

City Year UK



2014-15 Impact Breakfast Notes



Evidence from the US



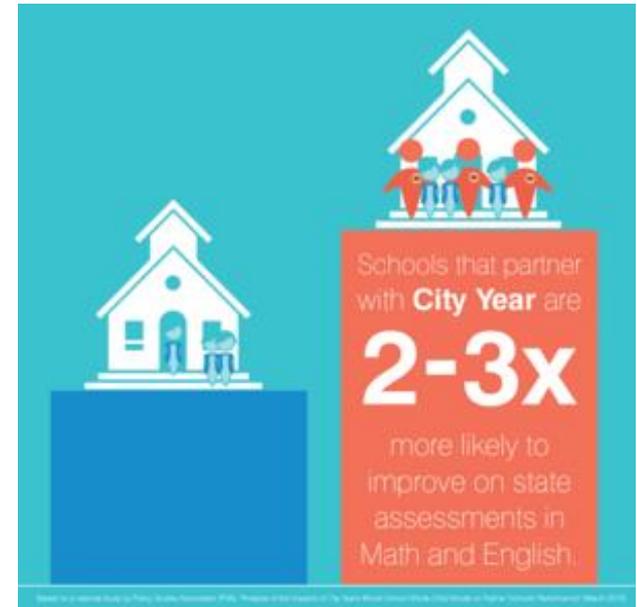
The WSWC model was piloted in the US in 2007 with the intention to deliver a portfolio of services in and outside of the classroom that helped to boost academic attainment and personal development for children in high-deprivation communities.

In the past year City Year UK has explored and consolidated the efficacy of the *Whole School Whole Child* (WSWC) model in the UK.

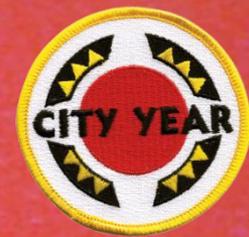
In 2011 a comparison group trial provided the following results:

- Schools that had partnered with City Year were more likely to show improvement on state assessments in English and Maths compared with schools of a similar demographic
- 'High' implementation of the WSWC model correlated with an improvement in state assessment results
- City Year schools with a higher ratio of corps members to students had a higher likelihood of seeing improved performance on state assessments

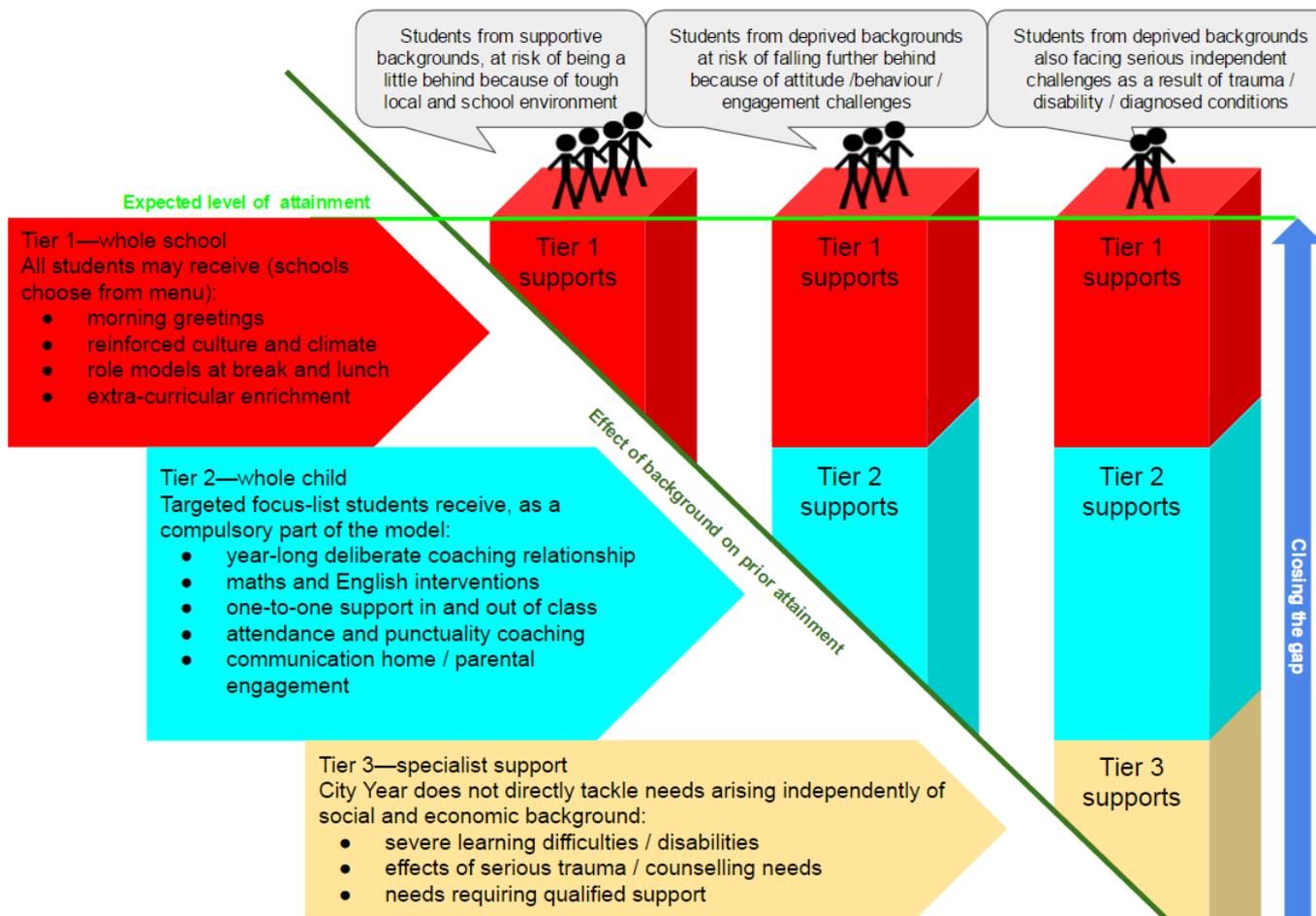
City Year US: WSWC Evaluation



Whole School Whole Child (WSWC)

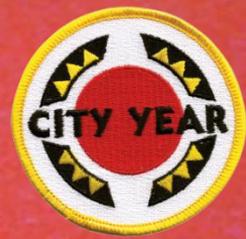


The WSWC model addresses the achievement gap through providing resources across the entire school population



Our progress can be attributed to a unique, holistic approach, which we call *Whole School Whole Child*. It's based around a group of carefully selected, highly trained young adults who provide individualized support to at-risk students, while also establishing an overall positive learning environment in the schools that need us the most.

Programme development



Key questions for 2014-15

Programme

- What is needed for the WSWC model to grow as a high impact, effective model?
- What changes are we able to see in our pupils' attendance, behaviour and curriculum (ABCs)?
- What changes are we able to see in pupils' attitude toward school and learning
- What additional support and enrichment are made available through corps members?

Corps members

- What is the long-term impact of the City Year model on its alumni?
- How does the programme affect corps members' employability
- How the programme affect corps members' social and civic attitudes?

**Putting
Idealism To
Work**
**#46. Always ask,
“what are our
goals?”**

Our long-term outcomes are articulated through our Theory of Change

WSWC Outcomes

Targeted students at partner schools are better equipped to progress to the next stage of their education

Targeted students at partner schools report being better prepared, and more likely, to undertake social action

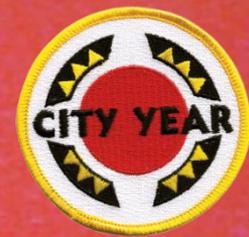
Leadership Development Outcomes

Corps members rate themselves more skilled for civic leadership than at the start of the programme

Corps members rate themselves more skilled for future employment than at the start of the programme

Corps members leave the programme with an offer of a good job or place in study

External evaluation 1: WSWC Model



City Year UK Schools: Developing an evidence based, replicable model for successful social action in schools - September 2015

This report was commissioned by City Year UK to support the development of the WSWC model in schools across the country and identify key factors to ensure the programme is robust, effectively managed and able to demonstrate impact.

Key Findings

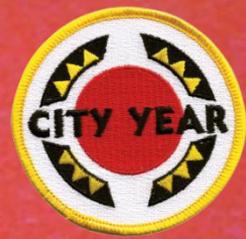
- Training through 'Basic Training Academy' at the beginning of the academic year was found to be effective in preparing corps members for their role within school
- Training of corps members helped them to form trusting and collaborative relationships with pupils and teaching staff
- Schools were more confident in implementing 'whole child' initiatives than 'whole school' ones
- Schools felt most confident in corps members' ability to support teachers, support behaviour and awareness of child development

As a result of these findings City Year UK has invested in managerial support for in-school teams. Specialist staff members have been employed to ensure that training programmes, support and evaluation of the programme is robust and effective.

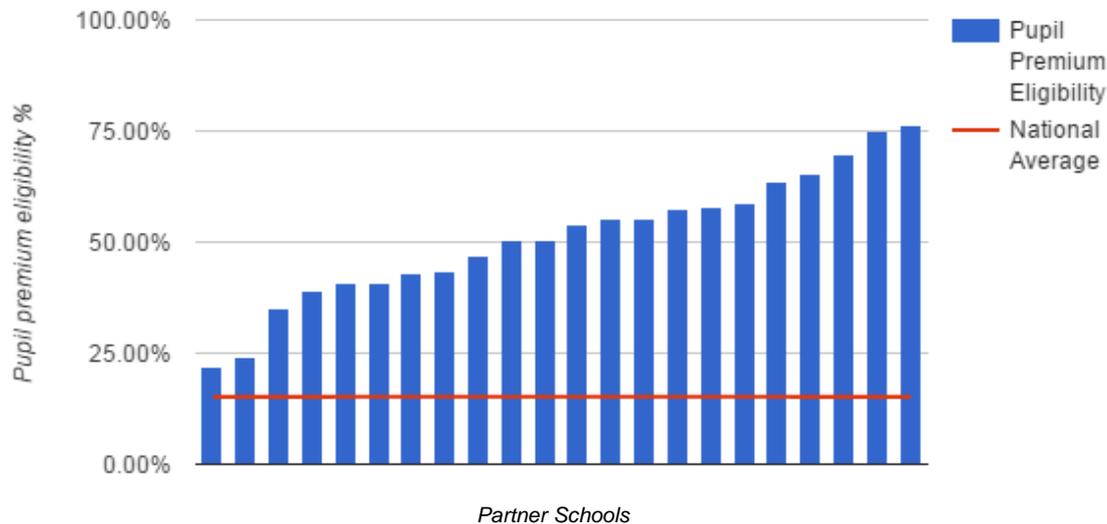
"the value of the WSWC model is in its ability to support engagement in education...ability to support teachers, ability to support behaviour and awareness of child development"



School Profile



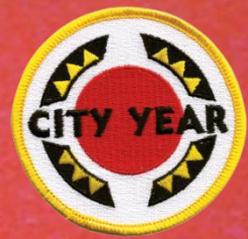
FY15 Partner School Pupil Premium Eligibility



We continue to work with a broad range of schools with high pupil premium eligibility:

- On average, 51% of pupils in our schools are eligible for pupil premium funding
- An even split between primary and secondary schools
- Our types of partner school broadly represents the mix of community schools, academies and free schools in the UK today
- 25% of our schools have roll of over 800 pupils
- To date, we have a school partnership renewal rate of 81%

Average school day



Corps members serve within and around the school day to provide learning and enrichment activities for pupils across a school:

Contact time is extended by over **300 hours** in the year for pupils who engage with both before and after-school activities

693 pupils received additional support through individually-assessed, school-mandated interventions such as phonics, reading and mental arithmetic

100 additional clubs and activities were set up and supported by corps members, including debating, sports, 'Mathletics', coding and theatre

Corps member activities

8-9am: First Circle
Morning greeting
Breakfast club

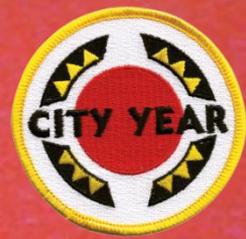
9-12pm: One-to-one academic support
Lesson transitions
Interactions in lessons
Breaktime activities

12-1pm: Lunchtime clubs
Supported lunch hall
Playground activities

1-3.30pm: Lesson transitions
One-to-one academic support
Interactions in lessons
Breaktime activities

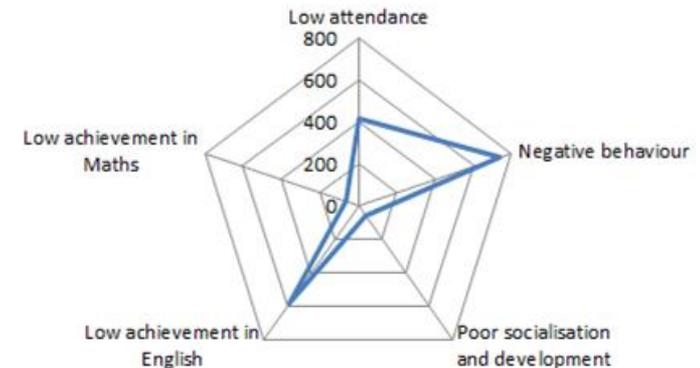
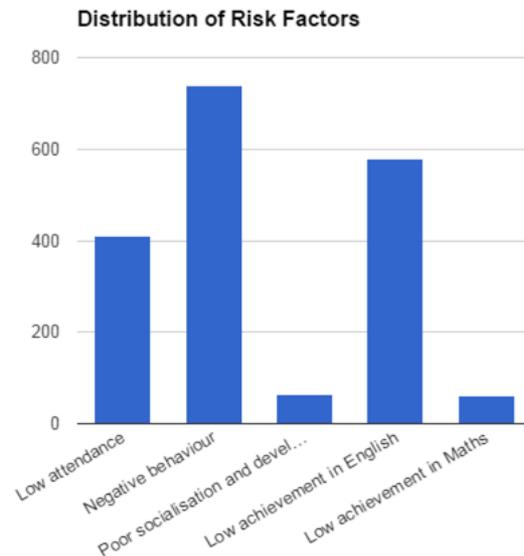
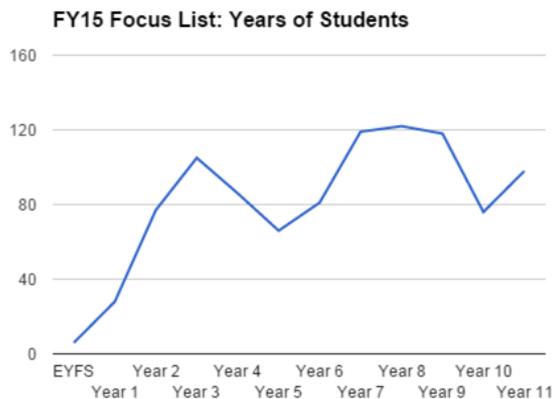
3.30-4.30pm: After school clubs
Final Circle

Targeted support in schools



Our corps member support around 10% of each school's population through a targeted support group known as a 'focus list' - which represents 'tier 2' of the WSWC model.

- Pupils are selected onto a focus list in consultation with the school. Pupils selected are deemed to be 'at risk' of academic disengagement or failure
- In 2014-15, corps members were most likely to work with students in Year 4 at primary level and KS3 (Years 7-9) at secondary level. This suggests that corps members are deployed to support students who are building skills toward a statutory assessment (SATs or GCSEs).
- 75% of focus list pupils were flagged as having negative behaviour as a risk factor. This can include poor engagement with lesson content through to disruptive behaviour within the classroom. Many relationships with focus list pupils focus on building engagement and concentration throughout a lesson
- 59% of pupils were flagged for a risk factor in English whereas only 6% were flagged for a risk factor in maths. We believe this under-represents the maths support provided by corps members; this number is much higher for 2015-16



Attendance



Poor attendance can be caused by many factors, which are often closely monitored by schools. Pupils selected for a focus list due to 'poor attendance' could have had a below average record in the previous year or could be at risk due to a change in their circumstances.

Corps members work closely with students to ensure that their attendance at school is recognised and encouraged.

- **69% of focus list students** maintained 'good' attendance or improved their attendance
- Pupils with previous attendance of less than 95% saw an average **1.3 percentage-point** attendance improvement over the year

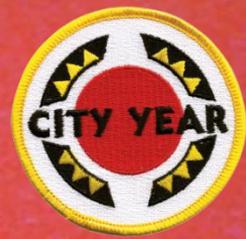
(Context: in secondary schools with <90% average attendance only 31.3% of pupils attain at least 5 A*-C GCSEs; in schools with >96% average attendance, 90% of pupils attain the same benchmark. So 1.3 percentage points can make a huge difference)

- Our 'walking bus' initiative contributed to a **83% decrease** in late arrivals

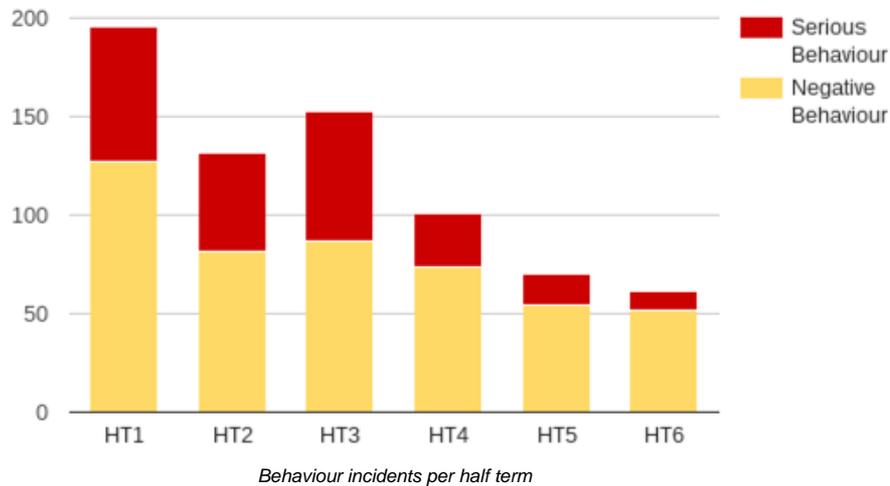
Through the 'walking bus' initiative corps members collect selected pupils from their homes and walk them to school

Corps members are able to improve attendance most effectively when offering opportunities and activities to encourage children into schools, such as Breakfast Clubs. Through these activities corps members are able to work in partnership with schools to identify and reach out to families who would benefit from attendance support. In 2015-16 we will explore the effect of these clubs and activities in greater depth to add granularity to the evidence of our attendance interventions.

Behaviour



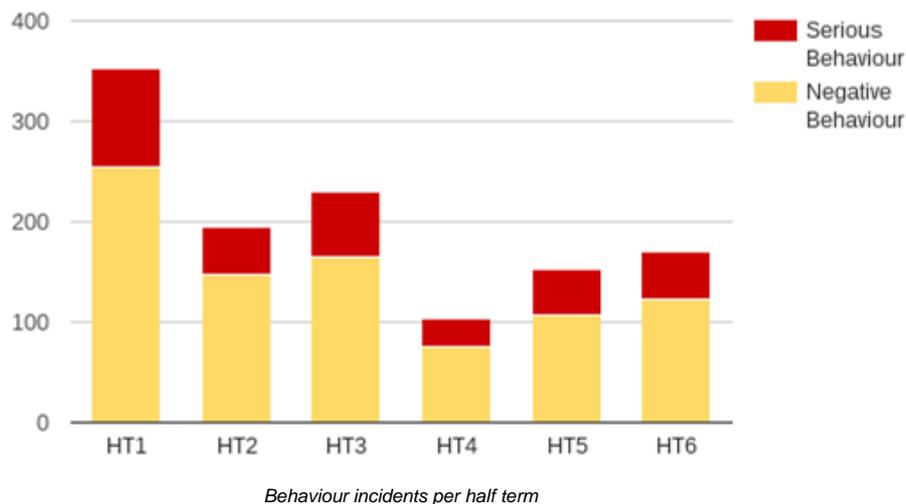
Negative Behaviour



Corps members' involvement in behaviour is wide-reaching and constant. Corps members are a constant reinforcement of a school's ethos and also work with individual students to reflect upon negative behaviour and create specific behaviour plans.

The graphs opposite represent negative behaviour points in two primary schools. In these schools we saw sharp drops in negative behaviour incidents, especially in serious behaviour. In practice this means pupils are able to spend more time in class engaging with lesson content and lesson time is extended due to a reduction in disruption.

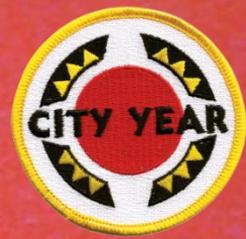
Negative Behaviour



For 2015-16 we will look for replication of these impressive results in negative behaviour reduction. We will also explore the effects of our character and behaviour interventions such as '50 Acts of Greatness', which help pupils to explore and model positive behaviours over a 5 unit programme.

"I use City Year as my eyes and ears – in the halls, in the playground, in the classroom. Which children do they notice? Why? Who are the hidden children, the ones that our teachers miss? And they always find them, they always know. This is why City Year is amazing."

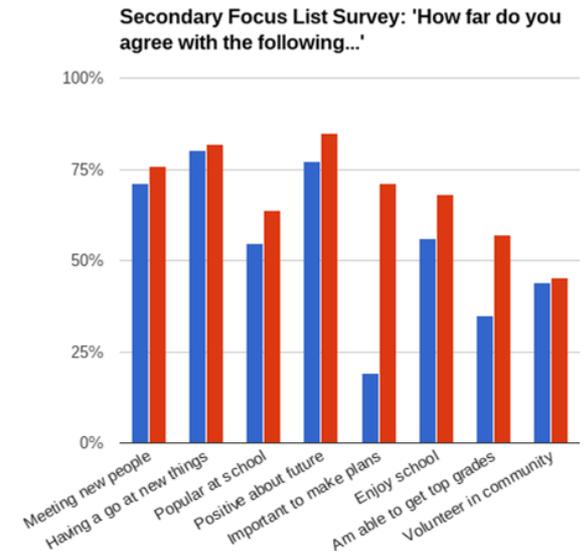
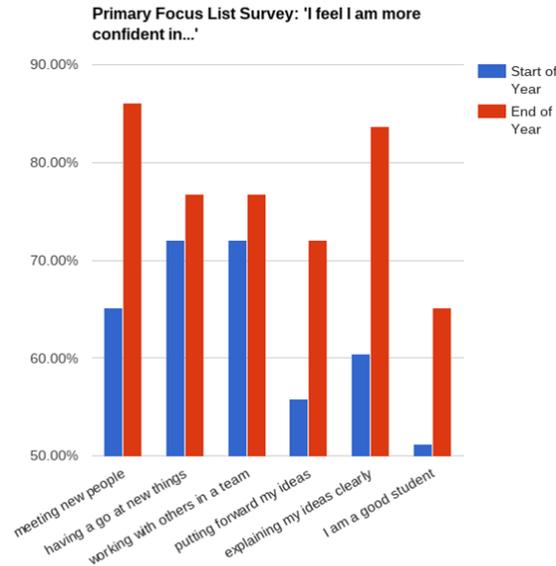
Pupil attitudes



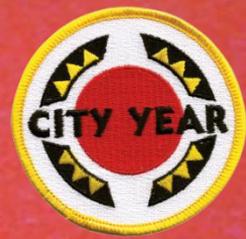
Pupil confidence sees the largest growth in relational areas, reflecting the value of the relationship that they develop with their corps members

Focus list pupils are issued a survey at the beginning and the end of the year that assess their development across a number of areas.

- Both primary and secondary students reported a rise in their enjoyment of school and perception of being a 'good student'. At the end of the year 50% more secondary students felt they were 'able to get top grades'. These positive trends suggests that corps members succeed in shaping a positive school environment and help their focus list pupils develop a positive identity within an academic environment
- Primary age students especially reported a strong growth in relational skills: 27% more students felt confident meeting new people; 32% in explaining ideas clearly and 25% in putting forward my ideas. These trends reflect the work of corps members - providing the opportunity for close personal interaction and working collaboratively with students.
- Secondary age students reported feeling more positive about their future at the end of the year. They were also over twice as likely to agree that it is important to make plans for the future. This perhaps evidences the importance of a corps member's role as a near-peer mentor - an individual who provides an insight in employment and choices beyond school in an accessible and relatable manner.

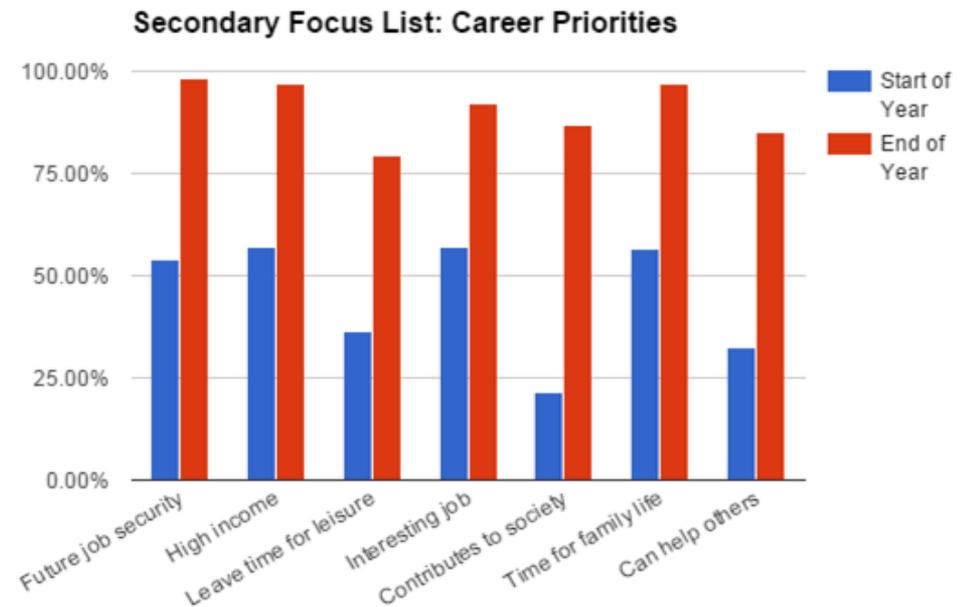


Attitudes toward employment

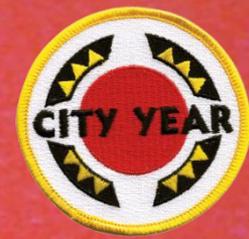


Pupils are more engaged with the importance of career planning and preparation

- Secondary-age pupils were surveyed on their career priorities at the beginning and the end of the year. At the end of the year there was a growth in all areas being considered as 'important to a career'. This suggests that interaction with corps members helps students to understand the decisions necessary to building a balanced and successful career.
- Almost twice as many students felt that 'future job security' was important than at the start of the year. We would be interested to explore how this shift in priorities impacted students' attitude toward their academic work and hope to explore this in 2014-15
- The largest changes in priority were around careers that 'contribute to society' and 'help others'. This potentially demonstrates the positive influence of the corps members as a role model and actor for positive social change.



Curriculum

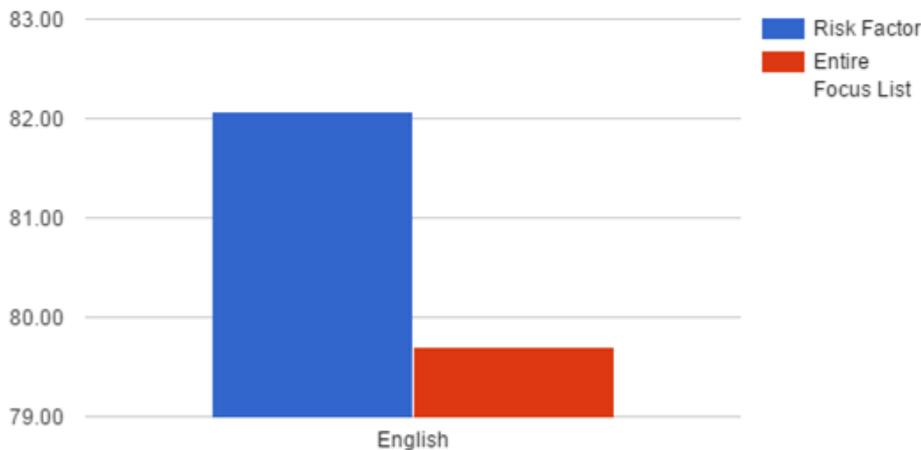


59% of pupils were flagged for low attainment in English, compared to 6% in maths. Our analysis for 2014-15 has therefore focused on English attainment.

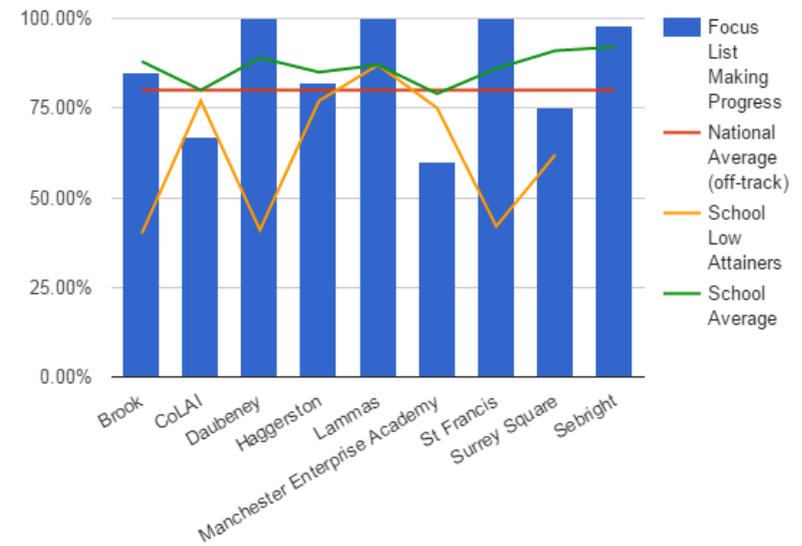
Focus list interventions help 'off-track' pupils improve their attainment in English. By the end of the year students who were at risk of failure in English had outperformed their peers who were not considered 'at risk'. This suggests that the interventions provided by corps members accelerate the attainment of students in English.

Our focus list pupils progressed faster than their school's 'low attaining' cohort in all but two cases. In over 50% of schools the focus list progressed faster than the national average.

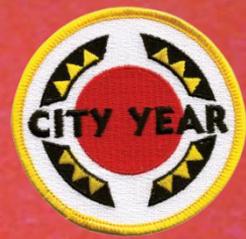
FY15 Progress in English: Risk Factor vs Cohort



FY15 Focus List Progress in English vs School Cohort

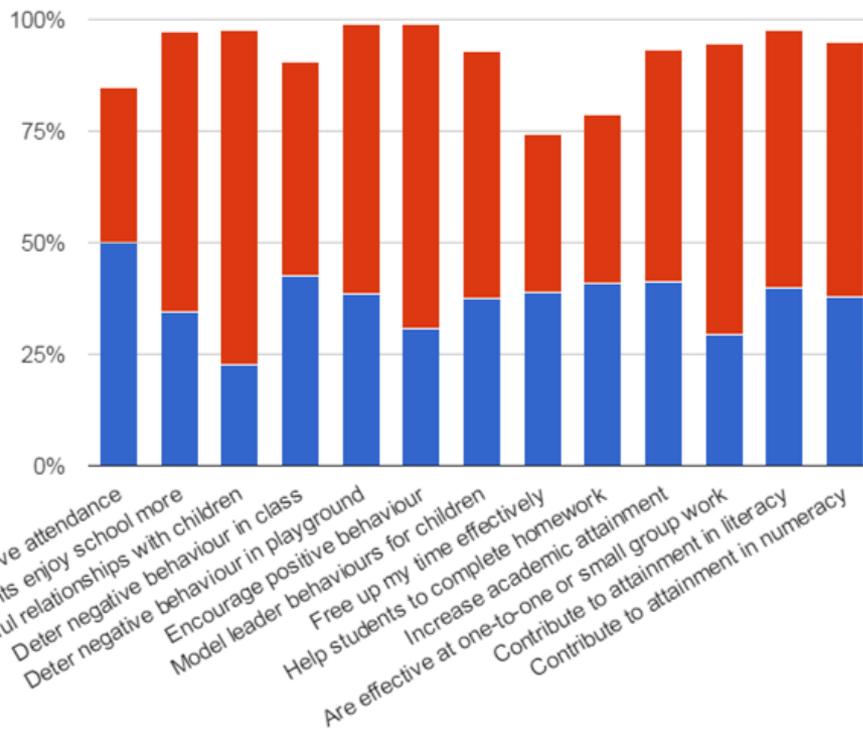


Teacher Surveys



FY15 Teacher Feedback

Agree Strong Agree



Teacher's feedback supports the evidence of positive change we see in pupils.

100% of survey respondents agreed that corps members:

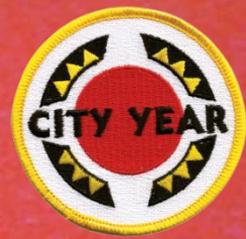
- encourage positive behaviour in children
- deter negative behaviour in the playground
- build meaningful relationships with children

We also saw positive feedback on the skills of the corps members. Over two-thirds of teachers strongly agreed that corps members were effective at one-to-one work.

Despite the low numbers of focus list pupils flagged for poor attainment in maths 93% of teachers believed corps members contributed to maths attainment. This suggests that our success in maths may be underrepresented from the data available from the last academic year.

The lowest area of agreement was the corps member's ability to support effective use of teacher's own time (76% agreement). We hope the development of our in school managers will help to improve the deployment of corps members as part of cohesive classroom management strategies that are made in collaboration with teachers' needs.

OFSTED Judgements



In 2014-15 we received two direct mentions in OFSTED reports

Independent government inspectors said of us in 2014-15:

“A number of volunteers from ‘City Year’, an educational charity, mentor and support the pupils at the school. [...] The ‘City Year’ volunteers make a positive contribution to the welfare of the pupils. The pupils told inspectors how much they value their support. They said that they are easy to talk to and encourage them to do well.” *(March 2015)*

“Volunteers within the school are well managed so that they make a good contribution to pupils’ welfare and learning [...]

Their effectiveness for ensuring that pupils feel safe outside school time is exemplary. The governors, staff and pupils have worked with various local businesses and organisations, such as ‘City Year’, ‘Citizens UK’ and ‘Big Community’, at ensuring that everyone is kept up to date with any potential dangers that may be facing the local community. This has had a very positive effect on keeping pupils safe. [...]

The work of the learning mentor, the inclusion manager and volunteers from City Year (a volunteering group) have been instrumental in improving the behaviour of a small group of pupils with behaviour difficulties. Pupils are given time to talk through their responses to situations with an adult, and this is helping them develop a clear sense of what constitutes unacceptable behaviour.” *(May 2015)*



Impact on our corps members



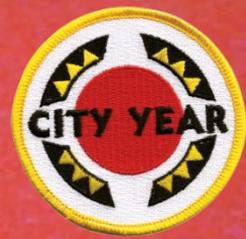
City Year can demonstrate double benefit in action. There is parity of outcomes for both corps members and the pupils they support:

The greatest increases in confidence and skills for both pupils and corps members were in relational areas: meeting new people; expressing ideas and communicating with authority figures. This suggests that corps members do build truly reciprocal relationships with their focus list students over the year in which both parties influence and develop each other.

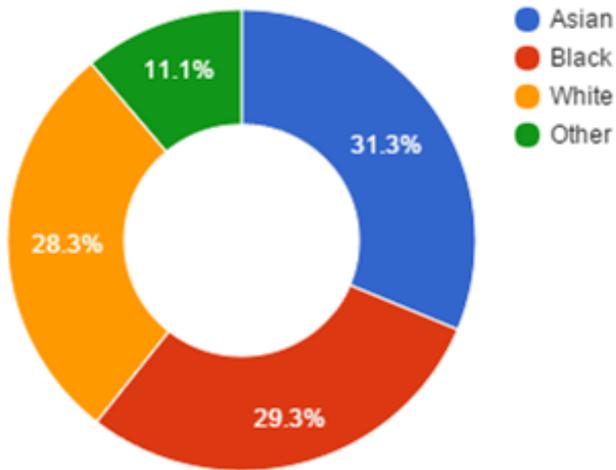
*“Given that the City Year experience is seemingly effective in creating similar opportunities and outcomes for young people from both poorer and richer backgrounds who engage in it, and that this is not the case for society as a whole, this research highlights an interesting possibility that needs further tracking: **the City Year experience levels the playing field for the young people it recruits from richer and poorer backgrounds**, as long as they have the desire and motivation to undertake the programme.”*

Independent alumni evaluation, Renaisi, September 2015

FY15 corps

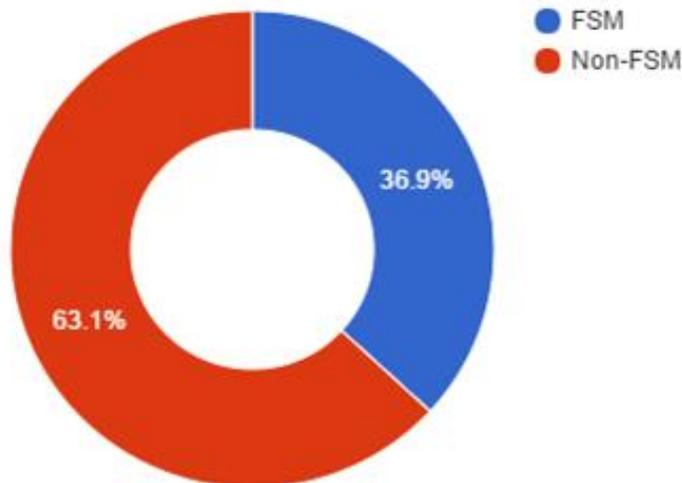


FY15 Corps Demographic

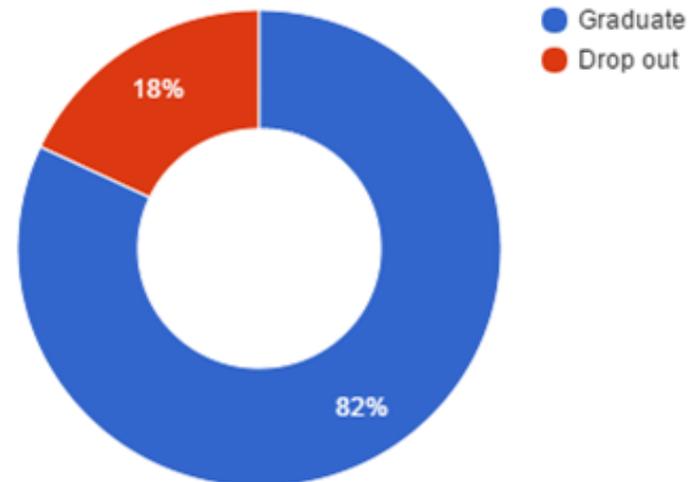


- Demographics and completion rates for 2014-15 were almost identical with the previous year, suggesting that the City Year has consistent appeal to a specific group of young people. This consistency allows us to use corps member feedback to confidently refine and improve their experience of the year.
- Young people from low-income backgrounds continue to be uniquely over-represented on our programme
- Completion rates were consistent with 2013-14, which allows us to make clear projects for recruitment needs year-on-year

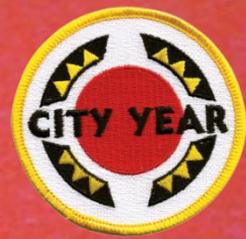
FY15 Corps Members FSM Eligibility



FY15 Programme Completion

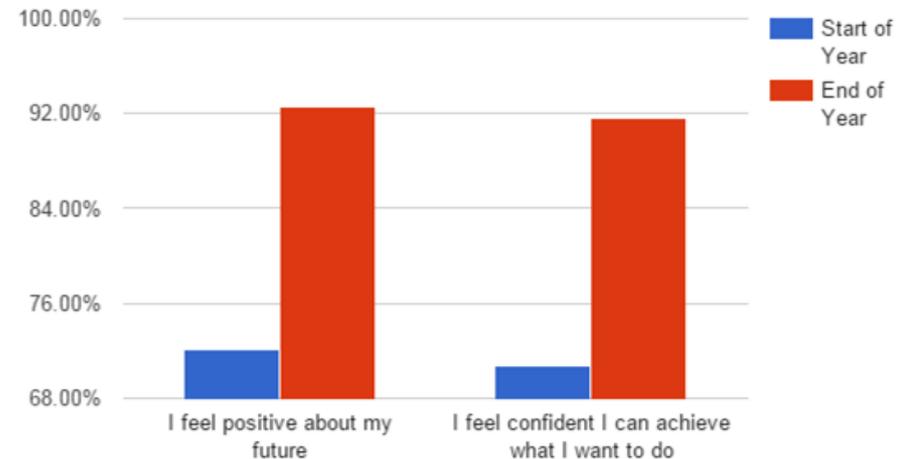


Employment and careers

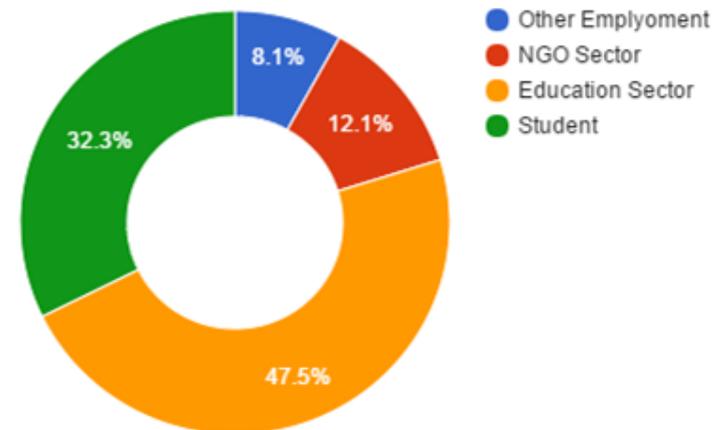


- 92% of our FY15 graduates were in permanent paid work or full-time study three months after leaving the programme. This is consistent with previous years and brings our cumulative rate to 91%
- Almost half of our FY15 cohort moved into the education sector, demonstrating the strengths of the skills they have developed over their year with City Year. This also reflects the number of corps members who wished to pursue a career in education at the end of year (a small increase on the start of the year)
- The skills of our corps members are recognised by schools; in Birmingham every returning school has hired an FY15 alumnus
- 90% of the corps felt more positive about and confident toward their future, an increase of 25% on the start of the year

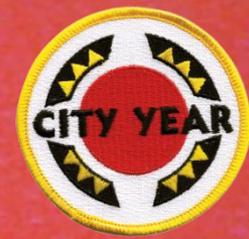
FY15 Attitudes toward the Future



FY15 LACY Destinations



Civic engagement



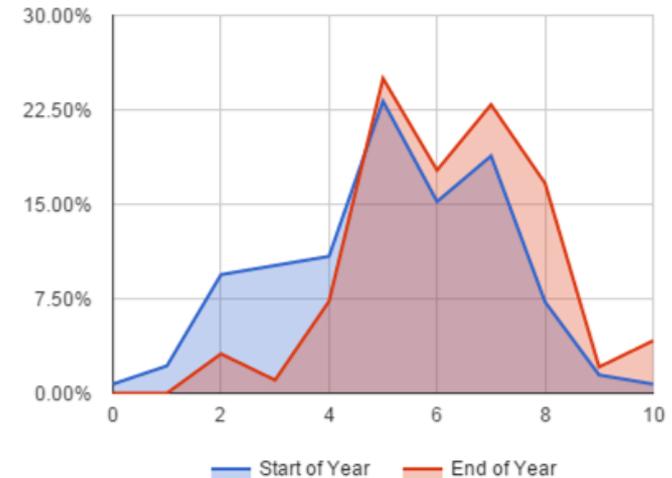
Engagement with the programme helps to shape positive social attitudes and create engaged citizens

- 90% of corps members stated they were likely to vote in the next election
- Corps members from the most disadvantaged backgrounds were 43% more likely to vote after completing the programme
- Corps members are over twice as likely as their peers to cite a responsibility to their community as a motivation to volunteer
- Corps members are more over 70% more likely than their peers to take on a leadership role in civic society

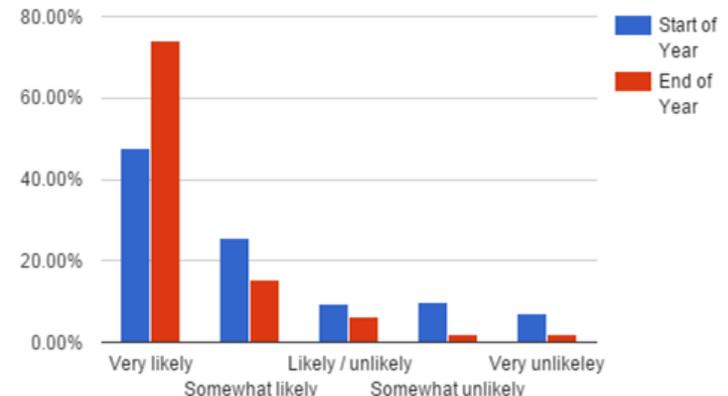
The impact of the programme is greatest on those from the most disadvantaged backgrounds

- Over 40% of our FY15 cohort were from the poorest 20% of neighbourhoods. These corps members were more likely to display negative attitudes toward their community and less likely to vote.
- At the end of the year these corps members were *more likely* to vote than their peers. On average, positive attitudes toward their communities went up by 38%, compared with 33% across the entire cohort.

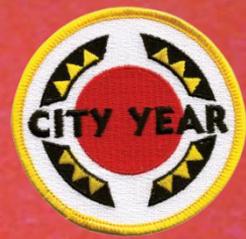
Most people can be trusted vs you can't be too careful in dealing with people



How likely are you to vote in the next general election?



External evaluation 2: impact on alumni



Shaping civic leaders: The impact on City Year UK alumni - July 2015

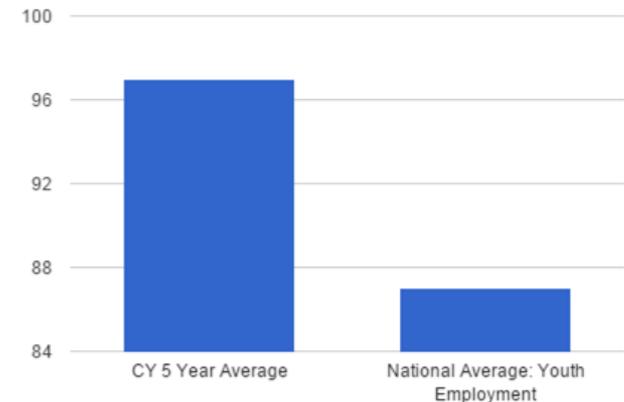
This report was commissioned by City Year UK to ask the question: what happens to our alumni after they leave City Year UK?

Key Findings

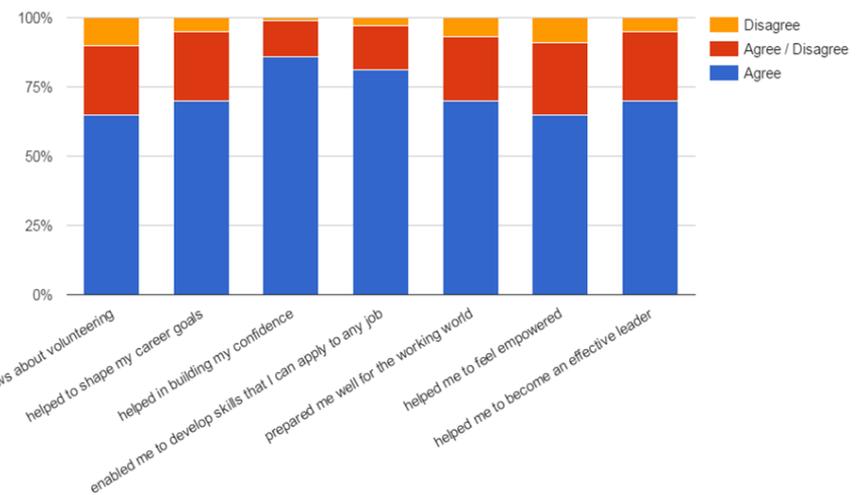
- City Year UK equips corps members with the relevant capabilities that enables them to feel that they are work ready
- The programme is particularly effective in supporting alumni confidence, communication and resilience skills
- For some, the City Year UK experience had been formative in helping them to decide what career options to pursue
- Alumni from most deprived backgrounds were not seen to have any barriers to a positive and successful experience of City Year UK; the programme is effective in removing concerns about barriers to success
- Young people that go through City Year UK are more likely than their peers to be civic leaders

“the programme has given them direction, demonstrating that it can be a very formative and positive experience, helping to build confidence, self-esteem and ideas and opportunities for careers” - Renaisi July 2015

City Year Alumni: Average Employment Rate



"My City Year experience has..."





“The ‘City Year’ volunteers make a positive contribution to the welfare of the pupils. The pupils told inspectors how much they value their support. They said that they are easy to talk to and encourage them to do well.”

(OFSTED - March 2015)