

Key Stage 4 Engagement Programme Evaluation

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REPORT SUMMARY

Section 1: Introduction and Overview

1. This report presents the findings of a two-year national evaluation of the Key Stage 4 Engagement Programme (KS4EP) - “a personalised programme for those key stage 4 learners most at risk of disengagement”¹. The pupils participating in the programme are typically those who are under-achieving, have poor attendance levels, exhibit issues with behaviour and engagement in learning, and are also likely to be from a deprived background.
2. The evaluation demonstrates that the KS4EP is a positive and engaging experience for most pupils, contributing to improvements associated with engagement in learning, building confidence and self-esteem; developing interpersonal, social and practical skills; and supporting decisions on post-16 progression.
3. Most year 11 pupils on the programme in its first year (2006/07)² progressed to positive first destinations (further learning and/or full-time employment). While this data alone does not evidence the additionality of the programme, the case study findings show that, for some pupils, the programme is contributing to the achievement of more positive destinations than would have anticipated³.
4. Quantitative measurement of the impact of the KS4EP on pupil outcomes is constrained by both the timing of the evaluation and data access and quality issues. Nevertheless, the qualitative findings show:
 - the programme has supported some pupils to achieve better attendance and attainment at key stage 4 than would have been anticipated;
 - for many pupils, the impact of the programme is more subtle. Improvements in engagement, skills and decision-making, are contributing towards the potential for more secure long-term destinations (through supporting positive aspirations, better preparation for employment or further learning, and informed decision-making);
 - small improvements in overall trends of first destinations in some areas.
5. Different levels and types of impact have been observed for participating pupils, including differences in distance travelled over the course of their time on the programme. This reflects variability across the KS4EP both in terms of the characteristics of the pupils engaged (including their baseline levels of engagement, attainment and attendance) and local partnership approaches to design and delivery of the programme.
6. The future sustainability of the KS4EP is strongly dependent on a range of locally specific factors, though further national alignment of the programme alongside other 14-19 developments (such as Diplomas, Foundation Learning Tier and Functional Skills) would be beneficial. There is also the potential to improve future cost-effectiveness through further developing aspects associated with tailoring provision to individual needs and improving elements of delivery at local level.

¹ 14-19 White Paper Advice: Key Stage 4 Engagement Programme Template (Qualifications and Curriculum Authority (QCA))

² In our case study areas

³ By teachers, tutors, other school and learning provider staff, and learners themselves

Section 2: Pupil Engagement and Skills Development

7. For most pupils, the KS4EP programme has contributed to improving levels of engagement in learning and confidence; and the development of employability and vocational skills. The skills developed, experiences gained and support received are having a positive influence on most pupils' aspirations, preparation for a job or further learning and decisions about what they want to do after year 11.
8. Whilst the programme is having an impact on some pupils' overall enjoyment and engagement in school-based learning, this is an area that it is generally having least influence. The case study evidence highlights, however, that for some pupils who staff would have expected to disengage from learning altogether during year 11, remaining in learning over the course of the year is regarded as a significant achievement.
9. There is evidence that in isolated cases the programme has not always been effective in engaging pupils and supporting their skills development - some pupils are more negative about the programme; some have demonstrated worsening levels of engagement in the programme and learning more widely; and a minority have dropped out of the programme.

Section 3: Pupil Outcomes

10. The qualitative evidence from the study provides a rich source of information which has been triangulated to present an assessment of the impact of the programme across the case study areas. This indicates that the positive achievements associated with involvement in the programme are contributing to:
 - better attendance levels, than staff and pupils would have anticipated, for many participating pupils, though varying dependent on the pupils' baseline levels of attendance;
 - attainment levels that represent significant outcomes for some pupils, particularly for those that might otherwise have withdrawn from learning completely during key stage 4, achieving very few qualifications, if any.
11. The majority of year 11 pupils in year 1 of the programme have progressed to positive first destinations - 77% of our sample progressed to full-time learning and 6% to full-time employment; 15% were classed as not settled. This data alone does not evidence the additionality of the programme. However, the case study findings show that, for some pupils, the programme is contributing to the achievement of more positive first destinations than would have been anticipated by staff and pupils. The programme may also be contributing to small improvements in overall trends of first destinations in some areas.
12. Although it is too early to look at the long-term prospects of these pupils, many of these subtle impacts of the programme have the potential to link to longer-term positive outcomes for the participating pupils (through supporting positive aspirations, better preparation for employment or further learning, and informed decision-making). In turn, there is a possibility that this may also contribute to reducing the likelihood of them being not in education, employment or training (NEET) in the future.
13. Evidence captured during the evaluation highlights, however, that the design of the programme in some areas may limit the potential attainment for participating pupils. The programme's focus is to engage pupils in learning and provide a supportive environment.

14. In some cases this has resulted in pupils having access to fewer qualifications and generally at lower levels than might have been accessed if they had remained in mainstream learning. Programmes also sometimes involve certification and accreditation of units rather than full qualifications. The Qualifications and Credit Framework will provide a new way of recognising achievement, by awarding credit for the achievement of units and qualifications.
15. There are a small number of examples of pupils being inappropriately selected for the programme; less effective partnership or school delivery; and difficulties faced in identifying or delivering suitable qualifications for pupils. These factors may have limited pupils' potential to achieve in some cases.
16. Quantitative measurement of the impact of the KS4EP on pupil outcomes is constrained by both the timing of the evaluation and data access and quality issues. In particular:
 - evidence of long-term outcomes is not yet available and short-term data is only available for a sample of year 11 pupils participating in year 1 of the programme (representing only 4-6% of pupils on the programme in its first two years);
 - where outcome data is available, it has not been possible to definitively comment on the contribution the programme has made (or otherwise) to their achievement through, for example, the use of a comparator group that matches the participants in all respects. Whilst characteristics such as prior attainment and free school meals eligibility can be matched, other influential factors such as motivation, prior attendance, self-esteem issues, and behavioural difficulties cannot be captured.

Section 4: Variability and Effectiveness

17. Different levels and type of impact have been observed for participating pupils, including differences in the distance travelled over the course of the programme. In some cases preventing complete withdrawal from school is a significant outcome. In others the programme has had a more subtle influence, contributing to improvements in levels of maturity and self-awareness rather than more significant changes in behaviour or attitudes.
18. These differences reflect, on the whole, variable approaches that case study partnerships have taken to implementing the programme. This results in differences in the initial profile of pupils selected, programme design and aspects of delivery.
19. Most partnerships and schools have delivered programmes that are content driven (to meet the interests and ability levels of the pupils engaged) and within alternative and supportive learning environments. There are also a small number of examples of highly personalised and holistic⁴ delivery. Where these features have been successfully implemented there is the potential to maximise achievements and outcomes for the pupils engaged.
20. However, in many case study areas, the KS4EP has not fully addressed the intended programme features of a personalised and holistic offer and meeting the needs of a wide range of learners. Factors constraining achievement in this respect are primarily associated with pragmatic issues such as resource and capacity (within schools, providers and partnership areas), school context and history / experience of facilitating out of school provision.

⁴ Holistic - incorporating the whole educational programme for these students

21. There is the potential for many case study partnerships to develop a more explicit and formal element of their programmes which is focused on supporting progression and transition to post-16 learning. There is also the potential for some partnerships to place greater emphasis on ensuring suitable access to accreditation for the skills developed (whilst maintaining an appropriate focus on content driven delivery).
22. Recognising achievements and clear pathways for progression are reflected in the core design principles of the FLT. Transition of the KS4EP to FLT by 2010/11 will provide local areas with a clear framework within which to design and deliver this type of provision.

Section 5: The Future

23. The future sustainability of the KS4EP is strongly dependent on a range of locally specific factors including the cost of delivery; existing and future funding arrangements; history and effectiveness of 14-19 delivery arrangements; and levels of commitment amongst schools and other stakeholders.
24. Clear messages about the transition of the KS4EP to the Foundation Learning Tier in 2010/11 would be beneficial, as would clarity about the implications of other 14-19 developments, such as Functional Skills and Diplomas.
25. The evaluation evidence suggests that the KS4EP may be contributing towards the maintenance of positive outcomes between 16 and 19 for some of the participating pupils. Nevertheless, any assessment of the likely contribution made by the programme itself needs to recognise both:
 - other factors that may be contributing (associated with individual school context and delivery of other interventions); and
 - that there are multiple issues influencing the likelihood of a young person being NEET and earlier intervention (before key stage 4) is likely to make a more significant contribution to this outcome.
26. There are a range of ways in which the cost-effectiveness of the programme could be improved in the future, including:
 - alignment with wider policy and programmes being rolled-out at national, regional and local level;
 - developing aspects of design to more fully address features of personalisation, the holistic nature of the programme and access to suitable accreditation for the skills developed, including drawing on the principles of the Foundation Learning Tier progression pathways and making use of the QCF;
 - improving the effectiveness of delivery in some partnership areas, for example in relation to:
 - pupil selection and induction arrangements (ensuring that the right pupils are selected for the provision on offer);
 - training and quality assurance processes for delivery organisations and staff;
 - schools' capacity to support more flexible curricula and timetables;
 - partnership communication, monitoring and evaluation procedures.

1 INTRODUCTION AND CONTEXT

- 1.1 This report presents the findings of a two year national evaluation of the Key Stage 4 Engagement Programme (KS4EP). The programme is “a personalised programme for those key stage 4 learners most at risk of disengagement”⁵. It was developed in response to the 14-19 Education and Skills White Paper (2005) which set out the need for “a strong work-focused route designed specifically to motivate those 14-16 year-old young people who are at the most risk [of disengagement] and who we know would be motivated by a different learning environment”⁶.

Figure 1.1: Extracts from QCA Guidance

“It comprises each learner’s whole key stage 4 programme, placing an emphasis on the development of personal, social and functional skills. It includes a work-focused component, preferably taking place in a work environment and is underpinned by high quality and regular support, advice and guidance from a trusted adult.”

Key principles:

- a **holistic programme** incorporating the whole educational programme for these students;
- a **personalised** offering;
- meet the needs of a **wide range of learners**;
- timely rigorous **diagnostic assessment** of each young person’s needs and **ongoing, regular assessment** of their needs;
- high quality, regular **support, advice and guidance**;
- proper **referral, preparation and induction**;
- **content driven**, but with access to assessment for learning and qualifications with real currency;
- strong **work-focused element**;
- mix of **functional English, mathematics, ICT; personal and social development**, including personal, thinking and learning skills, work-related learning and enterprise education, the balance varying with each individual;
- engagement with out-of-school provision in the local community to result in a flexible, customised offering;
- clear **progression routes must be identified** for each young person and **transitional support** provided as they progress out of the programme;
- **equal opportunities must be adhered to and stereotyping avoided.**

*“The **success criteria** must take into account positive achievements by individual students and the progress they have made. The areas that can be assessed include:*

- *Functional skills, including skills in English, mathematics and ICT;*
- *Attitudinal skills, e.g. increased motivation, confidence, self-esteem and enterprise capability;*
- *Personal skills, e.g. improvements in timekeeping, attendance or personal hygiene;*
- *Practical skills, e.g. the ability to manage money.”*

*“The **‘outcome’ measures** that should be applied and monitoring and evaluation arrangements will focus strongly on these. The key measures include:*

- *qualifications achieved;*
- *awards achieved;*
- *attendance levels on the programme;*
- *trends in exclusions;*
- *progression into further learning post-16 or employment with training. For many young people this will mean into specialised diplomas or apprenticeships.”*

*“**Taken together, the positive achievements and outcome measures will give a clear picture of the success of the programme.** Progression routes are also important and successful participants will complete key stage 4 and progress to further learning, training or employment. Above all, they will be able to engage with society and function as successful members of it.”*

⁵ 14-19 White Paper Advice: Key Stage 4 Engagement Programme Template (Qualifications and Curriculum Authority (QCA))

⁶ 14-19 Education and Skills White Paper, 23 February 2005, published by the then Department for Education and Skills

- 1.2 The principles of the KS4EP closely reflect many of the of the core principles of the Foundation Learning Tier⁷ (FLT), including a focus on personalised learning programmes, incorporating achievements in personal and social development, vocational areas and functional skills, and with clear pathways for progression. It is expected that, by 2010/11, FLT progression pathways will have replaced current arrangements for the KS4EP.

Programme Design⁸

- 1.3 The KS4EP is a nationally guided programme, managed and delivered at a local level by 71 partnerships (to rise to 101 in September 2008). Each partnership has employed its own approach to design and implementation of the programme, with differing roles played by the partnership, schools and providers involved.
- 1.4 The vast majority of partnerships have adopted one of two broad approaches to management of the programme - either partnership-led or school-led. In the partnership-led approach, the partnership takes on the majority of management roles and responsibilities, and determines a number of features associated with the programme. In the school-led model, the partnership provides some broad guidance about delivery of the programme, but the schools determine many of the features locally.
- 1.5 The programme each pupil experiences also varies enormously depending on the approach to design and delivery of the programme, and nature of the participating pupils. This variability exists within the partnerships, and also within some of the participating schools. There are a range of features that may vary such as the length of time pupils spend on the programme, the proportion of provision that takes place out of school and the type of provision that pupils' access.
- 1.6 In most cases the statutory curriculum is delivered by the school and the work-focused components (usually one to three days per week) by an external provider or employer. Personal and social development activities may be incorporated into the school elements or the out-of-school elements, along with support, advice and guidance.

Pupil Profile

- 1.7 Across the programme as a whole, the pupils participating tend to be those who are under-achieving, have poor attendance levels, exhibit issues with behaviour and engagement learning, and are likely to be from a deprived background.

⁷ The foundation learning tier is a part of the wider 14–19 and vocational qualifications (VQ) reform programme. It aims to improve skills of learners aged 14 and over through developing high-quality qualifications at Entry level and level 1 in the Qualifications and Credit Framework (QCF).

⁸ A detailed description of the programmes operating across the evaluation case study partnership areas is provided in "Evaluation of the Key Stage 4 Engagement Programme: First Annual Report", York Consulting LLP, August 2007, on behalf of DCSF.

Figure 1.2: Further Extracts from QCA Guidance

Some key features of students on the programme might include:

- low skills levels and evidence of limited educational progress, possibly starting in primary school - but not necessarily lacking in ability;
- having a preferred learning style different from the mainstream;
- emotional and behavioural problems;
- a wide range of disabilities, such as ADHD or Aspergers syndrome;
- psychological problems;
- family instability;
- substance abuse / victim of violence/known to the police;
- lack of confidence / frustration at not being able to achieve;
- inadequate social skills;
- a deprived social background;
- having low aspirations.

Some but not all of these factors will be relevant for each individual student.

The biggest single barrier to learning often is a lack of interpersonal or social skills. For example, the inability to work in a group or relate to a sympathetic adult hinders learning and personal growth. Students who are becoming disaffected or disengaged from their learning find it hard to see the point of learning or even to understand that learning is about them, not simply about an institution. The Key Stage 4 Engagement Programme will be effective if it builds confidence and self-esteem to help young people address these key issues.

- 1.8 The partnerships have adopted slightly different definitions of the target group with some targeting pupils that exhibit quite serious features of disaffection and disengagement, while others target those who are less disaffected but have low levels of engagement that are resulting in under achievement. This is also reflected in the focus of activities and provision included in the programmes they develop.
- 1.9 Compared to all pupils nationally, KS4EP pupils represent wider variability in relation to ethnicity than nationally; include a higher proportion of pupils that are eligible for free schools meals and that have special educational needs; and tend to have lower achievement levels.
- 1.10 Perceptions of those pupils surveyed towards the beginning of their time on the programme suggest that many had relatively low levels of enjoyment of learning, behaviour, skills and tenacity, and few said that they always or mostly enjoyed school.

Evaluation Methodology

1.11 The evaluation was designed as a multi-method approach in order to both capture implementation and effectiveness issues and provide an early indication of programme's impact on participating pupils. The evaluation objectives (as outlined by DCSF) are set out in Figure 1.3.

Figure 1.3: Evaluation Objectives⁹

- 1) To explore the different delivery models in use across the programme and the relative effectiveness and success of each
- 2) To track the attitudinal change and skills development of a sample of pupils on the programme in relation to engagement in learning; engagement in mainstream education; and views of the programme
- 3) To explore key stage 4 attendance patterns (school and off-site) of a sample of pupils on the programme
- 4) To analyse the first post-16 destinations of a sample of pupils on the programme who will complete their compulsory education at the end of the 2006-07 academic year
- 5) To propose ways in which DCSF can track the education and employment status of pupils up to the age of 19 and, in doing so, estimate the impact that the programme may be having on the likelihood of the pupils being in the not in education, employment or training (NEET) group at that age
- 6) To assess the cost effectiveness of the programme and to comment on the main cost differences between the various delivery models
- 7) To make recommendations for the future mainstreaming of the programme and to identify potential issues or obstacles associated with a wider roll-out
- 8) To identify examples of good or effective practice, especially those which can be cascaded across the programme

1.12 Detailed fieldwork was undertaken across fifteen case study areas, including ten of the first 21 partnerships to receive funding in 2006/07 and five of the new partnerships that began in 2007/08. Fieldwork involved repeat visits to partnership areas to consult with key stakeholders and to access any locally collated evaluation evidence. The stakeholders consulted included:

- programme co-ordinators and a range of other partnership staff including connexions personal advisors, youth service workers and others;
- school managers, senior staff, programme and core curriculum teachers, learning support assistants, and key workers;
- pupils on the programme and a sample of parents/carers;
- work-based learning providers and further education colleges engaged in the delivery of the programmes;
- employers and voluntary / community organisations.

⁹ Invitation to Tender: National Evaluation of Key Stage 4 Engagement Programme, DCSF

- 1.13 On average, 3 schools, 3 providers (work-based learning providers or FE colleges) and 16 pupils were involved in the study per partnership area. In total 47 schools were visited and 250 pupils were consulted. Full details are provided in **Annex A**.
- 1.14 Two rounds of pupil survey were also undertaken across the fifteen case study areas. In total 785 pupil survey responses were received from 621 pupils. 164 pupils responded at both baseline and follow-up stages and 433 responded at the end of their first year on the programme:
- the initial cohort was surveyed at the end of their first year (June / July 2007 - 236 responses) and again in winter 2008 (February / March 2008 - 110 responses, including 61 repeaters);
 - the second cohort was surveyed in autumn 2007 (October / November 2007 - 242 responses) and again in summer 2008 (June/July 2008 - 197 responses, including 103 repeaters).
- 1.15 The potential to use quantitative data on pupil outcomes (attendance, attainment and first destinations) to support the impact assessment has been thoroughly investigated during the study. Due to constraints associated with the timing of the evaluation and data access issues this quantitative assessment is limited in its contribution to the overall impact assessment.
- 1.16 Evidence of long-term outcomes is not yet available and, due to the timing of the release of pupil outcome data during the timescales of the evaluation (January 2007 to August 2008), short-term data is only available for a those year 11 pupils participating in year 1 of the KS4EP in the academic year 2006/07. This represents a very small proportion (estimated at 4-6%) of all pupils on the programme in the first two years.
- 1.17 Furthermore, these pupils joined the programme in year 11 and therefore experienced just one year of the programme during key stage 4. In many case study areas pupils participate in the programme for both years of key stage 4. The resulting influence and impact of the programme may differ in relation to the duration of the programme the pupils have experienced.
- 1.18 Where outcome data is available, it has not been possible to definitively comment on the contribution the programme has made (or otherwise) to pupil outcomes through, for example, the use of a comparator group, given the constraints associated with identifying a group that matches the participants in all respects.
- 1.19 Although a close match could be obtained on factors such as prior attainment, ethnicity, gender and free school meals eligibility, we know that the KS4EP is focused not only on pupils exhibiting under-achievement but also on those pupils with additional complex needs such as self-esteem issues, behavioural and emotional difficulties as well as family instabilities among other sensitive issues. These influential factors cannot be captured through the data, and therefore we would not be sufficiently confident, for the purposes of robust data analysis, that the comparator group pupils and participant group pupils are similar enough.
- 1.20 The impact analysis is therefore focused on detailed impact assessments for each of the fifteen case study areas triangulating findings across stakeholder consultations and focus groups; along with evidence from pupil surveys and data (where available) and any additional evidence available from the partnerships themselves. Achievements and outcomes have been analysed across the fifteen areas to provide the overall assessment as presented in this report.

- 1.21 The First Annual Report (August 2007) for the evaluation outlined how the KS4EP has been designed, managed and delivered at partnership and school level. It identified that whilst there is considerable variability in models of delivery many of the intended features, as outlined in the Qualifications and Curriculum Authority (QCA), are being achieved across partnership areas. This includes elements which provide work-focused learning, alternative/out-of-school learning environments, tailored support and guidance, and access to qualifications. Whilst some programmes also deliver more holistic and personalised provision these are features which have been less consistently achieved across partnership areas.
- 1.22 The Annual Report also provided some early indications of the programme's impact on pupil learning and progress. This was updated in the Interim Report produced in April 2008 which incorporated the findings from additional research undertaken at that point, including follow-up case study visits, pupil surveys and initial analysis of first destinations data.
- 1.23 This final report builds on earlier reports and pulls together the final evidence to present:
- in **Section 2**, an assessment of attitudinal change and skills development (evaluation objective 2);
 - in **Section 3**, evidence of pupil outcomes (evaluation objectives 3 and 4);
 - in **Section 4**, commentary on the variability and effectiveness issues that are influencing overall achievements and impact from the programme, including illustrative practice (evaluation objectives 1 and 8);
 - in **Section 5**, the potential for future mainstreaming, sustainability and improved cost-effectiveness (evaluation objectives 6 & 7).

2 PUPIL ENGAGEMENT AND SKILLS DEVELOPMENT

Key Messages

1. The evaluation demonstrates that the KS4EP is a positive and engaging experience for most pupils, contributing to improvements associated with engagement in learning, building confidence and self-esteem; and developing interpersonal, social and practical skills. Access to accreditation for the employability and vocational skills being developed is also being provided in most case study partnership areas.
2. For most pupils, the KS4EP programme has contributed to improving levels of engagement in learning and confidence; and the development of employability and vocational skills. The skills developed, experiences gained and support received are having a positive influence on most pupils' aspirations, preparation for a job or further learning and decisions about what they want to do after year 11.
3. Whilst the programme is having an impact on some pupils' overall enjoyment and engagement in school-based learning, this is an area that it is generally having least influence. The case study evidence highlights, however, that for some pupils who staff would have expected to disengage from learning altogether during year 11, remaining in learning over the course of the year is regarded as a significant achievement.
4. Different levels and types of impact have been observed for participating pupils, including differences in distance travelled over the course of their time on the programme. This reflects variability across the KS4EP both in terms of the characteristics of the pupils engaged (including their baseline levels of engagement, attainment and attendance) and local partnership approaches to design and delivery of the programme.
5. There is evidence that in isolated cases the programme has not always been effective in engaging pupils and supporting their skills development - some pupils are more negative about the programme; some have demonstrated worsening levels of engagement in the programme and learning more widely; and a minority have dropped out of the programme.

Positive & Engaging Experience

“Above all, they will be able to engage with society and function as successful members of it”.....

“The biggest single barrier to learning often is a lack of **interpersonal or social skills**.....”

.....The Key Stage 4 Engagement Programme will be effective if it builds **confidence and self-esteem** to help young people address these key issues”

“The success criteria must take into account positive achievements by individual students and the progress they have made.... the areas include... **functional skills, attitudinal skills, personal skills and practical skills**”

[14-19 White Paper Advice: Key Stage 4 Engagement Programme Template, QCA]

2.1 Most pupils have found the time they have spent on the KS4EP interesting and that the programme has positively influenced their engagement in learning. For some pupils the programme has contributed to demonstrable improvements in attitudes towards learning and school.

- | | |
|---|---|
| <ul style="list-style-type: none"> • Improving general attitudes • Increased motivation | <ul style="list-style-type: none"> • Maturity • Improved engagement in learning process |
|---|---|

2.2 Across the fifteen case study areas, most pupils are positive about the programme they are on and the benefits they gain from it. The range of stakeholder perceptions and observations collated through the detailed baseline and follow-up fieldwork point to some general improvements in pupils’ engagement, levels of maturity and attitudes towards learning. There are also a number of specific observations which indicate significant changes for some pupils.

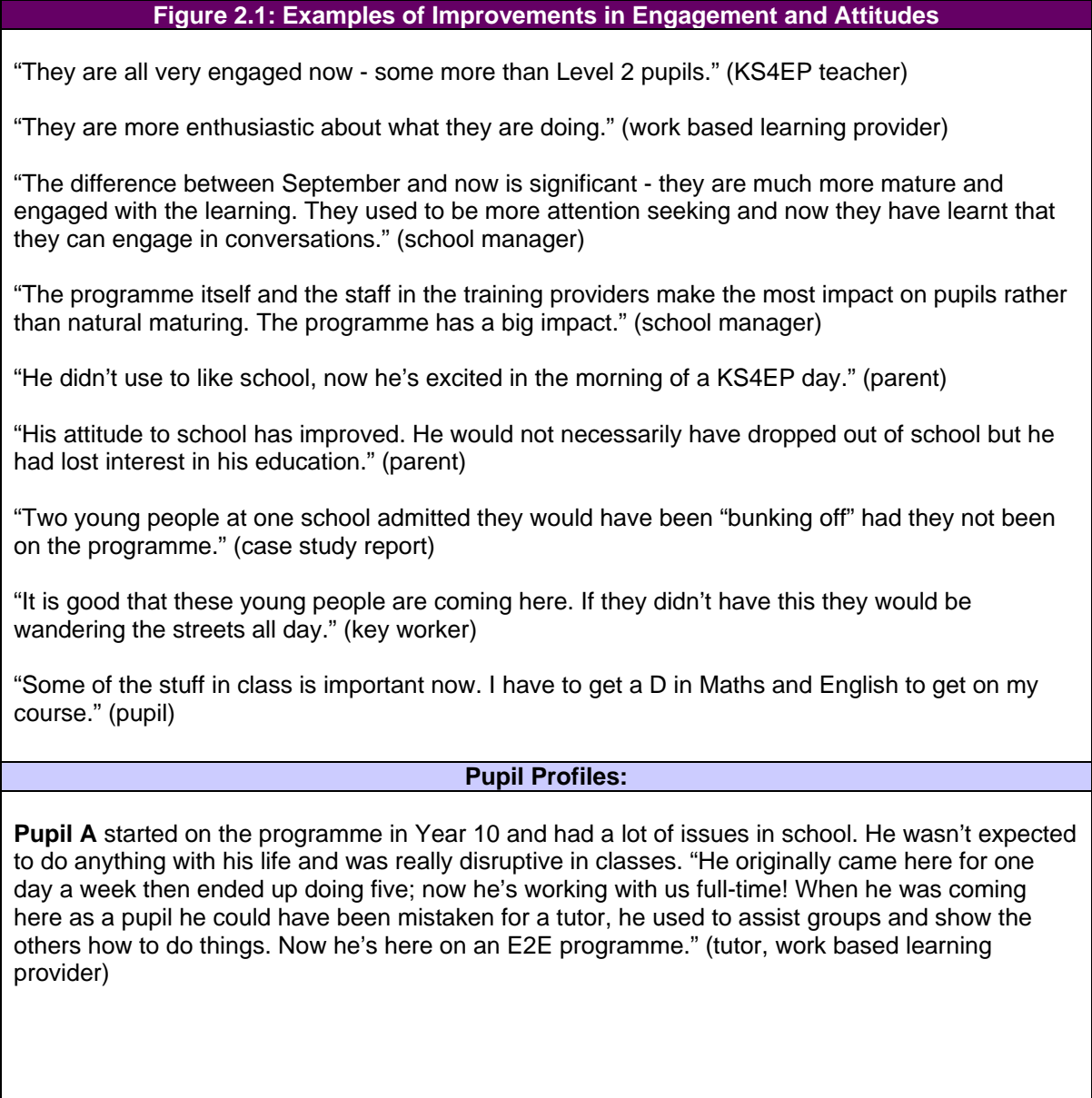


Figure 2.1: Examples of Improvements in Engagement and Attitudes

Pupil B had a history of poor attendance and a poor attention span during KS3. His parents feel he was labelled as a “naughty child” and therefore no recognition was made of his learning needs. His Mum also felt he had fallen in with the wrong crowd and was likely to end up in trouble with the police. He was extremely competent in practical subjects at school. The programme has turned Pupil B’s engagement with learning around. He spends 2 days a week at a local FE College and receives appropriate learning support which he never got while in mainstream schooling. He also has a work placement due to the progress he has been able to make. Attendance, maturity and the ability to achieve are the areas where he has improved most. (pupil, parent & provider)

Pupil C: “The programme has matured him beyond belief. At the start of year 10 he was silly & disruptive. As the year progressed I noticed a change in his behaviour & the quality of his coursework. We can now have productive discussions in class; he responds with higher order answers, is more comfortable and doesn’t push it too far.” (English teacher)

- 2.3 Evidence from the pupil survey¹⁰ supports these qualitative findings (see Table 2.1) - around 80% of pupils responding to the survey at the end of the school year¹¹ said that the time they had spent on the programme had been always or mostly interesting and that it had always or mostly helped them to learn new things. Around 70% also felt that the programme had helped them with their attitudes to learning - to try harder at school and to stick at things and not give up.
- 2.4 The comparative analysis of baseline and follow-up surveys¹² (see Table 2.1) provides some evidence that these generally positive attitudes are translating to demonstrable improvements in engagement for around one third of pupils responding. For around half, attitudes have remained the same and for around one quarter, attitudes have worsened.

¹⁰ See Annex B

¹¹ Summer 2007 for year 1 pupils and Summer 2008 for year 2 pupils - average 418 pupils responding to these questions

¹² 156 pupils in total, representing around 1% of all pupils on the programme in its first two years

Table 2.1: Engagement, Confidence and Behaviour: Pupil Survey Findings									
Pupil perceptions at end of school year	Percentage that agree..... (average n=418)					Percentage change ¹³ (average n=156)			
	Always	Mostly	Sometimes	Never		+ve	Same	-ve	
I found the programme interesting	47%	35%	17%	1%	Change in attitudes between baseline and follow-up surveys				
The programme helped me.....									
learn new things	42%	38%	18%	2%		I enjoy learning new things	30%	46%	24%
try harder at school	36%	32%	23%	9%		I think it is important to try hard at school	24%	55%	21%
stick at things and not give up	35%	36%	25%	4%		I given up when school work is difficult	26%	47%	27%
enjoy school	25%	30%	30%	15%		I enjoy being at school	26%	50%	24%
feel more confident in new situations	35%	37%	25%	3%		I am confident in new situations	28%	45%	27%
feel good about myself	37%	34%	24%	5%		I feel good about myself	29%	42%	29%
behave well at school	40%	36%	19%	5%		My behaviour at school is good	32%	46%	22%

Source: National Evaluation Pupil Surveys, YCL

¹³ The percentage change indicates the direction of change in perceptions between the baseline survey and follow-up survey. For example, a change from 'never to sometimes' is a "positive" change, 'always to always' is the "same" and 'sometimes to never' is "negative". It does not account for the scale of change on an individual basis but does treat a change from 'never to sometimes' as equally valid to a change from 'mostly to always'.

Confidence and Self-Esteem

2.5 The KS4EP has contributed to greater confidence and increased self-esteem for many pupils. The level of impact in this respect does vary across the case study areas, which is a function of the variability in the profile of participating pupils across different partnership areas.

- | | |
|--|--|
| <ul style="list-style-type: none"> • Increased confidence • Greater self-worth | <ul style="list-style-type: none"> • Higher self-esteem • Taking care of appearance • Sense of pride |
|--|--|

2.6 In some areas the programme has had a significant impact where pupils have started from a low baseline level. In others the impact on self-confidence is more subtle, for example, where achievement of tasks during work-focused activities (e.g. vocational learning) has provided a confidence boost.

Figure 2.2: Examples of Improvements in Confidence & Self-Esteem

“When we get them here at first we mother them, you really have to develop their confidence at first. The big difference comes when they get praised for something and when people say they like what they’ve done; they get such a lift from people paying them compliments more than anything else.” (work based learning provider)

“School teachers, key workers and providers all noted significant changes in pupils’ personal development. Pupils are more confident, have higher self-esteem and greater self-worth. Teachers even noted that some of the participants are now demanding more from their teachers when it comes to class work. One parent consulted felt that programme had had a huge impact on their child’s self-esteem and confidence.” (case study report)

“They have much greater self esteem. They now have the confidence that they can achieve things, and they know there’s hope for them and opportunities after school.” (support assistant)

“As a group they have changed quite significantly over the year - they have grown in confidence, gelled together, have their own identity and feel comfortable within that group - as a family.” (programme teacher)

Pupil Profiles:

“**Pupil A** lives in the shadow of her two elder brothers who were notorious in the whole area for their behaviour. There is a visible difference in her now because she has been able to go out of school and achieve something.” (school key worker)

“**Pupil B** is so independent now and confident about what she can do and what she might achieve in the future - it makes me really proud, I’ve never achieved anything and thought she’d be the same.” (parent)

“**Pupil C** is in Year 11 and has special education needs. He has made fantastic progress because of this programme. His English has really improved tremendously because of the confidence he has gained. The major change in him has been self esteem which has had a knock on effect on his academic performance.” (school manager)

“**Pupil E** had previously felt he was no good and would never amount to anything. He had low self-esteem and was disengaged. Now he has high shoulders and is completely different. He feels valued and respected, is really happy to go to school, is working hard and has a more positive attitude to other pupils. This has all resulted from the programme and staff working with him.” (parent)

2.7 The pupil survey (see Table 2.1) supports the qualitative findings that the programme helps most pupils to feel generally more confident and good about themselves. Around 70% of pupils responding to the survey at the end of the school year reported that the programme had always or mostly helped them to feel more confident in new situations and feel good about themselves. However, a lower proportion indicated, through the survey, that demonstrable changes in attitudes and behaviours had taken place as a result - when comparing pupil attitudes between baseline and follow-up, positive change in levels of confidence and self-esteem is evident for just under one third of pupils.

Behaviour

2.8 The programme has had some impact on a number of pupils’ behaviour, with evidence of improving attitudes towards others and less disruptive incidences. The overall impact of the programme on this aspect of pupil performance varies according to the nature of the pupils and their baseline of attitudes and behaviour. In most partnership areas, the selection process and programme was not designed to target those with the most difficult behaviour.

- | | |
|---|---|
| <ul style="list-style-type: none"> • Prevented escalation of poor behaviour • Improved poor behaviour | <ul style="list-style-type: none"> • Showing respect for others • Less disruption |
|---|---|

2.9 The case study evidence shows that for some pupils, attitudes and behaviour had been acceptable from the start so this was less of an issue. For others, although behaviour was not a significant issue from the start, the programme may have helped prevent escalation of behavioural issues.

Figure 2.3: Examples of Improvements in Behaviour

“They are treated differently. They are treated as adults, and therefore they respond to that. As we give them respect, they show us respect in return.” (School project co-ordinator)

“She used to have regular tantrums. Now I cannot recall the last time she had an outburst.” (Parent)

“Two of them were very disruptive and were regularly excluded from lessons. Their behaviour is now much better, which benefits everyone.” (Head of year 10)

“Teachers have said to me ‘whatever you’re doing with them please keep it up - they’re much better in classes.’” (Key worker)

“There has been a reduction in the number of ‘consequences’ that have been recorded in the behaviour management system.” (School 14-19 co-ordinator)

“Kids don’t act in the same way here as they do when they’re at school. Their behaviour generally improves over time; they become a lot more willing to do stuff.” (Training provider)

“There are always going to be some difficulties with behaviour, but there has definitely been an improvement in their behaviour, and this enables mainstream teachers to teach them much more easily.” (Teacher)

- 2.10 For some pupils, the positive changes in behaviour observed when pupils are attending the programme-specific elements are also being translated to more general improvements in conduct when in school, though this is not always the case.

“Thursday is always a challenge. They’ve been in the workplace and then back at school and feel like they’re treated like a kid. It can be a battle at times.”
(Teacher)

“Two schools noted that some pupils return to school less-focussed having been at the off-site provision. One senior teacher in particular felt that having different working ethics in the two delivery locations can create further problems.” (Case study report).

- 2.11 The survey findings (see Table 2.1) show that just over half of pupils responding in the summer surveys assess themselves as “always or mostly” behaving well at school. There has also been a demonstrable improvement in behaviour at school for around one third of pupils responding at both the baseline and follow-up phases. Just under half have remained at similar levels and one fifth indicate declining behaviour at school.

Engagement in School

- 2.12 Evidence from the case studies and pupil surveys suggests that the programme has had least influence on the enjoyment of school. While some partnership areas have noticed less disruption in school, in others this is not the case. The pupils who have improved their attitudes in school report that this is due to the out-of-school elements ‘breaking up the school week’ so that their time in school becomes more tolerable.

- | | |
|--|---|
| <ul style="list-style-type: none">• Improved attitudes towards school• School become more tolerable | <ul style="list-style-type: none">• Prevented disengagement• Incentive to engage |
|--|---|

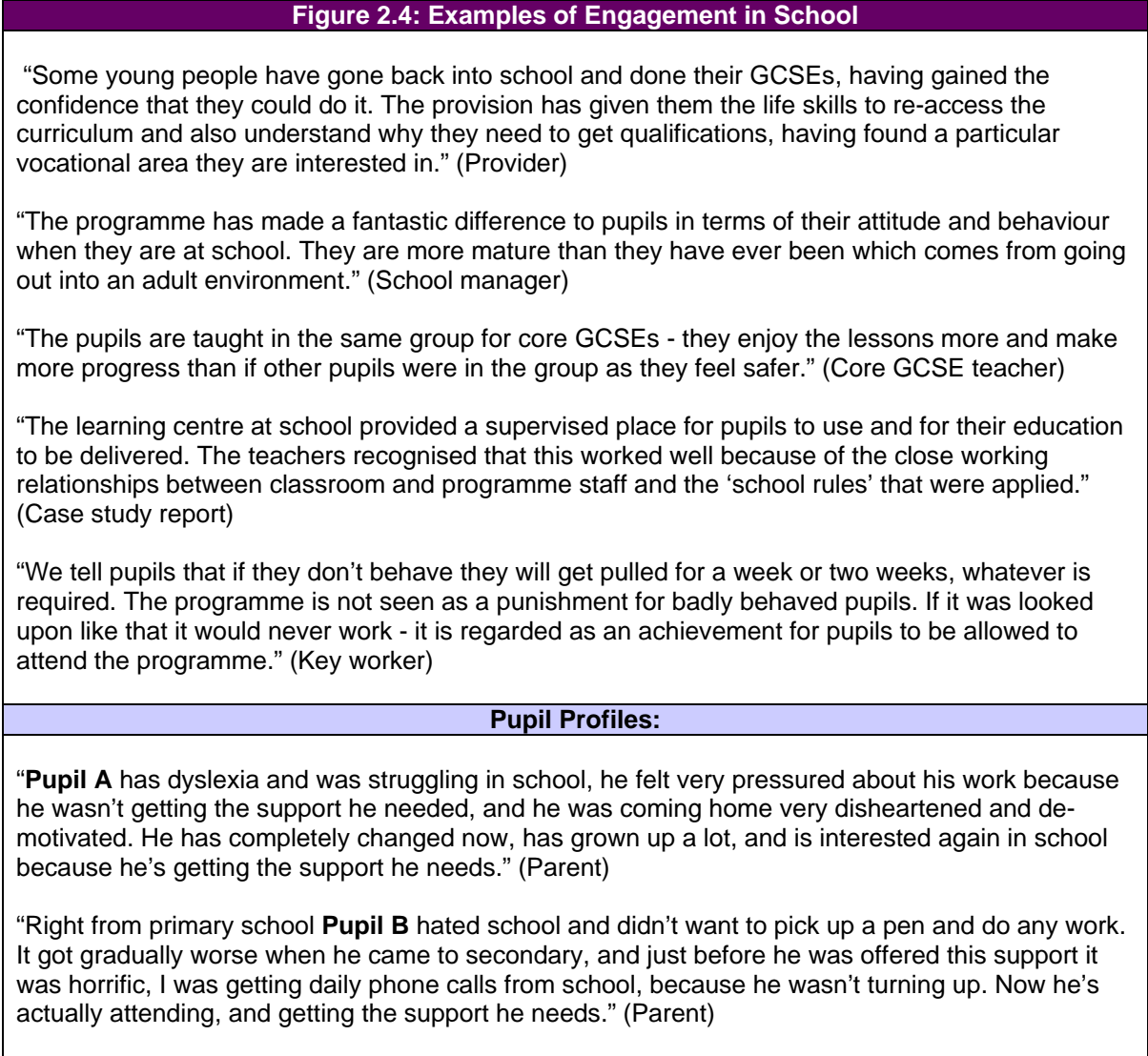
- 2.13 However, in other cases problems remain. In these instances, it may be that the pupils have simply not responded to the programme, that they were not suited to the programme, or that some aspects of the programme have been effective. We discuss some of these issues further in Section 4.

“One of the schools has found improvements in behaviour but didn’t feel it was actually a significant issue within the group anyway. The other two agencies found little improvement in behaviour. One stated the pupils’ behaviour was “sometimes good, sometimes bad”. The third agency still has ongoing problems with behaviour of the pupils.” (Case study report)

“He is doing really well at the training provider. He is still trouble at school but at least he is engaged, and has also identified what he wants to do Post 16. Otherwise, I expect he would have been excluded and had YOT issues.” (Head of year, school)

“There has been no formal assessment of what impact off-site provision will have on a pupil when they return to school. Anecdotal evidence suggests that there is some positive impact but that some pupils do not transfer their new attitude to learning to the school classroom.” (Case study report)

2.14 Amongst the survey attitude questions (see Table 2.1), the lowest proportion of pupils responded positively to the question regarding the contribution of the programme to the enjoyment of school - only 25% said the programme always (and 30% mostly) helped them to enjoy school. Overall 30% of pupils said that they did enjoy being at school always or mostly, and there was an improvement in attitudes towards school between baseline and follow up for around one quarter of pupils.



Skills Development

2.15 Pupils have developed a range of skills through participation in the programme, with the majority developing employability skills that will support them in a job and further learning.

- **Interpersonal & social skills:**
 - **communication with others**
 - **working with others**
- **Vocational area or trade**
- **Practical:**
 - **work readiness skills (e.g. CV writing)**
 - **team working**
 - **punctuality**
 - **organisation skills**

2.16 The majority of pupils consulted and surveyed through the evaluation report that the programme is helping with skills achievements. This is triangulated with evidence from parents, tutors, teachers, support staff and other stakeholders involved in the programme’s delivery.

2.17 Based on the small sample of pupils responding to baseline and follow-up surveys (Table 2.2), these positive perceptions of the programme’s contribution to helping with skills development are, for around one third of pupils, translating to demonstrable improvements in interpersonal and practical skills - listening to others and following instructions, working well with others, punctuality and organisation skills. Access to accreditation for the employability and vocational skills being developed is also being provided in most case study partnership areas.

2.18 Figure 2.5 presents illustrative examples of these types of skills achievements.

Table 2.2: Skills Development and Post-16 Decisions: Pupil Survey Findings

Pupil perceptions at end of school year	Percentage that agree..... (average n=418)					Percentage change ¹⁴ (average n=156)		
	Always	Mostly	Some-times	Never		+ve	Same	-ve
The programme helped me.....					Change in attitudes between baseline and follow-up surveys			
listen to other people and follow instructions	40%	36%	22%	2%	I am good at listening to others and following instructions	31%	44%	25%
work with other people	43%	35%	20%	2%	I am good at working well with other people	36%	42%	22%
be on time for school lessons	40%	35%	19%	6%	I try to be on time for school lessons	30%	48%	21%
organise myself	36%	37%	22%	5%	I am good at organising myself	34%	43%	22%
learn new skills that I can use in a job	49%	34%	14%	3%				
decide what I want to do after year 11	46%	29%	18%	7%				

Source: National Evaluation Pupil Surveys, YCL

¹⁴ The percentage change indicates the direction of change in perceptions between the baseline survey and follow-up survey. For example, a change from 'never to sometimes' is a "positive" change, 'always to always' is the "same" and 'sometimes to never' is "negative". It does not account for the scale of change on an individual basis but does treat a change from 'never to sometimes' as equally valid to a change from 'mostly to always'.

Figure 2.5: Examples of Skills Development Achievements

“For health and safety reasons we needed to put a barrier round the top of one of the bays where we store materials and equipment. The group followed the instructions, worked brilliantly as a team, and focused on it for two days. The finished product is exactly what was required. At the beginning of the year we could not have expected them to undertake an exercise like that.” (Work-based learning provider)

“We set team tasks, projects that they have to work on together. The first time we do it, we tell them: “you two fetch trowels” etc. to encourage them to work together. We then set the tasks again later and they work in teams instinctively.” (Tutor, provider)

“The focus on work and life skills by a number of schools was beneficial to pupils on the programme. For example, one school commented on the benefits of engaging the pupils in a cooking course. Staff commented that pupils were very engaged in the course, which involved costing the dishes they would make, and going out to choose the ingredients from the local supermarket with the school staff. Thus they developed skills in cooking alongside learning other skills in the cost of food, which would help them later in life. Parents also viewed this course positively, with two parents commenting that their children now cooked regularly at home. One parent commented that their child had recently cooked a meal for the whole family.” (Case study report)

“Year 10 pupils on the Land-Based course have shown a great willingness to work together. They are a mix from 2 different schools and have worked as a group to support the pupils who were not from a farming background.” (Work-based learning tutor)

“Pupils have now adopted a matter of fact approach to changing schools / new experiences.” (Programme teacher) “Offsite experiences provide development in terms of meeting new people and social activities.” (Youth worker)

“An improvement in pupils’ interactions with other adults was consistently reported across all schools consulted, for the majority of pupils on the programme. This was reported to have improved at both a school level and home level. At a school level, the ability for pupils to converse with and develop relationships with school staff and providers was reported to have improved dramatically.” (Case study report)

Pupil Profiles:

Pupil A: “My daughter didn’t know how to socialise, she now has more confidence, is thinking for herself, knows what she is doing in the day ahead, is planning/looking forward to it and has learnt to remember things.” (Parent)

Pupil B: “I wouldn’t have talked to this group last year - I can now see the skills I’ve got, and recognise the difference it has made.” (Pupil)

Pupil C: “It is a very difficult for a young lad to come in to this workplace. His ability to communicate with the residents and staff alike is fantastic for someone of his age”. (Employer)

2.19 These achievements have resulted from the programme’s focus on providing access to a range of activities specifically aimed at developing personal, social, functional and practical skills. Many pupils have also developed specific skills in a vocational area or trade through the work-based learning provision, work experience and / or work placements.

Figure 2.6: Example Skills Development Activities

<p>Workshops:</p> <ul style="list-style-type: none"> • music, video production; • creative / lyric writing; • graffiti, art, design; • web design; • break-dance; • DJing. <p>Challenges:</p> <ul style="list-style-type: none"> • range of experiences with voluntary and community organisations and local employers - enables pupils to undertake specific activities which support their learning in vocational areas and development of personal effectiveness skills; • 5 day leisure or media challenge - developing employability skills, confidence & self-believe. 	<p>Units, awards & achievements:</p> <ul style="list-style-type: none"> • youth achievement & arts awards; • citizenship; • healthy living; • drug & alcohol awareness; • family relationships. <p>Enrichment activities:</p> <ul style="list-style-type: none"> • Cycling4Life - day release and extended intervention. This enrichment delivers health and fitness with qualification and behavioural support; • Beauty4Life - in job experience with vocational training. Salon experience / varied skills mix / customer care focus.
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Accredited Skills

2.20 In most of the case study areas, pupils have access to programme-specific accredited units, certification or full qualifications for the skills they have gained. During case study visits stakeholders reported that most pupils were expected to achieve the certificates, units and level 1 qualifications they had been working towards, though in some cases this may be over a few years with the units accredited on the programme available for use for qualifications post-16.

2.21 The Foundation Learning Tier will support greater access to appropriate qualifications for this group of learners. It will provide new units and qualifications at entry level and level 1. In addition, the Qualifications and Credit Framework provides a new way of recognising achievement, by awarding credit for the achievement of units and qualifications. Together, these developments will ensure that this group of learners can get recognition for a wider range of achievements, including those relating to aspects such as personal and social development.

Aspirations and Decisions for Post-16

2.22 The employability and vocational skills developed through the KS4EP are contributing positively to pupil's aspirations, helping them to learn new skills that will better prepare them for a job or further learning. The support and experiences provided through the programme have also helped to challenge perceptions of post-16 options and raise awareness of the options available.

- **Helped to take first steps on a career path**
- **Challenged perceptions of post-16 options**
- **Increased understanding of different vocations / options**
- **Raised aspirations**
- **Confirmed what want to do/changed aspirations**
- **Confidence that future beyond school / changed outlook on life**

2.23 The programme is helping pupils to make decisions about what they want to do after year 11. Stakeholders from the case studies were particularly positive about these areas of impact and this is supported through pupil attitudes in consultation and from the pupil survey. Almost half of pupils responding to the pupil survey at the end of the year said that the programme always helped them to learn new skills and to decide what to do after year 11.

Figure 2.7: Examples of Raised Aspirations

“The biggest difference seen in the first cohort of pupils is that four or five are now very keen to go onto the sixth form where previously they couldn’t wait to get out of the classroom. They now feel they have more say in their destiny.” (Senior school staff member)

“The majority of pupils consulted in one partnership said the programme had helped them to decide what they wanted to do post 16 and parents and teachers felt that they were now much more determined to progress on to college.” (Case study report)

“They have a more positive attitude about what they will do next.” (School co-ordinator)

“The students on the programme this year are the students who are likely to leave school at 16 and want to get into employment straight away. This course gives them the necessary skills to be able to do this effectively, as they gain a qualification in core subjects, together with the subject that interests them but also experience of the working world.” (Connexions PA)

Pupil Profiles:

Pupil A: “We have one lad who would not have still been coming to school if it wasn’t for this programme. He started a two day per week work placement in Year 10 and is now going to college. He was so keen that he came and did a mock interview with me before he went to the college interview to make sure he got in.” (School)

Pupil B: “At least now he knows that mechanics isn’t for him and he’s found out early on before he started a real job.” (Parent)

Pupil C: “Before I came here I thought that only certain people could work somewhere like this. Now I have realised I can too. It has been a dream come true.” (Pupil)

Pupil D: “I’m getting a head start on some of my mates.” (Year 11 pupil)

Pupil E: “I wouldn’t have ended up at college next year, if it hadn’t been for the programme. I didn’t think I was the college type.” (Pupil)

Scale and Reach

- 2.24 It is clear that whilst most pupils and stakeholders that we consulted are generally positive about the benefits and influence of the programme they have participated in, demonstrable changes in attitudes, confidence and skills are not evident for all pupils. This is most evident from the survey analysis which shows that responses have remained the same for around half of those responding and have declined for around one fifth.
- 2.25 Whilst caution should be taken when interpreting these survey findings¹⁵, the case study evidence shows that there is variability in the nature and levels of impact observed for participating pupils, including differences in distance travelled over the course of the programme. This is a function of variances both in the baseline profiles of pupils selected and the design and delivery of programmes across different partnership areas.
- 2.26 These differences reflect the nature of the programme which, as outlined in the QCA guidance, is intended to be tailored to individual needs and issues and we them in more detail in Section 4.
- 2.27 For some pupils, overall attitudes towards learning, levels of confidence and skills development appear to have worsened. Amongst the survey respondents this predominantly occurs amongst those that rated attitude statements as “always or mostly” at the baseline stage. This supports the view, expressed by many of the stakeholder’s consulted, that for some pupils a negative change may reflect increased awareness (and levels of maturity towards) of their own attitudes rather than a significant worsening of actual engagement in the learning process.
- 2.28 However, there are also a small number of examples from the case studies that indicate that programmes have not always been effective in engaging pupils. There are examples where less effective selection processes, programme design or aspects of delivery have resulted in some pupils being particularly negative about the programme; some have demonstrated worsening levels of engagement in the programme and learning more widely; and a minority have dropped out of the programme. We discuss some of the delivery effectiveness issues influencing these outcomes in Section 4.

¹⁵ Given the limitations associated with sample size, timing and reliability of pupil attitudes as one source of evidence

Figure 2.8: Examples of Lack of KS4EP Impact

“There is an example of one group of pupils who are experiencing ineffective delivery of the programme through qualifications not appropriate to their abilities, and staff without the skills and expertise to support them. This has actually worsened the pupils’ engagement in learning, and in school.” (Case study report)

“Some pupils are observably less engaged than others and expressed disappointment and frustration that they are the programme.” (Case study report)

“For some pupils, a range of factors appear to have resulted in less positive experiences compared to others. Initial selection, together with other aspects of delivery (limited additional learning support, pupils and parents less engaged in selection and ongoing progress, and disjointed delivery for one element of the programme) has meant that lessons have been more disruptive, there has been limited opportunity for out-of-school experience and delivery of learning has been more of a challenge for teachers.” (Case study report)

3 PUPIL OUTCOMES

Key Messages

1. The qualitative evidence from the study provides a rich source of information which has been triangulated to present an assessment of the impact of the programme across the case study areas. This indicates that the positive achievements associated with involvement in the programme are contributing to:
 - better attendance levels than staff and pupils would have expected for many participating pupils, though varying dependent on the pupils' baseline levels of attendance;
 - attainment levels that represent significant outcomes for some pupils, particularly for those that might otherwise have withdrawn from learning completely during key stage 4, achieving very few qualifications, if any.
2. The majority of year 11 pupils in year 1 of the programme have progressed to positive first destinations - 77% of our sample progressed to full-time learning and 6% to full-time employment; 15% were classed as not settled. This data alone does not evidence the additionality of the programme. However, the case study findings show that, for some pupils, the programme is contributing to the achievement of more positive first destinations than would have been anticipated by staff and pupils. The programme may also be contributing to small improvements in overall trends of first destinations in some areas.
3. Although it is too early to look at the long-term prospects of these pupils, many of these subtle impacts of the programme have the potential to link to longer-term positive outcomes for the participating pupils (through supporting positive aspirations, better preparation for employment or further learning, and informed decision-making). In turn, there is a possibility that this may also contribute to reducing the likelihood of them being not in education, employment or training (NEET) in the future.
4. Evidence captured during the evaluation highlights, however, that the design of the programme in some areas may limit the potential attainment for participating pupils. The programme's focus is to engage pupils in learning and provide a supportive environment.
5. In some cases this has resulted in pupils having access to fewer qualifications and generally at lower levels than might have been accessed if they had remained in mainstream learning. Programmes also sometimes involve certification and accreditation of units rather than full qualifications. The Qualifications and Credit Framework will provide a new way of recognising achievement, by awarding credit for the achievement of units and qualifications.
6. There are a small number of examples of pupils being inappropriately selected for the programme; less effective partnership or school delivery; and difficulties faced in identifying or delivering suitable qualifications for pupils. These factors may have limited pupils' potential to achieve in some cases.
7. Quantitative measurement of the impact of the KS4EP on pupil outcomes is constrained by both the timing of the evaluation and data access and quality issues. In particular:
 - evidence of long-term outcomes is not yet available and short-term data is only available for a sample of year 11 pupils participating in year 1 of the programme (representing only 4-6% of pupils on the programme in its first two years);
 - where outcome data is available, it has not been possible to definitively comment on the contribution the programme has made (or otherwise) to their achievement through, for example, the use of a comparator group that matches the participants in all respects. Whilst characteristics such as prior attainment and free school meals eligibility can be matched, other influential factors such as motivation, prior attendance, self-esteem issues, and behavioural difficulties cannot be captured.

Context for Outcomes Assessment

- 3.1 Given the overarching goals of the KS4EP, the most important indicator of the programme's performance will be the long-term 16-19 destinations for the participating pupils. In particular, some assessment should be made of the extent to which the programme has contributed towards pupils obtaining and remaining in positive and secure destinations that, without the programme, they may not have achieved.

“Above all, they will be able to engage with society and function as successful members of it”.....

“Key outcome measures include **qualifications and awards** achieved; **attendance levels** on the programme, trends in **exclusion and progression**....

....successful participants will complete Key Stage 4 and **progress to further learning, training or employment**.....“

[14-19 White Paper Advice: Key Stage 4 Engagement Programme Template, QCA]

- 3.2 It is too early to provide this long-term assessment since, due to the timing of the evaluation (finishing towards the end of the programme's second year), many of the pupils are still on the programme or have only very recently completed it. We can, however, provide an assessment of the interim outcomes for these pupils, and therefore focus, in this section, on our assessment of the shorter-term outcomes of the programme, including:
- pupils' first destinations (early progression);
 - pupil attendance;
 - pupil attainment at the end of key stage 4.
- 3.3 Our assessment of impact across these outcome measures draws together the detailed impact assessment evidence across the 15 case study areas. These case study assessments are based on triangulation of findings from in-depth, longitudinal research, including stakeholder consultations and focus groups; along with evidence from pupil surveys and data (where available) and any additional evidence available from the partnerships themselves.
- 3.4 As outlined in Section 1, the potential to use quantitative data on pupil outcomes to support the impact assessment has been thoroughly investigated during the study. Due to constraints associated with the timing of the evaluation, data access issues and the feasibility of constructing a counterfactual, this quantitative element is limited in its contribution to the overall impact assessment.

Progression

“The key success indicator is that after key stage 4 the young people remain in education or move on to training or employment with training”

[Key Stage 4 Engagement Programme: Making the programme work for your students, Qualifications and Curriculum Authority, 2007]

- 3.5 Our impact assessment indicates that, for some pupils, the programme is contributing to the achievement of more positive first destinations than would have been anticipated by staff and pupils. The programme may also be contributing to small improvements in overall trends of first destinations in some areas.
- 3.6 Although it is too early to look at the long-term prospects of these pupils, many of these subtle impacts of the programme have the potential to link to longer-term positive outcomes for the participating pupils (through supporting positive aspirations, better preparation for employment or further learning, and informed decision-making). In turn, there is a possibility that this may also contribute to reducing the likelihood of them being not in education, employment or training (NEET) in the future.
- 3.7 Most (83%) of the year 11 KS4EP pupils in our sample had progressed to a positive first destination in Autumn 2007. This includes 77% that progressed to some form of full-time learning (full-time education, full-time employment with training or full-time training) and 6% to full-time employment. 15% of pupils were classed as not settled¹⁶ and for just 2% a first destination was not known. This data alone does not evidence the additionality of the programme but it does indicate the first destinations for a sample of programme participants.

Table 3.1: First Destination Outcomes				
Young people completing year 11 in 2007....	In full-time employment (without planned training)	In full-time learning	Not settled¹⁷	Status not known¹⁸
National (i.e. all year 11s participating in Annual Activity Survey 2007) (n=636,047)	2.1%	89.3%	6.2%	2.4%
Local authority case study areas (all year 11 completers in 2007 in LA) (n=65,050)	2.1%	89.2%	7.0%	1.7%
KS4EP sample participants (programme participants in our case study areas completing year 11 in 2007) (n=1,070)	6.0%	76.5%	15.2%	2.3%

Source: Annual Activity Survey 2007 (Connexions)

¹⁶ This figure includes those that are temporarily economically active or in part-time destinations but not in full-time education, training or employment and those not active in the labour market.

¹⁷ Includes those in part-time learning or work

¹⁸ Includes those moved out of contact and those with no response

- 3.8 Although this data alone cannot be used to identify / distinguish the impact of the KS4EP from other factors that may be influencing pupil destinations (school delivery approach, other engagement programmes/activities), the impact evidence from the case studies shows that, for some pupils, the programme is contributing to the achievement of more positive destinations than would have been anticipated by staff and pupils.
- 3.9 This case study evidence indicates some more significant outcomes being achieved by the KS4EP at a local level in terms of different types of destinations:
- more positive first destinations for pupils than would have been anticipated by staff and pupils themselves;
 - the potential contribution towards more secure longer-term destinations - resulting from the positive achievements highlighted in Section 2 (more positive and realistic aspirations, better preparation for job or further learning, and more informed decision making);
 - in a couple of the case study areas, qualitative evidence has been provided that indicates that the KS4EP may be contributing to different types of destination that may be more engaging in the longer term, than those the young people may have otherwise progressed to.
- 3.10 In turn, there is a possibility that this may also contribute to reducing the likelihood of them being not in education, employment or training (NEET) in the future.
- 3.11 Illustrative examples of the impact of the programme on more positive destinations are presented in Figure 3.1.

Figure 3.1: Supporting More Positive Destinations

First Destinations

“Evidence from 2005/06 indicates the impact that the programme had on the pupils. Only 22% of the pupils in that year became NEET when the expectation for this cohort from Connexions without this intervention would have been nearer 90%.” (Connexions key worker)

“I was going nowhere before I came here. I’ve been on the joinery course and I’m now going to go to College and will take the NVQ.” (Pupil)

“Only five of the 55 pupils who left us last year became NEET, which is a huge turnaround for us. Previously, the figures used to be reversed! The change was down to the engagement programme and the fact that the curriculum has been different. We now have Connexions PAs who take kids to college for their interviews, which is a big help.” (Tutor, PRU)

“Pupils are now much more determined to progress on to college. We have one lad who would not have still been coming to school if it wasn’t for this programme. He started a two day per week work placement in Year 10 and is now going to college. He was so keen that he came and did a mock interview with me before he went to the college interview to make sure he got in.” (School manager)

“The engagement programme has helped more young people gain accreditation, which has then helped them to secure a next step when they leave here.” (Tutor)

Figure 3.1: Supporting More Positive Destinations

Long-term Destinations

"I used to think that when I was 16 I would get any job straightaway, and get a Council house, and I would be happy. Since I've been doing hairdressing, I know how hard having a job must be, and I don't want to do just any dead-end job." (Pupil)

"The vocational route has done them a lot of good and has opened their eyes to the world of work." (School manager)

"We also take on unemployed people who come here to get training. When the pupils see these older people coming in here to learn because they can't get a job, it hits home for the pupils that they have a chance. We also show them job adverts from the local newspapers and the salaries that they could potentially earn." (Tutor)

3.12 The programme is also thought to be contributing to small improvements in overall trends of first destinations in some areas. Changes in first destination trends between 2006 and 2007 (Table 3.2) provide some evidence to support the view that the KS4EP programme may be making a small contribution to improvements in overall trends in first destinations in the local authorities where the case study programmes are operating.

3.13 The data shows positive changes in the case study areas which are more significant than changes observed in the comparator areas and, in some cases, nationally. In particular, the case study areas saw:

- a more significant decline in those not settled than observed nationally and in the comparator areas;
- a slight increase in those in employment compared to slight decreases in the comparator areas and nationally;
- a similar increase in those in learning to that seen nationally, but more significant than that observed in comparator areas.

Table 3.2: Destinations Outcome – Changes 2006-2007					
	In full-time employment¹⁹	In full-time learning	Not settled²⁰	Status not known²¹	
National (i.e. all year 11s participating in Annual Activity Survey 2007) (n=636,047)					
	2006	2.2%	87.2%	7.3%	3.3%
	2007	2.1%	89.3%	6.2%	2.4%
Local Authority Case Study Areas (all year 11 completers in LA) (n=65,050)					
	2006	1.9%	87.2%	8.4%	2.4%
	2007	2.1%	89.2%	7.0%	1.7%
Local Authority Comparator Areas²² (all year 11 completers in LA) (n=103,692)					
	2006	2.3%	87.4%	7.7%	2.7%
	2007	2.1%	88.8%	6.5%	2.3%

Source: Annual Activity Survey 2007 (Connexions)

Attendance

3.14 The impact evidence from the case studies demonstrates that for many participating pupils, the positive achievements associated with higher levels of engagement in learning, and improving confidence and behaviour (as highlighted in section 2) are contributing to better attendance levels, than staff and pupils would have anticipated, without participation in the programme. This is in terms of:

- helping to prevent a worsening of attendance or maintain at higher levels than would have been anticipated by staff and pupils themselves;
- improving attendance where baseline levels were low;
- improving attendance on the programme-specific elements but not always for wider school attendance.

¹⁹ Without planned training

²⁰ Includes those in part-time learning or work

²¹ Includes those moved out of contact and those with no response

²² A comparator local authority was identified for each of the participating (case study) local authorities – see **Annex C**.

3.15 Illustrative examples of these types of impacts are presented in Figure 3.2.

Figure 3.2: Improved Attendance Levels
<p>Preventing a Decline</p> <p>“I don’t mind coming to school and I’d get in trouble with my mam if I bunked off. The programme just makes school more interesting.” (Pupil)</p> <p>“For some young people attendance has not increased, but it has also not decreased as I would have expected it to in Year 10.” (Deputy head)</p>
<p>Improving Levels</p> <p>“We have a more structured programme this year and more pupils are coming in to school lessons as a result. If pupils are going to achieve anything in school they need to come in for at least two days. Attendance is measured before and after the intervention; it is remarkably better for some pupils. They attend because they are getting something out of it. Because of their poor attendance in the past they wouldn’t have achieved anything, but now they will.” (School key worker)</p> <p>“Attendance levels are over 80% and there is only one engagement student from our school whose attendance has not improved.” (Key worker)</p> <p>“Half of the group are regular attendees which shows improvement from the previous years.” (School manager)</p> <p>“Attendance levels have definitely increased through the programme although we don’t keep statistics that would show it. Pupils have definitely engaged more than they would have in the past.” (Tutor)</p> <p>“We used to have to chase them down about their punctuality and their attendance, giving them constant reminders about what is acceptable and what isn’t. Although it’s still not 100% at this point in the year, it is definitely a huge improvement.” (Tutor, FE college)</p>
<p>Improving on Programme, but not at School</p> <p>“The pupils we get here had attendance rates at school below 10%; here our attendance rate is between 95-97%.” (Provider)</p> <p>“Tutors at external provision and teachers delivering the programme-specific provision in the schools reported that attendance has been good and higher than they expected at the beginning of the year. However, teachers delivering Maths and English in the schools in mainstream lessons reported that in some cases pupils’ attendance at these lessons remains poor.” (Case study report)</p> <p>“Tutors at the external provision reported that attendance had been higher than expected. Nevertheless, their attendance at lessons back in school was varied along with their punctuality.” (Case study report)</p>
Pupil Profiles
<p>“Pupil A just didn’t come to school; she hated school and would bunk off because nothing was sinking in when she was there. Although she’s still not perfect, she has changed, and she’ll go to school now, because when she’s there she’s enjoying it more and she’s learning more.” (Parent)</p>

Figure 3.2: Improved Attendance Levels

Pupil B: “We have a pupil who was a ‘serial expulsion’ pupil. He had been thrown out of other schools and eventually came to us. He is a 100% attender on the programme provision, but he won’t attend school. This is a better scenario now that he is engaged somewhere though.” (School programme co-ordinator)

Pupil C: “One pupil from last year hardly came into school but she never missed a day at college and was offered an apprenticeship at the end of the year.” (School key worker)

Pupil D: “One pupil’s attendance has increased from 50% to 80% since being on the programme.” (School manager)

3.16 It has not been possible to use national data to evidence the impact of the programme on KS4EP participants’ attendance²³, however, one of the case study partnership areas and a couple of schools were able to provide us with some data which supported the more qualitative assertions about the impact of the programme.

Figure 3.3: Local Attendance Data: Evidence of Improved Attendance levels

“The partnership’s attendance data analysis (corroborated by qualitative evidence from case study visits) suggests that the programme has helped to keep engagement and attendance at school at higher levels than would have been the case without the programme:

- average attendance over the year was constant compared to a slight decline for the control group;
- weekly attendance has declined slightly and unauthorised absence increased slightly over the year by for the participant group, however there has been a more significant decline and increase respectively for those in the control group.” (Case study report)

“Quantitative evidence on the impact of the programme on attendance was available from one school. At the time of the case study visit, attendance for pupils on the programme at the school was found to have increased significantly:

- the attendance of 56% of the cohort had improved compared to their overall percentage attendance the previous year - individual increases ranged from 1.8% to 29.8%;
- attendance had decreased slightly for the remaining 44% of the cohort, however this was no greater than an decrease of 10%, and project staff commented that their attendance had been nearly 100% since January, so there was the potential for overall levels to improve before the end of the academic year;
- on average, for the current cohort of participating pupils, attendance had increased by 4%.” (case study report)

“Across all three schools visited there was data to show that attendance (in school and out of school provision) had improved.” (Case study report)

²³ See paragraphs 1.15 to 1.18 in Section 1

3.17 As with other features reported in Section 2, the impact on this specific outcome indicator will vary according to the baseline characteristics of the pupils selected. For example, some pupils consulted through the case studies (and supported by the perceptions of other stakeholders) said that their attendance was relatively high and had not been a problem to start with.

3.18 There are also a small number of pupils whose attendance has not been positively influenced by the programme and some pupils have dropped out of the programme altogether:

*“There are one or two that do not attend regularly which affects the figures”
(School teacher);*

*“Attendance levels for those who remain on the programme are quite steady but there are some pupils who don’t attend at all anymore, for various reasons.”
(Work-based learning tutor)*

Attainment

3.19 The impact assessment highlights that the programme has supported some pupils to achieve better attainment at key stage 4 than staff and pupils themselves would have anticipated; however there is also evidence to indicate that the design of the programme in some areas may limit the potential attainment for participating pupils.

3.20 For some pupils, the positive achievements associated with higher levels of engagement, confidence, attendance and skills levels are contributing to attainment levels that represent significant outcomes, particularly for those that might otherwise have withdrawn from learning during key stage 4 altogether (had they not participated in the programme), achieving very few qualifications, if any.

3.21 In this context, achievement of qualifications, even if low, is regarded as significant as these pupils would have achieved little or nothing if they had dropped out. There are also examples of pupils achieving higher levels than they had been predicted prior to the programme beginning.

3.22 The examples in Figure 3.4 are illustrative of these types of impacts.

Figure 3.4: Significant Attainment Outcomes

“In three of the schools visited senior teaching staff reported that there had been no permanent exclusions from the year group although there have been some short term internal exclusions. Most importantly for the senior staff, none of the pupils had left the school roll, which they would certainly have expected if this provision had not been available for them.” (Case study report)

“I wouldn’t still be in school now if I wasn’t on the programme, because they would have thrown me out for not coming to school.” (Pupil)

“The young people at one school reported that had they not been on the programme they would probably have been excluded from school by now. The teaching staff concurred with this view commenting that they expect that it has kept around one third (of the group of 10) in school who wouldn’t have been their otherwise.” (Case study report)

Figure 3.4: Significant Attainment Outcomes

"Providers successfully engaged pupils and pupils have achieved something (possibly better than nothing) and attended when may not have done otherwise. Achievement of some GCSEs is good for these pupils and better than achieving none which would have been expected for this target group, something can't be measured in quantified terms." (Case study report)

"Pupils who have been entered for L2 qualifications would not have been before the programme." (School key worker)

"I was predicted F's when I first started, now I'm predicted C's and D's." (Pupil)

"Pupils in one school were assessed at Entry Level 3 at the start of the literacy and numeracy course and all 17 pupils achieved the Level 1 qualification." (Case study report)

"Because of their poor attendance in the past they wouldn't have achieved anything, but now they will." (School key worker)

"The provider reports that the provision they offer these pupils has given them the life skills to re-access the curriculum and understand why they need to get qualifications, having found a particular vocational area they are interested in." (Case study report)

Pupil Profiles:

"**Pupil A** joined the engagement programme form group during year 10. He has a statement for specific learning difficulties and his behaviour has been a serious cause for concern. He is in college on a reduced timetable, however the lessons he does take part in have been set up as part of the engagement programme. This means that there are at least two members of staff in each lesson and no more than 10 pupils. Pupil A does English, Maths, History, ICT, Basic Skills and Personal Learning. He also has support from the Princes Trust course, and is studying a building foundation course. Pupil A has been one of the most successful pupils on the engagement programme in this partnership area. He is likely to get at least 9 GCSEs in the summer. There is no doubt that if he wasn't part of the programme he would not even be entered for GCSE exams." (Case study report)

"**Pupil B** was already disengaging with us, showing a real lack of interest in school. She went on to the programme and never missed a day at the Hair and Beauty training she went on, we couldn't believe it!" (School key worker)

"**Pupil C** was bright and able during year 7, but started to disengage from school in subsequent years as he got bored as a result of not having been pushed on far enough. During year 10 he participated in the Firebreak course and this has had a significant impact on him. He now goes to his English and maths classes and is still engaged in the educational process. If it had not been for the programme it is likely that he would have been excluded." (School key worker)

3.23 Evidence captured during the evaluation highlights, however, that the design of the programme in some areas may limit the potential attainment for participating pupils due to:

- factors associated with the design and delivery of the programme;
- in some partnership and school contexts less effective programme delivery which is inhibiting pupil achievements.

Programme Purpose and Design

3.24 The programme's focus is to engage pupils in learning and provide a supportive environment within which they can progress. Programmes have been designed to:

- maintain interest through provision of more suitable (and lower level) courses delivered over a longer period;
- better prepare pupils for longer-term engagement through delivery of personal, social, development and employability skills activities that do not always attract qualifications.

3.25 As a result, some pupils have participated in a programme of learning with access to fewer qualifications and generally at lower levels than might have been accessed if they had remained in mainstream learning.

3.26 There are examples in just two partnerships where achievement of GCSEs is a key target for the programme and the provision has been designed with this in mind. Programmes also sometimes involve certification and accreditation of units rather than full qualifications²⁴.

²⁴ The Qualifications and Credit Framework will provide a new way of recognising achievement, by awarding credit for the achievement of units and qualifications.

3.27 The following examples are illustrative of these design issues.

Figure 3.5: KS4EP Design

Fewer Qualifications

Reduced qualification entry is a function of a reduced number of full GCSE qualifications, which have been, in part, replaced by GCSE equivalents. Reduced qualification entry reflects a number of approaches to the design of the programme:

- **reduced programme of full GCSEs**, to accommodate GCSE equivalents more suited to pupil needs and interest, to allow for pupils to progress at a slower pace and / or to allow incorporation of other activities aimed at increasing their engagement in learning;
- **work-focused activities** that may include qualifications but often over a longer period of time to allow for a more enhanced learning experience incorporating personal, social and development activities;
- **content focused provision** where the emphasis is not on qualifications but on engaging pupils in activities that develop a range of employability skills, but not necessarily attracting a qualification;
- **regular work placement activity** which does not always attract qualifications.

Fewer Points per Qualification

Pupils have, on average, achieved fewer points per GCSE or equivalent, in all but one case study area, as a result of:

- pupils undertaking **lower level qualifications** related to decisions to deliver a lower level qualification in a more supportive environment but that might be more engaging for the pupil in the longer term;

“All pupils have gained entry level qualifications at level 2 or 3 in a variety of different trades (pupils can gain up to four different qualifications). The provision has been designed in this way to ensure that they engage pupils by providing them with a variety of activities. A level one qualification is now being introduced for some pupils however the provider is concerned that by focussing on only one activity, pupils may become disengaged.” (case study report)

- in some cases, pupils have **achieved units of accreditation only** which they can use towards qualifications in post-16 learning once they have left the programme.

“We offer qualifications to the pupils to give them a goal, even if it takes one, two or three years, they need to be able to earn credits towards qualifications that they can continue post-16” (work based learning provider)

“During 2006/07 all Year 11 leavers achieved between one and four units of the qualification, and more than 55% achieved the full NVQ qualification.” (Partnership co-ordinator)

“Stakeholders cite evidence of achievement of parts or all of L1 and L2 qualifications and improvement in literacy and numeracy levels.” (Case study report)

Effectiveness Issues: Selection and Delivery

- 3.28 In a small number of examples from the case studies there is evidence of pupils being inappropriately selected for the programme; less effective partnership or school delivery; or difficulties faced in identifying or delivering suitable qualifications for pupils. These factors may have limited pupils' potential to achieve in some cases.

Figure 3.6: Selection and Delivery Issues - Limiting Pupil Outcomes

Pupil selection: "In the new cohort there are pupils that are not happy to be on the programme - they have been selected because of a language barrier rather than lower levels of ability. This is inappropriate as the programme is being used by the schools as a stop gap for these pupils."
(Partnership manager)

Partner communication: "Providers reported that they did not have sufficient information about the pupils prior to the programme starting, which impacted on their ability to adapt existing lesson plans to meet the pupils' needs and abilities." (Case study report)

School timetabling: "We had problems with timetabling and it has resulted in pupils missing more lessons this year. So we are left with the situation that they are more engaged than they were last year but they miss more of their lessons. If pupils miss classes they can take catch-up lessons." (School key worker)

- 3.29 There is also the potential in some partnership areas to more effectively link the learning on the programme to suitable qualifications and ensure clear progression routes. These are issues we explore further in Section 4.

4 VARIABILITY AND EFFECTIVENESS

Key Messages

1. The two preceding sections highlight different levels and type of impact for participating pupils, including differences in the distance travelled over the course of the programme. In some cases, preventing complete withdrawal from school is a significant outcome. In others, the programme has had a more subtle influence contributing to improvements in levels of maturity and self-awareness rather than more significant changes in behaviour and attitudes.
2. These differences reflect, on the whole, the variance in approach that case study partnerships have taken to implementing the programme. This results in differences in the initial profile of pupils selected, programme design and aspects of delivery.
3. Most partnerships and schools have delivered programmes that are content driven (to meet the interests and ability levels of the pupils engaged) and within alternative and supportive learning environments. There are also a small number of examples of highly personalised and holistic delivery. However, in many case study areas, the KS4EP has not fully addressed the intended programme features of a personalised and holistic offer and meeting the needs of a wide range of learners.
4. There is the potential for many case study partnerships to develop a more explicit and formal element of their programmes that is focused on supporting progression and transition to post-16 learning. There is also the potential for some partnerships to place greater emphasis on ensuring suitable access to accreditation for the skills developed (whilst maintaining an appropriate focus on content driven delivery).
5. Recognising achievements and clear pathways for progression are reflected in the core design principles of the FLT. Transition of the KS4EP to FLT by 2010/11 will provide local areas with a clear framework within which to design and deliver this type of provision.
6. Common features of the programme shown to maximise its potential to improve pupils' engagement and outcomes include:
 - alternative and supportive learning environments, with tailored elements;
 - the nature of activities delivered and approaches taken to their delivery;
 - holistic approaches to delivery of the programme elements;
 - partner / school culture of collaborative working, and buy-in to the programme;
 - effective management of the programme and quality assurance of the provision.
7. Delivery issues that are limiting the potential impact for pupils in some areas include resource and capacity constraints; inconsistent delivery across partners; less effective selection and induction arrangements; skills and experience of staff; poor communication between programme partners; timetabling issues; and limited access to accredited units or qualifications and/or work placements.

Variance in Pupil Profiles

4.1 Across the case study areas, the characteristics of the pupils that partnerships have targeted are similar and include the broad range of features as set out in the QCA guidelines²⁵. Nevertheless, the programme has been designed to attract and has attracted students with “hugely differential starting points in terms of educational ability, attainment and personal issues among other factors”²⁶. In addition, some partnerships or schools have placed emphasis on particular features in order to meet the needs of a more specific target group, for example, young people that are:

- more “vulnerable”, as opposed to those that demonstrate “significant behaviour issues”²⁷;
- school phobic or non-attendees;
- involved in the youth justice system;
- demonstrate interest in the vocational areas on offer, or a keenness to learn in a work-based setting.

4.2 These differences clearly influence the baseline characteristics of pupils. As a result, there is a difference in the propensity for improvement for individual pupils; and variance in the actual achievements observed as a result of participation in the programme. For example:

- where partnerships have targeted pupils described as “vulnerable”, the programme has had a greater impact on levels of confidence and self-esteem than in other areas;
- in cases where pupils have previously been persistent absentees or have more significant propensity to disengage, preventing complete withdrawal from school is a more significant outcome;
- in other cases, the programme has had a more subtle influence, contributing to improvements in levels of maturity and self-awareness rather than more significant changes in behaviour or attitudes.

²⁵ Full QCA guidelines list is in Section 1.

²⁶ 14-19 White Paper Advice: Key Stage 4 Engagement Programme Template (Qualifications and Curriculum Authority (QCA))

²⁷ In one case study area, indicators of vulnerability included those lacking confidence/low self-esteem; with lower levels of maturity; requiring a more protected environment than others on work based learning programmes; needing more help, may have some behaviour issues but not those with serious behaviour issues; that had previously spent long periods of time in schools' support unit; not capable of doing work placements.

Figure 4.1: Case Study Examples: Variance in Pupil Characteristics

“The programme is for those young people who are so disaffected the school cannot work with them.” (School key worker)

“The pupils are under achieving, face barriers to learning such as family and personal issues, are not engaging in school lessons and are poorly prepared for their exams.” (Case study report)

“In many cases, the pupils are extremely bright but under-achieving.” (School key worker)

“The pupils are disaffected, challenging and have low confidence. But, they are not lacking in ability.” (College)

“The pupils should show signs of becoming disengaged with school, worsening behaviour, increasing rates of non-attendance and becoming disaffected.” (Tutor)

Aspects of Design and Delivery

- 4.3 Whilst there is considerable variance in design and delivery at partnership and school level, many of the design principles for the programme (as outlined in the QCA guidance and summarised in Section 1) are being delivered at the local level. The evidence also shows that these principles are, on the whole, fit for purpose given that where they are being achieved, they are contributing towards the positive achievements and outcomes observed for the pupils participating.
- 4.4 Most partnerships and schools have successfully implemented the principles associated with ensuring that provision includes experiences within alternative and supportive learning environments and that are content driven (to meet the interests and ability levels of the pupils engaged).
- 4.5 There is, however, the potential for some partnerships to place greater emphasis on ensuring suitable access to accreditation for the skills developed (whilst maintaining an appropriate focus on content driven delivery). There is also more variance across partnerships and schools in terms of the extent to which they address the design principles of:
- holistic²⁸ and personalised delivery;
 - meeting the needs of a wider range of learners; and
 - specific support for progression and transition to post-16 learning.
- 4.6 These differences result from a mix of variable approaches to the design of the programme and issues associated with effective delivery by partners. They have a strong influence on the nature and type of pupil achievements and outcomes resulting from their participation in the programme.
- 4.7 Recognition of achievements and clear pathways for progression are reflected in the core design principles of the Foundation Learning Tier. Transition of the KS4EP to FLT by 2010/11 will provide local areas with a clear framework within which to design and deliver this type of provision.

²⁸ Holistic - incorporating the whole educational programme for these students

Alternative Learning Environment

- 4.8 Across the majority of case study partnerships pupils access out-of-school provision as part of their involvement in the KS4EP. This is at work-based learning providers, employers, further education colleges or other providers. There are few examples of the role being fulfilled by voluntary and community organisations. There are four partnerships where there are examples of some pupils who do not access out-of-school provision as part of their involvement in the programme.

**Figure 4.2: Case Study Evidence: Alternative Learning Environment
Design Examples**

Out-of-School Experience is Key Feature of Programme: In this partnership area, the partnership coordinates the out-of-school 'offer' which is set out in a guide, detailing the providers, timetable, nature of provision, qualifications etc. The KS4EP provision is incorporated into this guide alongside the other Key Stage 4 out-of-school provision. The schools use the offer to identify suitable provision for the KS4EP pupils. As an example of a typical programme of learning, the pupils in one particular school spend between one and three days out of school, depending on their choice of out-of-school provision and GCSE options they choose to work towards. There is a range of out-of-school provision, which takes place at FE Colleges, Work-Based Learning providers, and other community providers. It includes: Construction; Catering; a Sports programme; Sewing and Crafts; and Beauty.

No Out-of-School Provision for Some Pupils: In one school, the pupils spend the majority of their time in school... "The four pupils are in the mainstream for the delivery of all core subjects and are only separated from the mainstream for the OCN unit 'preparation for work' and the ASDAN COPE course where they are taught as a group. The OCN unit is delivered by an intensive Connexions PA who comes into school specifically to deliver the unit. The ASDAN COPE is delivered by the Curriculum Leader for learning opportunities at the school."

Contribution to Pupil Achievements and Outcomes

"The constant change in learning environment helps pupils to develop their capacity to deal with change." (Teacher)

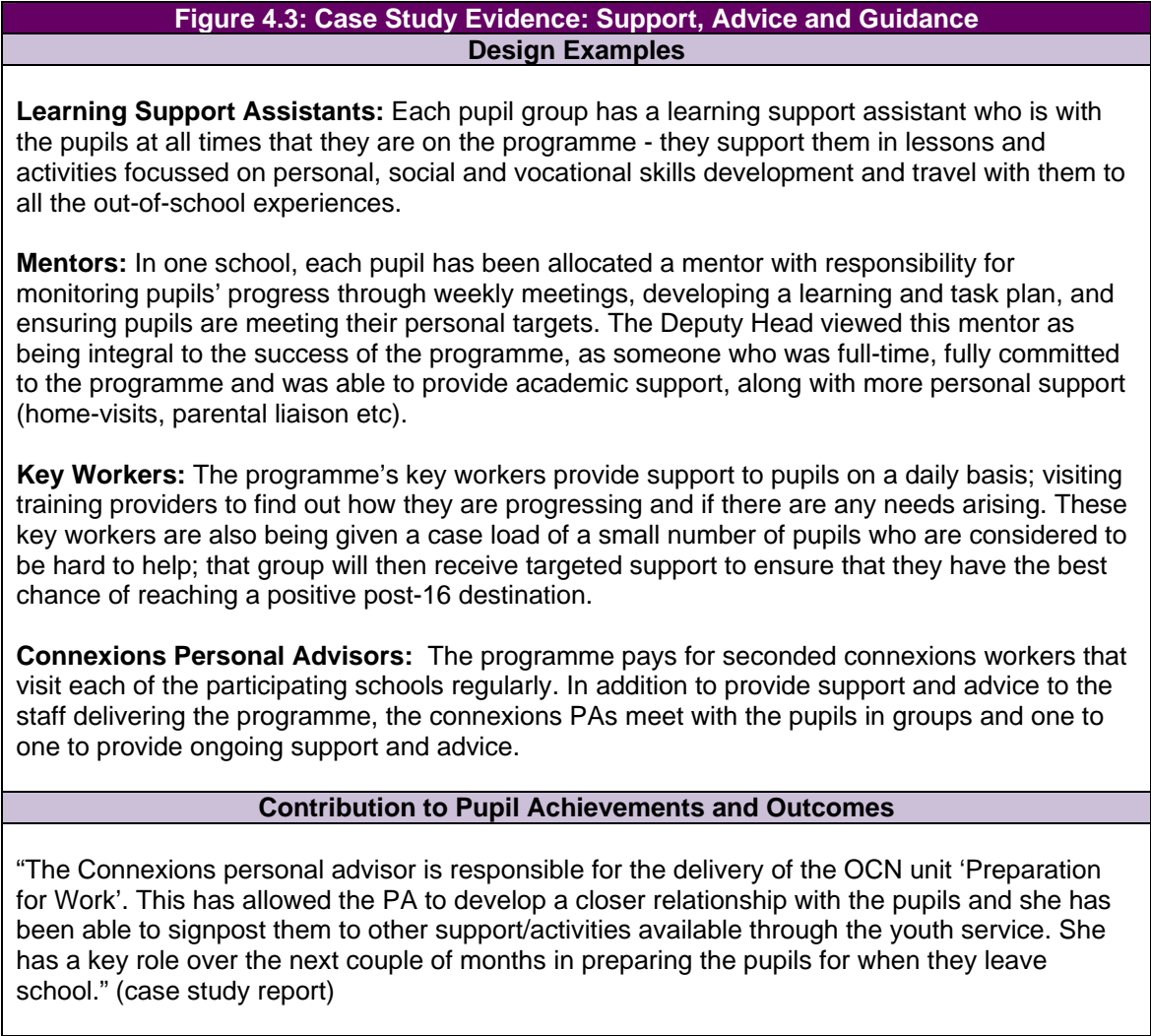
"Travelling to a different place of learning and needing to communicate/relate to different teachers helps to push the pupils outside their comfort zone - this helps to develop their confidence." (Teacher)

"Some young people have responded positively to their experiences outside school. They are more motivated and have an enthusiasm and desire to learn resulting in improvements in their engagement with school." (Case study report)

Limited Contribution: "In one case study area, the pupil experience is not significantly different to what would have otherwise accesses - a school-led model where some minor changes are made to school provision but limited / few additional experiences. Pupils were less able to identify what being on the programme was about and were also not clear on its purpose "we weren't told why we were being separated, or what the reasons were for it; it's isolating, we don't get to mix with other pupils; we've been separated because we're thick."" (case study report)

Support, Advice and Guidance

4.9 In just over half of the case study areas there is formal, additional support over and above that which all key stage 4 pupils access. In five partnerships there is some additional support but the scale and extent to which it is accessible by all participating pupils varies. In these areas, there may be benefit in clarifying the roles and responsibilities of the various staff in relation to support, advice and guidance, to ensure that pupils get the range and level of support they need.



4.10 In just two partnerships, the evidence suggests there is no particular additional support for the pupils. In these cases support is provided by key workers or tutors / teachers and this tends to be informal and ad-hoc. It is also dependent on the expertise and experience of the staff to provide support that meets the needs of the pupils. It is not clear from the case study partnerships how effective this support is.

Content Driven

- 4.11 In most cases partnerships have developed provision intended to give young people a valuable experience whilst also working towards accreditation, certification and / or qualifications. This includes features designed to:
- maintain interest through provision of more suitable courses delivered at a pace which suits the pupils’ ability levels;
 - offer learning that develops the personal, social, practical and vocational skills that will help prepare pupils for future employment and learning.

Work-focused element

- 4.12 The vast majority of pupils on the KS4EP in the case study partnerships experienced a work-focused element as part of their learning. The nature of the work-focused provision varies and may take the form of a vocational course, a work experience placement, certification such as the Preparation for Working Life award, and other activities such as CV-writing.
- 4.13 In most partnership and school contexts, the programme delivers work-related and vocational learning experiences, incorporating a focus on developing specific employability skills. There is a broad range of vocational experiences being provided in areas such as Motor Vehicle, Childcare, Hospitality and Catering, Land-Based Operations, Customer Services, and Engineering.
- 4.14 The development of vocational specific skills, however, is not a strong feature in all contexts - in two partnership areas there are examples of programmes focused on developing employability skills but not specifically within the context of vocational or work related learning.

Figure 4.4: Case Study Evidence: Work-Focused Element
Design Examples
<p>Vocational: Providers offer a range of opportunities including: Healthy Lifestyles; Practical Conservation and Environmental Education; Construction and Child Development and performance engineering programmes.</p> <p>Work-Related: The EBP have a central role in supporting schools to develop a work related learning offer. The key features are:</p> <ul style="list-style-type: none"> • a range of work-based taster sessions and sector specific activities with different employers; • workplace visits including work shadowing and work simulations; • preparation for work sessions including mock interviews; • activities to develop career awareness e.g. jobs, lifestyles etc and soft skills i.e. teamwork, communication etc. <p>Employability skills: Employability skills development is offered through challenges and tasters including: 5 day Leisure or Media Challenge (develop a range of employability and key skills, boost personal confidence and self-belief); discover retail programme (practical experience, identifying careers in retailing and the methods of training available); tasters (provide real taster sessions and help young people bridge the gap between school and the workplace).</p>

4.15 Whilst most areas offer work-placements as part of the programme, in the majority of areas only some pupils take placements and difficulties have been experienced in accessing and supporting pupils whilst in work placements (see Figure 4.11 later in this section). In a few partnership areas workplace tasters and experiences are offered rather than placements.

Personal and social skills

4.16 Personal and social development activities are a key feature in 11 case study partnerships. In the remaining four partnerships, personal and social development was regarded as intrinsic to the work-related learning and in-school provision. The nature of the activities delivered is wide-ranging and includes specific accredited provision (such as the ASDAN Certificate of Personal Effectiveness (COPE) qualification, and the Personal Employability Achievement and Reflection for Learning (PEARL) qualification), and talks, activities and courses built into the overall programme of learning.

4.17 Only one case study partnership incorporates specific enterprise activities, as part of the personal and social development activities they deliver. In six other partnerships, there was evidence of some particular activities incorporating an enterprise element, although the scale of these activities and proportion of participating pupils accessing these elements was variable.

Figure 4.5: Case Study Evidence: Personal & Social Skills Development
Design Examples
<p>ASDAN COPE: The aims of the qualification are to enable candidates to develop and demonstrate a range of personal, key and employability skills leading to personal effectiveness; broaden experience and manage learning through the enrichment activities provided by the ASDAN challenges; and receive formal recognition and accreditation. To be eligible, candidates must complete the required challenges, through which evidence of skill development in six areas is demonstrated to the appropriate level.</p> <p>Talks / discussions: The personal and social development element of the programme is viewed by staff as being fully embedded within the programme from the outset. There is a strong focus within this programme, with a number of speakers having attended the college to provide personal and social development activities. These have included talks on STIs, talks by two/three different types of police officers, and interactive activities addressing anger management issues. There is willingness by the college to develop this further, and staff view such activities as an integral element of the programme.</p> <p>Fire and Rescue Courses: These courses offer a learning environment that combines practical fire rescue and safety skills and scenario-based training with classroom centred theory / discussion workshops. The project is designed to help young people aged 12-16 develop their interpersonal skills by working as part of a team, building their confidence and subjecting them to an amount of discipline necessary when working in such an environment.</p> <p>Enterprise Activity: In 2008 two enterprise events, Enterprise Challenge, were held for the Year 10 pupils. The full day events involved pupils working in groups as part of a 'company' to make products and sell them to a panel of 'buyers' through negotiation. The young people worked with their peers from other schools and supported by training providers, competed against other teams to make the most 'profit'. The event helped learners with their negotiation skills, numeracy and literacy skills as well as giving them the opportunity of group working.</p>

Functional skills

- 4.18 All pupils access some support to develop their English, maths and ICT skills. In some cases this is within core GCSE provision, while in others it is through Adult Literacy and Numeracy (ALAN) provision. Offsite providers also incorporate literacy and numeracy support in their provision, although this varies and is not consistent across and within the case study partnerships.

Figure 4.6: Case Study Evidence: Functional Skills Development

Design Examples

Although the primary responsibility for developing these key skills falls to the schools, functional skills are embedded within the vocational element of the programme. There are work-based opportunities to develop functional skills and these are reinforced every six weeks with the provider who delivers core underpinning knowledge.

Students on the programme are expected to develop literacy and numeracy skills as a minimum. During 2007/08, the partnership has put considerable time into developing the functional skills element of the programme. They are developing tools that providers will be able to use to embed functional skills teaching within their work programme. Alongside this development, they are also improving the capacity of providers to enable them to feel more confident when teaching functional skills.

- 4.19 Three partnerships made specific reference to functional skills support in the offsite provision, with some planning to strengthen this aspect of the programme. This may become a key feature of more programmes over the longer term as local authorities being delivery of the free-standing functional skills qualifications for Diplomas.
- 4.20 In most cases, delivery of functional skills appears to be effective, though there are some cases where it is not being delivered by the most appropriate providers, and there are also some pupils who struggle to engage with this aspect of the provision and therefore undertake more informal (and non-accredited) literacy and numeracy with the offsite providers.

Access to qualifications

- 4.21 Whilst the QCA guidance for the KS4EP outlines that the programme should be content and not qualification driven (to ensure that it is driven by individuals needs as opposed to qualifications), the importance of access to relevant qualifications where appropriate is recognised. This is also reflected in some stakeholder comments which indicate the benefits pupils gain from access to qualifications:

"I think the qualifications are an important element of the programme. All of the students take great benefit from achieving an award. We bring people out of their shell and the impact on their confidence can be quite big; it's almost tangible."
(Tutor)

"The qualification framework provides the flexibility for individual pupils to develop their skills at their own pace - the opportunity to progress rather than pressure to achieve." (Assistant head teacher)

"It provided the pupils, sometimes viewed as 'failures' alongside their more academic peers, with the opportunity of experiencing success and real sense of achievement." (Teacher)

4.22 In most of the case study areas, pupils have access to programme-specific accredited units, certification or full qualifications for the skills they have gained, including for example:

- **vocational qualifications** (NVQs, City and Guilds, BTECs, GCSEs) in a range of vocational areas such as Motor Vehicle, Childcare, Hospitality and Catering, Land-Based Operations, Customer Service;
- **literacy and numeracy awards** e.g. Adult Literacy and Numeracy (ALAN) Awards (Level 1/2);
- **certification for the workplace** e.g. Chartered Institute of Environmental Health (CIEH) Award in Health and Safety in the Workplace, manual handling, basic first aid;
- **other programmes/activities** e.g. ASDAN Certificate of Personal Effectiveness and Prince's Trust XL Courses.

4.23 Most of the programme-specific qualifications being offered are at Level 1. In addition, in a small number of partnership areas, whilst employability and personal skills development is a key focus for the programme, pupils are generally undertaking non-accredited activities. These factors have an impact on the overall level of attainment being achieved at key stage 4 for the participating pupils, as highlighted in Section 3.

4.24 In some areas, there is potential to more effectively link learning to suitable qualifications and ensure appropriate progression routes (see examples in Figure 4.11). The Foundation Learning Tier and the Qualifications and Credit Framework will support this, by recognising achievements by learners working below Entry level 1, and flexible rules of combination allowing the qualifications to focus on a range of learning, depending on learner need.

4.25 In a couple of case study areas there is some recognition of the need to further develop the qualification/achievement aspect of the programme:

“There has been more of a focus on qualifications (for example NVQ level 1 in the second year of delivery. We might therefore expect greater achievement levels for the year 11s from 2007/08 than 2006/07.” (Case study report)

“There is recognition by programme staff that the qualification element needs to be developed further. The intention for the future development of the programme will be to develop the OCN pathways available across providers, linking to the Foundation Learning Tier and emerging Qualifications and Credit Framework. This will enable pupils across providers to personalise their learning using the wide variety of units available within the OCN framework; allow students to continue to develop a portfolio in a number of different learning environments, gain accreditation for a number of “bite size” course which will help them progress to the next level in their learning; and give pupils access to a much broader range of engaging experiences.

This approach will both streamline the qualifications available to pupils, but also will ensure that there are clear progression routes. Pupils will be able to work towards qualifications across different sector areas and progress to higher learning levels more easily. Most significantly, their qualifications will be recognised within the qualifications framework.” (Case study report)

Personalisation

4.26 In most partnerships the approach to personalisation is variable, with some pupils having a more personalised experience than others. In eight partnerships, personalisation is limited and tends to reflect a choice of vocational options and/or work placement. In five partnerships the personalisation of the programme is more evident. Key features include:

- choice of work placements and / or vocational options;
- individual timetables;
- length of time on programme varies by individual;
- type of activities / provision.

4.27 There are two partnerships where the extent of personalisation is most limited. In these cases the provision tends to be group-based within a school or across a group of schools and the provision is designed around the needs of the group as a whole rather than on an individual basis.

Figure 4.7: Case Study Evidence: Levels of Personalised Programme

Entirely Individualised Programme: It is an individualised programme for each pupil. There are no mandatory components, nor any fixed limits on how much time per week it should involve. Rather, each pupil is consulted by their key worker to agree which element(s) of the 'offer'²⁹ they are interested in and could benefit from, following which (assuming availability exists and there are no irreconcilable timetabling differences) bookings are made for them.

Individualised Timetable but same Broad Model of Delivery and within Constraints of Available Provision: Each pupil chooses which GCSEs they would like to continue with. A timetable is drawn up based on their choice of GCSEs and choice of offsite provision (tailored to their preferences but based on available provision). Where there are any timetabling issues, catch-up lessons are provided through the learning support department.

Core Programme, Tailored Work Placements: Young people follow a core programme of two days in school and two days out of school. In school they are in classes together following a vocational course set up specifically for them. At College they study Maths, English, Science and IT, again in classes together. The remaining one day of the week is a work placement, which is set up on an individual basis in line with individual interests.

Non-Personalised, Group-Based Provision: All young people are on the same programme incorporating GCSEs in Maths, English and Science, ASDAN CoPE qualification and a Cultural Ambassadors Art Project. All pupils attend the programme full time during Year 10.

Contribution to Pupil Achievements and Outcomes

"The programme is personalised with most pupils having a different timetable. Personalisation also occurs when matching a young person's interests to work-based learning or FE provision. Staff felt that personalisation is key to its success, and have therefore shown their commitment to the programme by the time they have invested in." (Case study report)

²⁹ The partnership co-ordinator has produced a pack/brochure showing what is available at each participating provider, on what frequency and at what cost.

Figure 4.7: Case Study Evidence: Levels of Personalised Programme

Limited Contribution: “Where there is limited choice of provision e.g. limited number of sectors, this can result in pupils participating in provision that does not interest them, and therefore is less able to engage them.” (Case study report)

- 4.28 In partnership areas where schools receive an allocation of funding which they can use to purchase provision, there is the opportunity for more flexibility to target funding in line with need and hence the potential for provision to be more tailored to pupil needs. However, collaboration across schools and providers is also important and in some partnerships could potentially increase the extent of personalisation. Collaborating with others may increase opportunities for access to a wider range of provision through generating viable group sizes across a number of providers.
- 4.29 Other challenges faced in achieving personalisation include timetabling, transport and resources and capacity of partnership / provider / school. Factors that facilitate delivery of a *personalised* programme include forward planning, committed/well-resourced key worker, and a wide range of provision.

Holistic Provision

- 4.30 In most partnerships there is variance in the extent to which holistic provision has been achieved - some pupils have a holistic experience whereas others do not. This tends to depend on the school approach to delivery of the in-school elements of the programme.
- 4.31 In four partnerships, the programme of learning is not typically holistic. These are all partnership-led programmes, and the out-of-school element could be regarded as a ‘bolt-on’ to the existing in-school curriculum. The schools have had little involvement other than arranging for pupils to participate in out-of school learning and they have made few if any changes to the in-school delivery though they may arrange for catch-up lessons.
- 4.32 There are two partnerships where it would appear that the majority, if not all, pupils access a holistic programme. One is a full-time programme delivered entirely out of school. In the other, the schools take a very individualised approach to the programme, which includes reviewing the entire programme of learning for each pupil. More holistic programmes therefore tend to be those:
- that have been designed for pupils to spend the full week accessing a range of provision / interventions that do not include mainstream school lessons;
 - where changes have been made to the in-school curriculum to meet individual pupil needs; and / or
 - links have been made between the various out-of-school and in-school elements.

Figure 4.8: Case Study Evidence: Holistic Programmes

The KS4EP in this area is a school-led programme, where the nature of the programme varies from school to school. The programme is highly individualised with pupils, in each of the schools visited, having their own timetable. The programme of learning is determined by an alternative curriculum leader who is responsible for developing, coordinating and timetabling the full programme of learning for each pupil. This includes accessing out-of-school learning (e.g. work-based learning and work placements), as well as organising delivery of alternative in-school provision such as ASDAN CoPE, Princes Trust. Key workers identify which pupils will respond best to mainstream style of teaching. Some pupils will work towards their GCSE options in mainstream classes, others in small groups (led by programme key workers), whichever is deemed most appropriate.

Less Holistic programmes

Features of less holistic delivery include:

- some key workers not very engaged in the programme, or have a 'hands-off' role, other than to organise the out-of-school elements so play limited, if any, role in remainder of programme of learning for these pupils;
- some pupils return to mainstream classes (as default rather than by design);
- the out-of-school element is like a 'bolt-on' to in-school provision;
- there are no links between the in-school provision and out-of-school provision.

Contribution to Pupil Achievements and Outcomes

"I teach them on the programme and in core English lessons - there are some clear links and skills are being transferred, for example oral presentation skills, working in groups, citizenship etc. The links are being made and they are supporting the development of core skills." (Teacher)

Limited contribution: "Others have not responded in the same way and still have poor attendance in their statutory curriculum lessons. This is particularly the case where these lessons are not delivered by the alternative curriculum teams who seem to have a better understanding of the target group." (Case study report)

4.33 Factors which facilitate the delivery of a holistic programme include rigorous diagnostic assessment; buy-in of the school to the programme; sufficient resource within the school; and skills/experience of staff.

Progression & transition support

4.34 In around half of the partnerships, progression support is mainly informal, features of which include:

- discussions between pupils and their tutors / teachers at school and / or at out-of-school providers;
- discussions with Connexions PAs;
- discussions with in-school support staff;

- identifying links between pre-16 and post-16 providers;
- use of individual learning plans (ILPs);
- design of the programme with progression routes in mind.

4.35 In the remaining case study partnerships there is evidence of more formal arrangements provided by connexions staff or learning officers with a specific remit to support pupils on the programme. Only three partnerships made specific reference to transition support and this tended to be more apparent amongst partnerships from Phase 2.

Figure 4.9 Case Study Examples - Support for Progression/Transition

Formal/Strong Arrangements: A strong partnership has been established between the Engagement Programme and Connexions. Together, they have developed a programme of support for the pupils to attend, including tasters, open days, guidance on EMAs, information on post-16 options and career planning. All the full-time pupils have been allocated a Connexions PA. Although this would have occurred if the pupils had remained in mainstream education, the PAs have been adaptive and responsive to the 'virtual' nature of the programme and have visited pupils at external providers to provide support. Additionally, the pupils have been encouraged to attend groups at the Connexions base that have been specifically personalised for the programme pupils. These groups have focused on EMA's, post-16 option, CV writing etc. Close links have also been established between the Connexions PAs and the programme learning mentors. There has been invaluable, ongoing communication between the PAs, mentors and the pupils, which has ensured that all parties are fully informed about any pertinent issues.

Connexions PAs: A manager from the Connexions Service oversees the support provided to pupils on the programme. She has responsibility for ensuring that all pupils registered as participating in the programme are seen by the Personal Advisers in the schools. The Personal Advisers have provided information to the Connexions Manager which has been collated into a comprehensive report on intended destinations of the pupils. This clearly highlights any gaps i.e. where pupils have not identified a destination. The Connexions Manager then has responsibility for ensuring that Personal Advisers support the pupils to identify appropriate progression routes.

Transition Support: The partnership also has Connexions staff that are linked into schools where they work predominantly with the Year 11 group and have minimal contact with Year 10 students. They continue to support pupils through to September, maintaining contact throughout the summer with the aim of ensuring a positive post-16 progression. Connexions will then provide support for pupils until they reach the age of 20. This approach will allow the WBL Connexions staff to be in contact with each Y11 on the programme, which was not the case last year. This improved support should lead to better progression routes being taken and a reduction in NEET.

Wide Range of Learners

4.36 Whilst some partnerships are able to meet the needs of a wide range of learners through either personalised programmes or development of generic but flexible provision, others operate approaches which limit such achievement. These include those where the target group definition is narrowly defined, a pre-determined programme has been designed, and/or programme content cannot be tailored to individuals' needs.

- 4.37 Observation of the case study partnerships suggests that there two ways in which the needs of a wide range of learners can be met:
- an **entirely personalised programme** that enables each learner to follow a programme that meets their needs (as described above);
 - a **programme which is relatively generic and flexible in terms of delivery and content**, allowing a wide-ranging group of learners to access the same broad programme (but with delivery and content to meet individual needs).
- 4.38 As outlined above, there are few partnership or school contexts where there is evidence of a fully personalised programme. In just over half of the case study partnerships, there is a good range of provision to meet the needs of the target group - there may be some limitations, but broadly the provision seems to meet needs of range of pupils participating.
- 4.39 Across the remaining case study partnerships, two other scenarios exist which suggest that the programme is not always aimed at a meeting a wide range of learners:
- the target group has been more narrowly defined allowing the provision to be tailored to that specific group i.e. meets the needs of the learners but only for a narrow range;
 - referral processes have been aimed at identifying pupils who are suitable for a pre-determined programme of provision i.e. meets the needs of the learners but only for a narrow range.
- 4.40 There are some specific issues in four of the case study partnership areas where there appears to be more limited choice of provision which is inhibiting the potential to meet the needs of a wide range of learners. This includes examples where:
- there is limited work-based learning provision available in local area or there only a small number of work-based learning providers engaged;
 - the options available are limited to particular types of pupil or subject.

Factors Influencing Delivery Effectiveness

- 4.41 The evaluation has highlighted that there are a number of factors associated with the management and delivery processes adopted by partnerships, schools and providers that influence overall effectiveness on programmes and their ultimate impact on pupil achievements and outcomes. In Figure 4.10 we outline a range of factors that have had positive impacts including:
- alternative and supportive learning environments;
 - nature of activities delivered and approaches taken to their delivery;
 - holistic approaches to delivery of the programme elements;
 - partner/school buy-in and culture of collaborative working;
 - effective management of the programme and quality assurance of the provision.

Figure 4.10: Factors Positively Influencing Effectiveness and Pupil Outcomes

Alternative and supportive learning environments with tailored elements

<p>Consistent, well sourced out-of-school provision</p>	<p>Consistent access to provision: Areas adopting a partnership-led approach and those with more history or experience of facilitating out-of-school programmes for 14-16 year olds tend to include more consistent access to quality provision.</p> <p><i>“There is a diverse range of offsite provision, and competition between providers has resulted in an improvement in the quality and range of provision on offer.”</i></p> <p>Range of provision to tailor to pupil needs/interests: This includes ensuring that there is a wide range of provision to meet differing pupil needs and preferences e.g. through engaging new providers to fill any gaps.</p> <p>Selection of delivery partners: Delivery partners should be selected/engaged on the basis of what they can offer to the programme e.g. experience of working with KS4 pupils, nature of the provision, suitability of the provision for the target group.</p> <p>Access to qualifications: Ensure that provision is linked to qualifications wherever appropriate and that this is a consideration at the design stage of the programme.</p>
<p>A range of support</p>	<p>Allocation of responsibilities: It is important to ensure that that responsibility for providing a whole range of support does not fall between those involved in delivery. Support may include:</p> <ul style="list-style-type: none"> • monitoring of pupil progress e.g. in one partnership key workers track pupil progress in accordance with action plan; • additional support provided by key workers, other school staff, tutors, Connexions staff; • ensuring support is appropriate through initial pupil diagnostic assessments; • differentiated support e.g. one partnership has identified pupils who are the ‘hardest to help’ and remain disengaged – they plan to target them for greater support.
<p>Consistent IAG provision</p>	<p>Consistent incorporation into programme activities: It is important to ensure that IAG provision is consistently incorporated into the delivery of the programme, and that roles and responsibilities are clear. Formalised responsibilities for IAG may ensure that is more consistently delivered.</p>
<p>Support in school and tailored provision where possible</p>	<p>Design of in-school delivery: Where the statutory curriculum is delivered back in school, and resources permit some adjustments could be made to maximise the potential benefit participating pupils, for example:</p> <ul style="list-style-type: none"> • delivery in KS4EP groups if more appropriate for the pupils than returning to mainstream classes; • structure of the timetable; • support from subject specialists; • support for pupils back in the classroom and with learning that complements the KS4EP provision; <p>It is also important there are appropriate systems in place to support pupils when they return to school or mainstream classes from their programme-specific provision.</p>

Figure 4.10: Factors Positively Influencing Effectiveness and Pupil Outcomes

Nature of activities and approach to delivery	
Engaging pupils, parents and carers	<p>Engaging pupils in the identification process: The experiences of the delivery staff suggest that incorporated within the recruitment process should be effective exchange of critical information about the pupils so that they can ensure that the programme of learning meets pupil needs. The identification and recruitment process is critical for ensuring that pupil needs and interested are assessed, and appropriately matched to the available provision.</p> <ul style="list-style-type: none"> • in some cases pupils may also access taster events and have interviews with some of the delivery partners. • the process of recruiting the pupils on to the programme is also an ideal opportunity to give the pupils information about the proposed programme of learning and begin the process of engaging them in their future. • it also a key time to involve parents / carers in the process.
	<p>Meetings between existing pupils and prospective pupils: One partnership organises meetings for prospective participants with pupils who have already been on the programme to help them understand what they can expect from the programme.</p>
	<p>Parents' information pack: One partnership produces an information pack which the schools can send out to parents along with a letter (based on a standard template). The school offers the parents an interview and an opportunity to look round the potential provision the young person will participate in.</p>
	<p>Parents' evenings: In one school they run parents evenings to raise awareness and address common concerns. They also sent college and provider reports to parents.</p>
Dedicated staff	<p>Dedicated staff: In addition to the allocation of a key worker to support the management of the programme, in a number of partnerships, dedicated workers are employed to support or deliver elements of the provision. This is in a number of different forms as included in examples earlier (learning support assistants, mentors, teachers/tutors that deliver the full programme over most/all of the school week).</p>
Provider / staff skills, experience and commitment	<p>Staff with relevant experience and expertise, and with skills to engage with the pupils: A College with significant experience of teaching KS4 pupils uses their experience of a range of different types of provision aimed at different target groups to select the elements that have worked well in particular situation and that are likely to benefit the KS4 Engagement Programme pupils.</p>
	<p>Recognising achievements: "Colleges have really improved their recognition of achievement, recognising things like a pupil's good attendance record are important on this programme. The pupils really respond to the sense of achievement they get from the programme" (school key worker)</p>

Figure 4.10: Factors Positively Influencing Effectiveness and Pupil Outcomes

	<p>Staff enthusiasm: In a number of the schools in one partnership area all mainstream teachers involved in the programme have volunteered and have actively chosen to become involved with delivering the programme. This ensures that all teachers are fully committed to working with the programme pupils, and the pupils are aware of this.</p>
Holistic	
Holistic delivery	<p>Holistic approaches: School-led programmes tend to be most holistic as schools have more ownership of the programme and regard it as an entire programme of learning. In partnership-led programmes, there is a tendency for the school to sign-up to the out-of-school elements but with little changes made to the remaining programme of learning for the pupil. Therefore, partnership-led approaches need to introduce elements which encourage greater ownership of the programme by schools.</p>
Partnership and school context	
Collaborative culture	<p>History / experience of collaborative provision: In this partnership area there is considerable scope to offer flexible programmes to pupils. The local authority has a culture of offsite learning at Key Stage 4 and therefore schools feel able to effectively timetable pupils' out-of-school provision alongside their GCSE and other in-school options, as appropriate, allowing pupils to follow a programme of learning suitable to their needs and interests.</p>
	<p>KS4EP embedded within the wider vocational offer: The team has a wider remit of all 14-19 curriculum development. All stakeholders including schools, providers, the EBP, are invited to sit on the Strategy Group. This group meets regularly to discuss appropriate provision available, programme development, and operational issues.</p>
School staff buy-in and commitment to the programme	<p>Integration of the programme into the school curriculum: It is important the programme is well-resourced and integrated into the school curriculum, with full support from senior management, particularly in school-led programmes. This also includes ensuring relevant staff sufficient time to manage and / or deliver the programme. The programme has worked well in schools when:</p> <ul style="list-style-type: none"> • the lead person is a member of SMT as the programme was more robust and linked into other school structures; • there is a full understanding of the programme, its fit with other 14-16 offering and school staff (not just the key worker) recognise the value of vocational education.

Figure 4.10: Factors Positively Influencing Effectiveness and Pupil Outcomes

	<p>Buy-in of senior staff:</p> <p><i>“Gaining the commitment and support of the Principal or head teacher is critical to ensure the buy-in to the programme at a school level. The allocation of responsibilities between the partnership staff and school staff has also been effective in allowing the schools to drive their own provision by developing teams to manage and deliver their programme within the school.”</i></p> <p>Promoting the programme: To raise the profile of the programme, one key worker creates displays with photos of the young people and lists their achievements, and also sends a weekly update of their activities and areas of improvements to the senior management team.</p>
<p>Effective management</p>	
<p>Partnership coordinators and key workers</p>	<p>Roles and responsibilities of key staff: At the core of most management arrangements are two individuals - the Partnership Co-ordinator and the school key worker. Their responsibilities vary depending on the partnership model and nature of the programme, but critical responsibilities include monitoring the effectiveness of the programme, recruiting pupils, and quality assuring delivery partners.</p> <p>Coordination role:</p> <p><i>“The programme is personalised in relation to number of days in out-of-school learning per week, work-based learning provision, qualifications and work placements. It is regarded as logistically difficult to achieve, and reliance is placed on the central partnership staff to coordinate the offsite provision across the schools.”</i> (case study report)</p> <p>Resourcing of key workers: Where key workers have been appointed and have been able to commit sufficient time to the programme, they are seen to have been hugely successful. It is recognised that they have frequently worked beyond the call of duty this year and are at the very centre of the programme’s success. What is more, a definite correlation is thought to exist between the success or development of the programme at school level and the presence of a committed key worker.</p>
<p>Cross school/stakeholder coordination and good practice sharing</p>	<p>Cross school / stakeholder communication: The role of the management team has been very successful. The team act as a broker between schools and providers, keeping all stakeholders informed of developments. One success factor in the good communication between stakeholders is the size of the team, which gives them the capacity to conduct more provider and school visits.</p>

Figure 4.10: Factors Positively Influencing Effectiveness and Pupil Outcomes

	<p>Networks: The existing collaborative structure has enabled stakeholders to provide clear progression routes across schools and providers. In addition, the networks have supported regular communication and sharing of resources across schools - <i>“the information and support from other schools has really helped me to develop and deliver the course and materials for the course.” (Key Worker)</i></p>
	<p>Communication protocols: To ensure a consistent system for communication between providers and schools e.g. to report/share information on pupil attendance and planned absences.</p>
	<p>Information sharing: Along with the referral form used in one area, supporting documentation must be sent. This includes health declaration form, evidence for special exam arrangements, year 9 report, individual education plan and personal education plan (if a ‘Looked After Child’).</p>
	<p>Clarity of the aims of the programme: A clear definition and shared understanding of the target group (whether in terms of data or softer descriptors) helps achieve consistency in interpretations of which young people the programme is intended to support. The key aims of the programme need to be communicated to generate common understanding across all relevant stakeholders. A number of case study partnerships referred to a guide/handbook they had produced, for distribution across the partnership, setting out the intended aims of the programme.</p>
	<p>Consistent approaches to monitoring pupil progress: To ensure there are comprehensive and consistent approaches to monitoring pupil progress and that this information informs quality assurance and any changes to the design and delivery of the programme.</p>

Delivery Challenges

4.42 Across the case studies, there is also evidence of a range of delivery challenges faced by some partnerships, as outlined in Figure 4.11. Some common areas where delivery effectiveness could be improved include:

- resource and capacity constraints, particularly associated with personalisation of the programmes and identification of suitable provision;
- skills and experience of staff;
- inconsistent delivery across partners;
- communication between the programme partners;
- effective selection and induction arrangements;
- timetabling issues;
- access to accredited units or qualifications;
- access to work placements.

4.43 Given the variability observed within the partnerships (as well as across the partnerships) there is a critical role for the programme management staff to undertake in quality assuring the delivery of the programme. This should include assessing the extent to which the provision is being delivered in line with the QCA guidance as well as assessing the extent to which delivery is effective to ensure that the potential for positive pupil outcomes is maximised.

Figure 4.11: Delivery Challenges Faced

Issues	Examples
<p>Resource / capacity issues</p> <ul style="list-style-type: none"> Personalisation requires substantial resources allocated to it and access to a wide range of provision to meet the range of pupil needs and interests; Sourcing suitable provision can be challenging; 	<p>“Capacity issues with the quantity and relevance of placements in the colleges and providers have made the work-focused element difficult to deliver at times. The geography of the area does not lend itself to finding good quality local provision; and transport can also be a limiting factor when sourcing suitable provision.” (case study report)</p> <p>“The schools felt there could be more variation and appropriate level offsite courses in order to give pupils more choice.” (case study report)</p> <p>“Increasing personalisation was regarded as difficult due to the location of the providers across a wide geographical area, and pupils’ reluctance to travel too far.” (case study report)</p> <p>“The limited personalisation in some areas reflects the availability of vocational provision. The extent to which personalisation can take place appears to depend both on the capacity within the schools and local area (in terms of availability) and whether there is a dedicated resource to support in sourcing and coordination of the provision to meet the needs of the pupils.” (case study report)</p> <p>“The ability of the schools to offer work-related learning opportunities appears to be reliant on the relationships and links they have developed with local providers.” (case study report)</p>
<p>Skills and experience of staff</p> <ul style="list-style-type: none"> skills in engaging the pupils; managing group size; abilities to make links between the different programme elements; 	<p>“I have difficulties in keeping one group of pupils engaged; they have a short attention span and keep talking a lot.” (programme teacher)</p> <p>“The member of staff delivering had no formal teaching experience and found the 1:12 teacher/pupil ratio problematic.” (case study report)</p> <p>“Some stakeholders acknowledged the potential for some improvement in the level of communication from some teachers and tutors about the activities that pupils were participating in and why/how they would support their learning and contribute to achievements.” (case study report)</p>
<p>Inconsistent delivery across partners</p> <ul style="list-style-type: none"> Inconsistent approaches to provision of support; Inconsistent approaches to elements of the programme incorporated within the provision; Different emphasis attached to qualifications; 	<p>“The support provided by Connexions seems to vary by school and is inconsistent across the partnership. One school said that the support Connexions provide is excellent and goes far beyond what would normally be provided to pupils not on the programme. Others were not as positive about Connexions and the involvement they have with pupils, which can be ‘patchy’.” (case study report)</p> <p>“There are some cases where functional skills are not being delivered by the most appropriate providers....” (case study report)</p> <p>“Providers attached different levels of importance to the achievement of qualifications/accreditation” (case study report)</p>

Figure 4.11: Delivery Challenges Faced

Issues	Examples
	<p>“For us the content is more important than the qualification. We are focused on getting the process right rather than the outcome.” (teacher)</p> <p>“Accreditation is massively important for us.” (PRU teacher)</p> <p>“Pupils can’t get into college unless they have something behind them so we regard qualifications as important.” (work based learning provider)</p>
<p>Partner communication</p> <ul style="list-style-type: none"> • communication regarding behaviour management approaches; • background information on pupils to enable curriculum planning; 	<p>“The lack of communication between providers regarding the behaviour of the pupils has resulted in an inconsistent system. This has therefore impacted on the behavioural change of pupils. Providers all stated they do not know what the pupil has been like at the other establishments and they therefore do not suffer any consequences of their actions.” (case study report)</p> <p>“All three providers found it extremely difficult to plan both a curriculum and qualifications for the pupils due to minimal information they received prior to the programme starting.” (case study report)</p>
<p>Effective selection and induction arrangements</p> <ul style="list-style-type: none"> • Examples, in at least some case studies, of pupils who have not responded to the programme, mainly because they are extremely disaffected and have challenging behaviour that the programme has not been designed to address; • Communication with pupils during the selection process; 	<p>“We have definitely discovered that the programme is not a solution for pupils with extreme bad behaviour. They need multi-agency support as their problems tend to be deep-seated and often family-related. The solutions they need extend beyond the reach of what we can offer” (partnership coordinator)</p> <p>“In one of the case study schools there was recognition of the need to improve communication with pupils during the selection process to ensure that pupils understand why they are suitable for the programme and how it may benefit them” (case study report)</p> <p>Induction arrangements are extremely variable across and between the providers. If not undertaken at the recruitment stage, the induction process is another opportunity to assess pupils’ current skills levels, abilities and attitudes to ensure the right support is in place. There may be value in the partnerships setting out some minimum requirements for induction to ensure there is some consistency, and to ensure that the providers are prepared for delivery.</p>
<p>Timetabling issues</p> <ul style="list-style-type: none"> • extent to which the programme can be fit around existing school timetables; • difficulties pupils face in catching up on lessons; • re-adjustment to school after spending time out of school; 	<p>“KS4EP activities have been worked in around the existing timetable and there has been a constant need to increase awareness of the value of vocational education amongst the teaching staff - working within the existing school timetable and environment has restricted progress in the first year.” (school key worker)</p> <p>“The programme had less positive aspects for some pupils including difficulty in catching up on missed lessons, re-adjustment back in school lessons and boredom.” (learning support assistant)</p> <p>“Each school determines their own approach to delivering the programme. The provision is tailored to meet the collective needs of the group of pupils in each school, rather than on an individual level. The schools are reluctant to move away from group-based provision as they suspect that this will lead to timetabling difficulties.” (case study report)</p>

Figure 4.11: Delivery Challenges Faced

Issues	Examples
<p>Access to accreditation and qualifications³⁰</p> <ul style="list-style-type: none"> • different emphasis attached to qualifications; • provider ability to identify suitable curriculum and qualifications; • pupils skills and abilities to work towards qualifications and evidence their achievements; 	<p>“The majority of the core curriculum is delivered through the WRL providers, where there is inconsistency in terms of whether the provision they are offering is accredited or whether the qualifications they are offering are recognised within the national qualifications framework.” (case study report)</p> <p>“We have had difficulty identifying appropriate qualifications and curriculum for these young people. Providers are not sure that level 1 qualifications are suitable” (partnership manager)</p> <p>“The qualifications require pupils to produce a lot of written work to evidence their achievements. Many struggle with this and most pupils dislike this element of the programme. This can be very resource intensive for the teachers and support assistants helping them” (case study report)</p>
<p>Access to work placements</p> <ul style="list-style-type: none"> • challenges sourcing suitable working placements; • ability for employers to meet pupil needs; • pupil readiness for work placements; • maintaining pupil engagement in work placements; • insufficient flexibility in timetables; 	<p>“The vocational advisor at the EBP indicated that the sourcing of work placements was often very difficult due to the needs and characteristics of the pupils. Additionally, it was often difficult to identify suitable placements in construction and mechanics due to the risks associated for those less than 16 years of age.” (case study report)</p> <p>“Providers and schools had to take a view as to whether it is appropriate for the pupils to attend a work placement. Overall, the majority of pupils were not ready.” (case study report)</p> <p>“Pupils will start to work experience either towards the end of Year 10 or at the start of Year 11. Before then, they are considered too immature and lacking in relevant skills.” (case study report)</p> <p>“Maintaining participation in placements has been a concern. Staff felt pupils should be visited every two weeks due to the nature of the target group. There was concern if this could not be achieved pupils would not get support they require and would drop out.” (case study report)</p> <p>“At one particular school, it was felt that there was insufficient flexibility within the timetable to allow the three pupils to attend extended work placements.” (case study report)</p>

³⁰ The QCF will support this going forward, with recognition of a wider range of provision than has previously been accredited.

Local Monitoring & Evaluation Activities

4.44 Many partnerships have some central monitoring mechanisms in place to record information about pupils and, in some cases, to monitor their progress. However, the extent to which this information is being analysed and interpreted (to gain a detailed understanding of pupil progress or inform judgements about the impact of the programme) is limited. Few of the case study partnerships were able to provide us with qualitative or quantitative evaluation evidence of the progress, impact or otherwise of the programmes in their area, though there are some notable exceptions.

Figure 4.12: Case Study Evaluation Evidence	
	One partnership area has provided evidence from pupil attitude surveys and attendance monitoring. Both analyses involved comparison to a control group that was selected by the partnership (rather than the schools who are not aware who the pupils in the control group are) based on prior attainment, attendance and pupil characteristics. The partnership also plans to review key stage 4 attainment for the pupils on the programme compared to the selected control group.
	One partnership conducts six-weekly reviews with information collated centrally, on, for example, attendance, achievement, attitude, progress towards qualifications and learner feedback. The pupil, school, provider and coordinator receive copies and schools will act on any negative observations or concerns. There is, however, no evaluation of the information cross the piece.
	Six partnerships have conducted pupil surveys with a view to being able to measure changes in attitude and/or distance travelled. Three partnerships are monitoring progression, retention and NEET statistics following completion of the programme.
	The most advanced approach has been adopted by one of the Phase 2 school-led partnerships. The LA will meet with the managing agent of the programme and the Connexions project staff on a bi-monthly basis to monitor progress by reviewing the information collected through student monitoring and the termly reports from Connexions, key workers and providers. There will also be termly meetings with the schools and colleges.
	One Phase 1 partnership has commissioned an external consultant to undertake an all-encompassing evaluation of the programme looking at the impact of the programme, quality of delivery, demand for the programme, current capacity, and links with other provision and sustainability of the programme.

4.45 This is partly a function of the early point at which we were requesting information (the timing of the evaluation means that most pupils had not yet completed the programme or were in the early stages of delivery). However, there is clear potential for improvements in the structures and approaches to both process and impact evaluation at the local level.

“A programme designed to improve the outcomes and life chances of such vulnerable learners must be subject to rigorous, systematic and ongoing evaluation by local partnerships to ensure that it is achieving its key objectives[and]...providing good value for money...

If it is not doing so, local partnerships must be prepared to review and change the programme..... The evaluation of learner progress, and therefore programme effectiveness, cannot be ‘tagged on’ at the end of a programme - it must be a central focus from the start and used to inform planning, for both individuals and programme development, at every stage”³¹

Illustrative practice

4.46 The fifteen case studies provide a significant range of good and interesting practice relating to the effectiveness themes outlined above. A sample of these is outline in Figure 4.13 presented around the following themes:

- management of the programme;
- dedicated / personal support;
- integrated working across agencies/partners;
- staff training and development;
- monitoring pupil progress.

³¹ Op cit.

Figure 4.13: Illustrative Practice – Examples across the case studies

Management of the Programme (Partnership, Schools, Staff)	
Clarity of Purpose	A promotional DVD has been produced in one partnership area, which is intended to provide pupils with a clear picture of what the programme entails. It is also intended to provide greater clarity for schools by reinforcing the programme objectives and better enabling them to consider whether a pupil is suitable for the programme.
Quality Assurance	A member of the programme management team is working closely with examining bodies to ensure that all of the work-based learning provision on offer is linked to qualifications.
Recruitment	<p>In one area, guidance has been developed for the schools on the pupil “at risk” categories. Only pupils in categories 2 and 3 would be considered for the programme.</p> <ul style="list-style-type: none"> • Category 1: small risk of exclusion, some concern regarding attendance, poor behaviour, verbal abuse, low self-esteem, possible risk of escalation without intervention. • Category 2: potential risk of exclusions, not participating effectively, fixed term exclusions, verbal abuse, low self esteem, challenging behaviour, at School Action Plus, have been placed on Individual Educational Plans (IEP) or Pastoral Support Plan (PSP). • Category 3: multiple difficulties and multiple incidents relating to behaviour and/or participation in school, serious risk of exclusion, past record of fixed term exclusion and/or permanent exclusion from previous schools, at SA+, placed in IEP/PSP. <p>In another area, the partnership sent guidance to schools on selecting the target group. This is especially important as last year the recruitment process was rushed and some inappropriate pupils were selected. The guidance includes the following criteria:</p> <ul style="list-style-type: none"> • Low attendance pattern over a period of time exceeding 6 months; • Behaviour that is disruptive and impedes their own learning and the learning of others; • Persistent refusal to follow instructions; • Additional learning needs • Learners who are considered vulnerable and at risk of becoming NEET <p>The guidance also states pupils must be working towards Level 1 in core subjects. Pupils with the potential to reach level 2 at the end of KS4 are not considered as appropriate for the programme.</p>
Induction	In one particular provider the induction process usually takes place over a couple of weeks. As the pupils on this programme are often initially more disaffected and disengaged than the pupils who are attending the programme in mainstream school, it is felt that the induction arrangements are significant in allowing pupils to meet each other and their teachers, familiarise themselves with the college environment and be allocated to a pathway dependent on their needs. The ground rules for the programme are also introduced during this induction process. This involves pupils agreeing to adhere to the college code of conduct. Furthermore, group discussions are held to allow pupils to develop their own rules for the programme. This process clearly sets out the boundaries for the programme for the pupils from the offset, and provides them with continuous reinforcement during this induction process by the teachers and support assistants about the importance of adhering to these rules.

Figure 4.13: Illustrative Practice – Examples across the case studies

Dedicated/Personal Support	
Dedicated Workers	<p>A mentor accompanies pupils to all off-site provision. If any issues occur at the local college, the mentor is on hand to deal with it. There are a number of benefits to this model of support:</p> <ul style="list-style-type: none"> • pupils are aware that the offsite provision is linked to their studies in school and that their achievements / poor behaviour will be reported to the school; • mentors can support the host organisation. This is especially pertinent where tutors have little or no experience of teaching 14-16 year olds; • mentors can deal with any behaviour issues and can monitor attendance immediately.
Pupil Support	<p>Each of the Key Workers undertakes an induction for the pupils on the transport they require. If they have to use public transport, the Key Workers will go with them on their first day to show them where and how to get the bus and how much it costs. The partnership give pupils a small, credit card sized booklet, which contains information on the bus number, what time to get it, cost and what to do if the pupil misses it.</p>
Targeted IAG	<p>With Connexions support having previously been patchy in one partnership area, the Partnership Coordinator has engaged a Manager from the Connexions Service to oversee the Connexions support provided to pupils on the programme. She has responsibility for ensuring that all pupils registered as participating in the programme are seen by the Personal Advisers in the schools. The Personal Advisers have provided information to the Connexions Manager which has been collated into a comprehensive report on intended destinations of the pupils. This clearly highlights any gaps i.e. where pupils have not identified a destination. The Connexions Manager then has responsibility for ensuring that Personal Advisers support the pupils to identify appropriate progression routes.</p>
Integrated Working	
<p>In one particular school, the Key Worker sits in the same office as the Connexions staff. As a result, they have a close working relationship and pass information between each other constantly. <i>“Because we are in the same office information just gets passed between us all the time, it’s been really helpful since they moved in. The school has suggested that we might be moved into the new unit but we want to stay here to work closely with Connexions. I can’t believe how often they see the pupils, the support is excellent.”</i></p>	
<p>One partnership is developing links with family learning programmes. Poor literacy and numeracy skills are evident in a large number of parents of pupils who attend the programme. Through developing links with the family learning service, the programme hope that they will be able to encourage parents to access support to improve these skills, which will have the subsequent indirect impact of support pupils and their siblings.</p> <p>Additionally, also through the family learning programmes, activity-based support is been offered to parents and pupils to attend a weekly group together. This involves undertaking activities such as cooking, to encourage parents and pupils to work together on a task and develop a positive relationship. Furthermore, the programme co-ordinator and the Complex Case Manager are due to deliver a ‘handling teenagers’ course for parents, which will aim to equip parents with the knowledge and skills to develop positive relationships with their children, whilst been able to deal with and react appropriately to any difficult behaviours.</p>	
<p>One programme adopts a multi-agency approach. A core partnership of the 14-19 Strategy leader, Programme Coordinator, Connexions PAs and three providers meet regularly to discuss the programme and the provision. This allows for all those involved with the pupils on the programme to be part of decision making and planning. There are also regular pupil progress meetings for partners to be kept up to date on the behaviour and any issues regarding the pupils.</p>	

Figure 4.13: Illustrative Practice – Examples across the case studies

Staff Training and Development	
Developing staff skills	In addition to participating in personal and social development activities, some young people may need signposting to specialist support / provision for personal and social issues. The Partnership Coordinator is looking at providing staff with some training so that they have skills to signpost the pupils. Some providers are already better equipped at doing this than others, but it is important that, due to the nature of the target group, the providers have the necessary skills. <i>“We are developing packages to give providers tools to use in each vocational area. These will be practically based and will hopefully allow the providers to get to know the kids better too.”</i> (Functional Skills Coordinator)
Capacity-building	In one partnership area, a capacity-building approach has been taken by Connexions to supporting the learning mentors. The mentors have been supported by the Connexions curriculum development team to enhance their understanding and knowledge of the PA role, particularly in relation to how they may be able to provide additional support around post-16 options, and the guidance process. It was felt that the learning mentors, as the key constant for the pupils, would be able to provide complementary support to that provided by the PAs.
Training for Providers	<p>The training offered to providers in is regarded as a key success of the programme in one partnership area. This training has been comprehensive, and has covered, amongst other areas, child protection and behaviour management. The development of this provider training emphasises the partnership’s commitment to capacity-building and partnership working. This capacity-building approach has allowed providers to demonstrate comprehensively that they have undertaken the appropriate training, and have the skills and knowledge to effectively meet the needs of the client group.</p> <p>The Local Authority has provided a range of training to the providers of the work-focused aspects of the programme. The training is aimed specifically at the providers (and staff) delivering provision to the pupils on the programme. Examples of training include: behaviour management, child protection and disability discrimination act. The providers report that they have felt much better prepared for the second year of delivery of the programme, as a result of their experiences during the first year and the training they have participated in.</p> <p>Staff from a provider in one case study partnership have undertaken modules of training specifically aimed at College staff teaching 14-16 year olds.</p>
Sharing Practice and CPD	School staff in one case study partnership delivered an INSET day on behaviour management for the College staff which also included sharing ideas between the school and the College on how to sanction the young people.
Monitoring Pupil Progress	
Monitoring Behaviour	One school described their approach to monitoring pupil behaviour which has allowed them to identify the impact of the programme on pupil behaviour over time. The number of instances of ‘negative behaviour’ are recorded, as are the number of times that pupils are removed from classes because of their behaviour. This allows the school to show the impact that the programme has had by charting the changes in pupil behaviour prior to joining the programme in Year 9 through each term to the end of year 11. Pupil behaviour forms a key part of decisions about pupils to participate in the programme.
Involving Pupils in Assessing their Progress	At one particular school, pupils are integral to the monitoring and assessment of their progress. On a termly basis for each of the pupils, the teaching staff outline three things that they think they are doing well in. The pupils are then asked to outline three things that they think they have achieved, and three things that they would like to achieve over the coming term. This process ensures the pupils feel integral to the monitoring process, and instrumental in how they progress further.

5 THE FUTURE

Key Messages

1. The future sustainability of the KS4EP is strongly dependent on a range of locally specific factors, including the cost of delivery; existing and future funding arrangements; history and effectiveness of 14-19 delivery arrangements; and levels of commitment amongst schools and other stakeholders.
2. Clear messages about the transition of the KS4EP to the Foundation Learning Tier in 2010/11 would be beneficial, as would clarity about the implications of other 14-19 developments, such as Functional Skills and Diplomas.
3. The evaluation evidence suggests that the KS4EP may be contributing towards the maintenance of positive outcomes between 16 and 19 for some of the participating pupils. Nevertheless, any assessment of the likely contribution made by the programme itself needs to recognise both:
 - other factors that may be contributing (associated with individual school context and delivery of other interventions); and
 - that there are multiple issues that influence the likelihood of a young person being NEET and earlier intervention (before key stage 4) is likely to make a more significant contribution to this outcome.
4. There are a range of ways in which the cost-effectiveness of the programme could be improved in the future, including:
 - alignment with wider policy and programmes being rolled-out at national, regional and local level;
 - developing aspects of design to more fully address features of personalisation, the holistic nature of the programme and access to suitable accreditation for the skills developed, including drawing on the principles of the Foundation Learning Tier progression pathways and making use of the QCF;
 - improving the effectiveness of delivery in some partnership areas, for example in relation to:
 - pupil selection and induction arrangements (ensuring that the right pupils are selected for the provision on offer);
 - training and quality assurance processes for delivery organisations and staff;
 - schools' capacity to support more flexible curricula and timetables;
 - partnership communication, monitoring and evaluation procedures.

Sustainability and Mainstreaming

- 5.1 The potential to sustain delivery of the KS4EP is influenced by a number of factors, including the cost of delivery; existing and future funding arrangements; history and effectiveness of 14-19 delivery arrangements; and levels of commitment amongst schools and other stakeholders.
- 5.2 Given that funding policy for key stage 4 learning is moving away from ear-marked funding and towards block grants (providing greater flexibility to support local strategic priorities), many of these issues are a function of local context. Nevertheless, further clarity in advance of the transition of the KS4EP to the Foundation Learning Tier in 2010/11 would be beneficial, as would clear messages about the implications of other 14-19 developments, such as Functional Skills and Diplomas.

Cost of Delivery

- 5.3 In 2007, YCL were commissioned to undertake a study³² which sought to evidence the costs associated with delivering the KS4EP. The study confirmed the variability in actual costs across partnerships, which is a function of:
- differences in partnership approach to design and delivery of the programme;
 - local area and school context within which the programme has been introduced (including level and type of contribution towards costs that schools and partnerships themselves have made);
 - pupil numbers participating per school.
- 5.4 The study also identified that, whilst there is the potential for future cost efficiencies to be achieved (as outlined later in this section), elements of the KS4EP are always likely to incur additional costs when compared to other programmes of learning for key stage 4 learners. Additional costs include:
- additional school management costs, particularly where design and delivery is school-led (as opposed to partnership-led where there are some management cost efficiencies);
 - personalised elements of delivery (organising provision on an individual rather than group basis, online curriculum delivery tools, additional personal and social development activities, and pupil support activities);
 - cost inefficiencies where pupil numbers are small.

³² Research into the Costs of the Key Stage 4 Engagement Programme, York Consulting LLP, on behalf of Learning and Skills Council (LSC) National Office

National Funding Arrangements

- 5.5 The delivery of the KS4EP has been introduced through national funding of £10 million per year. Funding was allocated to 71 partnerships over its first two years (2006/07 and 2007/08). It is estimated that funding for the first 21 partnerships supported the participation of around 6,000 pupils in 2006/07 and across 71 partnerships around 15,300 pupils in 2007/08³³. From September 2008 the programme will expand to 101 partnership areas which will provide 21,500 learner places across the country.
- 5.6 There was a reduction in levels of national funding for delivery during 2007/08 and we understand that the specific programme funding will be further reduced over time with the intention that, in the future, local partnerships and schools will be in a position to sustain the activities.
- 5.7 Nevertheless, the additional costs associated with the programme mean it is always likely to require specific additional funding (whether externally or locally driven). This is confirmed by some stakeholders that we consulted who indicated concern about reduced levels of national funding and the impact this may have on delivery of the programme in its original form. Some thought that elements of the programme may be lost and others felt that the programme may be lost altogether.

Figure 5.1: Case Study Examples - Requirements for Specific Programme Funding

"Schools would not be able to access good quality local provision" (School manager)

"Schools would have to identify alternative funding - the partnership is unsure if programme will continue." (Case study report)

"Schools don't feel they have flexibility in their budgets to mainstream the programme." (Case study report)

"We would have to reduce the scale of activity - number of pupils (narrower target group), number of days, or length of programme." (School manager)

"Schools say that they don't have the funding to pay for the programme. We are one of the lowest funded authorities in the country, which impacts on the amount of funding that the authority can hold centrally for this type of programme. The government would have to ring fence the money as it goes into schools but they are unlikely to do so despite this being the best thing that's ever happened to this type of child." (Partnership co-ordinator)

"We may have to redefine our target group to look at a more narrow type of pupil. At present, 30% of our funding goes on transport which is difficult to reduce. We will have to look at our more expensive courses and think about reducing their prevalence but they are the courses that include accreditation and run for the full year." (School key worker)

- 5.8 In other partnership areas, there is more confidence that the programme can be delivered and a minority thought it had the potential to be mainstreamed.

³³ In total over the first two years, the number of participating pupils is estimated to be between 15,300 and 21,300. See **Annex B** for further details.

Figure 5.2: Case Study Examples

– Potential to Sustain through Mainstream Funding

“Schools are confident that they could meet the costs of pupils’ participation (even if subsidy reduced) because they see the benefits it brings.” (Case study report)

“Courses are now self-sustaining - schools cover the costs. But there is some difference in opinion at school level - some felt they were paying enough and couldn’t pay more, while others see benefits and willing to invest.” (Case study report)

“Schools respond positively to the concept of contributing and due to the positive impact of the programme schools would pay for the good quality provision that meet their objectives.” (Case study report)

“There is already a culture of paying for offsite provision, with schools paying 50%. As a result, reduction in funding not regarded as a significant issue, although schools think they already pay enough.” (Case study report)

Local Funding Contexts

5.9 The differences in view regarding the impact of reduced national funding levels are, to some extent, a function of differences between local funding arrangements. This is in terms of what funding has been used for, how funds have been distributed, levels of school contribution and access to other external pots of money.

Use of Funds

5.10 The specific partnership strategy for implementation of the KS4EP will have a strong influence on the potential for sustaining activity at the point at which national funds are reduced or withdrawn.

5.11 Across the case study partnerships national funding has been used with a number of different strategies in mind and the specific approach taken has been dependent on need (associated with whether there are existing or historic 14-19 delivery practices). For example, funding might have been used to engage particular staff or providers; enhance existing provision; provide an opportunity to try out new provision; or formalise the development of an alternative curriculum for the target group.

5.12 The approach taken and stage reached will clearly influence the potential for sustainability in the future. For some partnerships the funding has enabled the partnership to embed a programme, recognise its success and gain the commitment required for it to be sustainable in the future. In other cases, the funding has been a pump-primer, allowing the partnership to develop something completely different to that which previously existed and to test out new provision and approaches to delivery. In these cases, the programme may take longer to get to a position of sustainability.

Distribution of Funds

- 5.13 The funding model operated at local level affects how strong an influence the local authority, partnership or schools' priorities may have on the potential to mainstream KS4EP activities or elements of the programme.
- 5.14 Funding policy for key stage 4 learning is moving away from ear-marked funding towards block grants. This means that funding can be used more flexibly, and that more or less funding can be assigned to a particular programme in reality depending on the strategic priorities and decisions of local areas.
- 5.15 A range of approaches have been taken to distribute KS4EP funding which reflects decisions at a local authority level (which in turn may be influenced by the approach taken to distribution of other key stage 4 funding such as the practical learning element of the dedicated schools grant (DSG)). There are broadly two models:
- a centralised model - where funds are retained at partnership level and the partnership pays providers for offsite provision on the schools' behalves;
 - a devolved model - the schools receive an allocation of the funding which they can use to purchase provision.

School Contribution

- 5.16 The extent to which schools are currently contributing towards the costs of the programme's delivery will play a significant part in influencing the potential for sustaining and mainstreaming delivery in the future.
- 5.17 In most cases, schools do make some contribution towards KS4EP delivery costs. This may be directly, by funding particular parts of the programme from within their school budget or by making a contribution to the cost of the offsite provision. Or, it may be indirectly through commitment of staff or other resources for the programme.
- 5.18 The level of school contribution does, however, vary. The evidence suggests that the level of contribution reflects two main factors:
- culture of contribution to offsite provision which may be a result of an established offsite curriculum and engagement of schools in offsite provision;
 - the value the schools recognise in the programme and their willingness to invest in it for the benefits it results in for the participating pupils.

Other External Funds

- 5.19 The potential to top up programme funds with monies from other funding streams also plays a part in determining future sustainability. In some partnership areas, the partnership is keen to continue to draw on external funds/pots of money to support at least some of the programme's costs. This includes, for example looking to other local services (such as the Youth Offending Service and Connexions) to contribute to the funding. In other areas, partnerships anticipate continuing to access pots of funding through, for example the European Social and Neighbourhood Renewal Funds.
- 5.20 There are also a number of stakeholders that feel that there are specific benefits associated with continuation of some external funds, for example:

- external funding helps to facilitate collaborative working across schools and other stakeholders - if individual schools were responsible for developing programmes in isolation the benefits of sharing good practice, shared networks with providers or in some cases, cross-school delivery are lost;
- this type of provision will always be more costly than others which will be a key consideration for budget choices of individual schools - attaching specific funding to this group of pupils would help to ensure their needs are met regardless of individual school budget constraints;
- funding central management and coordination costs adds value by ensuring that the partnerships are able to undertake activities to ensure the quality and success of the programme;
- funding directed through a partnership, rather than school, enables some central steer and guidance to be retained and access to the programme by those not in school (for example, young mothers).

School Commitment

5.21 Whichever specific approach to funding has been taken at a local level, it is clear that levels of school willingness to sustain programme activities are important. Where schools are already making some direct contribution levels of commitment are evident. In other cases, some work may be required to help demonstrate the benefits of the programme, which may help schools to make decisions regarding their budgets and support of the programme. The current levels of monitoring and evaluation at local level do not, on the whole, facilitate this (as outlined in section 4).

14-19 Policy Context

5.22 Some partnerships identified that there was a need for some of the current developments and changes to 14-19 provision and funding to be embedded before a clear understanding could be reached of how the programme can be prioritised within budgets and / or mainstreamed:

“There is currently silo working on the Foundation Learning Tier, Diplomas and the School Engagement Programme - the potential for integration and alignment at national level is being lost, though we have aligned at local level.”
(Partnership co-ordinator)

“Some of the uncertainties around funding have caused problems (providers not being able to invest in staff members).” (Partnership co-ordinator)

“KS4EP is separate to Diplomas and needs to be sustained separately.”
(Partnership co-ordinator)

“There are still some issues to be sorted out - programme funding is needed for staffing and resources to address these.” (Partnership co-ordinator)

- 5.23 The development of Functional Skills provision and qualifications will be an important context for developing and maintaining aspects of the KS4EP, with functional skills themselves becoming a more formal part of work-related learning over time. The QCF will also have an important role in providing additional opportunities for the KS4EP participants through the availability of a wider range of qualifications.
- 5.24 There is also the potential to align the management and delivery arrangements of KS4EP with those being put in place for the Diplomas. Many aspects of the programme require similar infrastructure to that of Diplomas and other alternative curriculum. Over time, streamlining and sharing of the two could make the programme more suitable for mainstreaming (and result in some cost-efficiencies).

Future Cost-Efficiencies

5.25 The KS4EP has proved to be relatively costly compared to other provision at key stage 4, with estimated averages of £1,500 per pupil for national funding and £4,000 per pupil actual costs³⁴. There is, however, the potential for considerable cost-efficiencies to be achieved in the future (as the programmes are embedded within local areas) including those associated with:

- reduced set-up and capacity building costs - for a number of partnerships there have been some one-off programme costs incurred during initial design and development of the local programmes (such as tools development, curriculum design, and provider engagement);
- home institution efficiencies - for most models of delivery there is the potential for efficiency savings to be achieved within the learners' home institution³⁵, as a result of groups of learners being at another learning provider for part of their learning time. This may become more evident as the Diploma programme is rolled-out and numbers of pupils engaged on out of school learning increases;
- shared management costs - there is the potential to align some of the indirect costs associated with the KS4EP with those being put in place for the Diplomas - in preparation for these, there is already a considerable amount of capacity building taking place in 14-19 partnerships (including strong management and coordination arrangements, monitoring protocols, and training and support for providers).

³⁴ Research into the Costs of the Key Stage 4 Engagement Programme, York Consulting LLP, on behalf of Learning and Skills Council (LSC) National Office

³⁵ As is also envisaged for other 14-19 developments such as the Diploma programme

Future Cost-Effectiveness

5.26 This evaluation has also highlighted a range of ways in which cost-effectiveness could be improved in the future, including:

- alignment with wider policy and programmes being rolled out at national, regional and local level;

“The engagement programme does not operate as a separate, narrow set of learning opportunities and experiences but is an integral part of a cohesive, coherent and overarching entitlement curriculum”³⁶

- developing aspects of design to more fully address features of personalisation, the holistic nature of the programme and access to suitable accreditation for the skills developed;

The NEET cohort is not a homogenous group. There are a range of different factors that cause different young people to become NEET. Different types of intervention need to be targeted at different sub-groups within the ‘at risk’ group. Diagnostic processes are therefore important to target provision/ intervention appropriately.

The target group in the QCA guidance could be said to be wide-ranging, and there is evidence across the case study partnerships of programmes with slightly different foci, and of slightly different definitions of the target group.

The partnerships need to ensure that the KS4EP they deliver is closely aligned to the needs of the target group they have identified. Partnerships also need to be encouraged to ensure that there is clarity amongst partners around the pupils they are targeting. The programme can not necessarily be a ‘one size fits all’ solution to a wide-ranging group of pupils at risk of becoming NEET.

- improving the effectiveness of delivery in some partnership areas, for example in relation to:
 - pupil selection and induction arrangements (ensuring that the right pupils are selected for the provision on offer);
 - training and quality assurance processes for delivery organisations and staff;
 - schools’ capacity to support more flexible curricula and timetables;
 - partnership communication, monitoring and evaluation procedures.

³⁶ Key Stage 4 Engagement Programme: Making the programme work for your students, Qualifications and Curriculum Authority 2007

Contribution of the KS4EP to Reducing NEET

5.27 The evaluation evidence suggests that the KS4EP may be contributing towards the maintenance of positive outcomes between 16 and 19 for some of the participating pupils. However, it is not yet possible to definitively comment on the long-term impact of the programme on 16-19 NEET figures (given that most pupils have only just completed key stage 4)³⁷. Nevertheless, any assessment of the likely contribution made by the KS4EP itself needs to recognise both:

- the other factors that may be contributing to improved long-term outcomes for the pupils concerned, including those associated with individual school context and delivery of other interventions and approaches being delivered in local areas;
- that there are multiple issues influencing the likelihood of a young person becoming NEET and that earlier intervention (prior to key stage 4) is likely to make a more significant contribution to this outcome.

It is widely known that there are multiple factors influencing the likelihood of young person becoming NEET. These are wide-ranging and can include: low attainment; parental involvement/engagement in pupil's learning; socio-economic factors; SEN status; gender; ethnicity; in care status; teenage pregnancy; use of drugs and alcohol; mental health issues; crime and anti-social behaviour; exclusions; attendance and absences; and deprivation. The situation is also complex in that disengagement is the effect of a range of risk factors working together, rather than a specific cause.

Research by the Institute of Education³⁸ sought to gain a better understanding of which factors uniquely explain NEET independent of other factors, and identify how important each factor is. The results of the analysis indicated that the greatest predictor of NEET, in the sample used (4,054 NEETs compared to 23,549 school leavers), is Key Stage 3 results, and that this had a bigger impact on NEET outcomes than most other pupil factors. The research also found that, at Key Stage 2, those who went on to become NEET, performed exactly as well as the other pupils. The research therefore concluded that disengagement in Years 7, 8 and 9 predicts NEET; suggesting early intervention prior to Key Stage 3 would be most effective.

³⁷ There may also be some constraints associated with being able to attribute these longer-term outcomes in the future, which we have outlined to DCSF.

³⁸ "The Early Identification of NEETs", Institute of Education, Centre for the Wider Benefits of Learning, John Brown, 2008

ANNEX A: CASE STUDY FIELDWORK NUMBERS

	No. Consultations							
	Phase 1				Phase 2		Across all case studies	
	Summer 2007		Winter 2008					
	Total	Average	Total	Average	Total	Average	Total	Average
partnership coordinator(s)	10	1	11	1	5	1	26	1
other partnership staff	7	1	11	1	13	3	31	1
other strategic stakeholders	24	2	9	1	2	0	35	1
school visit	30	3	30	3	17	3	77	3
other school consultation (e.g. via focus group or phone)	3	0	0	0	0	0	3	0
school staff consulted across schools visited	87	9	72	7	39	8	198	8
parents	30	3	12	1	15	3	57	2
pupils	170	17	158	16	80	16	408	16
work-based learning provider	15	2	19	2	11	2	45	2
College	6	1	3	0	3	1	12	0
employer	8	1	9	1	3	1	20	1
other delivery partners	11	1	2	0	2	0	15	1
	401		336		190		927	

Overall, 30 of the 264 (11%) schools participating in the programme in 2006/07 in the 10 Phase 1 case study partnerships were visited.

Overall, 17 of the 56 (30%) schools participating in the programme in 2007/08 in the 5 Phase 2 case study partnerships were visited.

In the first case study visit to the Phase 1 partnerships, the number of pupils consulted (170) represents 5% of the number known to be participating in the programme in those areas during 2006/07 (3,597).

In the case study visit to the Phase 2 partnerships, the number of pupils consulted (80) represents 10% of the number known to be participating in the programme in those areas during 2006/07 (817).

Across the three rounds of case studies:

26 partnership co-ordinator consultations were undertaken, an average of one per case study visit;
31 consultations were undertaken with other partnership staff, an average of one per case study visit;
35 consultations were undertaken with other strategic staff, an average of one per case study visit;
77 school visits were undertaken, an average of 3 per case study visit;
198 school staff consultations were undertaken, an average of 8 per case study visit;
57 parent consultations were undertaken, an average of two per case study visit;
408 pupil consultations were undertaken (either as one-to-one consultation or via a focus group), an average of 16 per case study visit;
45 work-based learning provider consultations were undertaken, an average of two per case study visit;
12 FE college consultations were undertaken in total across the case study visits;
20 employer consultations were undertaken, an average of one per case study visit;
15 other delivery partner consultations were undertaken, an average of one per case study visit.
Note: Repeat visits were undertaken to Phase 1 case studies, to the same people where possible.

School Staff

14-19 Co-ordinators
Headteachers
SENCOs
English and Maths Teachers
Transition Mentors
Deputy Headteachers
Assistant Headteachers
Heads of Year
KS4EP Teachers
Connexions PAs

Strategic Stakeholders

LA Vocational Co-ordinator
Curriculum Planning Lead for 14-19
LA 14-19 Strategy Leader

Partnership staff

Work Experience Co-ordinators
EBP Co-ordinators
Functional Skills Co-ordinators
Basic Skills Tutors
Student Support Managers
ESF Project Officers
Connexions Staff
Guidance Workers

ANNEX B: PUPIL NUMBERS AND PUPIL SURVEY

Total Pupil Numbers for First 2 Years

The total number of pupils on the programme in year 1 and year 2 is not known as this information is held locally by partnerships and has not been collated or analysed centrally by the national LSC or DCSF. The latest reported national figures for pupils participating in the KS4EP are 6,000 and 15,300³⁹ for year 1 and year 2 participants respectively (based on target numbers of pupils rather than actual numbers recruited). It is not clear whether the year 2 figures includes just new pupils or includes those continuing from year 1 (in which case there will be some duplication in the figures for year 2). The total numbers of pupils on the programme over 2 years is therefore between 15,300 and 21,300.

We estimate that the proportion of year 11s in year 1 of the programme is around one fifth of all pupils on the programme over two years. The figures were estimated by applying the proportion of year 11s in year 1 in our 9 case study areas (see below) to the estimated number of pupils in year 1 on the programme (6,000). This figure (2962) was then divided by estimated total for pupils over two years which is assumed to be between 15,300 (19%) and 21,300 (14%).

³⁹ Source: Teachernet, updated May 2008

Data for pupils on the programme in our case study areas		
	Sample sizes:	Data quality and access issues:
<p>Pupil details were requested from case study contacts for pupils participating on the programme.</p> <p>For 2006/07, we received details of 3,597 pupils participating in the programme in the Phase 1 case study partnerships - 1,776 Year 11 pupils; 1,821 Year 10 pupils. This excluded details of pupils on the programme in one partnership area. With these details, we were able to match 3,041 pupils on NPD - 1,424 Year 11 pupils; 1,534 Year 10 pupils; and 83 pupils for whom their year group was unknown. We sought to access key stage 4 attainment and first destinations data for the matched year 11 pupils and attendance data in 2006/07 for both the year 10 and year 11 matched pupils.</p> <p>For 2007/08, we also matched 2,122 pupils - 934 year 10s; 1064 year 11s and 124 year group not known. No outcomes data has been accessed for these pupils as it is not yet available from the NPD or Connexions sources.</p>	<p>3,597 =</p> <ul style="list-style-type: none"> - 60% of total year 1 pupils; - 17%-24% of all pupils over first 2 years <p>3,041=</p> <ul style="list-style-type: none"> - 51% of year 1 pupils; - 14%-20% of pupils in first 2 years <p>1,424 year 11s=</p> <ul style="list-style-type: none"> - 24% of year 1 pupils - 7%-9% of pupils in first 2 years 	<p>The partnerships have collated the information locally, and in some cases there may be some issues with the quality of the data:</p> <ul style="list-style-type: none"> • there may be errors in the data e.g. due to inputting • in some cases partnerships were not able to provide all the required data on each pupil (name, date of birth and UPN) to allow the pupils to be matched. <p>The pupil may not appear to be on the National Pupil Database:</p> <ul style="list-style-type: none"> • for some reason, their record may be missing; • there may be an error in the data in the NPD and therefore they cannot be matched to the partnership information.
Destinations Data		
<p><u>Participants</u>: Data requested for 1,424 year 11 participants in case study areas 2006/07. Data sent for 1,129 year 11 pupils - of these 59 did not have PMRNs matching to those requested, so destinations data was available for 1,070 participating year 11 pupils in 2006/07.</p>	<p>1,070 =</p> <ul style="list-style-type: none"> - 18% of year 1 pupils; - 5%-7% of pupils in first 2 years 	<p>Data held - numbers:</p> <ul style="list-style-type: none"> • data sent/available for 1,129 of the 1,436 participant pupils for which data was requested; <p>Data sent - quality match:</p> <ul style="list-style-type: none"> • 59 of participant pupil data sent were not PMRNs requested.
Pupil Survey Data		
<p>785 pupil survey responses from 621 pupils 164 pupils responded both at baseline and follow-up 433 pupils responded at the end of their first year on the programme</p>	<p>621 =</p> <ul style="list-style-type: none"> - 10% of year 1 pupils; - 3%-4% of pupils in 	

Data for pupils on the programme in our case study areas		
	Sample sizes:	Data quality and access issues:
	first 2 years 433 = - 7% of year 1 pupils; - 2%-3% of pupils in first 2 years 164 = - 3% of year 1 pupils; 0.7%-1% of pupils in first 2 years	

ANNEX C: SELECTION OF COMPARATOR LOCAL AUTHORITIES

For the purposes of analysing the destinations data, we selected a comparator local authority for each of the case study partnership local authorities. For each participating local authority the 'nearest statistical neighbour' was identified.

Process

Comparator LAs were selected for the 10 Phase 1 partnerships using the Department's 'Children's Services Statistical Neighbour Benchmarking Tool'. The five indicators used were:

- 5 A*-C GCSEs including Maths and English (attainment indicator);
- total absence rate at secondary schools (attendance indicator);
- percentage of Secondary pupils who had 1 or more episodes of fixed period exclusion as a percentage of the school population (exclusion indicator);
- % of 16 & 17 year olds in education and WBL (participation indicator);
- infant mortality (as a broad proxy for deprivation).

An element of qualitative review was also introduced to finalise the selection of the LA areas. We excluded any LAs that are:

- another case study partnership;
- are delivering the KS4EP, but not a case study;
- are delivering a programme similar to the KS4EP but not yet branded as such.

This was found to be the case for seven 'closest neighbour' LAs and therefore an alternative was selected.

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