



WEST LONDON ZONE

collective impact for
children and young people

INTRODUCING WLZ IN RBKC

November 2017



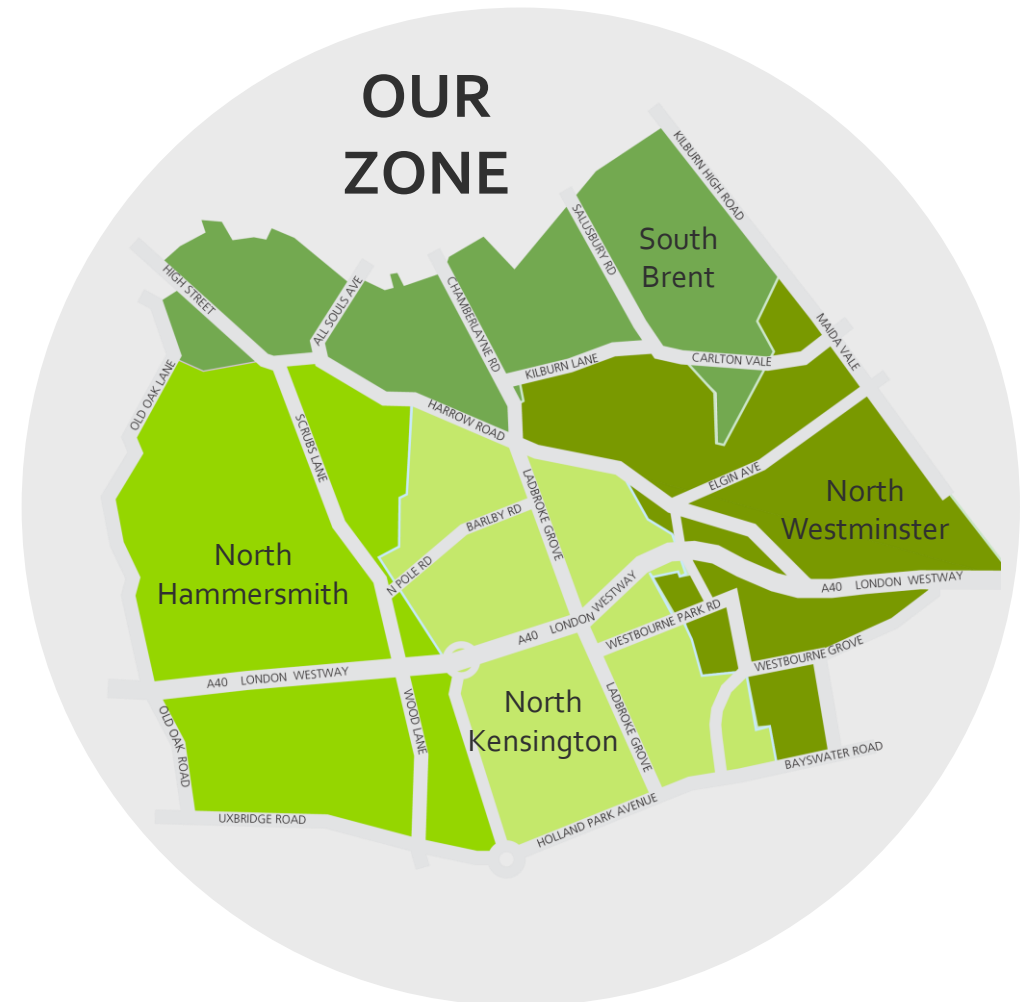
Our inspiration



Inspired by



'Cradle to college'
'Whatever it takes'
'Whole community'
'Tipping point'



Identify

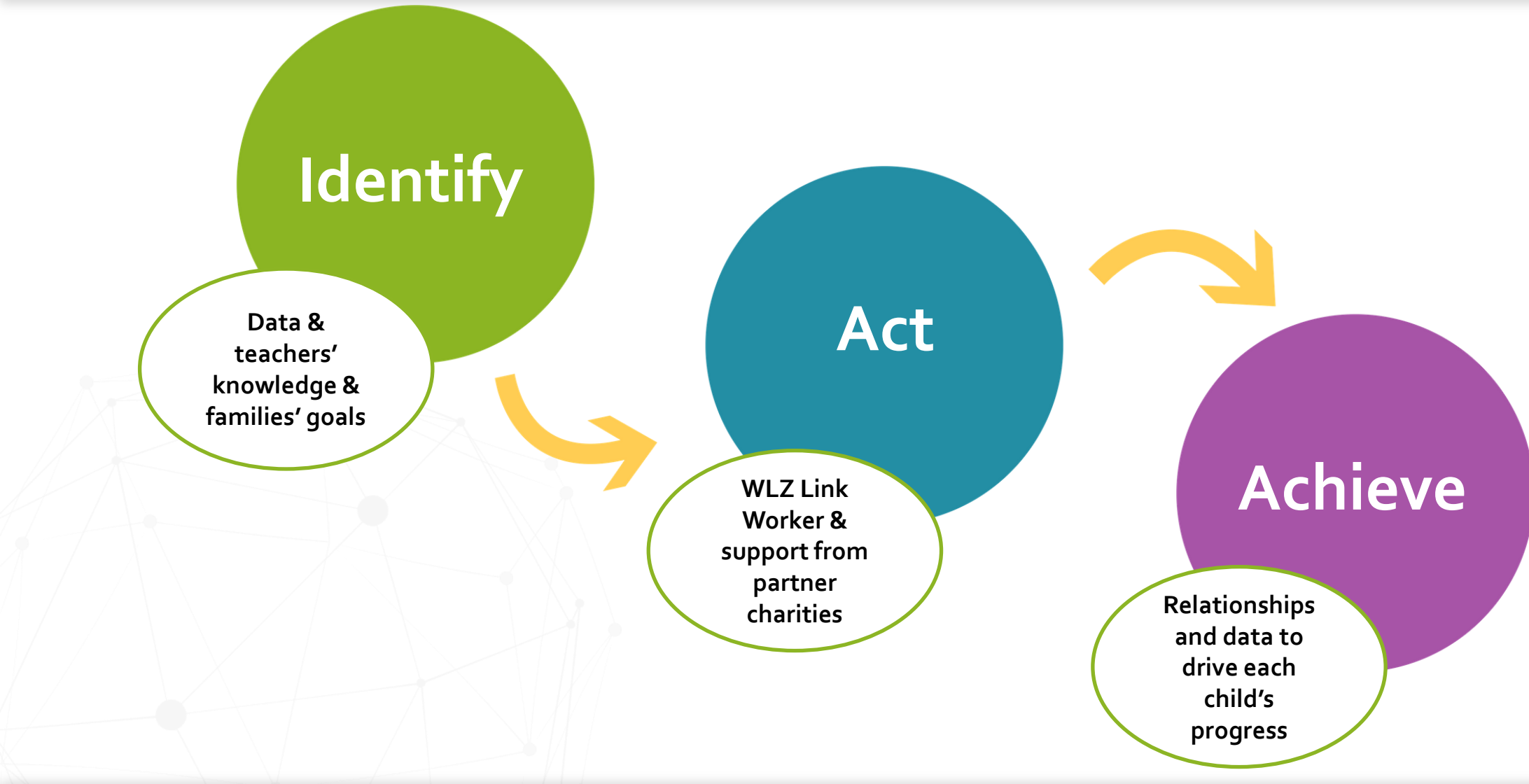
Data &
teachers'
knowledge &
families' goals

Act

WLZ Link
Worker &
support from
partner
charities

Achieve

Relationships
and data to
drive each
child's
progress



The outcomes we seek for children and young people



Positive relationships

Measured by child or parent report of positive behaviours (15 points or lower) on the Strengths and Difficulties Questionnaire

Good physical health

Measured by child or parent report of child doing 60 mins of exercise at least four times a week

Good progress and attainment

By Yr 6: KS2 on track or at target attainment in Reading, Writing & maths

By Yr 11: on track or at target level on 1-9 GCSE grade scale in Eng & Maths

WLZ aims to get children we work with on-track so by the end of school they have:



Good mental wellbeing

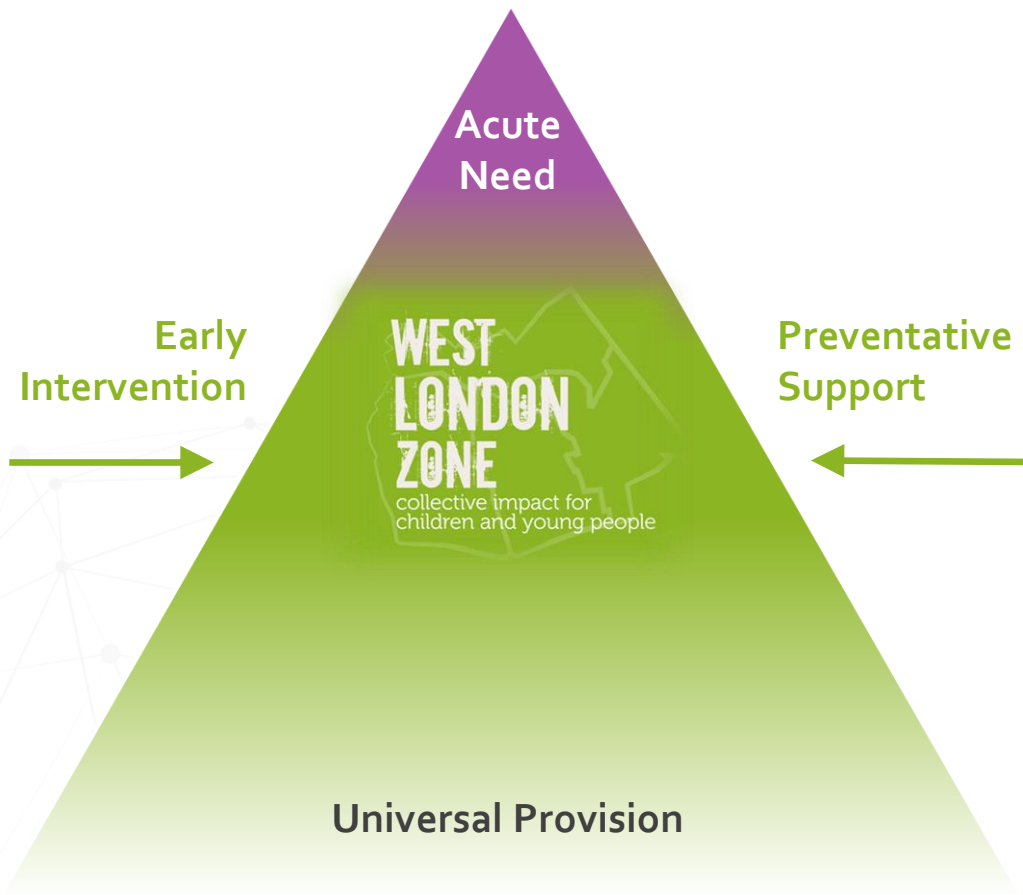
Measured by child or parent report of positive behaviours (15 points or lower) on the Strengths and Difficulties Questionnaire

Confidence and aspiration

By Year 6: essential skills e.g. resilience, self-efficacy, and aspirations beyond home & school measured by WLZ My Voice Survey
By year 11: as above plus enrolled in Further Education, Employment or Training

WLZ Link Worker focuses on a targeted cohort who receive support from our delivery partners. A wider group of children can also benefit from partner support, and we expect an impact across the whole setting.

Identify: we proactively seek the children at risk



We consistently collect data and identify children showing concerns around:

- **Academic progress**
Significant time out of the classroom (poor behaviour and/or attendance)
- **Physical health**
Lack of exercise, poor nutrition, risky behaviours (sex, substance misuse)
- **Wellbeing**
Stress, anxiety, depression or other mental ill health
- **Peer relationships**
Including risk of being bullied or bullying
- **Parental involvement**
In education and school

Identify: we have a bespoke WLZ method for selecting children and young people



STEP 1:

Generate a long list of pupils with multiple key risks

Rank children by a **count** of the following priority risks:

- School Attendance
- English Attainment (Reading & Writing in Primary)
- Maths Attainment
- Strengths and Difficulties (Full SDQ)
- School Engagement
- Parental involvement in education

STEP 2:

Rank pupils by considering their wider risks

Within priority ranking, rank based on a **count** of secondary risks:

- Insufficient exercise
- Risky health behaviours e.g. substance misuse
- Offending behaviour
- SDQ - Emotional Wellbeing
- SDQ - Peer Relationships
- SDQ – Conduct
- SDQ – Hyperactivity
- Wellbeing
- Interaction w/ antisocial peers
- Parents' family management
- Poor parental attachment
- Bullying victimisation
- Lack of significant adult
- Child's social support
- Community environment
- Overcrowding
- Demographic factors (IDACI, IMD, FSM, SEN, EAL)

STEP 3:

Agree cohort to target with input from schools

In partnership with schools, decide final list taking into account:

- Additional context from teachers and staff
- WLZ exclusion considerations, such as:
 - Statutory attendance issues (<80%)
 - EHC plan
 - CAMHS involvement
 - Criminal justice system involvement
 - Severe addiction
 - Imminent LAC transition
 - Statutory agency involvement
 - Serious disability

Key to information sources:

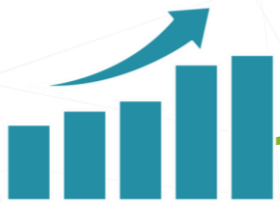
- School admin data
- WLZ My Voice Survey information
- School discussion

Act: we allocate a Link Worker to each child and family



Setting goals and motivating children

- Constant 'trusted adult' presence
- Strengths-based approach
- Keeps close eye on progress



Managing specialist support

- Manage logistics (security, safeguarding, rooms, etc.)
- Feedback loops
- Ensure support compliments school



Tailoring and tweaking support

- Support tailored to each individual
- Adapt support if necessary
- Signpost to opportunities in community



Engaging parents

- Consent gained at the start
- 'Neutral', i.e. not school/social services
- Ensure smooth communication (school, parent, child, partner)



Act: we arrange specialist support from our partnership of mainly local projects



Tailored package of support for each child



Family befriending



Transition activities for Y6 pupils/parents



Butterfly Reading programme



After school adventure play club



Support for students at risk of NEET



English and Maths tutoring



Physical activity sessions and nutrition mentoring



Circus in the community



1:1 and group therapy



1:1 tutoring and academic support

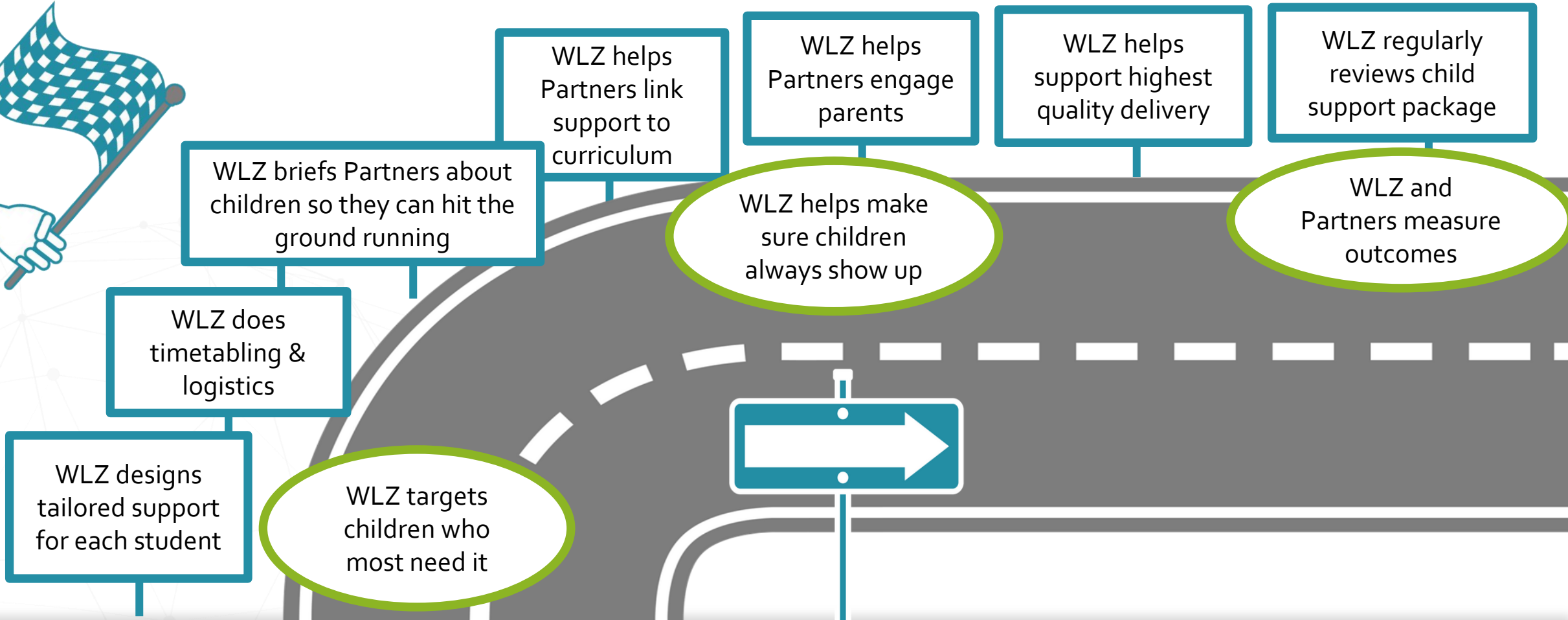


Reading helpers in school



Activities to improve behaviour, wellbeing, peer relationships

Act: we proactively set up and help to manage the specialist partner support



Act: we base the work in schools and nurseries

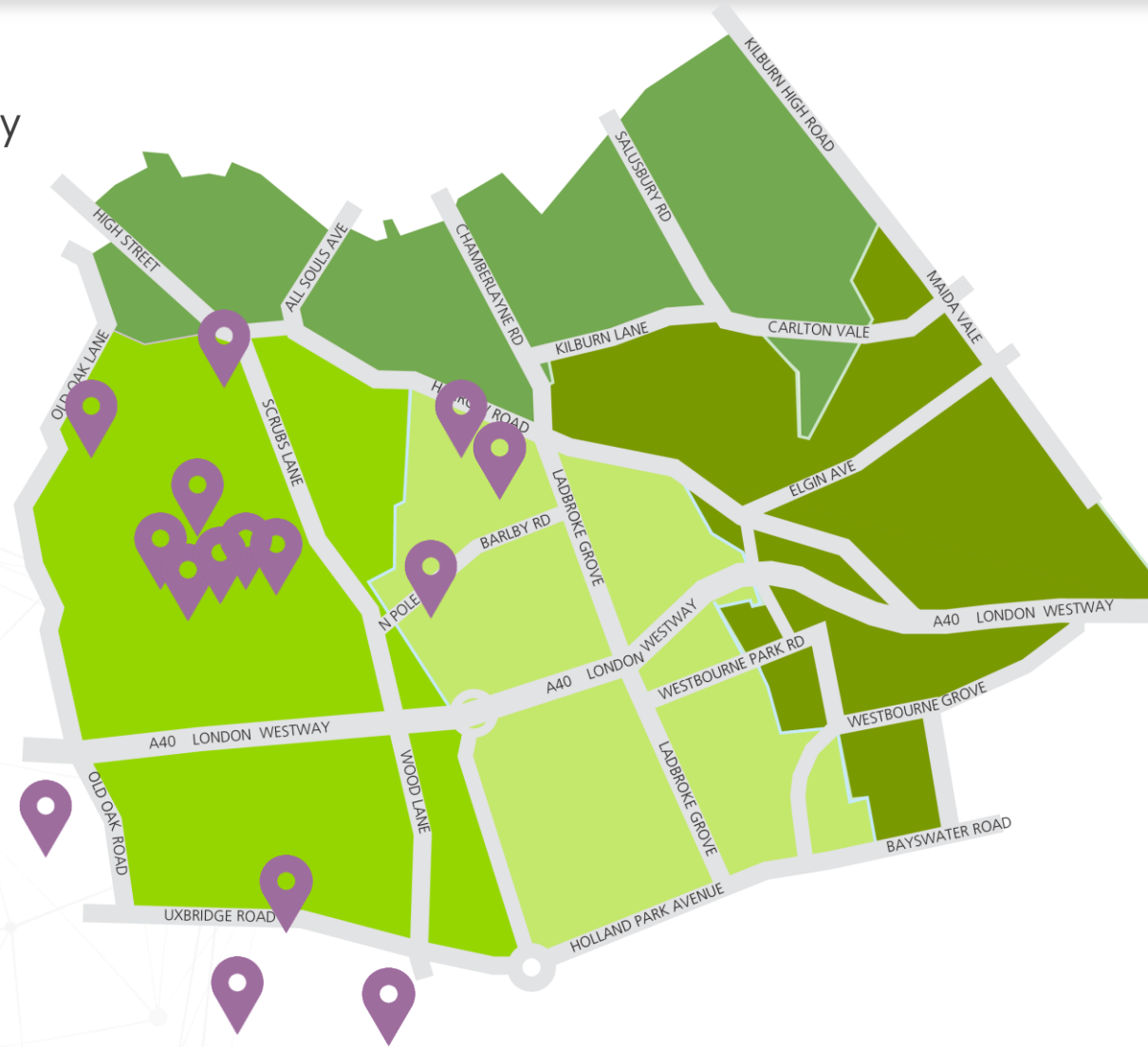


2015/16:

- Randolph Beresford Early Years Centre
- Ark Swift Primary Academy
- Phoenix Academy

Added in 2016/17:

- Ark Burlington Danes Academy
- Old Oak Primary School
- Wendell Park Primary School



Added in 2017/18:

- Ark Bentworth Primary Academy
- Ark Conway Primary Academy
- St John's XXIII Primary School
- Miles Coverdale Primary School
- Sacred Heart High School
- West London Free School
- **Kensington Aldridge Academy**
- **Ark Brunel Primary Academy**
- *Bevington Primary school*

Achieve: we track data on children's progress and use it to help them



We collect data continuously and use it as a live management tool to ensure we are targeting the right children in the right way, and helping them progress.

Start of the year	<i>Who are we going to work with?</i>	School admin data, WLZ survey data
Every day/week:	<i>How are we working with the cohort?</i>	Link Worker data, partner data
Every term:	<i>How is our cohort progressing?</i>	School data
End of the year:	<i>What was our impact?</i>	Putting all the data together

West London Zone Data Tracking App

Choose a Link Worker

- Jack
- June
- Linda
- Simone

Choose an Anchor

- Primary School
- Secondary School A
- Secondary School B

Choose a need level

- Intense
- Low
- Medium

Choose a partner

- Tutoring
- Therapy
- Mentoring
- Sports

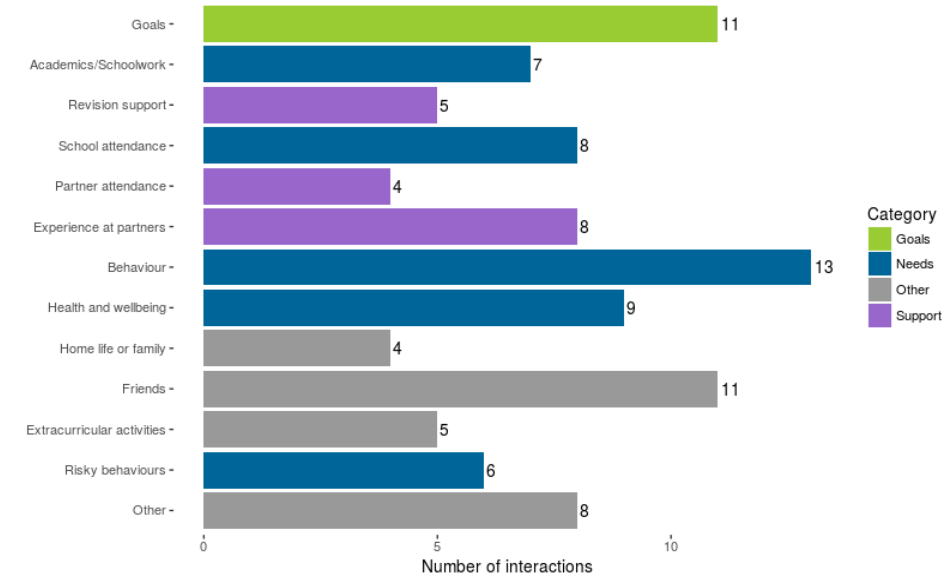
Choose a starting date

2016-10-04

Choose an end date

2016-10-12

Overview Engagement Content Partner attendance Definitions



Case Study: John



IDENTIFY

🕒 Sept 2016 →

- 12-year-old boy from an Irish traveler family.
- Low attendance and academics (particularly English)
- Low confidence. Sits quietly in the back of the playground/library at lunch.
- Told Link Worker he hated school



ACT

🕒 LW from Sept 2016; Partners from Jan 2017 →

- 1:1 with LW; problems with school and goals for improvement
- Support from **London Sports Trust** and **Clement James Centre**
- LW positive engagement with parent; had only heard negative things from the school in the past

ACHIEVE

🕒 August 2017 →

- Between Feb and July 2017, John's reading age improved by **23 months**.
- Through his support, John has developed relationships with other students. Group of friends who he now plays football with at lunch.
- School attendance rate now **99%**
- No longer requires extra tutoring sessions, but he will continue to receive **light touch** support from his Link Worker


West London Zone has been designed by local people for local children; responding to needs and working in partnership to support our community.




What we do




We make sure children who need it most get more support to help them access the curriculum in school, & flourish in life




• **AGREE CHILDREN:** We get to know school, the children of most concern and those who fly beneath the radar



• **DISCOVER STRENGTHS AND NEEDS:** We use data and input from school, home and child to determine individual strengths, needs and goals



• **MATCH SUPPORT:** We match children's needs to packages of support from WLZ charity partners and existing school partners, covering academic, health, wellbeing & social needs



• **PROMOTE ENGAGEMENT:** Our Link Worker gives each child dedicated attention to ensure they attend all support and participate fully



• **WORK COLLABORATIVELY:** We work closely with partners to deliver the best support possible



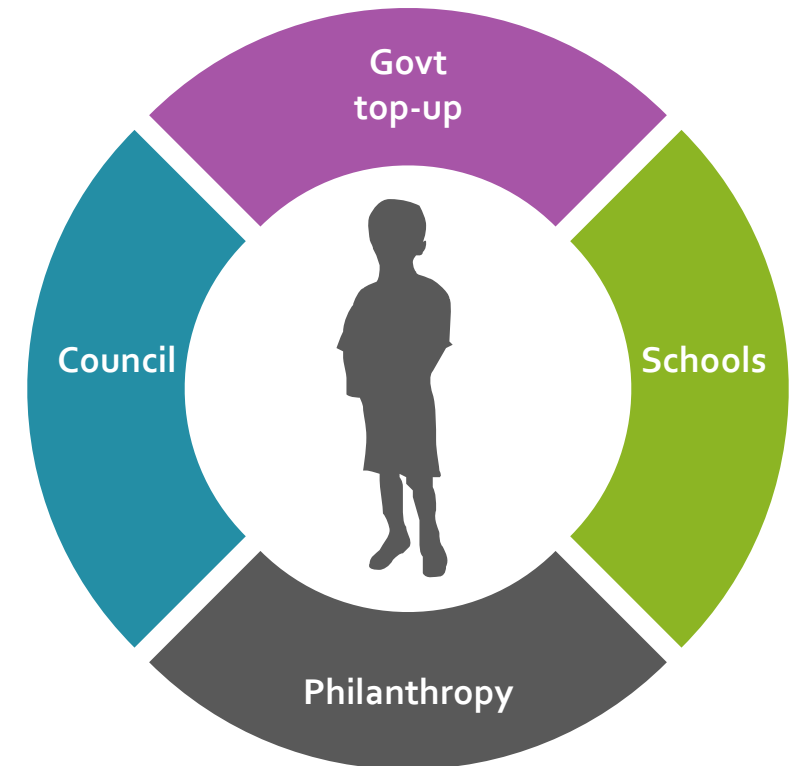
• **MEASURE RESULTS:** We have flexibility with our partners to respond to feedback and progress results so that each child flourishes

WLZ pools public funding and philanthropy

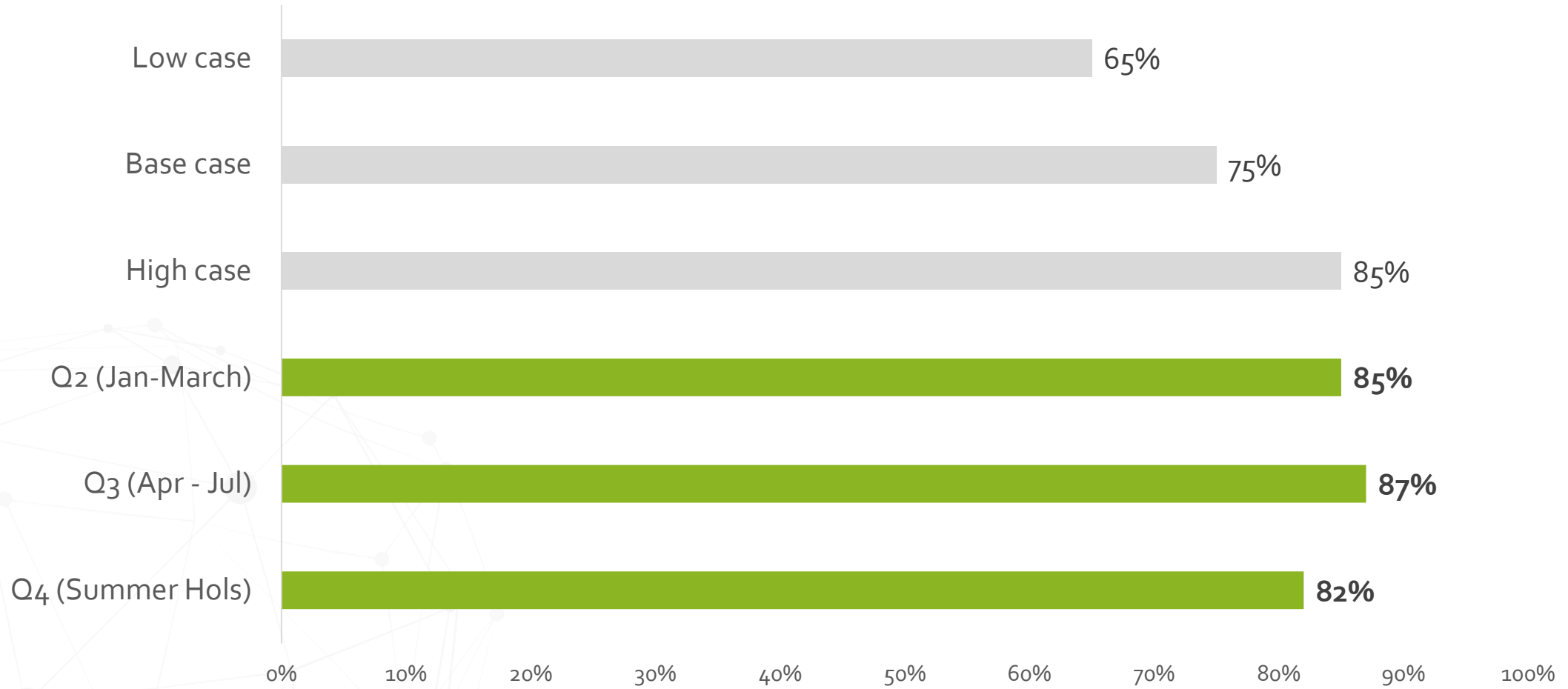


- Co-commissioners for school-age children: the Local Authority, a child's school, a trust/foundation/ individual philanthropist, the Commissioning Better Outcomes Fund (govt top-up)
- All commissioners pay together for each named child, each time that child meets a pre-agreed milestone
- Payment is made on measurable participation and improvement for each child, incentivising quality of delivery and progress for individual children
- Working capital from Bridges Fund Management to fund up-front delivery costs prior to milestone payments being made
- Bridges Fund Management shares the risk of non-payment i.e. if we are not successful engaging and improving outcomes for children
- Early Years aged children under 5 years old are funded only by philanthropy, not by the co-commissioned model

Funding mix for school-age children



Milestones

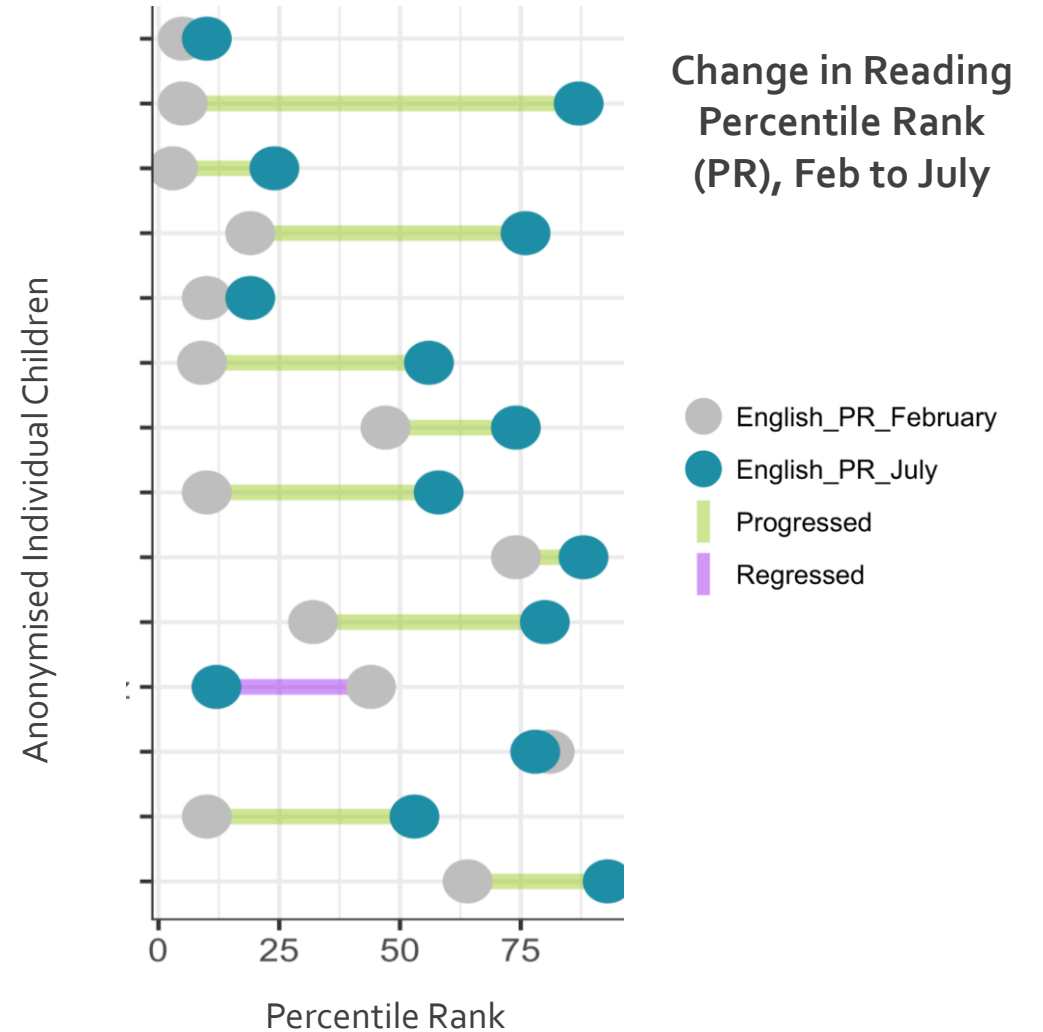


The ClementJames Centre (Phoenix)



- **86%** (12 children) improved their English percentile rank;
- The average change in reading score was **+28 percentile points**;
- **71%** (10 students) progressed their Maths rank;
- **21%** of students moved from the bottom quartile nationally to the top quartile, in both English reading and Maths.

Over this 5-month period, the reading ages of our students improved by an average of 23.5 months (equivalent to nearly 2 years in reading age).

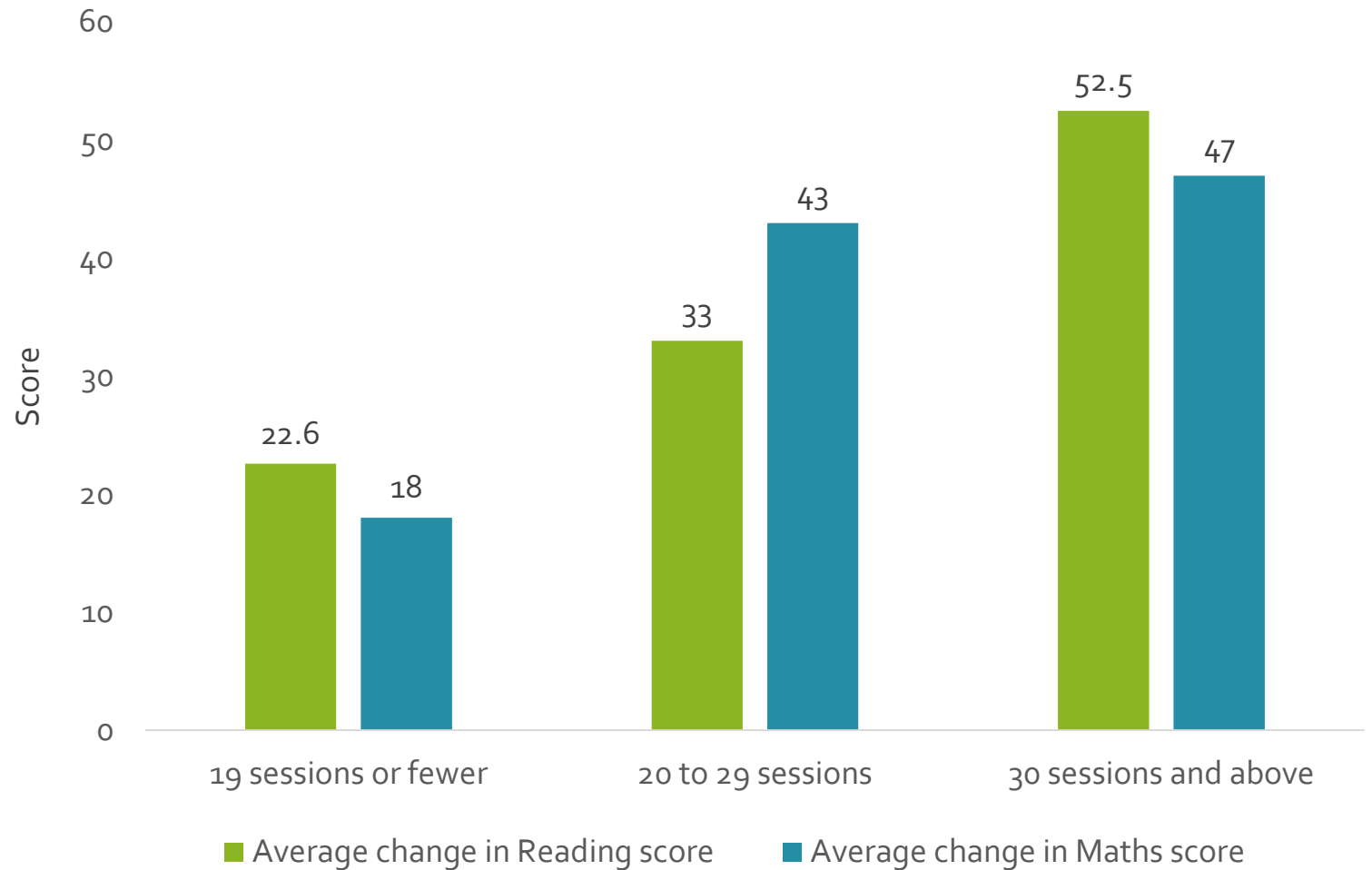


The ClementJames Centre (Phoenix)



There was also a strong relationship between number of sessions attended, and improvement in both Maths and Reading.

The more sessions attended, the higher the average change in these scores.

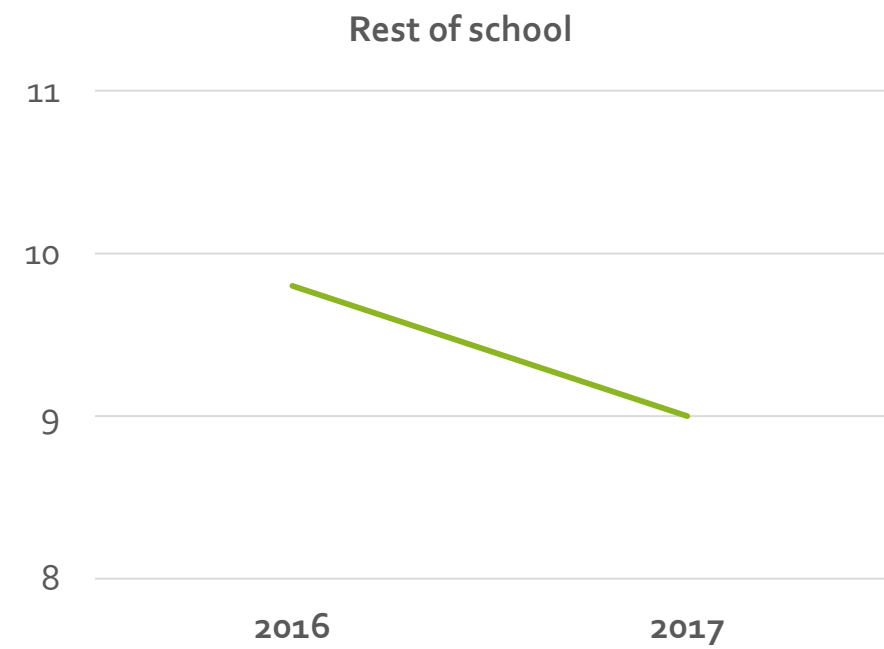
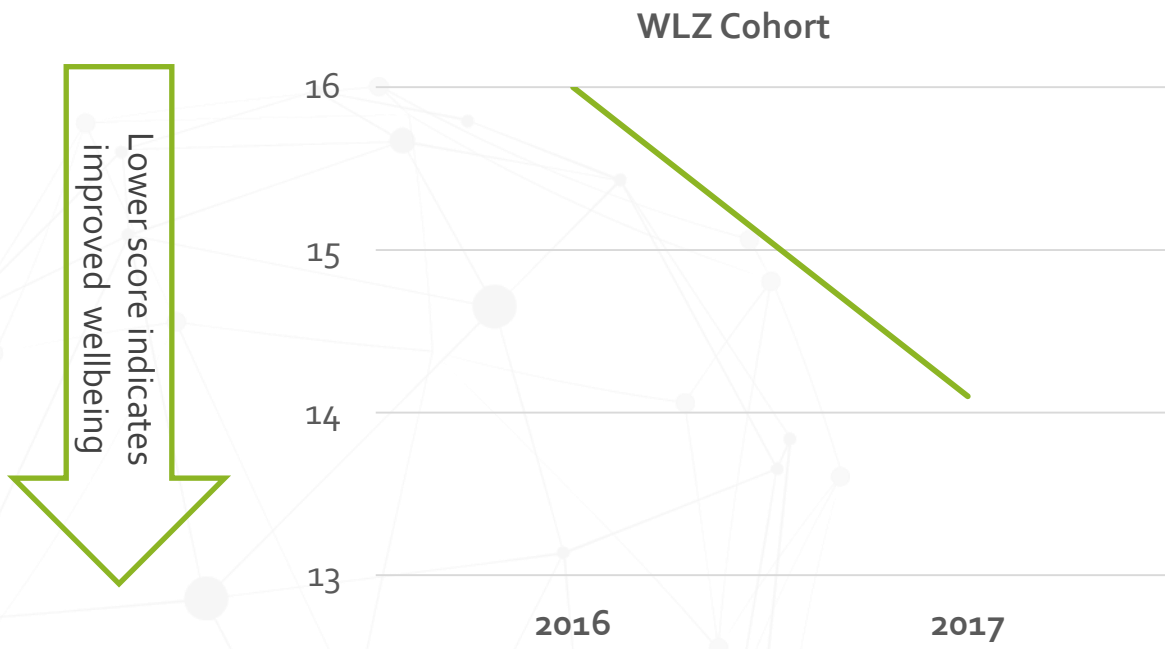


Phoenix SDQ Analysis



Preliminary analysis suggests that the average rate of improvement in mental wellbeing (measured by SDQ score) among the WLZ cohort was **double the rate** of their peers in Phoenix Academy, despite starting from a much higher risk score.

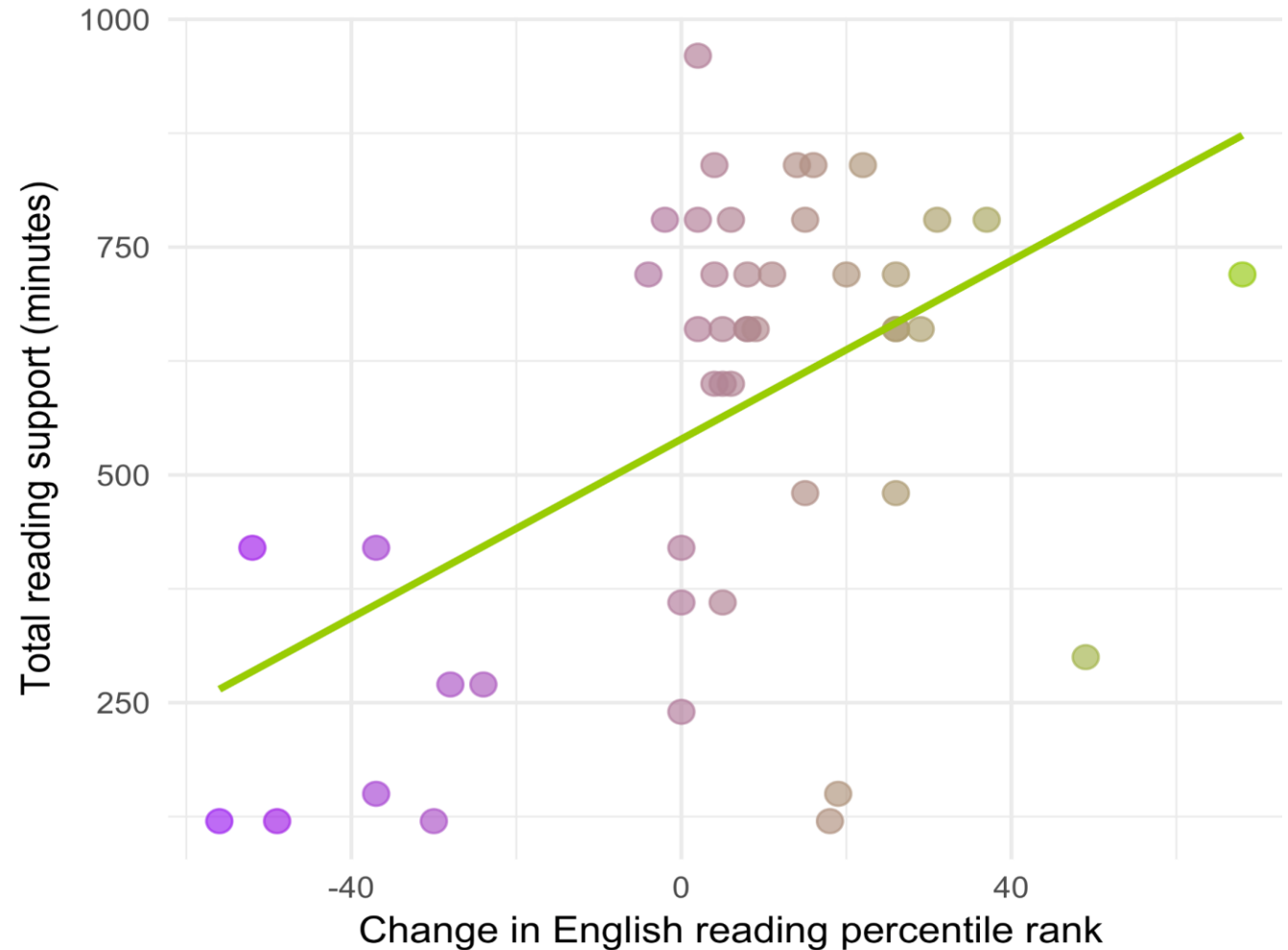
61.5% of the cohort in Phoenix improved their SDQ score, by an average of 5.9 points.



Real Action (Ark Swift and Phoenix)



- On average, every 52 minutes attended led to a 1% increase in a child's national percentile rank in reading
- 54% of the WLZ cohort lifted themselves out of bottom 20% nationally in reading after one term of reading support from Real Action and Beanstalk charities
- **Statistically significant** relationship ($p < 0.01$) between changes in reading scores and minutes of reading support between December 2016 and March 2017



Number of risks and change in English (Ark Swift)

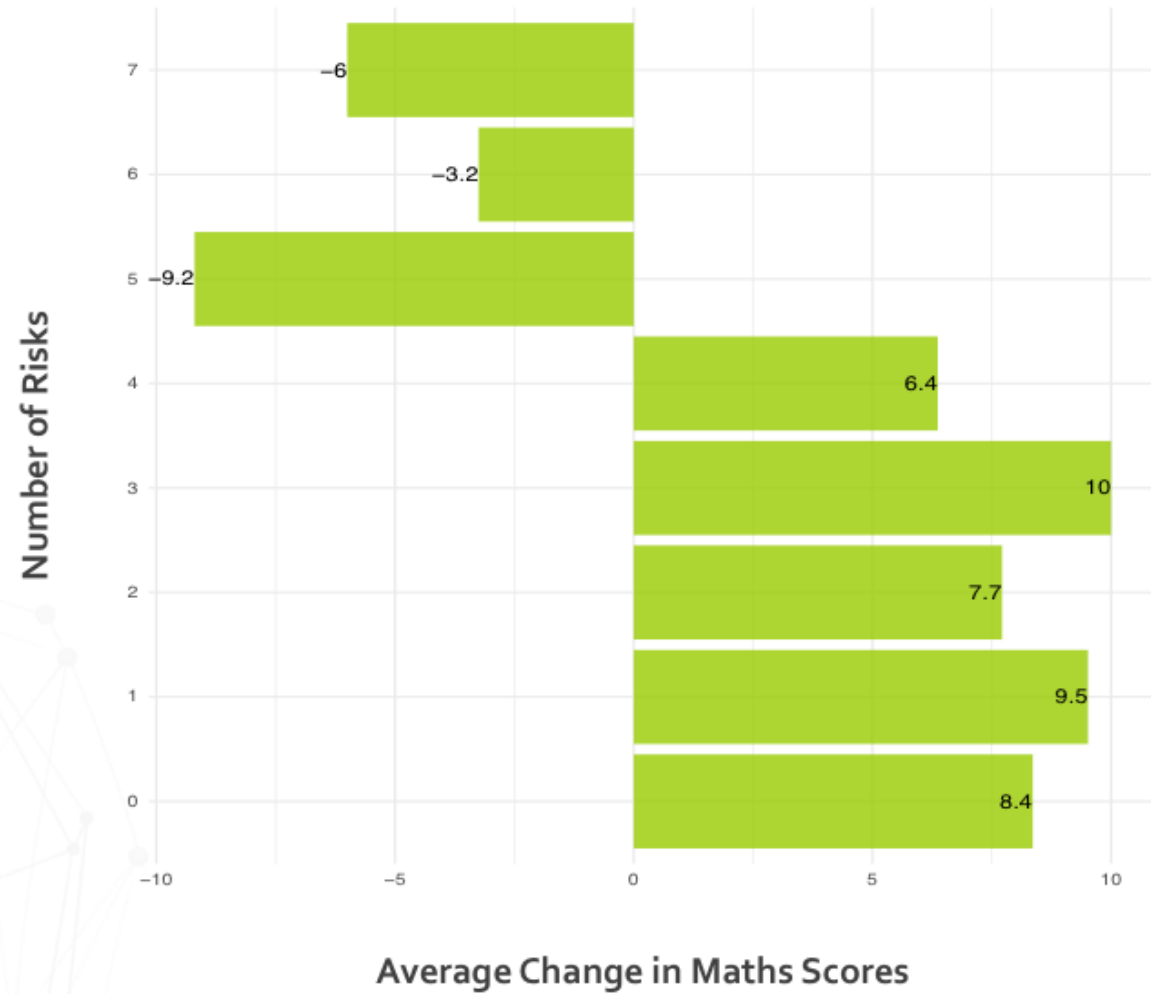
The WLZ cohort has more risks than the rest of the student body. Often, our support will focus on reducing the number of risks to lay the foundation for academic improvement in the future.

This graph shows the change in English scores from December 2016 to July 2017 among all students at Ark Swift, by risk factor profile. Students with fewer risks made progress, whilst students with multiple risks tended to go backwards.

This provides further validation of the need for long-term support and the need to address challenges a child is facing holistically, rather than focusing only on academics.



Number of risks and change in Maths (Ark Swift)



Case Study: Faduma



IDENTIFY

🕒 Sept 2016 →

- 7-year-old girl with Somali heritage
- Low academic results; poor attendance; non-English speaking background



ACT

🕒 LW from Sept 2016; Partners from Jan 2017 →

- After 1:1 with LW, WLZ provided support from **Beanstalk** and **Albert & Friends**
- LW had to really persist with Faduma to overcome trepidation and ensure engagement
- Mother was offered training position to become a mid-wife, so WLZ supported Faduma's mother with family management (e.g. helping with budgeting, signposting her to housing services)



ACHIEVE

🕒 August 2017 →

- Faduma's mother has expressed her gratitude for the support she received; informed us Faduma can't wait to come into school
- Teachers speak of a much-improved attitude to learning.
- Faduma's school attendance is now **100%**.

Case Study: Armando



IDENTIFY

🕒 Sept 2015 →

- Low attainment in English and Maths
- Shy and lacked confidence; few friends in new secondary school
- Bad behaviour; teachers requested he be part of WLZ



ACT

🕒 LW from Sept 2015; Partners from Jan 2016 →

- Discussed his strengths/areas of developments with LW and decided to aim for **better grades** and to **control his anger**
- Initially felt Hammersmith Community Gardens was “for girls” but with encouragement immersed himself
- *“West London Zone helped me. I don’t want to get in trouble anymore. It helped in my grades. It helped me believe more in myself”*

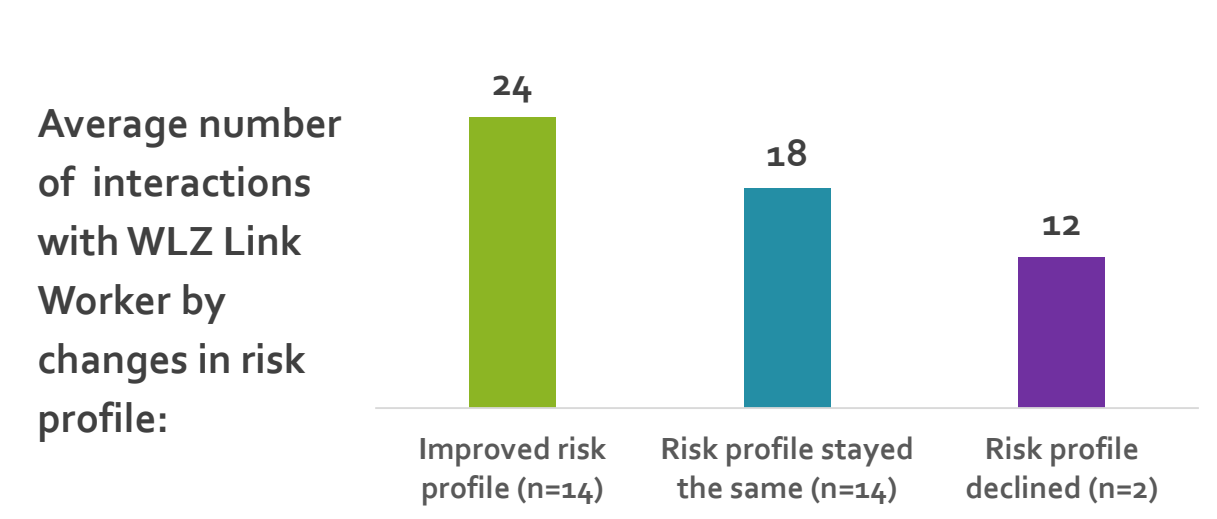
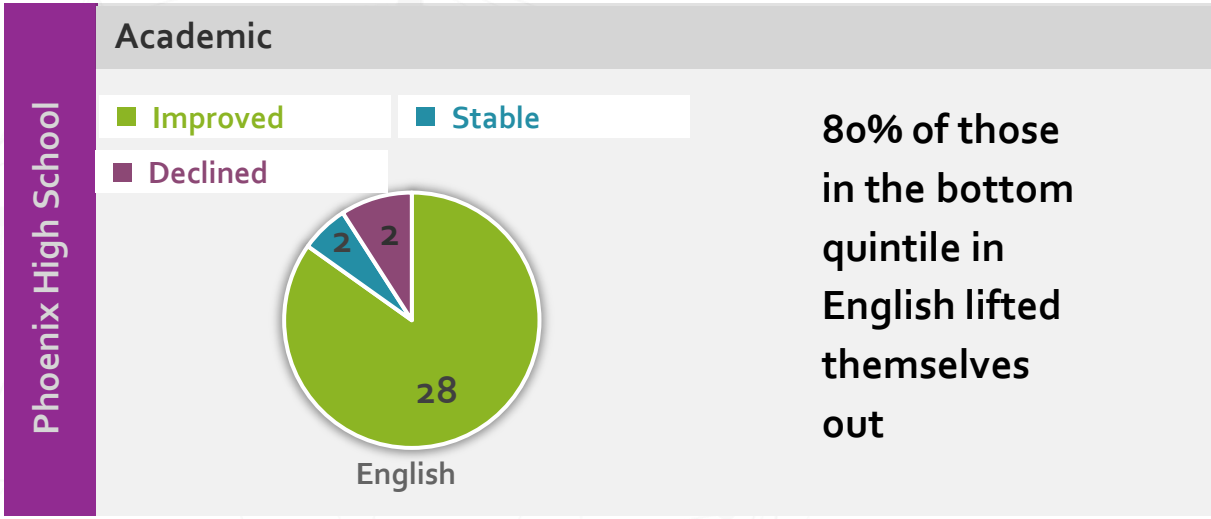
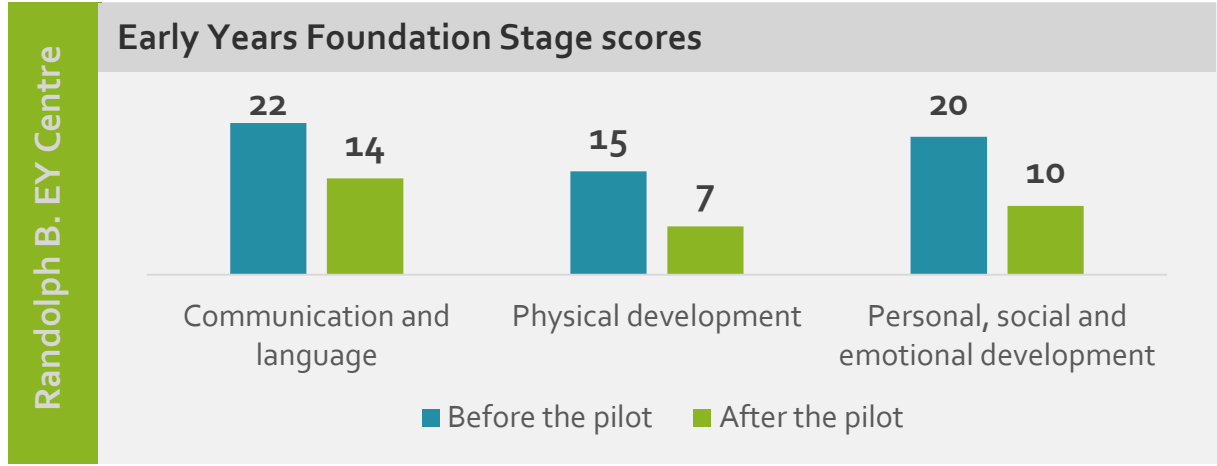
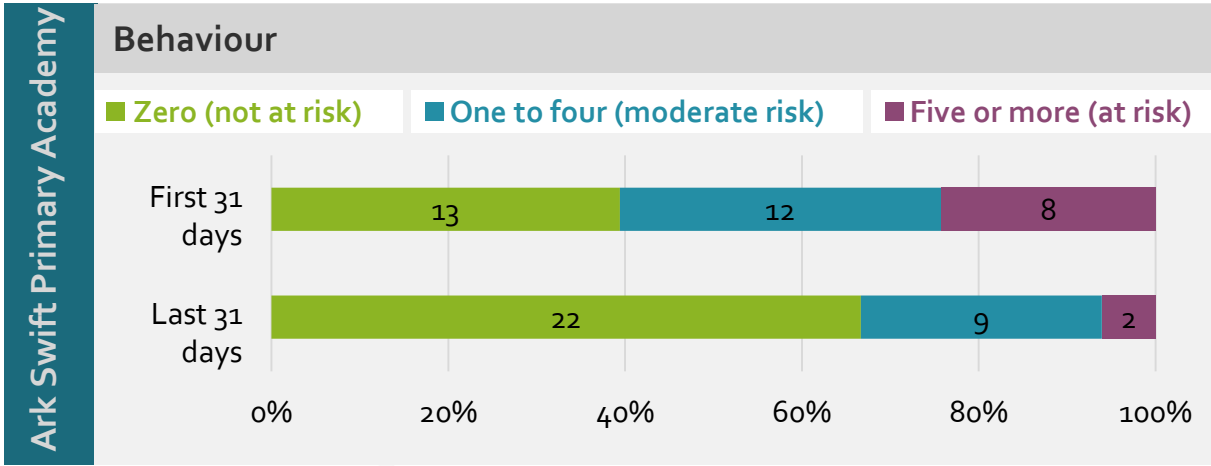


ACHIEVE

🕒 Sept 2017 →

- Increased confidence; has made friends through sport and activities facilitated WLZ; improved 20% on confidence self-assessment
- **99%** attendance over the school year
- Moved up from **18th** percentile le to **37th** percentile in English
- Moved up from **6th** percentile le to **32nd** percentile in Maths
- No longer requires extra tutoring but continues to attend **London Sports Trust** sessions

Summary of the Pilot Project results

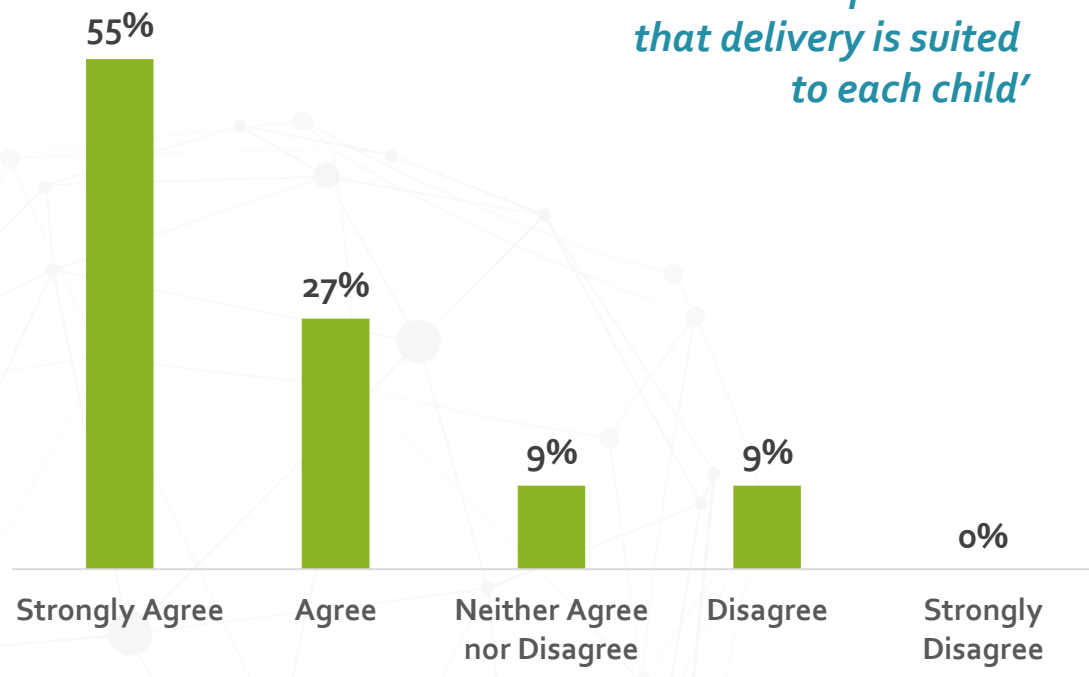


What do our partners think?



We tailor support to each child's strengths and needs

'Ongoing communication with the Link Worker helps ensure that delivery is suited to each child'



We are working in partnership to measure impact

'The data collected will be useful for our own delivery practices'

