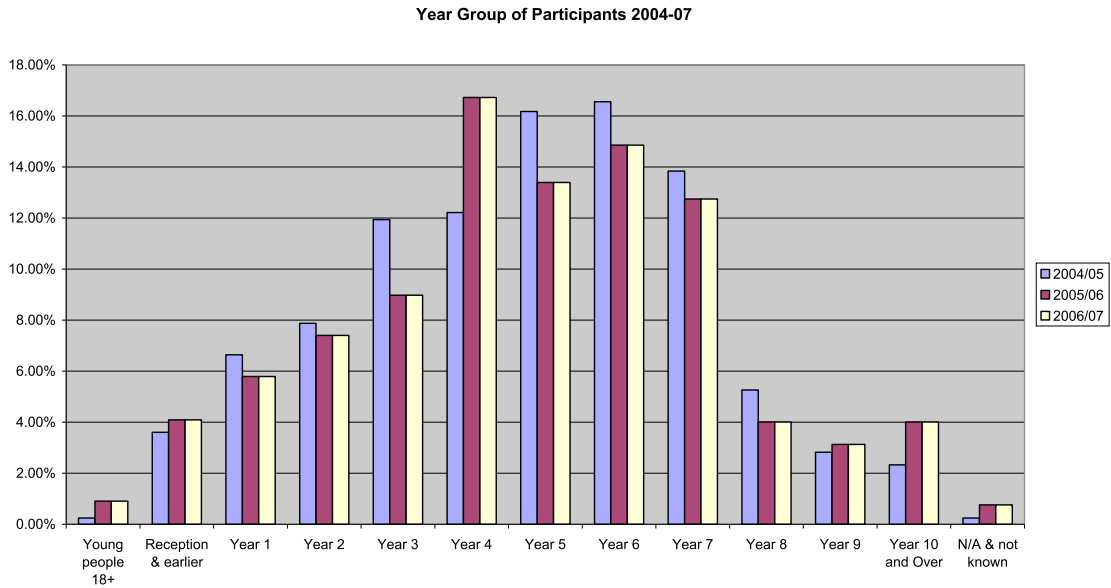
1.1 Gender Profile of HCF Participants between 2022 and 2008



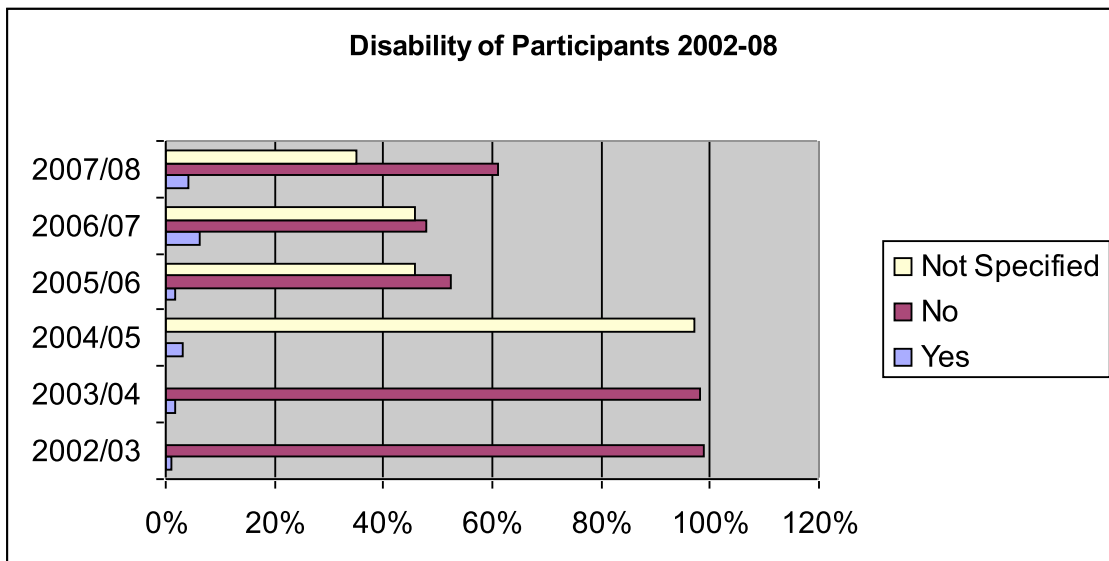
1.2 Ethnicity Profile of HCF Participants between 2002 and 2008



1.3 Year Group Profile of HCF Participants between 2004 and 2007

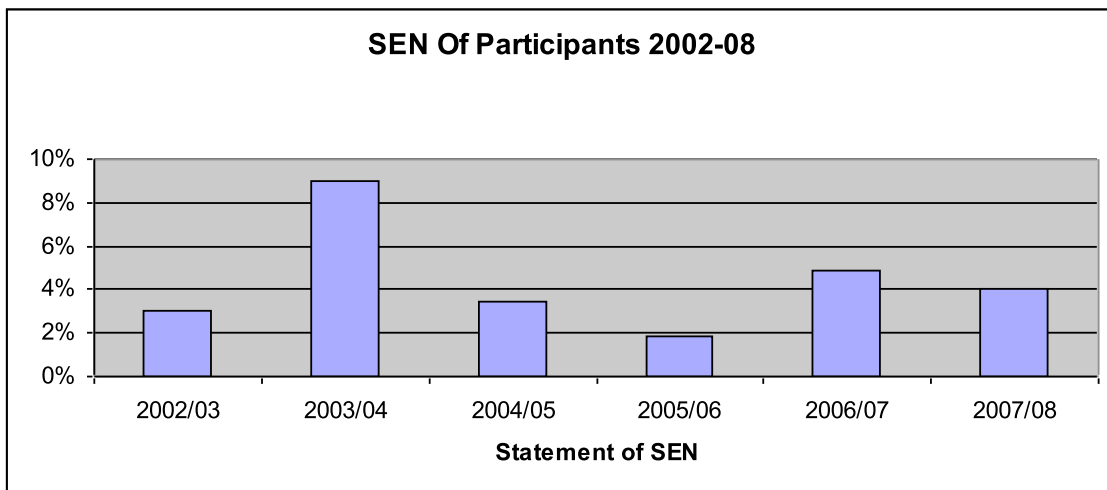
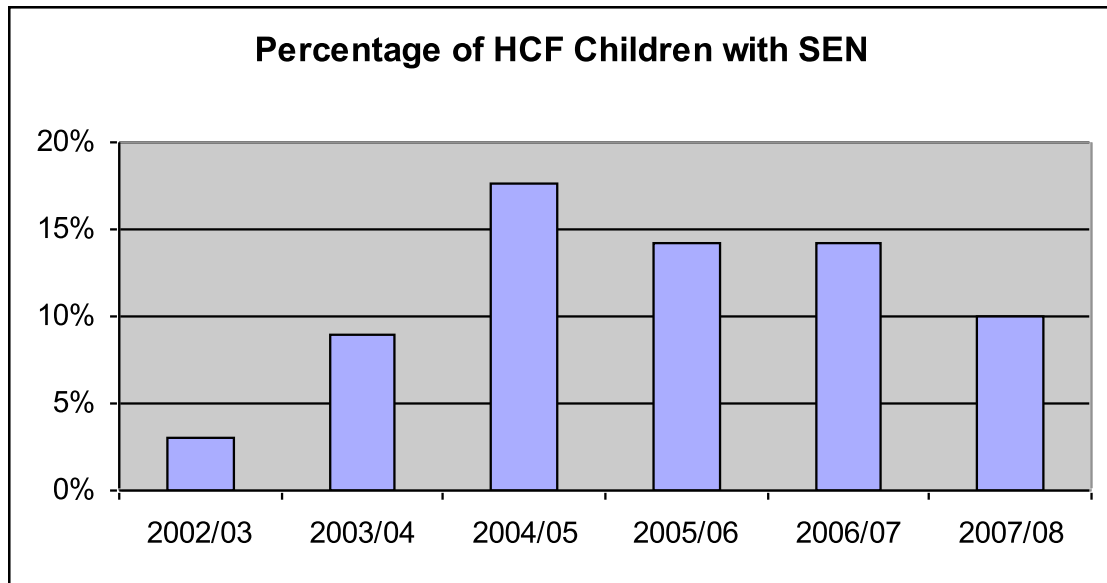


.4 Disability Profile of HCF Participants between 2002 and 2008



From 2004/05 those who did not state yes or no for the disability category were recorded as unspecified.

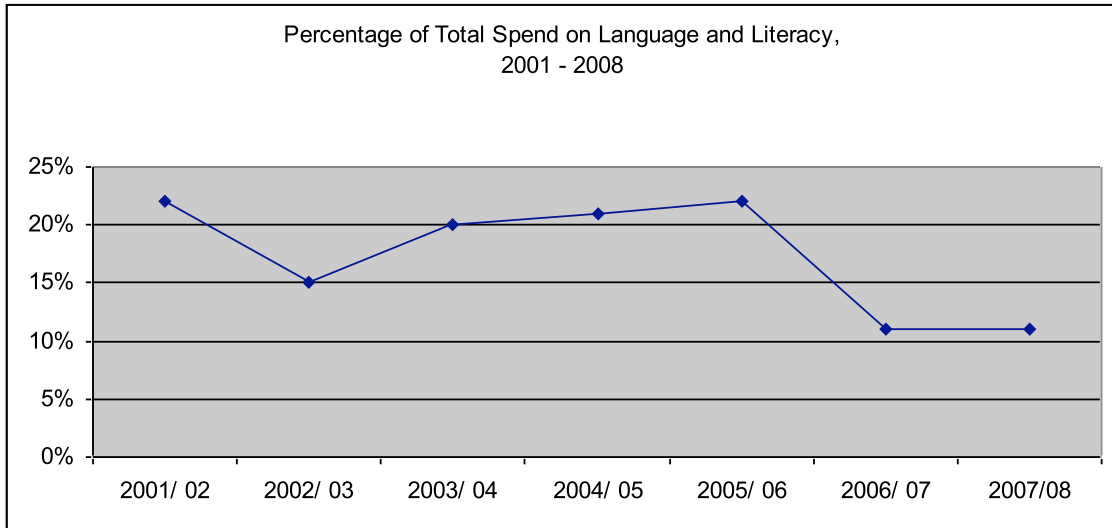
1.5 Special Education Needs Profile of HCF Participants between 2002 and 2008



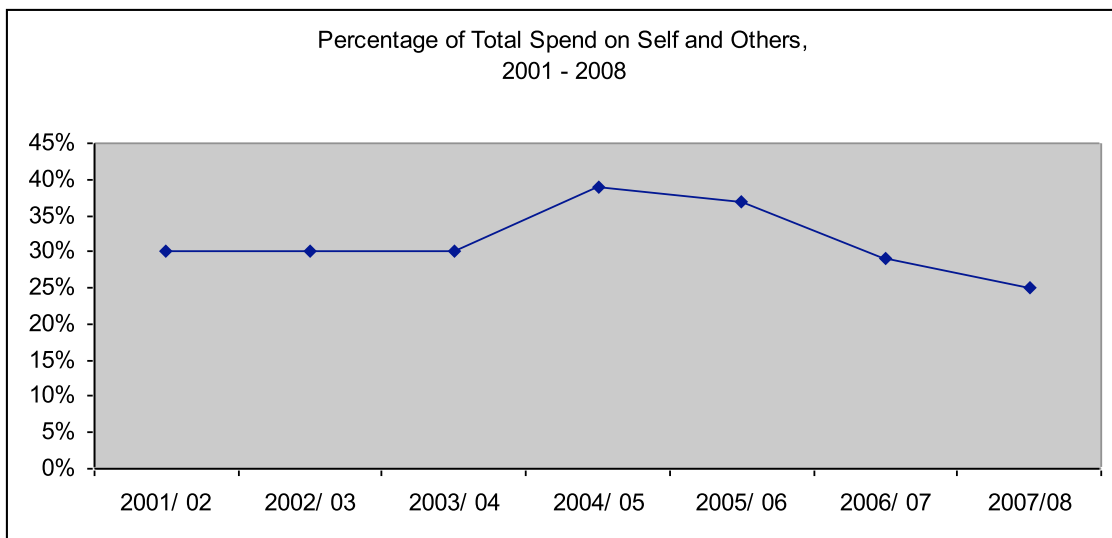
APPENDIX 2

Graphs to illustrate the change in funding by theme between 2001 and 2008

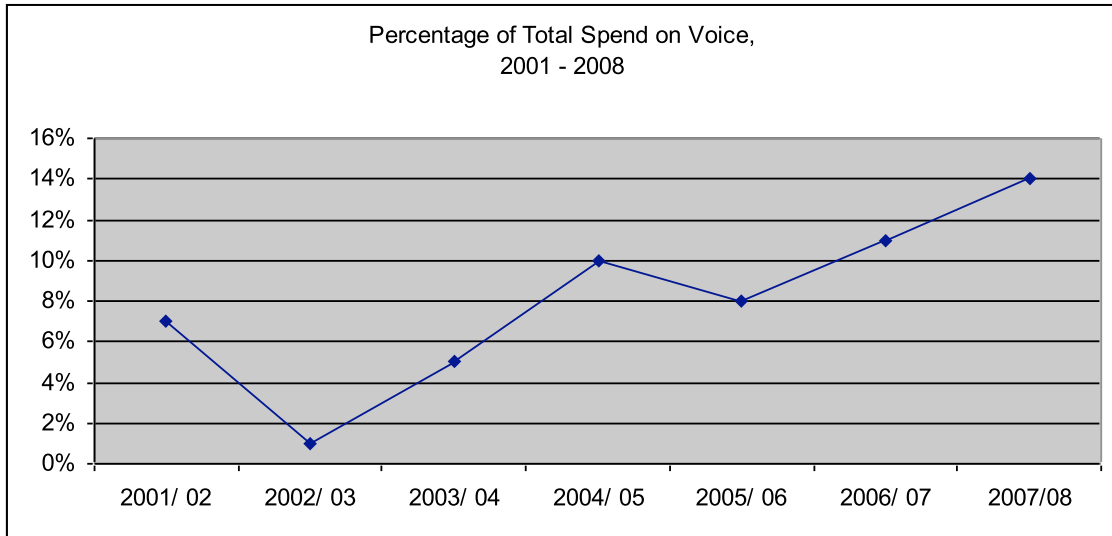
2.1 Percentage of total spend between 2001 – 2008 on Language and Literacy



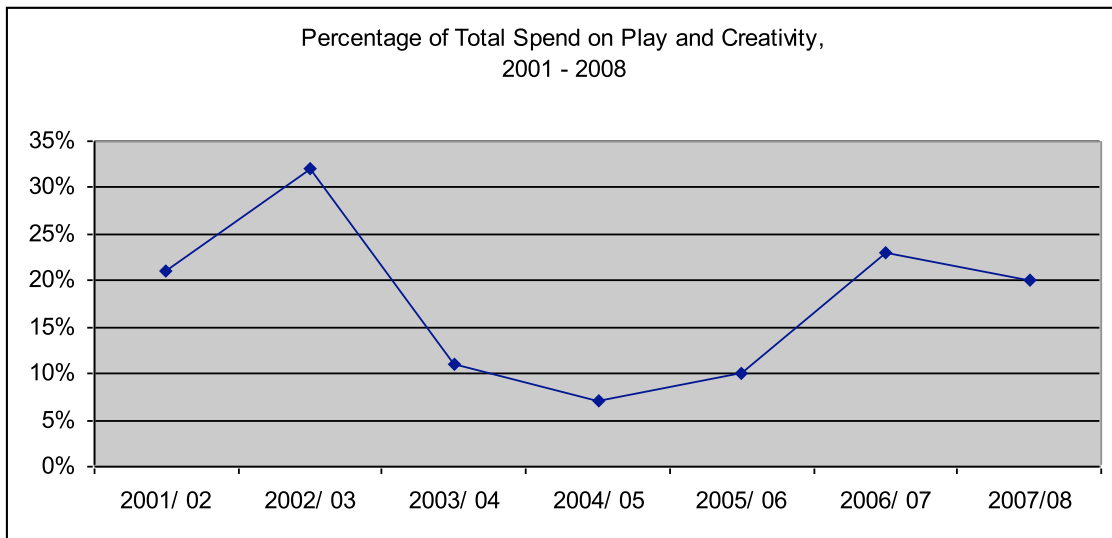
2.2 Percentage of total spend between 2001 – 2008 on Self and Others



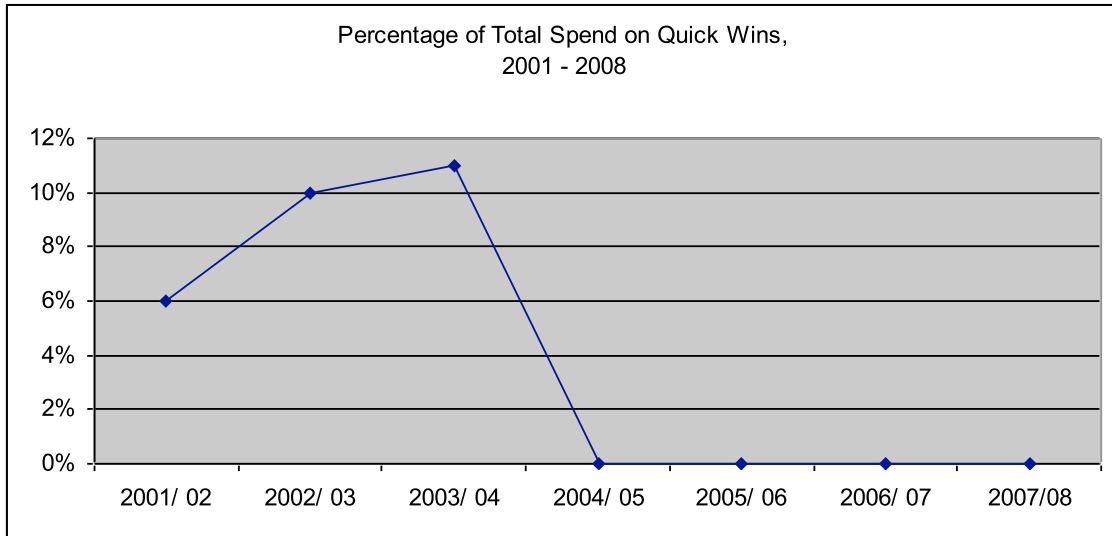
2.3 Percentage of total spend between 2001 – 2008 on Voice



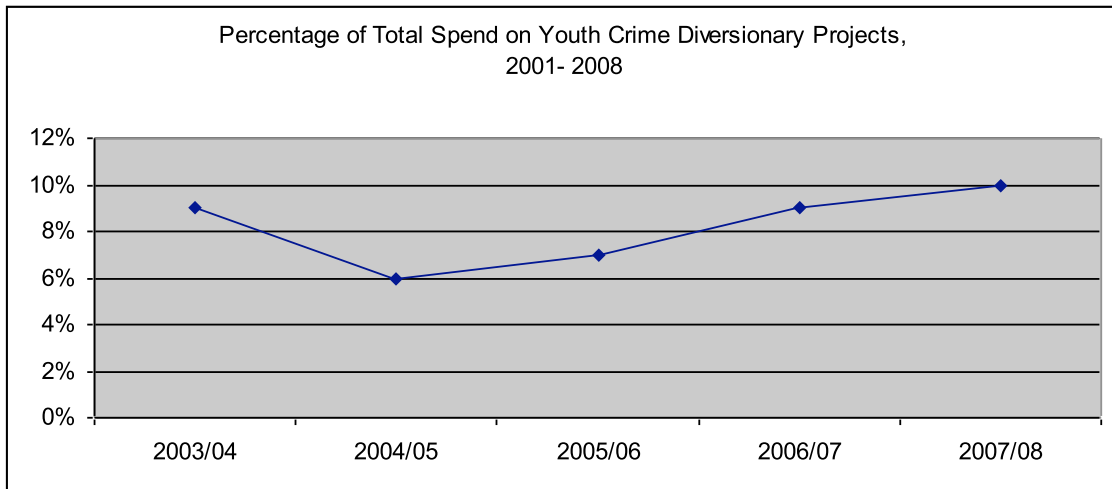
2.4 Percentage of total spend between 2001 – 2008 on Play and Creativity



2.5 Percentage of total spend between 2001 – 2008 on Quick Wins



2.6 Percentage of spend between 2001 – 2008 on Youth Crime Diversionary Projects



APPENDIX 3

Profile of Cohort and Comparison Cohort

3.1 Demographic Profile of Cohort and Comparison Cohort

	HCF Cohort	KS1, KS2, KS3 Comparison Cohort
Gender		
Male	52%	52%
Female	48%	48%
Ethnicity		
Asian	3%	1%
Black	48%	54%
Chinese	0%	0%
Mixed	9%	6%
Other	9%	7%
White	30%	31%
Not Available	1%	1%
Language		
English	45%	53%
Other	55%	47%
Free School Meal Eligibility		
FSM Yes	47%	47%
FSM No	53%	53%
Special Educational Needs		
SEN	32%	31%

The Comparison cohort was the 137 Pupils who had KS1, KS2 AND KS3 results and these children were checked for their demographic profile against the tracking cohort of 481 children to ensure that their educational achievements could be classed as reliable as they were representative of the larger tracking cohort.

3.2 Profile of the Wards where the Tracking Cohort live

	Cohort Numbers	Cohort Percentages
Alexandra	3	1
Bounds Green	28	6
Bruce Grove	22	5
Crouch End	2	
Fortis Green	4	1
Harringay	7	1
Highgate	3	1
Hornsey	14	3
Muswell Hill	12	2
Noel Park	62	13
Northumberland Park	29	6
St Ann's	34	7
Seven Sisters	36	8
Stroud Green	7	1
Tottenham Green	44	9
Tottenham Hale	26	5
West Green	31	6
White Hart Lane	28	6
Woodside	20	4
Outside Haringey	61	13
Data not available	8	2
Total	481	100

3.3 Ward profile of the Comparison Sample – 137 children for whom KS1, KS2 and KS3 results were available.

Count of ward	Numbers	Percentages
Alexandra	2	1%
Bounds Green	8	6%
Bowes	1	1%
Bruce Grove	9	7%
Coppetts	1	1%
East Finchley	1	1%
Edmonton Green	1	1%
Enfield Highway	1	1%
Enfield Lock	2	1%
Fortis Green	3	2%
Hackney Downs	1	1%
Highgate	1	1%
Hornsey	6	4%
Muswell Hill	3	2%
New River	4	3%
Noel Park	12	9%
Northumberland Park	5	4%
Seven Sisters	8	6%
Southgate Green	1	1%
Springfield	2	1%
St Ann's	12	9%
Stroud Green	1	1%
Thames	1	1%
Tollington	1	1%
Tottenham Green	12	9%
Tottenham Hale	6	4%
Upper Edmonton	1	1%
Valley	1	1%
West Green	10	7%
White Hart Lane	13	9%
Wick	1	1%
Woodside	4	3%
not known	2	1%
Grand Total	137	100%

APPENDIX 4

4.1 KS1 Results and Borough Averages

4.1.1 KS1 Reading results for children in the HCF cohort

Level	% children	No. Children
Working Towards	7%	23
1	23%	75
2	53%	174
3	17%	55
D	1%	2
Total	100%	329
Total at Level 2 or more	70%	229
Total at Level 3 or more	17%	55

*Borough Averages achieving level 2 or more = 81%
Level 3 = 25%*

4.1.2 KS1 Writing results for children in the HCF cohort

Level	% children	No. Children
Working Towards	11 %	37
1	19%	63
2	60%	198
3	9%	29
D	1%	2
Total	100%	329
Total at Level 2 or more	69%	227
Total at Level 3 or more	9%	29

*Borough Averages achieving level 2 or more = 76%
Level 3 = 12%*

4.1.3 KS1 Maths results for children in the HCF cohort

Level	No. Children	% children
Working Towards	14	4%
1	52	16%
2	207	63%
3	54	16%
U	2	1%
Total	329	100%
Total at Level 2 or more	261	79%
Total at Level 3 or more	54	16%

Borough Averages achieving level 2 or more = 88% / Level 3 = 22%

4.1.4 KS1 Science results for children in the HCF cohort

Level	No. Children	% children
Working Towards	15	5%
1	60	18%
2	207	63%
3	45	14%
U	2	1%
Total	329	100%
Total at Level 2 or more	252	77%
Total at Level 3 or more	45	14%

Borough Averages for achieving level 2 or more = 86%

Science = 21%

4.2 KS2 results and borough averages

4.2.1 KS2 English results for children in the HCF cohort

Level	No. Children	% children
Working Towards	1	0%
1	0	0%
2	4	1%
3	75	22%
4	163	48%
5	53	15%
A	5	1%
B	28	8%
D	2	1%
L	1	0%
N	10	3%
Total	342	100%
Total at Level 4 or more	216	63%
Total at Level 5 or more	53	15%

Borough Averages achieving level 4 or more = 76%

Level 5 or more = 29%

4.2.2 KS2 Maths results for children in the HCF cohort

Level	No. Children	% children
Working Towards	1	0%
1	0	0%
2	7	2%
3	89	26%
4	163	48%
5	42	12%
A	3	1%
B	26	8%
D	2	1%
L	0	0%
N	9	3%
Total	342	100%
Total at Level 4 or more	205	60%
Total at Level 5 or more	42	12%

Borough Averages achieving level 4 or more = 74%

Level 5 or more = 29%

4.2.3 KS2 Science results for children in the HCF cohort

Level	No. Children	% children
Working Towards	1	0%
1	0	0%
2	6	2%
3	57	17%
4	175	51%
5	76	22%
A	3	1%
B	18	5%
D	4	1%
L	0	0%
N	2	1%
Total	342	100%
Total at Level 4 or more	251	73%
Total at Level 5 or more	76	22%

Borough Averages achieving level 4 or more =84%

Level 5 or more = 40%

4.3 Progress in Levels between KS1 and KS2

4.3.1 Progress between KS1 & KS2 Reading and English

	No. of Children	% of Children
-2	3	1%
-1	13	5%
No Change	8	3%
+1	52	20%
+2	136	51%
+3	50	19%
+4	3	1%
Total	265	100%
Total 2 or more	189	71%

4.3.2 Progress between KS1 & KS2 Maths

	No. of Children	% of Children
-2	4	1%
-1	10	4%
No Change	14	5%
+1	73	27%
+2	123	46%
+3	41	15%
+4	2	1%
Total	267	100%
Total 2 or more	166	62%

4.3.3 Progress between KS1 & KS2 Science

	No. of Children	% of Children
- 2	2	1%
-1	5	2%
No Change	6	2%
+1	46	17%
+2	125	47%
+3	76	28%
+4	6	2%
+5	1	0%
Total	267	100%
Total 2 or more	208	81%

4.4 KS2 to KS3

4.4.1 Progress between KS2 & KS3 English

	No. of Children	% of Children
-3	4	2%
-1	1	1%
No Change	42	23%
+1	81	44%
+2	45	25%
+3	2	1%
+4	6	3%
+5	2	1%
Total	183	100%
Total 2 or more	55	30%

4.4.2 Progress between KS2 & KS3 Maths

	No. of Children	% of Children
-4	3	2%
-2	1	1%
-1	1	1%
No Change	17	9%
+1	72	38%
+2	62	33%
+3	26	14%
+4	6	3%
+5	1	1%
Total	189	100%
Total 2 or more	95	50%

4.4.3 Progress between KS2 & KS3 Science

	No. of Children	% of Children
-4	3	2%
-3	2	1%
-1	7	4%
No Change	63	33%
+1	79	42%
+2	27	14%
+3	5	3%
+4	3	2%
+6	1	1%
Total	190	100%
Total 2 or more	36	19%

4.5 Progress made by those Children in the HCF Cohort that had results available for KS1, KS2 and KS3 results

4.5.1 Progress made between KS1 Reading and KS2 English

	No. of Children	% of Children
-4	1	1%
-2	3	2%
-1	6	5%
No Change	6	5%
+1	19	14%
+2	75	56%
+3	23	17%
Total	133	100%
Two or more levels	98	74%

4.5.2 Progress made between KS2 and KS3 English

	No. of Children	% of Children
-1	1	1%
No Change	23	18%
+1	63	50%
+2	34	27%
+3	2	2%
+4	3	2%
Total	126	100%
Two or more levels	39	31%

4.5.3 Progress made between KS1 Reading and KS2 English and KS3 English

	No. of Children	% of Children
-1	4	3%
No Change	2	2%
+1	1	1%
+2	26	20%
+3	60	47%
+4	28	22%
+5	6	5%
Total	127	100%
Four or more levels	34	27%

4.5.4 Progress made between KS1 and KS2 Maths

	No. of Children	% of Children
-2	3	2%
-1	4	3%
No Levels	5	4%
+1	34	27%
+2	67	52%
+3	15	12%
Total	128	100%
Two or more levels	82	64%

4.5.5 Progress made between KS2 and KS3 Maths

	No. of Children	% of Children
-4	1	1%
No Levels	10	8%
+1	54	43%
+2	45	35%
+3	13	10%
+4	3	2%
+5	1	1%
Total	127	100%
Two or more levels	65	50%

4.5.6 Progress made between KS1 and KS2 and KS3 Maths

	No. of Children	% of Children
-2	1	1%
-1	1	1%
No Levels	3	2%
+1	3	2%
+2	21	16
+3	48	37%
+4	44	34
+5	6	5%
+6	4	3%
Total	131	100%
Four or more levels	54	41%

4.5.7 Progress made between KS1 and KS2 Science

	No. of Children	% of Children
-1	4	3%
No Levels	2	2%
+1	18	14%
+2	69	52%
+3	36	27%
+4	3	2%
Total	132	100%
Two or more levels	110	82%

4.5.8 Progress made between KS2 and KS3 Science

	No. of Children	% of Children
-4	1	1%
-1	5	4%
No Levels	43	34%
+1	57	45%
+2	20	16%
+4	1	1%
Total	127	100%
Two or more levels	21	16%

4.5.9 Progress made between KS1 and KS2 and KS3 Science

	No. of Children	% of Children
-1	2	2%
No Levels	1	1%
+1	4	3%
+2	43	34%
+3	42	33%
+4	26	20%
+5	10	8%
Total	128	100%
Four or more levels	36	28%

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