



Evaluation Summary	
Age range	9-11
Number of pupils	Approx. 3,000
Number of schools	100
Design	Two-arm school-level clustered randomised trial
Primary Outcome	Writing Assessment Measure (WAM) with double-weighted "Ideas" sub-scale
Protocol date	9 April 2019
Version	3 - Added description of outcome measure (WAM) pilot - Clarified legal bases for data processing under GDPR - Updated evaluation team members - Changed approach to qualitative data analysis - Added further details about implementation and process evaluation - Added trial registration number

Intervention

Young Journalist Academy (YJA) is an intervention that establishes journalism programmes or 'newsrooms' in primary schools. Primary school pupils, typically in Year 5 (9 to 10 years old), receive training from YJA staff and then develop and lead their own 'newsrooms' in their schools. They produce journalistic outputs in various forms over the course of a school year. These outputs could include print, audio or video content, which are published for the school and on the YJA website for a wider audience. The programme has been developed to stimulate interest in journalism as well as improve pupils' writing skills and motivation for learning.

The YJA evaluation is part of a broader programme of work entitled 'Learning about Culture, which aims to improve the evidence base around arts-based education programmes. This is coordinated by the Education Endowment Foundation and the Royal Society for the Arts.¹ It consists of five programmes: two in Key Stage 1 (Reception and Year 1) and three in Key

¹ <https://www.thersa.org/globalassets/pdfs/reports/rsa-learning-about-culture-report.pdf>

Stage 2 (Year 5). Despite the unique aspects of these intervention models, there are many similarities in how they are delivered and what they hope to achieve.²

The set-up of these programmes has typically relied on schools contacting YJA staff and requesting a set-up meeting. At this meeting with the entire school staff, the school leadership team identifies a teacher who will take the lead on guiding the YJA over its four-phase implementation stage. In the first phase, the YJA staff come to the school for two days of training in order to 'build the newsroom'. This occurs within the classroom of the lead teacher, with the entire class taking part. During this time, pupils in the class are appointed as editorial staff. During phases two to four there are 6 more classroom days focusing on specific skills with 2 days provided for each of the following activities: article writing, radio production and film/TV production.

Over the course of the programme pupils are supported to take greater responsibility and independence to run the newsroom and produce journalistic content ensuring that activity continues even when YJA staff are not present. A consultation and review process is conducted with the schools at the halfway point and at the end of the school year to monitor progress, participation and engagement. The review process is aimed at improving outcomes and providing further tailored classroom-based solutions for school cohorts.

Content that is produced by the pupils during the course of the school year is sent to the YJA team and they publish it on their website, which receives 20,000 visitors per month.

This is done through a rigorous process of remote moderation and editorial support. All work is sent via school (never by pupil directly) and feedback is provided if required before publication. Any amendments required from an editorial point of view, must be actioned before publication can happen. The delivery team engages with editorial responsibility and ensures that speedy 'live' responses happen to keep momentum.

Establishing the school-based newsroom - first phase of the programme - sets up an in school quality assurance process before work is submitted. This checking and editorial process prevents en-masse submissions and promotes the role of editing and professionalism within the production process.

Significance

This YJA has been operating in schools since 2008, with the goals of increasing pupil motivation for learning, improving literacy and writing skills and creating interest in journalism.

A meta-analysis of interventions to improve writing in pupils (Years 4-12) found positive support for the following types of interventions: strategy instruction, summarisation, peer assistance, setting product goals, word processing, sentence combining, inquiry, prewriting activities, process writing approach and study of models (Graham and Perin, 2007). The YJA operates within several of these domains, but has not yet been formally evaluated in terms of its effect on writing skills.

A key aspect of the YJA programme is its focus on creating interest in journalism. Recently, the focus on increasing attainment in literacy and numeracy has been criticised for leading to a marginalisation of art, music and cultural studies in English schools (Warwick Commission, 2015). The UK Government's Culture and Sport Evidence review (Newman et al., 2010), which summarised much of the observational and qualitative research in this area, showed student participation in cultural learning programmes (from piano training to theatre-based drama projects) to be correlated with higher levels of achievement in mathematics and literacy / English in both primary and secondary school.

² For an overarching flow diagram of the programme similarities, please see appendix 1

The review also linked participation in cultural learning programmes to faster language development in the early years and improved cognitive ability. Additionally, large cohort observational studies in the US have suggested that the mathematics and literacy gains to cultural participation are particularly large for students from low income groups (Catterall, 2009, 2012).

This evaluation is part of a round of funding between the Education Endowment Foundation (EEF) and the Royal Society of Arts to test the impact of different cultural learning strategies in English schools. The programmes will be supported by Arts Council England.

Methods

Research questions

The primary objective of this evaluation is to estimate the effect of participating in the YJA over the course of one school year on pupils' writing skills.

In addition, the evaluation will seek to answer the following questions:

- What is the effect of participating in the YJA over the course of one school year on pupils' writing self-efficacy?
- Does participating in the YJA over the course of one school year have an impact on pupils' perception of their own capacity to generate ideas?

In addition, we will look at the long-term effects of participating in the YJA after one further year, looking at results from the end of Key Stage 2 SATS test in English grammar, punctuation and spelling. These long-term results will not be included in the initial EEF report due to the time lag in these assessments, but this analysis will allow us to look at the longer-term effects of participating in the YJA. The results from the long-term outcomes will be reported in early 2021.

Design

This trial has been designed as a two-armed clustered randomised trial with randomisation occurring at the level of the school. This level of randomisation has been selected since the entire school beyond the selected classroom is encouraged to participate in the intervention (e.g. by submitting news stories). The two arms are as follows:

- Participation in Young Journalist Academy (Treatment)
- Business as usual (Control)

Randomisation

Blocking will be used to improve cross-arm comparability of schools and also to improve precision of estimates. There will be four blocks, defined on the basis of class composition by English as an Additional Language (EAL) (high vs. low) and class composition by eligibility for Free School Meals (FSM) (high vs. low). This approach will help to ensure that our treatment and control groups are well balanced in terms of these characteristics, which are likely to be correlated with our outcome measures (EEF, 2015b). High and low EAL and FSM in these definitions will be defined as above and below by the sample median in each case to ensure that block sizes are approximately equal (which may not be the case if we used population, rather than sample, characteristics).

Randomisation will be designed to achieve an equal number of schools in each arm (i.e. 50 control and 50 treatment):

- Each school will be assigned a randomly generated number (setting a stable seed for the random number generation);
- Schools will be sorted by block and random number;
- Schools will be assigned to the treatment arm and to the control arm in turn.

Randomisation will be carried out by UCL in Stata and the code used to carry out the process will be recorded and reported in the final report.

Participants

100 English state-funded primary schools will be recruited based on a regional criterion as well as past participation in the YJA. The geographic areas from which schools may be selected include: Lincolnshire, Nottinghamshire, Derbyshire, Rutland, London and Newcastle. All classes will participate in YJA, but only one class from Year 5 will be selected for participation in the evaluation. It is important that the teacher and pupils in the Year 5 class are selected prior to randomisation to ensure that this cannot introduce differences between the intervention and control groups; this will be assured by collection of data pre-randomisation.

In order to be considered eligible for randomisation, schools will have to agree to distribute opt-out consent³ forms to parents, provide student data prior to randomisation in order that it is possible to apply for data from the National Pupil Database, to host an all staff set-up meeting and identify a lead teacher, and to cooperate with the project and evaluation teams during the trial (further details of these requirements are outlined in the Memorandum of Understanding with Schools).

YJA will advertise the trial on its website and also approach schools via its existing schools network. Where possible it will aim to recruit schools that have a larger proportion of individuals receiving Free School Meals than the national average of 15.3 per cent of pupils aged 5-10 (DfE, 2016).

Sample size calculations

We conduct our sample size calculation for the Writing Assessment Measure, since this is the primary outcome of interest. Sample size calculations are based on an estimated Minimum Detectable Effect Size (MDES) of 0.20 and the following assumptions: power of 0.8 for a two-tailed 0.05 significance test, randomisation at school level, an intra-cluster correlation of 0.15⁴ (EEF, 2015a) and 25 pupils involved in the trial per school with 10 per cent pupil-level attrition.

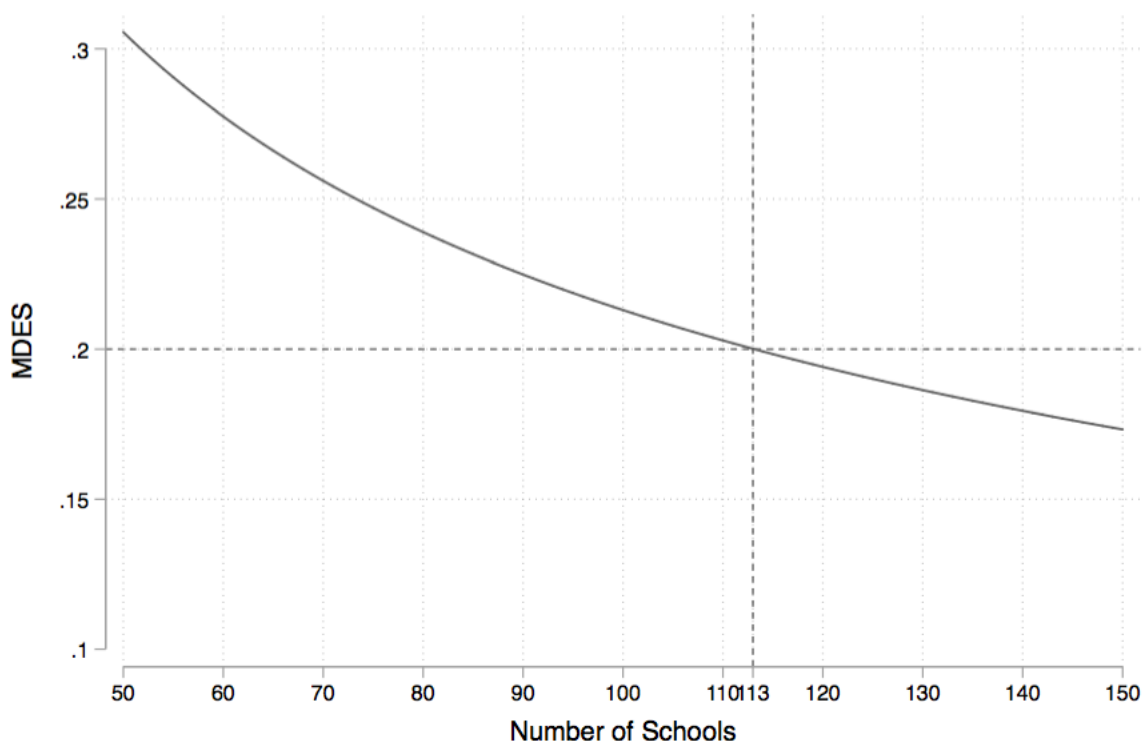
An appropriate pre-test/post-test correlation assumption cannot be estimated empirically directly for this trial, since correlation data between the pre- and post-tests used are unavailable. This is because the pre-test (score in the Year 1 phonics screening check; used consistent with EEF policy to use an administrative measure rather than an additional pre-test) has only been in place since 2012, and our post-test (the WAM) is an even newer measure. EEF guidance suggests that a pre- and post-test correlation of 0.7 in education research is common (Torgerson and Torgerson, 2013), however we see this as too

³ Note that this is opt-out consent from a research ethics point of view, not from a data protection point of view. We note that since the first version of this protocol was agreed the Data Protection Act 2018 has been implemented. As such, UCL's legal basis for processing this data is now considered to be 'public task' and BIT's legal basis for processing personal data is now considered to be 'legitimate interest'. 'Consent' is not used by either party as a basis for the processing of personal data.

⁴ EEF guidance on ICCs (EEF, 2015a) is provided for NPD outcomes. In the absence of ICC data for our outcomes of interest we use this guidance, specifically for the reading fine points score, and, given uncertainty about the geographical spread of participating schools, we use the highest regional ICC (which happens to be Inner London) to the nearest two decimal places.

optimistic in this case. The 21-day test-retest correlation coefficient of the WAM is reported to be 0.82 (Dunsmuir et al., 2015) but the time elapsed between the pre- and post-test in this trial is much longer, and we will not be using the WAM itself as a baseline. Our proposed pre-test (score in Year 1 phonics screening check) has less variance than would be ideal, due to a degree of bunching between the pass (32) and highest available mark (40). Nevertheless, given its closer temporal proximity to the post test, we believe it is likely to explain more variance in our post-test than earlier measures available in the NPD (which would have to be measured at the Early Years Foundation Stage). While there is no direct measure of the pre-test/post-test correlation between the WAM and the phonics screening check available, a value has been calculated using Year 1 phonics screening check scores and Progress in International Reading Literacy Study (PIRLS) scores (DfE, 2017) (taken in Year 5, the same year as the WAM will be administered). This value is estimated to be 0.52. Given the similar time period between pre-test and post-test administration, and the related domain, we believe this estimate is likely to approximate the value that will be observed in this trial. Based on this, we assume that 25% of post-test variance at both pupil- and school-level is explained by the pre-test (equivalent to pre-test/post-test correlation of 0.5).

Figure 1. Minimum detectable effect size estimate as a function of number of schools



These assumptions suggest a requirement of 113 schools to achieve an MDES of 0.2 (see Figure 1). YJA confirmed that recruitment of 100 schools and intervention delivery to 50 treatment schools are reasonable and achievable numbers given their capacity. Given the sample size of 100 schools and the assumptions mentioned above this trial should be able to detect an effect of 0.21.

Assuming the FSM subgroup is 15.3 per cent of the total size of the sample (based on pupils aged 5-10 in data from DfE statistics (DfE, 2016) and ignoring that it may be higher if recruited schools are in more disadvantaged areas), and maintaining all other assumptions (which is likely to be a conservative approach, given lower levels of within-group variation in this sub-group), there is an estimated minimum detectable effect size for this group of approximately 0.32 standard deviations.

Outcome Measures

The primary outcome of interest is writing attainment and the secondary outcome of interest is writing self-efficacy. The “ideation” sub-measure of the same writing self-efficacy measure will be an additional secondary outcome measure. These are discussed in turn below.

Writing attainment

To measure the primary outcome, we will use the Writing Assessment Measure (WAM) (Dunsmuir et al., 2015; Murphy et al., 2013). The WAM was developed in order to create a valid and reliable writing assessment measure, relevant within the context of the English educational system. This measure is designed to assess narrative writing in response to a written prompt, to which pupils are given 15 minutes to write. Previous evidence suggests that this measure is reliable (test-retest correlation $r=0.82$ over 21 days with different prompts) and valid ($r=0.786$ with Wechsler Objective Reading Dimensions–WOLD–Written Expression subtest) (Dunsmuir et al., 2015). The WAM is based on the structure and format of the WOLD Written Expression subtest, with modified dimensions that incorporate descriptors from the National Curriculum writing attainment targets, including: ideas development, organisation and planning, vocabulary, sentence structure and grammar, spelling, punctuation and handwriting. The WAM is unique as an assessment because it incorporates “ideas development”. Given the nature of the intervention, we will double-weight the score on the “ideas development” dimension. Final scores range from 4 to 32 (after accounting for double-weighting).

The Behavioural Insights Team (BIT) conducted a small-scale pilot of the WAM in October 2017 with approximately 50 pupils from one Year 5 class, one Year 6 class, and one mixed Year 5/6 class. The aim was to understand how clearly pupils understood the prompt, how much they were able to write during the time allotted, and act as a sense check of the measurement properties reported by Dunsmuir et al. (2015). Pupils were given the WAM prompt, one sheet of A4 paper, and 15 minutes to complete the task. The results of the pilot showed that pupils had little difficulty in completing this writing task but required some additional clarification on the prompt and additional paper. In addition, the measurement diagnostics remained encouraging (albeit this may be helped by the small sample). The piloting informed changes as to how the WAM will be implemented during outcome collection, including additional clarification as part of the prompt and the introduction of 5 minutes planning time before pupils begin writing.

Writing self-efficacy

The impact of the intervention on writing outcomes may have an effect through pupils’ engagement with and motivation for writing, which may in turn have an effect on children’s sense of efficacy as a writer. For this reason, we consider writing self-efficacy as our secondary outcome. In addition, self-efficacy has been highlighted in EEF’s review of non-cognitive skills: the evidence “indicate that self-efficacy for a particular task is malleable and that improved self-efficacy is associated with greater persistence, interest and performance” (Schoon & Gutmann, 2017, p.11) and that “the best predictors of specific academic performance and self-efficacy beliefs regarding those specific academic domains” (Pajares, 1996). To measure the secondary outcome of writing self-efficacy, we will use an adapted version of the measure proposed by Bruning et al. (2013), which has been adapted for primary school pupils with some simplification of language. This involves sixteen statements capturing aspects of writing, including “I can think of many ideas for my writing” and “I can avoid distractions while I write”, with pupils giving marks out of 100 for their self-assessment in each of these. We plan to use a slightly simplified version of this to better suit the primary school context; in addition, we will request responses on a 5 point Likert scale. Bruning et al. (2013) develop a multi-factor model of writing self-efficacy, however since we do not have specific factors (beyond that listed below) that we hypothesise our intervention to affect, we will use a simple aggregate of self-assessments across all sixteen statements (all are positively framed so there is no need for reverse coding). As such, possible scores range from 16-80 for each child.

Ideation

The logic model also predicts increased creativity in the pupils who have participated in their programme. To explore this, we will report differences in the “ideation” sub-measure of the

writing self-efficacy measure as an additional secondary outcome measure. This measure was jointly chosen with RSA and allows us to address our third research question on “idea generation”.

Collection and marking

Both the WAM and the writing self-efficacy measures will be invigilated and collected in summer 2019 by a team of research assistants (RAs) coordinated by BIT; they will also mark the writing self-efficacy measure. RAs will be blind to trial arm assignment of schools. An additional group of RAs, also blind to trial arm assignment of schools, will mark the writing exercises against the WAM scoring sheet. A sub-sample will be independently double marked to allow us to assess inter-rater reliability of the measure.

In addition, we will look at pupil performance on national KS2 SATS tests in English grammar, punctuation and spelling. These results will not be available until 2020, which is after the trial concludes; therefore, this analysis will not be included in the initial report. The results from this outcome are planned to be included in a separate report reflecting on all the projects from this round of funding to be published in early 2021.

Analysis plan

We will estimate the effect of the trial using a linear model on pupil-level data with school-level clustered standard errors including a school-level treatment indicator, blocking dummy variables (EAL composition and FSM composition) and pre-test covariate (Kahan and Morris, 2012). Scores in outcomes as described in the outcome measures section above will be used in all models.

The coefficient on this treatment indicator will recover the Intention to Treat (ITT) estimate of impact. We will calculate Hedge’s *g* effect size by dividing this coefficient by an estimate of the pooled total variance of the outcome variable and applying the appropriate correction factor. 95% confidence intervals will be estimated by inputting the upper and lower confidence limits of the coefficient from the regression model into the effect size formula.

An estimate of the intra-cluster correlations of the outcome measure will be extracted by estimating a variance components model for this purpose.

As noted above, the regression model will include a pre-test variable in order to improve the precision of the estimates. This will vary depending upon the outcome being estimated:

- We will use pupils’ marks in the Year 1 phonics check (extracted from NPD PHONICS_PHONICS_MARK) as a pre-test for writing attainment outcomes and the KS2 English grammar and punctuation outcome measure.
- We will use assessment of pupils’ Personal, Social and Emotional Development skills from the EY Foundation Stage Profile (aggregated scores from NPD FSP_PSE_G06, FSP_PSE_G07 and FSP_PSE_G08) as a pre-test for writing self-efficacy outcomes (including the ideation sub-scale).

Following EEF guidance, we will first test for an interaction of the treatment and FSMever status. If a significant interaction is found, we will estimate a separate model on the restricted sample of only FSMever pupils. This procedure will be carried out for both our primary and our secondary outcomes.

We will estimate treatment effects for compliers using a Complier Average Causal Effect (CACE) analysis using a school-level measure of compliance with the intervention, discussed below.

Definition of fidelity/on-treatment minimum

We outline below the fidelity measure and on-treatment minimum for YJA below. This measure assesses the minimum standards required in order for the delivery team to be satisfied that it is on-treatment – it is not an assessment of quality of engagement. The purpose of this measure is to be able to exclude schools which have not engaged in the intervention in the way we expected, which also provides useful contextual information for the process evaluation. For example, it may help us decide which schools to sample for the case studies.

These are as follows:

- 1) schools must allow for all 8 days to be conducted in schools with the YJA delivery team
- 2) all schools must have uploaded at least 10 media items by the end of the intervention, OR if not, be considered by mentors still be adequately participating by fulfilling a set of criteria to be refined by the delivery team

These metrics assess the minimum standards required for the delivery team to be satisfied that it is on-treatment – it is not an assessment of quality of engagement. The purpose of these measures is both to understand the dosage of the intervention, as well as to contextualise the process evaluation. All measures will also double up as continuous measures to assess the range of basic engagement within the sample, and will help us understand which schools to ask to participate in the case studies as well as provide data to cross reference against the survey results.

Implementation and process evaluation methods

Introduction

A robust and in-depth implementation and process evaluation (IPE) is vital to ensure we understand the extent to which YJA achieves positive outcomes for young people.

In the first section, we outline the overarching implementation questions that will be explored across all projects, including YJA. These cross-project similarities in delivery and in what they are aiming to achieve are outlined in the appendix. We highlight, for each question, which dimension or factor affecting implementation it relates to, as specified in the guidance set out by the EEF.⁵

The second section outlines the IPE questions that are unique to YJA.

A flexible research approach will be employed to capture the unifying and distinct elements of the five programmes. We will use similar methods to capture both the overarching IPE questions, as well as the project specific questions.

Cultural Learning IPE Questions

1. In what ways was the programme implemented? What are the barriers and facilitators of delivery (Fidelity)? In particular:
 - a. Senior Leadership Team buy-in;
 - b. Delivery of training – a) the extent to which is it consistent across sites; and, b) whether it appears to be effective in ensuring that teachers understand the

⁵ Humphrey, N., Lendrum, A., Ashworth, E., Frearson, K., Buck, R., & Kerr, K. (2016). Implementation and process evaluation (IPE) for interventions in education settings: An introductory handbook. *Education Endowment Foundation (Ed.)*.

- aims and main features of the intervention;
- c. Delivery of the intervention – a) consistent across sites; b) whether it appears to be effective in supporting children’s attainment c) whether it appears to facilitate children’s engagement
2. To what extent did the schools engage with the intervention in line with the intervention aims? (Responsiveness).
 3. How was the quality of the intervention perceived by teachers, senior leaders and teaching assistants? (Quality)
 4. To what extent is the knowledge of arts practitioners delivering the intervention integrated with the pedagogic knowledge of teachers involved? (Implementer support system)

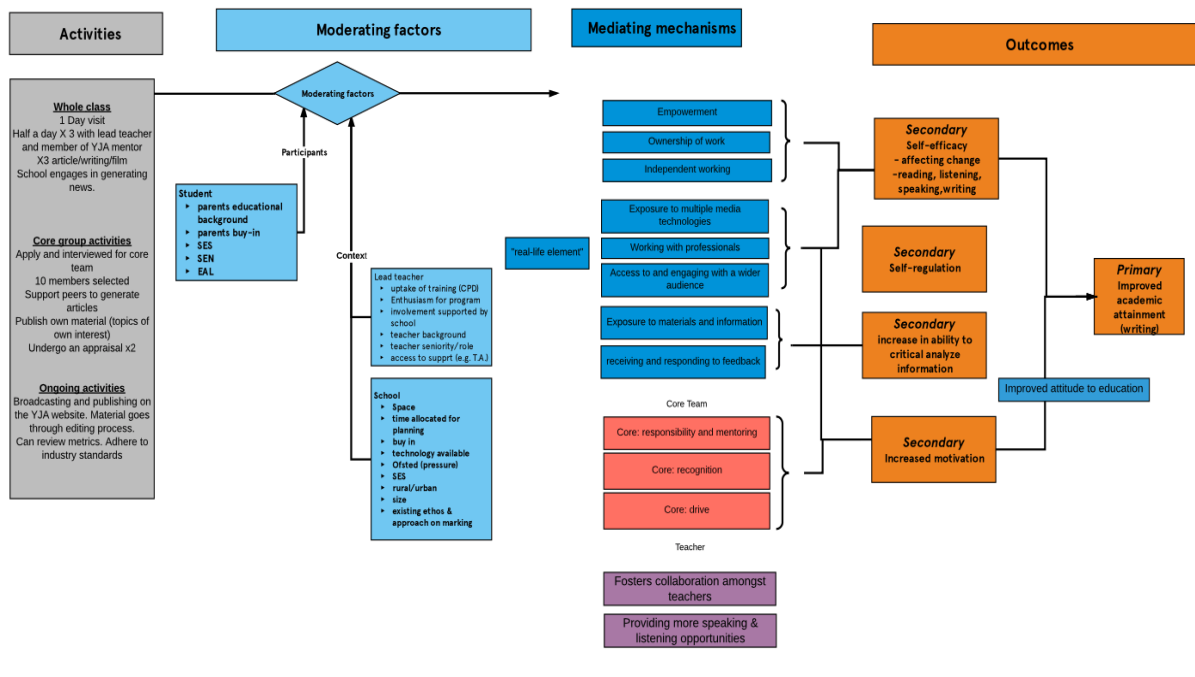
Young Journalist Academy Specific Questions

Beyond the overarching questions listed above, additional areas which will be important to explore are as follows:

1. What are the mechanisms that are taking place in the intervention and to what extent are they bringing about change? (Mechanisms)
2. The relationship between the ‘core’ team and the rest of the class. How does this affect engagement with the programme? (Responsiveness)
3. How do schools engage more broadly in showcasing journalist outputs?
4. Which elements of the intervention are most widely adopted and how does this affect outcomes? (Adaption/Quality)
5. To what extent is the intervention disseminated across the school? (Reach)
6. How does the YJA intervention affect literacy in the class and school? (Mechanisms)
7. To what extent do school facilities, space and technology, affect the intervention? (Implementation environment)

Logic Model

An IDEA workshop was held, utilising the TIDieR framework, to develop a logic model in collaboration with YJA. The Logic Model will be instrumental in directing the IPE. Throughout the IPE, we will attempt to monitor the proposed mediating mechanisms as well as understand the role played by potential moderators. A summary of the similarities across all the logic models for the Cultural Learning interventions can be found in the appendix.



Methods

A suite of methods will be used to answer the research questions outlined above. These will be analysed in conjunction with the other sources of data to provide an in-depth yet generalisable understanding of the intervention. These methods will be the same across all projects to ensure consistency, but will vary according to the project delivery timetables that are yet to be defined. We will work closely with the YJA team to ensure we conduct the data collection when appropriate.

In addition to main project team input Professor Andrew Burn, specialist in English, Media and Drama; and Professor Gemma Moss, literacy specialist (all at UCL Institute of Education) will be invited to give feedback on the methods.

Observation of training. The IPE team will attend and observe at least one whole school day visit and half day school session delivered by the training provider, as well as review the materials used in the courses. Members of our team with expertise and knowledge of arts in education will lead the observations and fieldwork. We anticipate that the project team and/or training providers would also carry out evaluation of the training for their own purposes; where these overlap, and with appropriate consent, we would look to triangulate insights. This will be particularly valuable around measuring engagement in programmes and consistency of training.

Administrative data. Working closely with the delivery partners, we will devise measures of engagement in the intervention and triangulate these metrics with the sampling to ensure our case studies (see below) target a variety of intervention settings. These measures may include online metrics, attendance or other relevant engagement related data. This will help us ascertain the feasibility and scalability of projects.

Case studies of schools. These will consist of interviews and classroom observations with a subset of approximately 6 schools:

These case studies will consist of

- Teacher interview both before and after the lesson observation
- Observation of a lesson featuring writing
- Informal interviews with children
- Interview with SLT

The schools will be sampled based on a range of characteristics such as location; Ofsted rating and engagement. Where possible we will interview the delivery staff related to the trial. Case study is a powerful research strategy to use within sequential explanatory mixed method designs and adds completeness to the exploration of complex issues in situ (Yin, 2013).

Online surveys. To gather data from all participating schools, we propose carrying out an online survey of control and treatment schools. The purpose of this survey would be to collect information on “business as usual” schools and classrooms, differences between “business as usual” and intervention classrooms, cost data, and a wider view of implementation and/or impact as measured qualitatively. To encourage participation and minimise the burden on respondents, it is expected that the survey would take teachers no more than 20 minutes to complete.

Triangulation

Multiple sources of data will be brought together to best answer the IPE questions. How these methods will be triangulated are outlined in the table below.

Cultural Learning IPE Questions	Methods
In what ways was the programme implemented? What are the barriers and facilitators of delivery (Fidelity)? In particular: <ul style="list-style-type: none"> a. Senior Leadership Team buy-in; b. Delivery of training – a) the extent to which is it consistent across sites; and, b) whether it appears to be effective in ensuring that teachers understand the aims and main features of the intervention; c. Delivery of the intervention – a) consistent across sites; b) whether it appears to be effective in supporting children’s attainment c) whether it appears to facilitate children’s engagement 	Survey; Administrative Data; Case studies; Observation
To what extent did the schools engage with the intervention, in line with the intervention aims? (Responsiveness)	Survey; Administrative Data
How was the quality of the intervention perceived by teachers, senior leaders and teaching assistants? (Quality)	Case studies; Survey
To what extent is the knowledge of arts practitioners and other practitioners integrated with the pedagogic knowledge of teachers involved? (Implementer support system)	Case studies; Survey
YJA Questions	

What are the mechanisms that are taking place in the intervention and to what extent are they bringing about change? (Mechanisms)	Case studies, Survey, Observation; Administrative data
The relationship between the 'core' team and the rest of the class. How does this affect engagement to the programme? (Responsiveness)	Survey; Case studies; Observation
How do schools engage more broadly in showcasing journalist outputs?	Survey; Administrative Data; Case studies
Which elements of the intervention are most widely adopted and how does this affect outcomes? (Adaption/Quality)	Survey; Administrative Data
To what extent is the intervention disseminated across the school? (Reach)	Survey; Case studies
How does the YJA intervention affect literacy in the class and school? (Mechanisms)	Survey; Case studies; Administrative Data
To what extent do school facilities, space and technology, affect the intervention? (Implementation environment)	Survey; Case studies

IPE Analysis

Structurally, this will draw upon the analytical strategy of multi-case studies – whereby a programme is first coded individually and then a large cross-sectional analysis is conducted, which encompasses all programmes (Stake, 2013). The original plan was that the deductive analysis would be conducted on Nvivo by the lead researchers, who will co-code 3 transcripts to ensure coder similarity and robustness of coding framework. The current research team uses the Framework approach to data management and analysis (Lewis et al, 2013), a robust and widely-used methodology within educational research and particularly appropriate for exploring implementation and identifying barriers and facilitators to effectiveness. This approach uses matrices within which the data is organised using columns (codes) and rows (cases). Codes will be pre-specified in a coding framework which reflect the research questions, but additional codes will be created as new themes emerge. The Framework approach does not use co-coding, as the approach to reporting makes the analysis transparent to the reader, so transcripts will not be co-coded as originally envisaged. A number of pieces of software can be used to support the approach, including Nvivo, which was the software originally specified in this protocol. However, we propose using Excel as the team does not currently have access to Nvivo and the planned volume of data means that a specialist software is not needed. More details about IPE analysis can be found in Appendix 2.

The analysis will be conducted in stages, first on the school, or case level, then across the cases involved in the trial. Finally, a cross-project analysis of the Cultural Learning aspects of the data will be conducted to ensure we identify significant patterns relevant to all

interventions. This will take the form of a flexible, yet robust, thematic framework, which will include elements that are unique to each, but also relevant to all projects. It will be important to understand how the same theme may be manifested in a different way for different programmes (Bazeley, 2013).

IPE Data Collection Timeline

We understand that each project will follow a similar delivery schedule, with variation in the numbers and timing of training sessions across the year. This similarity allows us to map our data collection activities on to one timeline. We have arranged the timeline by term as the YJA team are yet to specify exact timings for their programme delivery. We can therefore consider this an indicative schedule of events across the academic year of 2018-19.

Date	Item
Autumn Term 2018	Observation of training of whole school day visit
	Collection of baseline survey to measure school buy-in and teacher attitude towards intervention
	Collection of school characteristics
Spring Term 2019	Observation of mid-point YJA half day schools session
	Collection of fidelity data to inform case study sampling
	Finalise sampling strategy
	Conduct in-school case studies
Summer Term 2019	Conduct in-school case studies
	Administer end of intervention survey
	Conduct analysis

Costs

An estimate of the per-pupil cost of the intervention will be calculated by the evaluation team. This estimate will focus on cost from the perspective of a participating school and will be based on the direct, marginal costs of implementing the intervention. This could include anything which the school needed to pay for beyond the business as usual.

The cost estimates will make use of information from the project team (particularly regarding the actual cost of delivering the intervention, e.g. the cost of providing the training), as well

as that collected directly by the evaluation team from schools about the costs of preparing and implementing the intervention. Information on costs, especially any hidden costs or resource implications, will be explored through the process evaluation as part of the interviews with teachers and school visits. The purpose of collecting such data in the process evaluation would be to identify the main areas of expenditure required by the project. This process will also help to establish whether it may be appropriate to include any questions on costs/resource use in the survey. This will need to strike a balance between collecting sufficient cost information and not damaging response rates; it will also need to take account of whether a teacher is well placed to provide accurate information on particular types of costs.

Time spent by schools, such as the amount of time for which schools need to arrange cover for teachers to attend training will be reported separately from the financial costs. Any costs in terms of prerequisites will also be considered, for example technological equipment or other resources. Control group schools will also be asked about the time they invested in CPD, to ascertain how much time above and beyond business as usual is needed. We may also triangulate national data on this if available.

An estimate of cost per pupil per year will also be calculated based on the trial period, as once trained, teachers would also be able to deliver the programme in subsequent years. Any costs associated purely with the trial will be excluded.

Ethics and registration

Ethical approval has been sought following UCL Institute of Education staff ethics approval procedure. It was approved on 26 March 2018.

Personal data for this trial will be processed under the public task provision of the GDPR. Nevertheless, parents will be provided with the option to object to this processing of their child's data, which we will respect. This use of data has been allocated the following UCL Data Protection Registration Number: Z6364106/2017/12/54 social research.

This trial protocol has been pre-registered at www.controlled-trials.com, and assigned an [International Standard Randomised Controlled Trial Number \(ISRCTN\)](https://www.isrctn.com/ISRCTN14491875) of [ISRCTN14491875](https://www.isrctn.com/ISRCTN14491875).

Personnel

Project team

Rob Pitman (Paradigm Arts)

Sam Atkins (c1media)

Evaluation team

Jake Anders, Nikki Shure (UCL Co-PIs), Dominic Wyse (UCL IPE Lead), John Jerrim, Gemma Moss, Andrew Burn (UCL), Pantelis Solomon (BIT PI), Kim Bohling, Fabian Gunzinger, Matt Barnard, Millie Devereux, Bridie Murphy, Juliane Wiese, Alex Manby, Johanna Freidrichs (BIT)

The teams will have the following roles within the evaluation:

Design of the trial

- Sample size calculation – UCL
- Refinement of randomisation approach – UCL

Delivery of the intervention

- Recruitment of schools – YJA
- Delivery of intervention – YJA

Measurement of outcomes

- Writing outcomes - BIT
- Writing self-efficacy outcomes – BIT
- NPD application and linkage – UCL

Impact analysis – UCL (lead) and BIT

Qualitative analysis – UCL (lead) and BIT

Risks

The data security policies of UCL and BIT and the Data Sharing Agreement between BIT and UCL are included with this protocol.

Some of the key risks are summarised in the table below:

Issue/risk	Risk level	Action to address issue/reduce risk
Dropout / non-compliance of settings	Medium	We plan to minimise attrition by ensuring that schools will have signed both an Expression of Interest as well as the finalised Memorandum of Understanding. We have personally spoken with all schools signing up to the project to ensure they are aware of their responsibilities and the expectations required from participants. The relationship building process with schools is an essential part of the YJA experience and ultimately outcomes. Whilst delivery happens in the classroom the school is very much supported to adapt and integrate practice across the school. The project team as a matter of course monitor changes in key personnel to ensure ongoing commitment. Minimising the data collection burden on schools will also be important for retention. We will also randomise only after schools have followed consent collection procedures, providing the necessary student data.
Difficulty in collecting data needed prior to randomisation (i.e. pupil data and consent)	Medium	Data will be submitted directly to BIT who will conduct quality checks prior to its acceptance and a school being considered eligible for randomisation. This will also be subject to quality assurance by the UCL team, including random checks of a sample of data collection spreadsheets during this process ensuring no missing data or discussing where this has been unavoidable and understanding the reasons for this.

Difficulty recruiting schools	Medium to high	We are confident that the project team will convey the importance of the evaluation to settings and the value to them of taking part. To understand whether recruited settings are atypical in some way (which would affect external validity), we ask that the project team keep records of settings approached and, where possible, of reasons for not participating.
Withheld consent to link to NPD	Medium	<p>We plan to collect the necessary data to allow this long-term follow up. We believe this processing of personal data is justified under the legitimate interests/public purpose of data protection regulations. Nevertheless, we will offer parents the opportunity to opt their child out of all processing of their data. We believe we should be able to provide the necessary information to parents in treatment and control settings and do not anticipate high or non-randomly varying levels of opt-out.</p> <p>There is some risk that regulatory change (introduction of the GDPR) may change DfE's attitude towards allowing access to NPD data on this basis. We think there are minimal steps we can take to mitigate this risk directly (short of changing to unambiguous-opt-in-consent, which has its own drawbacks). However, our primary analysis models only rely on NPD data to improve precision; as such we should still be able to recover unbiased estimates, albeit with lower levels of precision.</p>
Missing Outcome Data	Medium	<p>For directly collected assessments, attrition is a potential risk. BIT and UCL will ensure schools and research assistants understand the need to collect post-test measures for as many students as possible in order to maximise internal and external validity.</p> <p>Schools will also be contacted sufficiently far ahead of data collection window to ensure we arrive at a convenient time for RAs to visit and run the writing assessments.</p> <p>RAs will report to the BIT project coordinator the number of children not able to sit the assessments after each visit. If the rate is high (>5% of sample) the project coordinator will contact the school for further detail if required and alert UCL, the EEF and project team.</p> <p>Linking to children's outcomes in the NPD for long-term follow-up offers some protection against attrition but not for the primary outcomes of the project. This is not entirely without risk as it relies on the legal basis and technical ability to identify children in the NPD (see above).</p>
Parent and teacher concern about 'over-testing'.	Medium	Communications to schools (during recruitment) and parents (when obtaining consent) will emphasise that these assessments (referred to as "writing samples" in all school-facing communication) will be fairly short and their children will not be judged upon the outcomes. As such, they will be kept low-stakes and low-pressure for pupils.
Problematic randomisation	Medium	When randomising clusters rather than individuals, the chances of a 'bad draw' increase because of the reduction in the number of units being randomised for a given number of participating schools. To protect against this, we plan randomisation within blocks in the Randomisation section.

Treatment variation	Medium	We view this not so much as a risk but as the reality of implementing such an intervention. The impact estimates (Intention to Treat) therefore relate more to the type of treatment likely to prevail in practice rather than the type of impact that could be seen were it possible to achieve laboratory-type conditions. Nevertheless, understanding treatment variation is important and will be explored through CACE analysis of the on-treatment sample as well as being a key focus of the implementation and process evaluation.
Unexpected absence or loss of team members	Low	The team will substitute for each other during any short-term absence. In the event of longer periods of unplanned absence or departure, we will recruit replacements. Both BIT and UCL have other experts in evaluation and education who could substitute for members of the team, should this be necessary.

Timeline

Date	Activity
November 2017-April 2018	Recruitment (Project Team) The YJA team will lead on recruitment using its existing network of schools in the regions specified above.
October 2017 – February 2018	Pre-Randomisation Data Collection (BIT and Project Team)
June 2018	Randomisation (UCL) Evaluation team will randomise schools and report outcome to YJA team.
September 2018	Intervention begins (Project Team) The intervention will begin in September 2018 and will be delivered by the YJA team.
September 2018	IPE begins (BIT and UCL) UCL will lead on process evaluation concurrently with the intervention.
May- July 2019	Outcome Testing (BIT) Pupils' writing and self-efficacy outcomes will be measured by BIT. These assessments will be marked by PCGE students at UCL in a process overseen by BIT.
June 2019	Intervention ends (Project Team) The YJA will conclude delivery of the intervention at the end of the school year.
August-October 2019	Data analysis (UCL and BIT) UCL will lead on the data analysis following the data analysis plan outlined in this trial protocol.
October-December 2019	Report writing (UCL and BIT) UCL and BIT will collaborate on writing up the data analysis and the IPE into a final report to be submitted to the EEF by January 2020.

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Appendix 1 Overarching IPE similarities

Similarities across Cultural Learning projects

The logic models from the 5 cultural evaluations were compared to understand their similarities and differences. From this, an amalgamated flow chart was designed to show the general route that all the programmes can take (Figure 2).

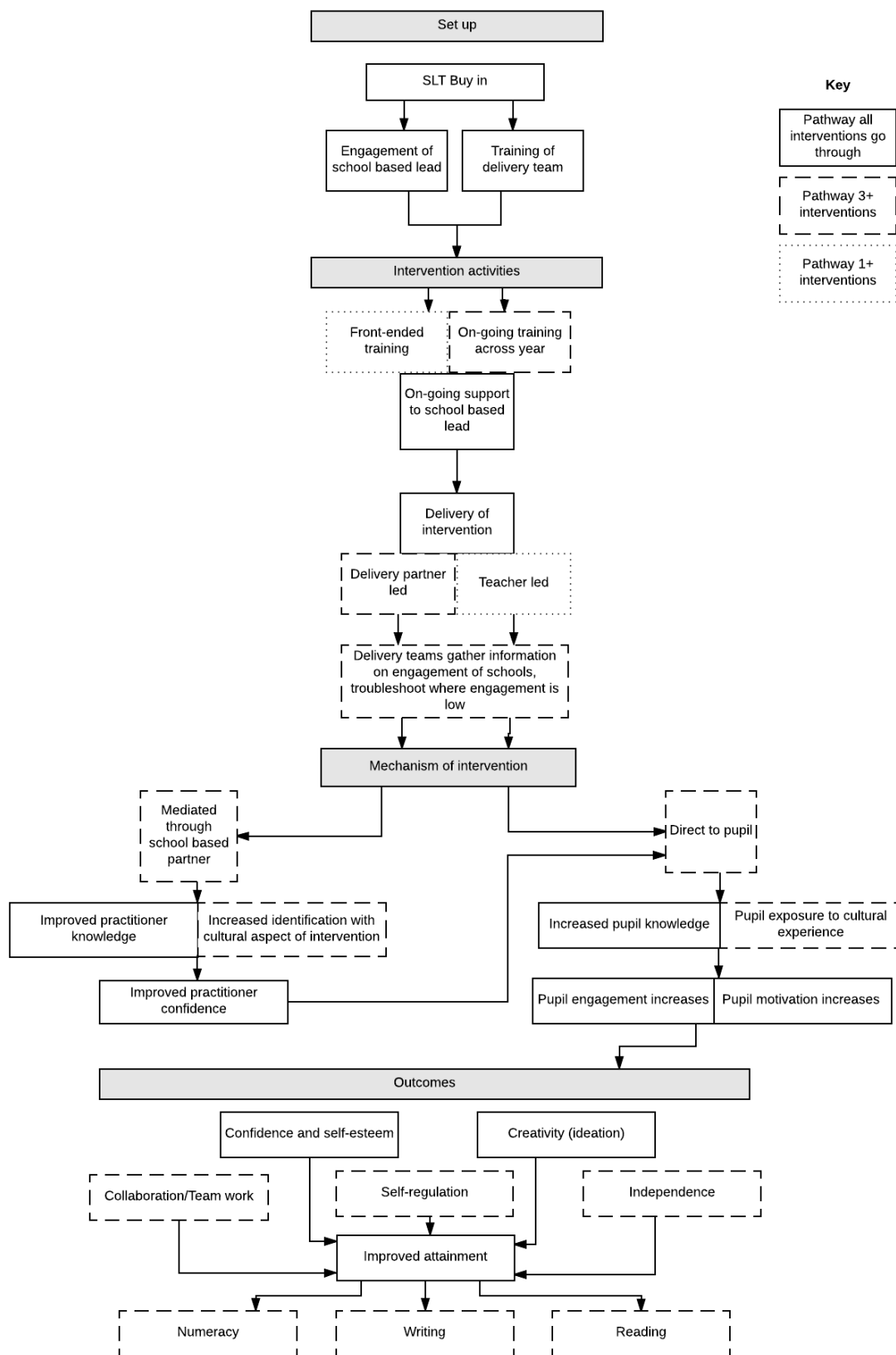


Figure 2 Amalgamated logic model of the 5 interventions

Implementation Similarities

From Figure 2, we can see that the following are standard across all 5 interventions:

1. Senior leadership buy-in
2. On-going (yet varied) support from delivery team staff - relationship with school, and teachers or teaching assistants.
3. Training days for teachers or teaching assistants
4. Delivery teams gather information which helps them understand how the schools are engaging in the intervention - to what extent it can we use this to gather fidelity information?

When considering the differences in implementation there are two possibilities which all of the five interventions take: 1. The intervention is mediated through school-based partners, or 2. The intervention is delivered direct to pupils. These two possibilities should be measured in a standardised fashion as they may have implications for how arts-based programmes are designed in the future. These 'options' are outlined below:

- 1) Training model - front-end loaded and/or on-going across the year
- 2) Direct delivery of intervention - via a member of school staff or via a delivery partner
- 3) Mechanisms of change - mediated through a member of school staff or delivered directly to pupils
- 4) For writing orientated interventions, the extent the practices reflect robust evidence of what works?

Moderating factors

Across the 5 interventions, several common moderators emerged from the logic model IDEA workshops. We will aim to capture these systematically when drawing up the MOU with the schools. Of all the 29 different moderators outlined, we will systematically capture those referenced by 4 or more of the projects. These are as follows:

- 1) School Ofsted rating
- 2) Current activities relevant to the intervention
- 3) Pupil SEND/EAL
- 4) Teacher/TA experience (years)
- 5) Teacher/TA background knowledge in arts-related programmes

Mediating factors

There was generally much less overlap between projects overall in relation to mediating factors, and the 43 mediating mechanisms listed (although many between-project similarities). The only ones which were relevant for 4 or more of the projects were broad, and the first is being captured in some of the projects already. The second, creativity, will also be captured as part of the overarching Ideation measure.

- 1) Improved pupil self-efficacy
- 2) Improved creativity

Appendix 2 – Additional detail about the IPE

A)

i) Research questions: What data will be used to answer each question (from how many data sources)?

The implementation and process evaluation will use both qualitative and quantitative data sources to answer the key research questions.

- Qualitative interviews and observations: these data sources will be used to map the range of ways the programme has been implemented, identify the barriers and facilitators to delivering the programme and ensuring fidelity, and to building on the programme's theory of change to develop explanations for understanding what helps and hinders the programme achieving its key outcomes
- Surveys and administrative data: these data sources will be used to measure the level of engagement of schools and teachers, quantify levels of perceived fidelity and effectiveness and get feedback on the perceived quality of the intervention

B)

i) Selection of case study units

Six schools will be sampled for the case studies. We seek to select school that have different characteristics, so that we can capture variation in the experiences that teachers will have of the programme and implementing what they have learnt in their schools. The primary sampling criteria will be: i) attendance at CPD sessions and residential weekends and ii) % students receiving free school meals. The secondary sampling criteria will be: i) membership of training group A, B or C ii) school Ofsted rating and iii) location of school.

ii) Research methods/data sources informing each 'case'

Case study schools will be asked to nominate three possible dates that are convenient for them for a BIT researcher to conduct a one-day visit. On this day, the researcher will observe a lesson involving writing and conduct an audio-recorded interview with the class teacher and a member of the senior leadership team. The purpose of interviews with teachers is to understand their experience of the programme, the barriers and facilitators to engaging with the programme, how the training influences their practice and any subsequent effect this has on their pupils. The purpose of interviews with the senior leadership team is to understand their experience of the programme, any support they have provided for the teacher to engage with the programme, and any potential impacts of the programme that they have observed. Dom Wyse will attend one of these case study visits, and depending on what is possible logistically, this will be alongside a BIT researcher or independently. The aim of this is to ensure that Dom has seen the programme in action, which will enhance his ability to feed his expert knowledge into the analysis and reporting for the IPE.

iii) Participant numbers and selection criteria for each method

At each case study school, we will interview the Young Journalist Academy lead teacher (N=1) and a member of the senior leadership team (N=1), who has overseen the teacher's engagement with the Young Journalist Academy programme. We will also observe the class whose teacher is the lead teacher.

iv) Analysis

The analysis of the qualitative data will be undertaken using tools and processes associated with the Framework approach⁶, which emphasises the importance of being comprehensive, systematic and transparent. In practical terms, the first step in analysis is to manage the data using Framework, a case and theme-based approach to data management. Key themes that emerge from the interviews will be identified

⁶ Ritchie, J., Lewis, J., McNoughton-Nichols, C., Ormston, R. (2013) Qualitative Research Practice (2nd edition).

through familiarisation with the transcripts. An analytical framework is then drawn up and a series of matrices are set-up in Excel or specialist software such as Nvivo, each relating to a different issue. The columns in each matrix represent the key sub-themes or topics and the rows represent individual participants. Data from each interview is noted in the appropriate cell, so the data are ordered systematically and grounded in participants' accounts. This means that each part of a transcript that is relevant to a particular theme will be noted, ordered and accessible and can easily be shared within the team.

The second part of the analytical process is to work through the charted data, drawing out the range of experiences and views and identifying similarities and differences. This involves undertaking thematic analysis of specific issues (crudely looking down columns in Framework) as well as case-based analysis (crudely comparing and contrasting rows in Framework), through which typologies will be identified where they exist and explanatory accounts developed. During the analytical process a balance will be maintained between deduction (using existing knowledge and concepts relevant to the issue) and induction (allowing new concepts and ways of interpreting experience to emerge from the data). As qualitative data cannot be generalised in terms of prevalence, the analytical outputs will focus on the range and diversity of experiences and key concepts, avoiding numerical summaries or quasi-numerical language such as 'most' and 'majority'⁷.

v) Data collection timeline

April

- Sampling schools
- School recruitment

May – June

- Case study data collection

BIT & UCL IPE team
March 2019

⁷ Ibid.