



2016 - 2020

# WEST LONDON ZONE'S IMPACT



This report follows our Collective Impact  
in Practice report published in 2018.

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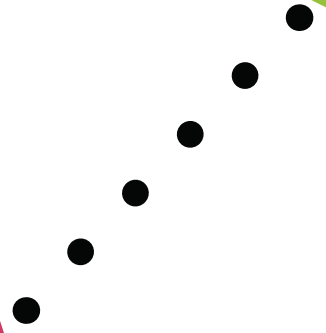
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# INTRODUCTION



# OUR VISION, MISSION AND VALUES



## VISION

A West London community working together so that every child can thrive.



## MISSION

We help children and young people build the relationships and skills they need to get on track socially, emotionally and academically to thrive in adulthood.

We do this by building trusted relationships, providing specialist support and joining up each child's support system, including families, schools and local organisations, to deliver a personalised 2-year support plan for each child.



## OUR VALUES

West London Zone has five values that drive the way we work. They inform the shared principles which we ask all our partners and the schools we work with to agree to before starting with us.

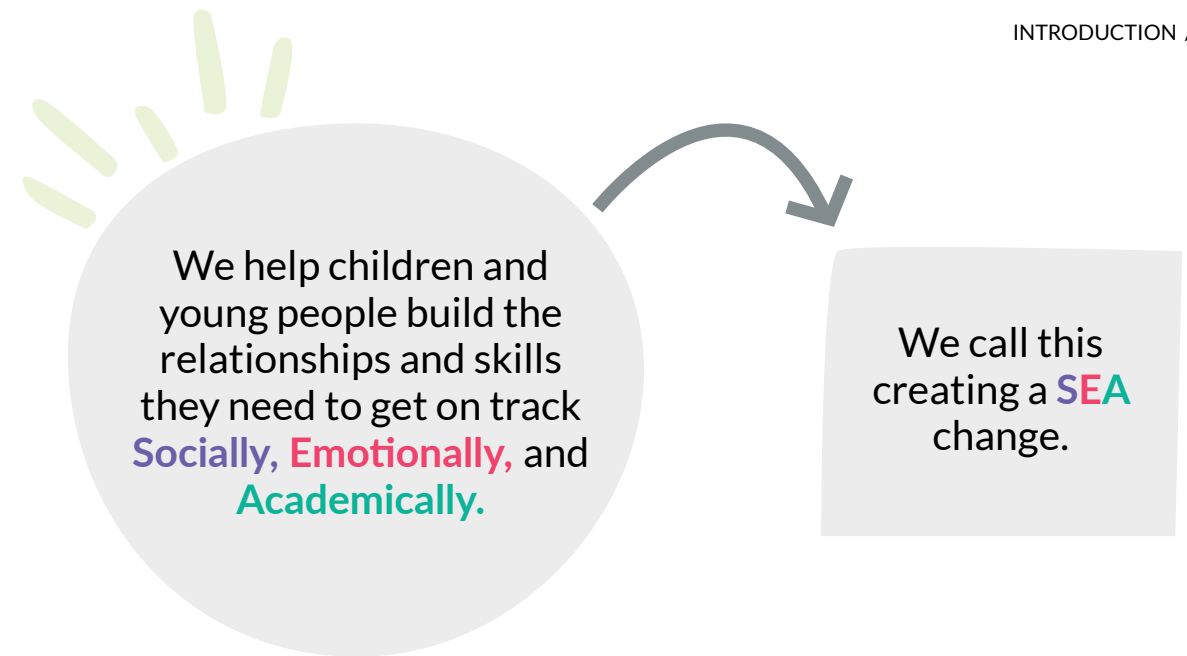


# WHY WE EXIST

We work in West London - an area of deep inequality **where 1 in 5 children and young people aren't getting the support they need to thrive.**

In our community, the existing support systems are not easily able to flex to the needs of individual children. Organisations often work in isolation, and are not always able to work with those who could benefit from their help the most.

Our research shows that there are **12,000 children and young people currently living in our zone that need additional support.** Without it, they are more likely to face challenges in later life, including unemployment, social isolation, and poor mental and emotional health.



We believe that by targeting these key areas of development we can empower children to fulfill their potential.

“ It built my confidence and bravery, and showed me I shouldn't give up. I have a place where I can go to talk about my feelings and that's what I love about West London Zone. Year 10 young person ”

“ I think the West London Zone programme should be offered to all schools as it is a wonderful way of learning life skills as well as academic work. It is a brilliant project! Primary school parent ”



# SUMMARY OF OUR IMPACT

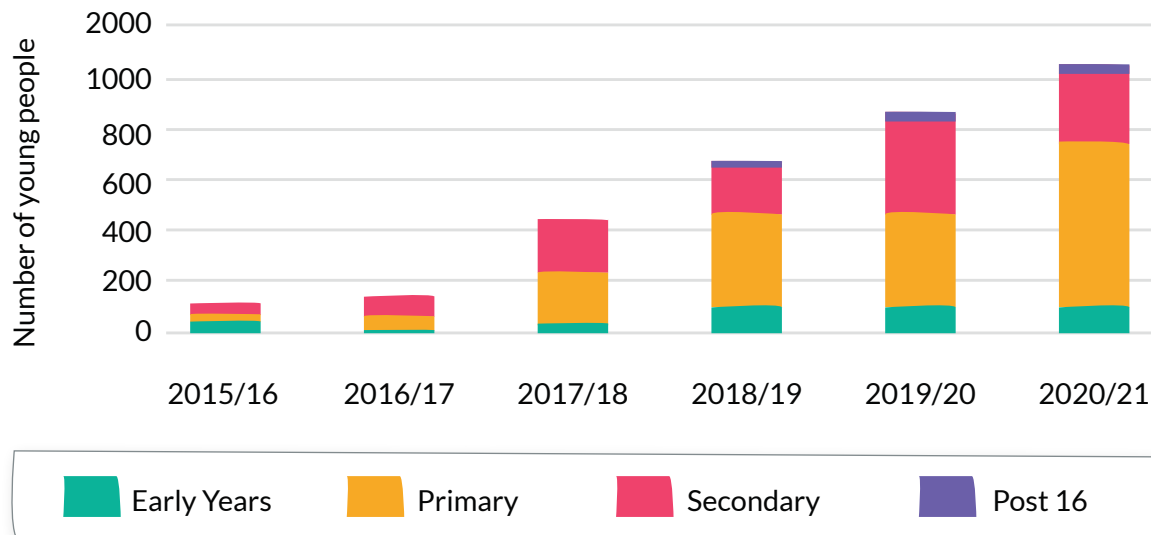
We worked with 132 young people in 2016 – in 2021 we work with 1001 young people

4 local authorities

42 specialist delivery partners

29 schools

Growth



71% of young people at risk in peer relationships met outcome in 2019 and 68% in 2020



64% of young people at risk in emotional wellbeing met outcome in 2019 and 2020



51% of young people at risk in English met outcome in 2019



33% of young people at risk in maths met outcome in 2019

91% of schools have chosen to renew their contracts with WLZ

92% of young people say they feel they can ask their Link Worker for support

COVID-19 affected results in 2020 and meant we could not get academic data.

## Case study

# AMAYAH'S SEA CHANGE

## Before the programme

When Amayah joined the WLZ programme at age 14 she had low self-confidence and anxiety which meant she was finding it very difficult to make and keep friends. Much of this stemmed from her home environment and having to move schools several times before settling at a secondary school in West London. Her teachers were concerned about a possible decline in her school grades as her anxiety made it hard for her to believe in herself or engage with her studies.

## Designing Amayah's support

Amayah's Link Worker worked hard to build a relationship with Amayah and her family – helped by the fact she could speak Arabic to them. This allowed her Link Worker to become a trusted, stable and supportive presence in her life. With someone to talk to, Amayah was able to open up about her anxiety and begin working with her Link Worker, family and teachers to craft a plan to build her confidence so she could make friends, improve her wellbeing and progress academically.

Amayah's Link Worker designed a two-year plan that focused on a two main phased steps:

- Improving Amayah's confidence and wellbeing through 1-1 support and the 'First Love Yourself' project run by WLZ partner charity MOVE LDN. This programme creates a safe space for females to explore what it means to be a girl and to love themselves – this inspired and empowered Amayah both inside and out of school.

- Then, once Amayah had more belief in her abilities, a bigger focus on academics including tutoring sessions with another WLZ partner - Action Tutoring. They encouraged Amayah to focus on her school work, aim higher and think positively about her future. During the course of these sessions she improved greatly, particularly in English.

## After the programme

Having initially struggled with her peer relationships and emotional wellbeing, by the end of her two-year programme Amayah had improved significantly. Her peer relationship score on our social/emotional measurement survey improved from 6 (which is considered 'at risk') to 2 which is considered not at risk.

She went on to take her GCSEs the year after the WLZ programme, and she is very proud of the results she achieved which included a grade 4 in maths and a grade 7 in English. These brilliant results meant she was able to take her A-Levels in English Literature, Sociology and Politics. With her anxiety about what she can achieve no longer an obstacle, her plan is to apply for university, with the goal of pursuing a career in Law.

\*All images in this report are unrelated to the quotes and stories around them. All names have been changed.



**“I have done so many fun things on the West London Zone programme, all the trips are so fun and I have learned so many skills. It is good having a Link Worker based in school because whenever there is a problem they can help us to sort it out.”**

WLZ young person

# INTRODUCTION FROM LOUISA MITCHELL

CEO OF WEST LONDON ZONE



West London Zone (WLZ) uses a targeted, early action approach to address the inequalities in our densely populated West London community that are hidden by averages and borough level statistics. We designed our model in 2014, piloted it in 2015, and have been growing ever since, constantly testing, learning and refining our approach.

This report maps out the results of the first 3 sets of children who completed the WLZ 2-year programme from 2016-20. A total of 740 children in primary and secondary schools and a 6th Form participated during this time and all were financed through outcomes contracts from their local council and school, with a contribution from the government's Commissioning Better Outcomes Fund (CBOF) and funding from trusts, foundations and individual donations.

We have carefully listened to children and their families, consistently analysing the data we gather and constantly refining our programme.

COVID-19 has made the last year a difficult one for everyone and we are

concerned about the long-term impact of the pandemic on children's wellbeing and their learning. In the first lockdown, our trusted relationships with families, schools and organisations in our community, coupled with our flexibility, enabled us to adapt and deliver intensive online support to children, and help connect families to any support they needed. When schools returned the first time, we were one of the only 'external' organisations permitted to work in schools, and we delivered as much support as possible with our partners within the restrictions. When full lockdown was implemented again, we built on what we had learned and delivered an even more intensive support package than in the first lockdown, despite

all the logistical challenges. We have learned much from this experience and will take some of our best adaptations forward long term, highlighted later in this report.

I would like to thank everyone who has supported our work so far. As I said in our last Impact Report in 2018, the long-term nature of our work does not always align with short term results, but I hope this report will demonstrate the impact our model is now having on children and young people. COVID-19 meant we couldn't collect all data at a key time in the development of our impact model, additionally school closures and the effect of the pandemic on children's social, emotional and academic progress mean our data is not directly comparable to previous years. This has made it difficult to track our

**“We have carefully listened to children and their families, consistently analysing the data we gather and constantly refining our programme.”**

impact journey consistently and this will continue to be a challenge in the months ahead. Nonetheless, the social and emotional wellbeing of the young people on our programme during this time still suggests our programme had a positive impact, and we are focusing hard on improving our academic support going forward to meet that need.

We have designed this report not only to present to you our data and impact but also to share what we have learned along the way, and explain how we have adapted to improve our impact. We invite you to share your thoughts and insights with us too so that we can improve further.

DESIGN AND PILOT  
2015-2016

CLARIFY AND ROLLOUT  
2016-2017

REFINE AND GROW REACH  
2018-2021



WHO WE  
WORK WITH

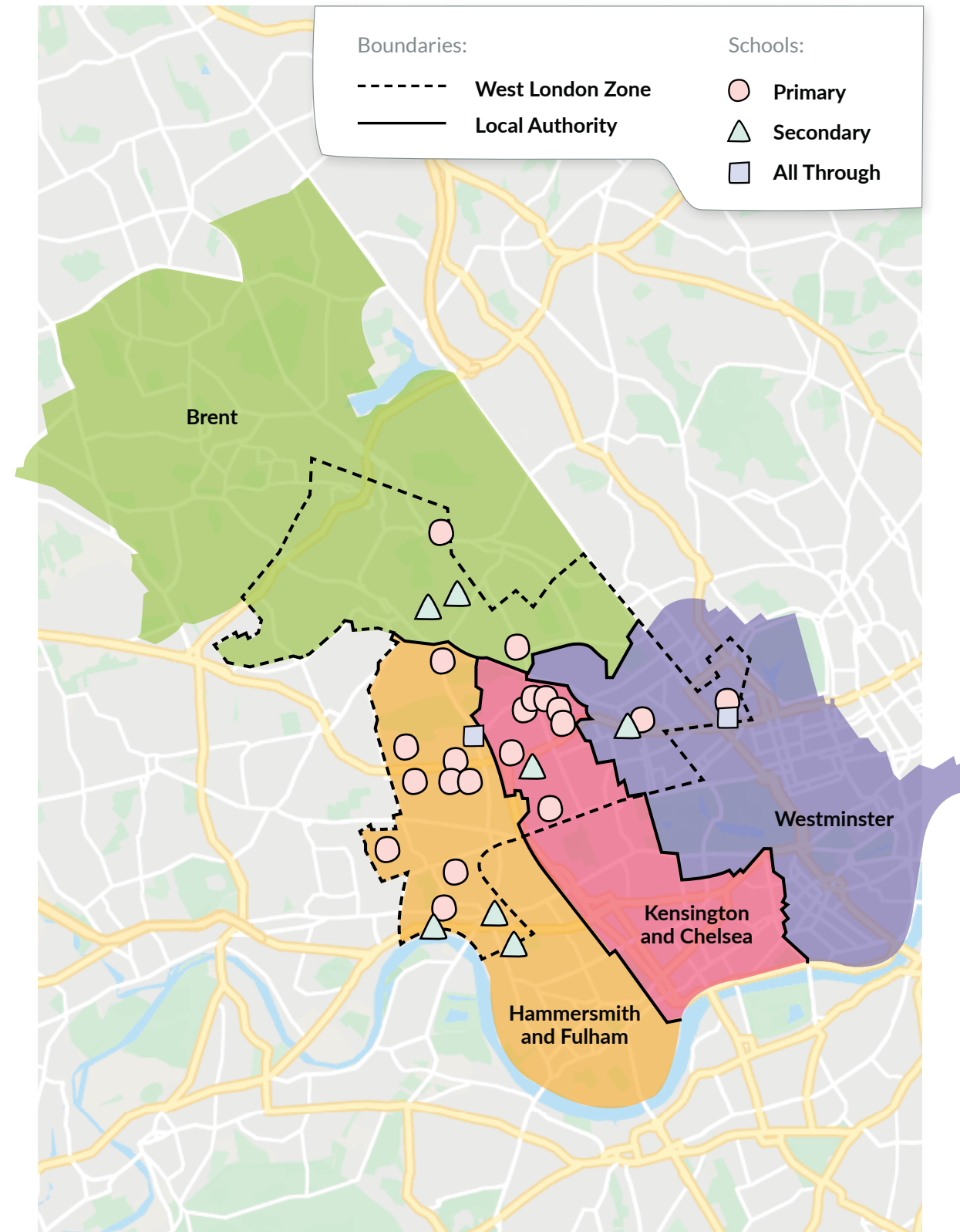


# OUR COMMUNITY

This table and map show the areas of greatest need in our four boroughs and highlights how we have targeted our Zone using this data to ensure we are providing support to those that need it most. We also work with our Local Authority commissioners, using their insight alongside our own school data to guide which schools we work with.

	Number of children living in districts within the bottom 2 deciles of deprivation in our Zone	Number of children living in districts within the bottom 2 deciles of deprivation in the whole borough
Hammersmith and Fulham	5.7k	7k
Kensington and Chelsea	5.2k	6k
Westminster	7.4k	8.6k
Brent	13k	17k

According to the Index of Multiple Deprivation Decile which ranks areas in London from 1-10 from 'most deprived' to 'least deprived'.



# SCHOOLS WE ARE WORKING IN

We are currently working closely with all 29 schools below to ensure we are working with the young people and families who will most benefit from our support. We also value their insight into their local communities and learn from this.



## Insight and Adaptation

### Understanding our Community

To deepen our relationships in our community and to make sure we understand the very specific context around each school we work in, we have split our Link Workers into local hubs so that they are now managed in hyper local teams. As we have grown, we have understood the need to be deeply embedded in each different neighbourhood in our Zone because, for example, the context we work in and the communities we work with in Harlesden are different to those in North Kensington.

“Our Link Worker has managed to earn our families trust and works tirelessly with them, our staff and the wider community.”  
 WLZ school




# CHILDREN AND YOUNG PEOPLE ON OUR PROGRAMME

Every child we work with is different. We aim to work with children who would benefit from our support in multiple, inter-related areas. They are often the children who are not being helped by any other organisations because their needs are not considered great enough in one particular area (generally below thresholds for additional statutory support), but combined, they need support. To identify these children we look at 10' identification measurements which align with the three areas we support: SEA.

### Early Intervention:

A study by Social Finance in 2019 concluded that children with low school attendance, emerging and unmet special educational needs (SEN) (especially in Social Emotional Mental Health (SEMH)), some social care involvement and those with multiple risk factors were most at risk of school exclusions and should be targeted first for early intervention.

(Social Finance. (2019). Maximising access to education: Understanding Risk Factors for exclusion and school moves.)

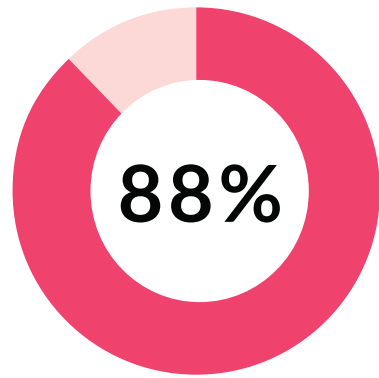
Areas We Support	Identification measures	Measurement used
<b>Social</b> 	1) Parental engagement	Risk threshold in WLZ MyVoice Survey* / teacher judgement
	2) Peer relationships	
	3) Emotional wellbeing	
<b>Emotional</b> 	4) School attendance	School data – below 96%
	5) Reading	School data – below age related expectations
	6) Writing	
<b>Academic</b> 	7) Maths	Risk threshold in WLZ MyVoice Survey / teacher judgement
	8) School engagement	
<b>Pupil premium</b>	9) Pupil premium eligibility	School data

\*MyVoice survey is a composite survey we designed with Dartington Service Design Lab in 2016. It draws from various academically validated surveys on social emotional health, wellbeing, school and parent engagement.

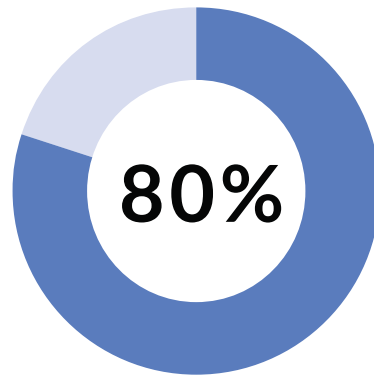
We use it for three purposes;

- to inform identification of children for the programme;
- to act as a baseline from which we measure progress;
- To aid support planning.

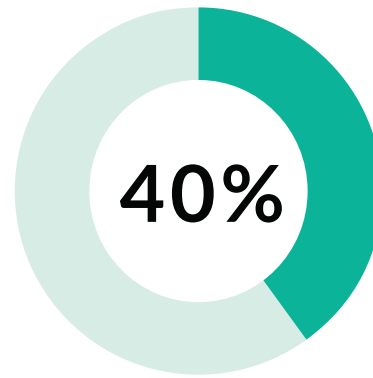
“Before I joined the West London Zone programme I was always getting sent out of class, I didn’t want to do any work or be in any lessons. Being on the programme helped me to not be so angry – I know I can go to my Link Worker to chill and just talk about things, calm down and then go back to class and relax so I don’t get in trouble.” WLZ young person



**WLZ children are at risk in at least two areas across social, emotional, academic and Pupil Premium**



**WLZ children are at risk in at least three of our identification measurements**



**WLZ children are at risk in at least five of our identification measurements**



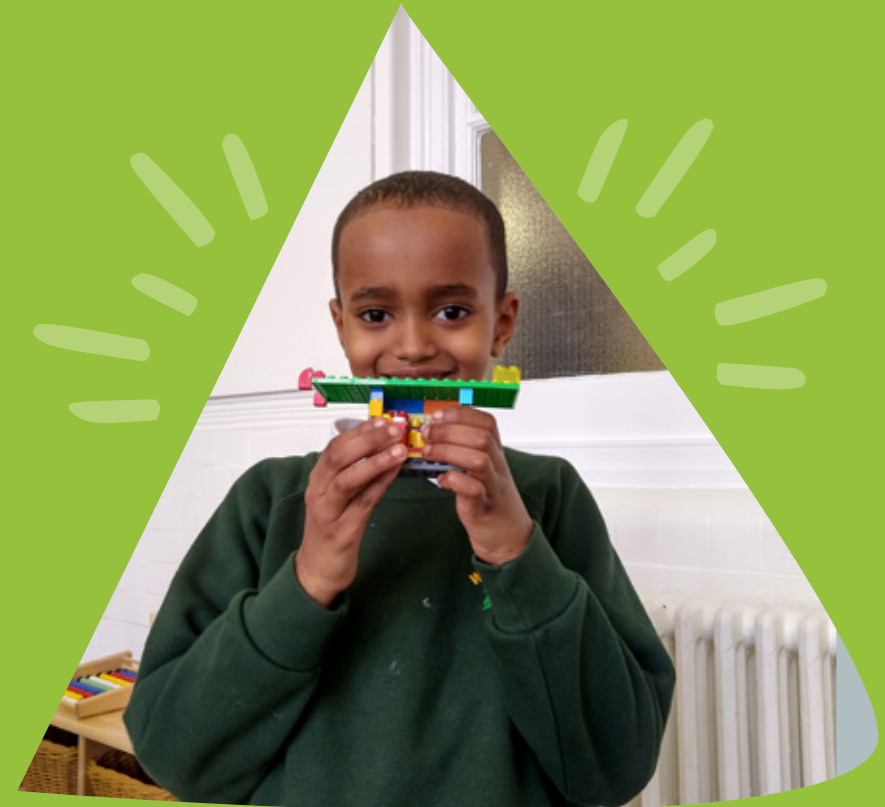
#### Insight and Adaptation

#### Identifying children for the programme

We have learned from schools that often children that need extra support are 'hidden' behind average statistics.

To counter this we always have an identification meeting to combine our data with each teacher's judgement. We have refined the way we collect and analyse the data we collect in advance of these meetings and as a result have increased the proportion of children meeting our programme entry criteria (minimum of three or more baseline risks) from 54% in 2017, 70% in 2018 and 75% in 2019.

In 2020 we did a deep dive into our data with Datakind and Bank of America and were surprised to find that there was no direct correlation between social, emotional and academic risks in the children we have worked with so far. This confirmed to us that our method of combining data and teacher judgment for identification is important, as the data alone cannot tell us enough. It's a time consuming process, so this finding was important for verifying the necessity of our process.



**“With WLZ we can work with children who are on the cusp, who don't have access to enough support because they don't have a special need. They simply wouldn't get this opportunity without WLZ.”**

Primary School Headteacher

## Case study

## AFONSO'S STORY

When we first met Afonso\*, aged 5, he found it hard to focus in class and struggled to interact with his peers. With English as his second language, his parents were concerned that he had unclear speech and a limited range of vocabulary. He was often anxious about school trips and unfamiliar settings, and his score on our wellbeing measurement tool showed Afonso needed help with hyperactivity which was causing his difficulties focusing. Academically, he was also behind for his age, particularly in reading and maths.

Afonso's Link Worker worked collaboratively with Afonso's parents and teachers to build a personalised two-year programme for him. Feedback suggested Afonso would benefit from learning through play so his Link Worker created a programme that focused on using games, team work and speaking and listening activities to help Afonso focus and improve his communication and social skills. To help the learning remain fun, his Link Worker made reward charts and stickers for Afonso to use at home. His programme included:

- 1-1 sessions and small group sessions such as Lego therapy and drawing delivered by his Link Worker;
- Specialist 1-1 partner support from "Get Hackney Talking", our specialist Speech and Language Therapy partner, to improve his speech and language;
- Specialist partner support from Hammersmith Community Gardens Association and London Sports Trust to support Afonso with listening and team work;

- The TalkBoost programme delivered by his Link Worker (a support programme to improve language and communication skills that the Link Worker is trained in);
- Group trips to Ravenscourt Park for an Easter egg hunt, the Wetland Centre and the Bush Theatre to see The Polar Express.

Afonso really benefited from outside, active, smaller group sessions with more 1-1 attention. He is now able to focus in class, his listening skills have vastly improved in group work and he interacts more positively with peers. Afonso is no longer at risk in his emotional wellbeing according to our measurements. He is much clearer and more confident when communicating with others and is able to express himself more easily with a wider vocabulary. He has also become a good role model for younger children and has a great group of friends. His academic results show real progress, going from a low reading score and needing extra support with maths, to meeting the expectations for his age in both areas. He is no longer behind academically and is able to engage in his lessons and focus for longer periods of time.



**"I'm much more positive and it has helped me take part in better experiences."**

Year 8 young person

# CREATING A 'SEA CHANGE'

We have a three-stage approach to creating a SEA change:



## 1. COLLECTIVE IMPACT

We harness the collective power of the West London community, joining up the right support and opportunities for children at the right time.



## 2. PERSONALISED SUPPORT

The WLZ programme is a 2-year support plan tailored to each child's unique strengths, needs and aspirations.



## 3. DATA AND EVIDENCE LED

We use data to identify the children who would benefit the most from our support, and provide detailed insight into each child's needs and progress over the two years so we can flex their plan.



# COLLECTIVE IMPACT

We bring together the whole community - government, charities, schools, families and funders - to work together to support each child.

We partner with schools and other local charities and organisations, sharing our knowledge and insight, to create a joined up system of support around each child. We ensure everyone in the community is working towards a common end goal: supporting each child to create a SEA change.

Through our collective funding model, some of which is paid on milestones achieved by the children, we ensure local public and private money, as well as resources, work together.



Our collective funding model means that each funding stream unlocks another stream from our diverse funding sources. So, approximately £1 in philanthropy unlocks £1 in public sector funding.



## Insight and Adaptation

### Sharing knowledge

We have learned that our relationships with parents, schools, charities and other professionals can be used to bring together messages and communications in an accessible way - adding to a common understanding of what children are working towards and next steps in support.



## PERSONALISED SUPPORT

We have a team of trusted adults - Link Workers - who are based in the child's school and see them every day. They guide, support and champion each child and are responsible for designing and facilitating each child's 2-year programme with them, their families and their teachers.

Specialist support is delivered by charities and organisations working locally, ranging from art therapy to maths tutoring to circus skills. We also train Link Workers to deliver specialist support.

We listen and have conversations with each child, their family and their school.

We don't start to design their programme until we really understand them and are confident each child understands and wants our support to help them achieve their goals.



### Insight and Adaptation

#### Phasing and planning support

Understanding each child and their context is key to ensuring they get the right support, at the right time in their programme, delivered in the best way for them.

We had a group of Year 8 children who were not well engaged with school and behind where they should be with their English and maths attainment. In a hurry to try to 'fix' the attainment problems, we ran some after school tuition at the start of their WLZ programme. It didn't go well - attendance and engagement levels were very low, and it actually made it more difficult for Link Workers to establish relationships with these young people.

This is why the craft of 'co-design' is so important. Of course children need to be involved in their plans, and this works to ensure greater engagement, but some also require a longer 'journey' leading up to the point that they understand that particular support they need is a good idea and worthwhile. The trusted relationship with the Link Worker is key to this journey - meaning that when the tuition does happen, children are ready to engage with it (as well as needing it!)



### Insight and Adaptation

#### Involving families in design

We had a higher than expected number of programme leavers when we had to revise parental consent due to GDPR (only 80% of programme starters from 2017 completed the two years in 2019). On reflection we hadn't done enough to involve parents in the designing of their child's personalised programme - this insight has helped to shape our current parent engagement strategy - based around Education Endowment Foundation recommendations.

We now engage with parents earlier and more clearly, ensuring they are involved in designing the programme for their child from the very start. Their involvement over the two years is crucial to the success of each child and the percentage of young people now completing the programme is 90%. The vast majority of those who did not complete are those who left their school rather than requesting to withdraw from the WLZ programme.

## A TRUSTED ADULT

### Our Link Workers:

- Encourage each child to set goals;
- Provide support in one-to-one meetings to help reach these goals;
- Bring in our partners to provide specialist support for each child and deliver support themselves.

Children and families work with their Link Worker to design their own phased, two-year support plan. This guides the two-year programme, and is then constantly reviewed by the Link Worker based on feedback from the child, their family, school, our partners and using data we collect.

### Why is the Trusted Relationship so important?

Studies show how the relationship between delivery staff and young people is central to driving outcomes and is a key predictor of the success of an intervention.

Moore, T.G. (2015). Engaging and partnering with vulnerable families and communities: the keys to effective place-based approaches. Presentation at the Goulburn Child FIRST Alliance Conference 2015, Shepparton.



The thing I really enjoy about being a Link Worker is that I get to work closely with students on tasks and activities that they enjoy, and I get to know them through this on a personal level.

My role is to equip them with the skills to tackle difficult challenges independently. For a child to achieve their full potential they need to have a high level of self-efficacy. So the main part of the Link Worker role is to be each child's biggest cheerleader and help them work towards the goals we've set together on their individual 2-year support plan.  
WLZ Link Worker

I like it because she is the only person that I can share my true feelings. WLZ young person

How calm thoughtful and understanding they [the Link Worker] are. Always providing me with information/pictures of what they have done or learnt. I find this priceless. WLZ parent

Our Link Worker has the right balance: they are professional, but kind, friendly and empathetic.  
WLZ parent

# SPECIALIST DELIVERY PARTNERS

We work with over 40 partners working locally to provide specialist support. We work with schools to assess where extra provision is needed and commission partners to address these gaps. Link Workers make sure each child is allocated the right support based on their plan, and work towards building their skills to create a SEA change.

Link Workers also 'link' children to existing opportunities in the community which they might not otherwise be aware of. These are always local and free/low cost, making them accessible and something families can use after their child finishes WLZ.

**“The Link Worker’s knowledge and understanding really helps us to adapt our workshops to each child. It’s also great that the children have someone to encourage them when they achieve a skill.”**

WLZ partner



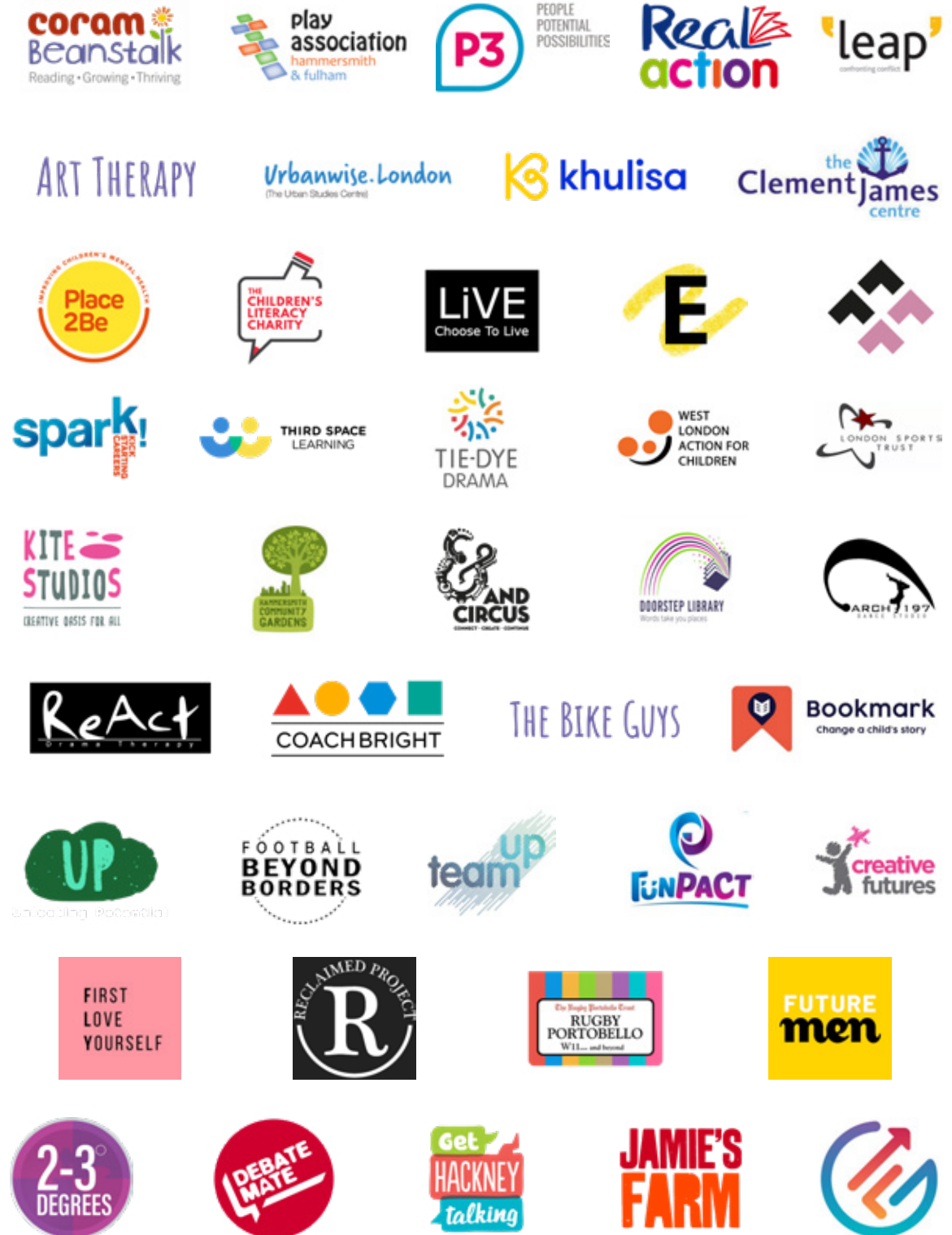
## Insight and Adaptation

### Understanding each child

We have found that it is the Link Worker’s deep understanding of each child and our relationships with our partners that really allow us to tailor our support. Our Link Workers feedback and communicate with each partner throughout the programme to ensure it has the most impact for each child. This can make a huge difference to each child’s engagement with specialist support.

Partners have fed back to us that the Link Worker role, based in the school, has been really important in helping to ensure their support has an impact.

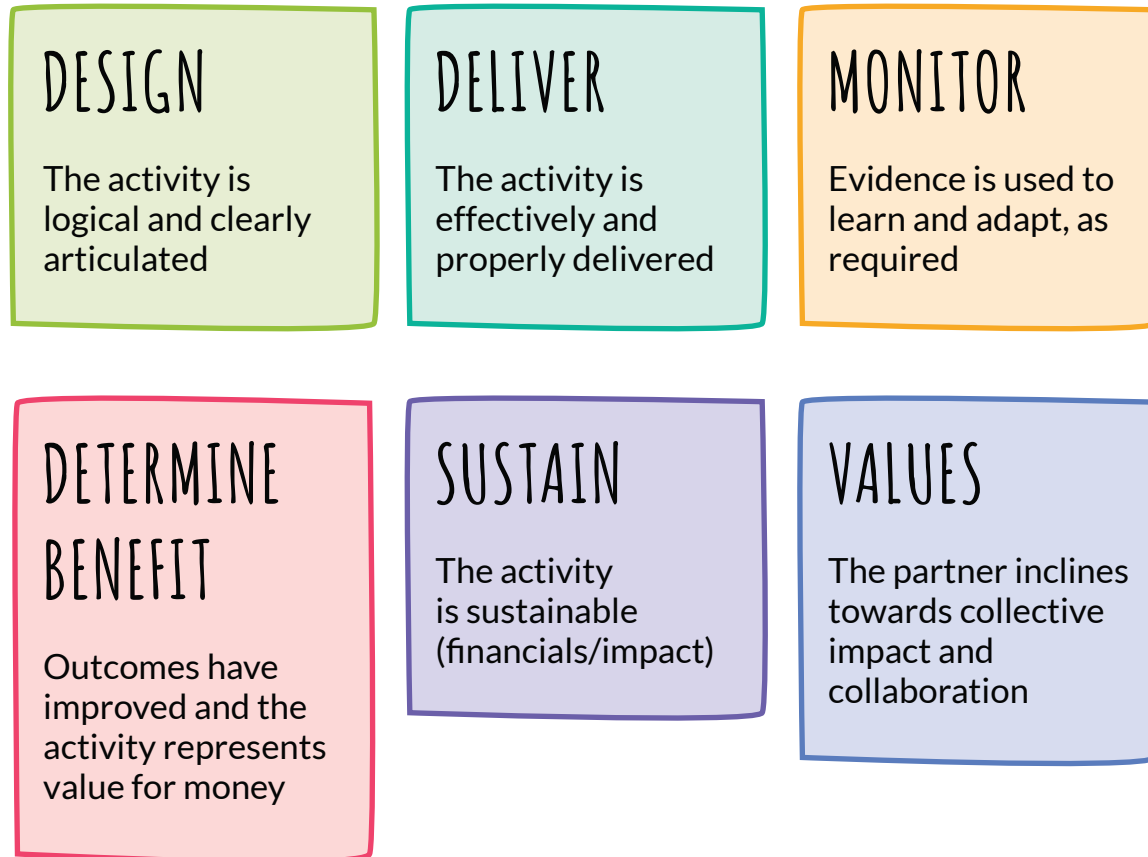
Over the years we have better understood what partnership working means to us. It is not just about commitments to work together – it is really about making sure everything is joined up.



To ensure our aims and expectations for children are unified across our partnership we work to a shared framework (below) to give us structure and alignment.\* Although a delivery partnership with a local charity or organisation means we have a paid, contracted relationship between us, we have a 'Values' section in our

framework to reflect the importance we place on collective impact, working together and partnership.'

\*We have adapted a Quality Framework from the Confidence Framework produced by Dartington Service Design Lab in 2017



We have 4 phases of delivery where the framework is used:



Types of evidence we use for assessment:



**Insight and Adaptation**

**Partner working**

Managing multiple partners can be challenging but we work to maintain a clear sense of working together around each child. It's hard to always get this right – but we ask our partners what they think each year in our partner survey – the results of which have been really important in refining our approach.

As we are constantly learning about what works in our delivery, it follows that we are also continuing to refine our quality assurance frameworks. For example, with many of our partners adapting to remote delivery during recent lockdowns, new angles on data protection and safeguarding have had to be considered quickly, and we have shared our new expectations accordingly.

## Working in Partnership

### The Reclaimed Project

Since 2018, WLZ has partnered with the Reclaimed Project, a woodwork programme that builds young people's positivity, confidence and problem solving abilities in small group sessions. So far, Reclaimed and WLZ have run 25 programmes, with 176 young people in 12 schools.

"Sessions with Reclaimed challenged one young person to problem solve independently and saw her rise to this challenge. She showed great pride in her work and continued sessions during lockdown over a video platform, giving her valuable time to create art together with her family." WLZ Link Worker



## Community Linking

### The Lyric Hammersmith

WLZ has formed a close relationship with The Lyric Theatre in Hammersmith. The Lyric is a key part of the community and provides great opportunities for local families and children to engage with the arts on their doorstep. Before COVID-19, they reserved a bursary space on each of their weekly drama, dance and music workshops and their holiday workshops for WLZ children, enabling these children to access the arts and The Lyric to expand their community outreach. Over the past 2 years, more than 30 WLZ children have attended bursary places on their workshops, building their confidence and giving them the opportunity to form friendships with other children in the community.



## Insight and Adaptation

### Making sure we're a good match

We have always focussed on what good delivery looks like, and the engagement levels of our children in sessions. However, we've learned to also review to what extent the partner programme's theory of change is aligned to ours.

For example, we try to be really clear about the profiles of the children we work with best – and so do our partners. Making sure that these match is a key element to our partnership and work together.



## Insight and Adaptation

### Signposting to community support

We learned in our 2016 pilot project that many families don't know exactly what programmes and services are out there in their community.

We understand now that it's the trusted relationship with the Link Worker, as well as connecting young people and families to local support, that makes 'community linking' successful.





## DATA AND EVIDENCE LED

We work with schools to identify the children who might benefit most from our support using data and insight.

Each child's plan is dynamic and regularly adjusted as they progress, with input from teachers and parents.

We combine our data with the knowledge each Link Worker acquires through their trusted relationship to develop a deep understanding of how we can best support each child throughout the two years.

By tracking each child's progress and constantly adapting their plan, we ensure there is the maximum SEA change in each child on the programme.



### Insight and Adaptation

#### Not just hard numbers

We always ask for verbal feedback through Link Workers from young people, families and school leaders. It is central to how we adapt and grow each plan and our programme as a whole. We use surveys to help us expand our insights.



### Insight and Adaptation

#### Measuring confidence

We reviewed our measurement tools in 2019 and felt we weren't accurately measuring confidence. We looked for academically validated measures, and felt the KINDL, a confidence and self-efficacy measurement scale, aligned with what we wanted to develop and support in young people. We'll get final programme outcomes using this scale in summer 2021 and hope to learn more then.



“Thank you for not judging me or my children; to be understood and helped is invaluable, I think that means the most to me. And to be given opportunities and fun things to do.”

Primary School Parent

# OUTCOMES FRAMEWORK

Our Outcomes Framework guides our work. The outcomes below are the core of what we aim for at primary and secondary school levels.\*

“At the end of the two year WLZ programme, I am on my way to meeting the outcomes I need at my next key transition point”

“At transition from school, I am on track to thrive in adulthood and if these outcomes endure I will thrive in adulthood”

“I am thriving in adulthood”

End of Programme Outcomes		Long Term Outcomes (end of School setting)		Impact Outcomes
Outcome	Measure	Outcome	Measure	Outcome
“I have good emotional wellbeing”	Strengths and Difficulties Questionnaire (SDQ) Emotional Problems sub-scale  Young person has met outcome if they have a ‘normal’ score in the SDQ emotional problems sub-scale	“I have good emotional wellbeing”	Strengths and Difficulties Questionnaire Emotional Problems sub-scale  Young person has met outcome if they have a normal score in the SDQ emotional problems sub-scale (0-5 for young person completed)	“I feel good about myself”
“I have good relationships with my peers”	Strengths and Difficulties Questionnaire Peer Relationships sub-scale  Young person has met outcome if they have a ‘normal’ score in the SDQ peer relationships sub-scale	“I have good relationships with my peers”	Strengths and Difficulties Questionnaire Peer Relationships sub-scale  Young person has met outcome if they have a normal score in the SDQ peer relationships sub-scale (0-3 for young person completed)	“I get on fine with others”
“I am on track to reach age related expectations in English and maths by the end of secondary school”	End of year grade in English and maths.  Young person is on track if they have made progress that will put them at age related expectation by the end of their Key Stage if continued	“I have achieved the expected standard of attainment at the end of KS2 (primary) or KS4 (secondary)”  “I have a planned progression pathway into further education, employment or training for once I leave secondary school (secondary school only)”	Young person has met outcome if they have attained age related expectations in English/ Reading and Maths  Young person has met outcome if they have signed up to further education, training or has an offer of employment for the following autumn (secondary only)	“I have attained well at school”
“I am confident in my ability to achieve”	Confidence and self-efficacy measurement scale (KINDL)  Young person has met outcome if mean score indicates a good level of confidence and/or self-efficacy	“I am confident in my ability to achieve”	Self-efficacy measurement scale (KINDL)  Young person has met outcome if mean score indicates a good level of confidence and/or self-efficacy	“I am confident and want to do well”

\*There are additions and changes to some measures for the different age ranges such as Early Years and Sixth Form.

# OUR IMPACT



# SOCIAL: PEER RELATIONSHIPS

We have always seen relationships as central to setting up young people to thrive in adulthood.

From the moment a child is identified for the programme our Link Workers have a deliberate and personalised way of building relationships with each young person and their family. Link Workers are then able to help young people to build new relationships with their peers through small group sessions and solutions focused practise. This helps them to develop their confidence, make connections and build positive relationships.

We also deliver specialist support from our partners such as Future Men, MOVE LDN's First Love Yourself' programme and LEAP to further develop their peer relationship skills. Additionally, we organise activities between different year groups so young people on the programme learn to interact with different age groups.

Now, after a year of isolation and school closures the effect of COVID-19 has made this area of our work even more important. It is widely accepted that a focus on relationships will be important for children and young people as we return to full time education, and we have found the Link Worker's relationship with families and young people really beneficial in helping young people to feel confident returning to school in this environment.

Our results show strong outcomes in this area in 2018 and 19, and in 2020 we worked hard during lockdown to keep young people motivated, engage them in group activities with peers online, and (as soon as we could) arrange outdoor remote experiences. We can see this reflected in the 2020 data.



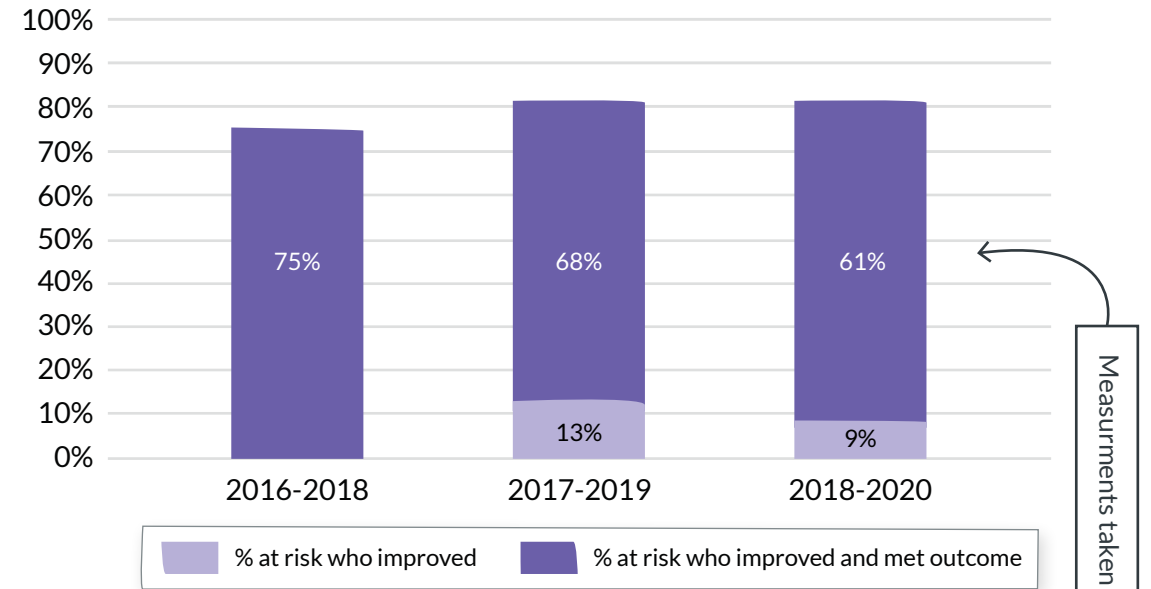
## Insight and Adaptation

Our analysis of our social and emotional data for those completing the programme in 2020 showed us that the greatest positive change was achieved by children who started the programme with the highest levels of risk.

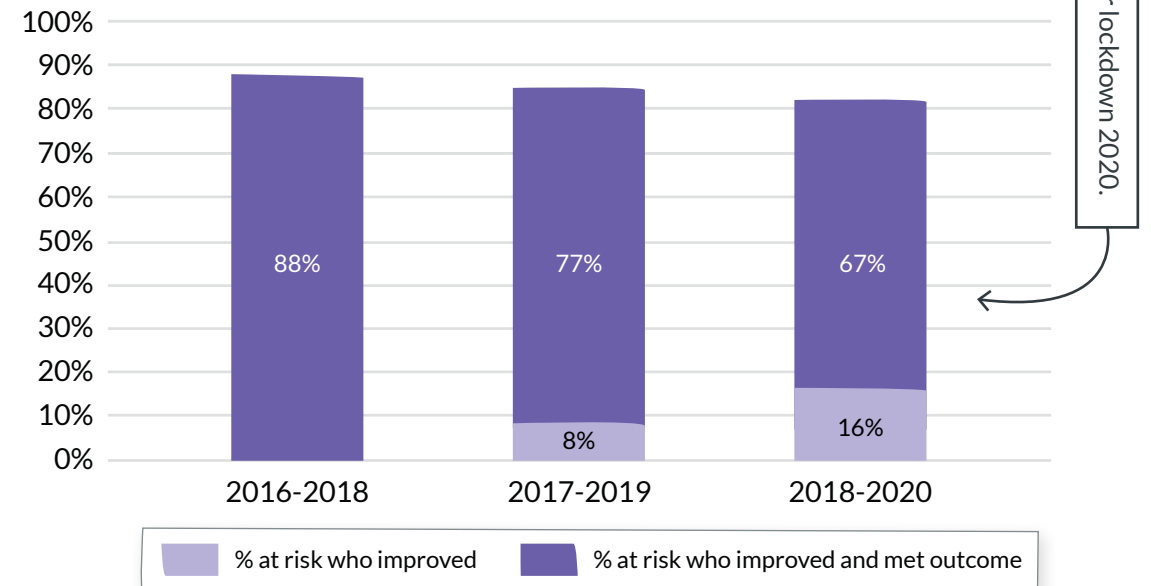
While it is still quite early on in our journey to draw conclusions from relatively small datasets, information like this can lead to small but important refinements in our theory of change. For example, we can use this analysis to develop how we work with schools at identification stage to better target the children who need our support and will benefit the most from it in the future.

In Peer Relationships in 2018, all children who started at risk and improved at endpoint also crossed the threshold out of risk.

Primary school children and young people



Secondary school children and young people



# EMOTIONAL: WELLBEING

Over the years we have structured the Link Worker role to meet the growing challenges for young people’s emotional and mental health. Our Link Workers are trained in trauma-informed practice, mental health first aid, basic counselling skills and solutions focused practice. This means they have the skills and tools to create positive change through their deep relational work with children. They are also fully embedded in the school community which ensures emotional and mental health support is easily accessed when children need it. Our success rates of children at risk in emotional wellbeing moving out of risk by the end of the programme have increased every year.

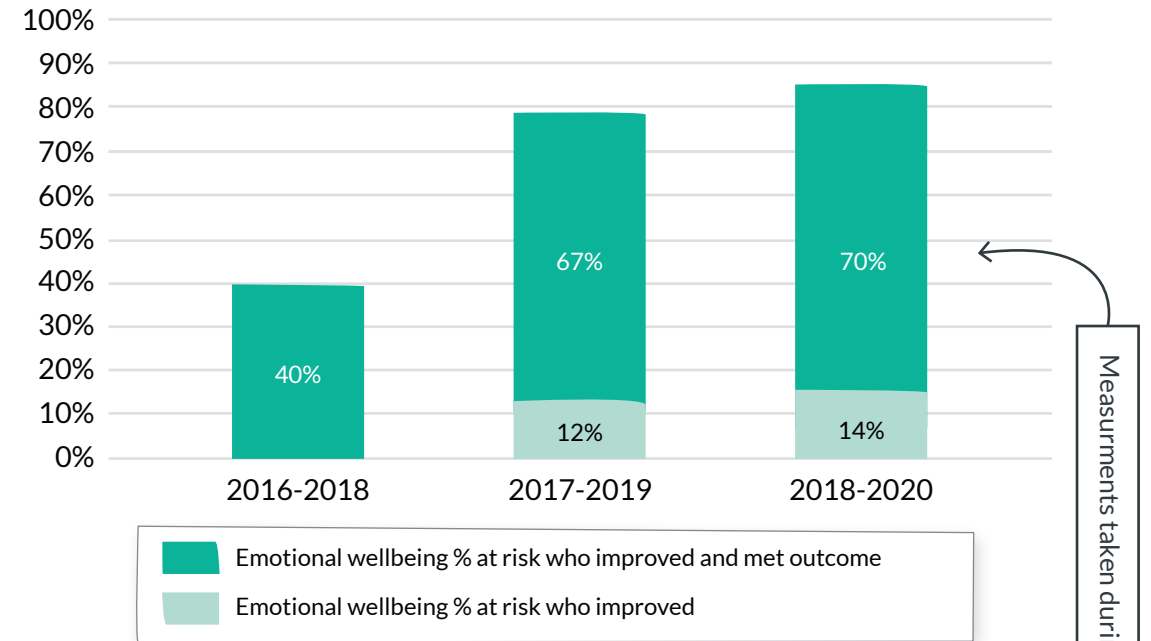
Link Workers help to break down any stigma against mental health and normalise access to support by building trust with families and understanding each individual child’s needs. They can then introduce our specialist wellbeing partners to deliver 1-1 and group

support in schools. These currently include Place2Be, West London Action for Children, ReACT drama therapy, Unlocking Potential, independent child counsellors and play therapists and Khulisa.

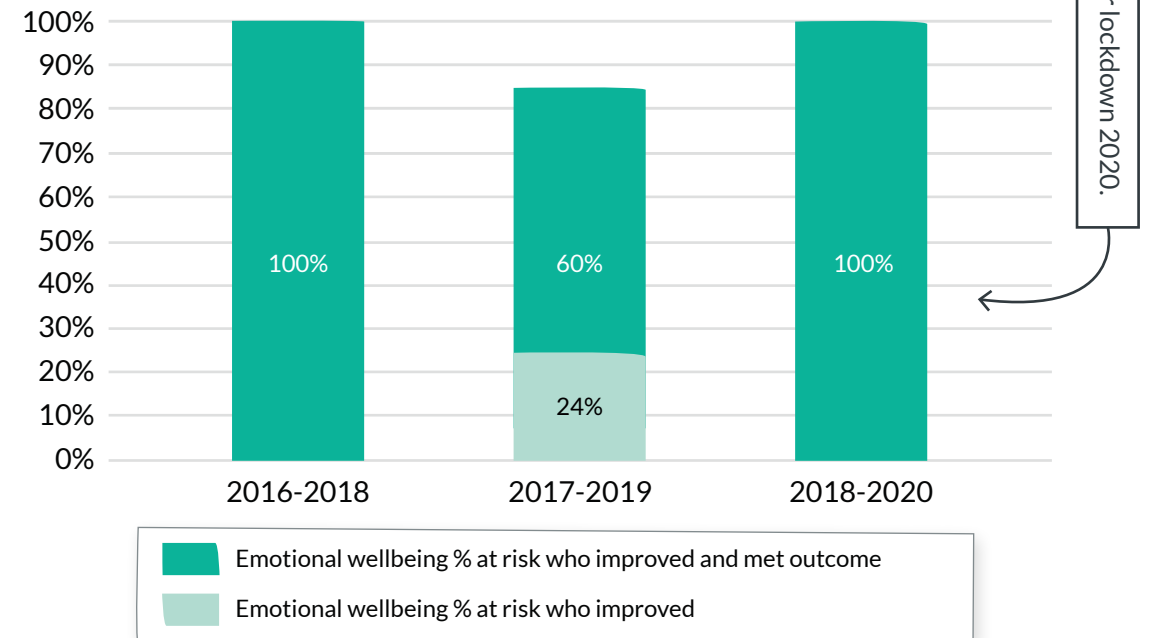
Between April and July 2020, we estimate our Link Workers dedicated one third of their contact time with young people to supporting their emotional wellbeing. We are monitoring the need closely to ensure we are adapting to support young people during this time.

In Emotional Wellbeing in 2018 and 2020, all children who started at risk and improved at endpoint also crossed the threshold out of risk.

Primary school children and young people



Secondary school children and young people



Measurements taken during summer lockdown 2020.



## Insight and Adaptation

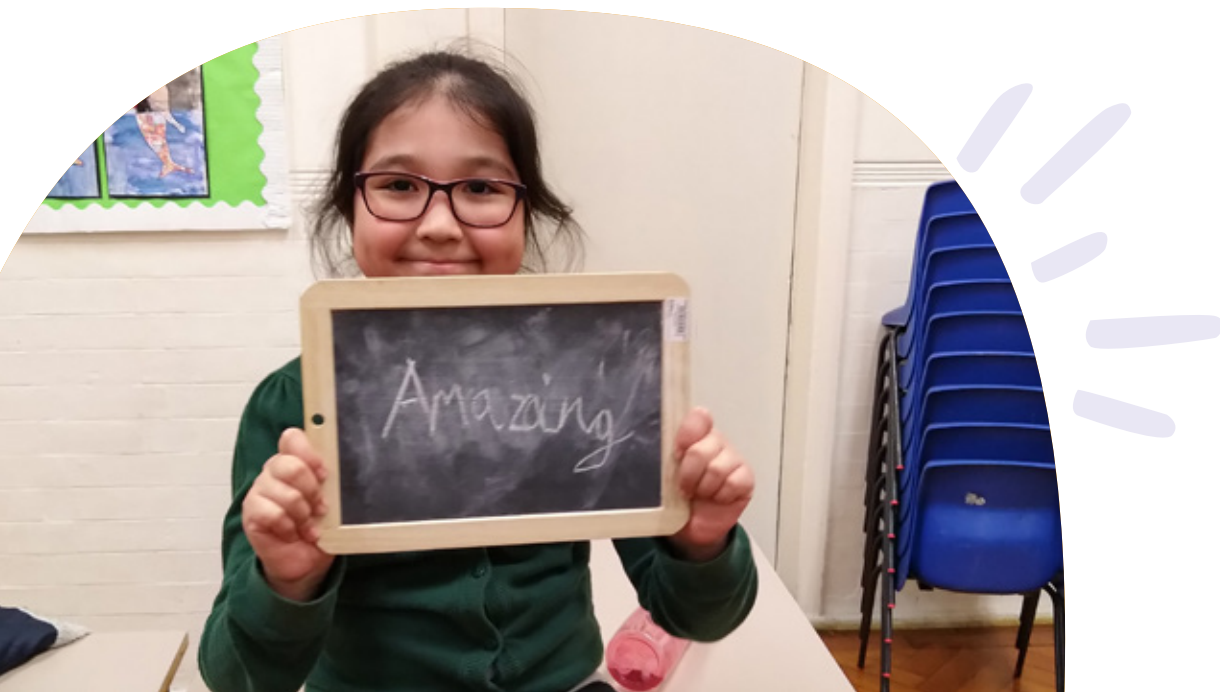
This data also showed us that the goals we were setting for individual children didn’t always align to long term outcomes, meaning that the allocation of support was not always aligned closely enough to need. To solve this we have developed and piloted a skills framework through SkillsBuilder, a universal framework. This has given Link Workers a framework to match initial assessment data to specific social emotional skills improvement, so they can match specialist support more precisely to skills and our final outcome targets.

# ACADEMIC: ENGLISH

We aim high because we want the best for children and young people and we know from evidence that leaving school at expected levels in maths and English is a contributing factor to going on to thrive in adulthood. Initially, we only measured academic improvement but changed this after 2018 as shown in the graphs. The following results measure each child's improvement (meaning accelerated progress), but also whether they met the final outcome target. In academics, this means making a rate of progress to get back on track to achieve age related expectations by the end of setting (primary or secondary school).

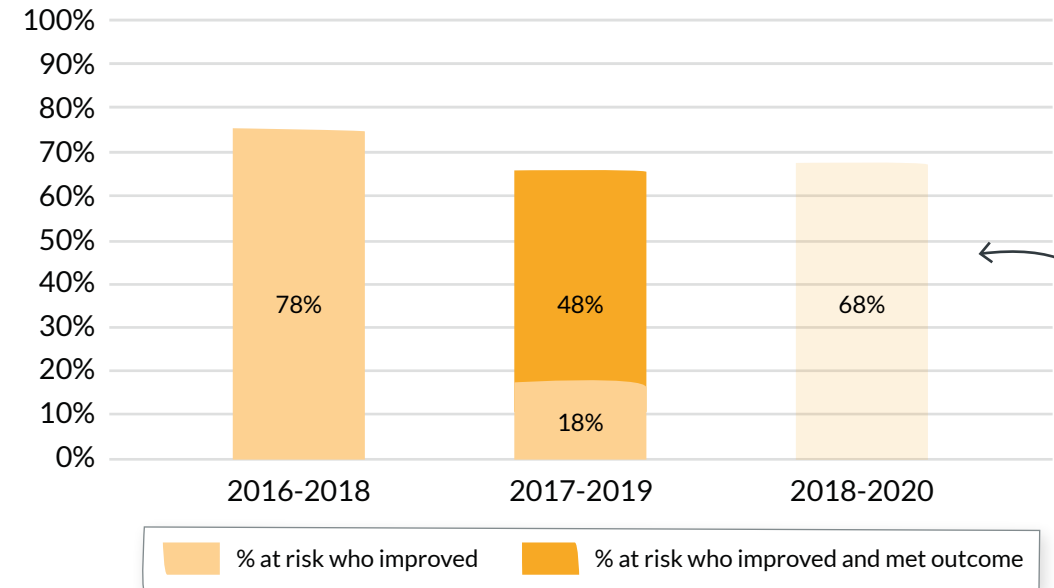
Since making our targets more ambitious we have made improvements to the programme and have had some encouraging signs so far.

We have also introduced a greater range of specialist support including: catch-up tuition from partners such as Catch Up Literacy, ClementJames Centre and Team Up, partners developing a love of reading in young people such as Coram Beanstalk and Bookmark Reading, and our own programme designed to build academic confidence, metacognition and self-efficacy skills. We will continue to test these new strategies and refine them further.

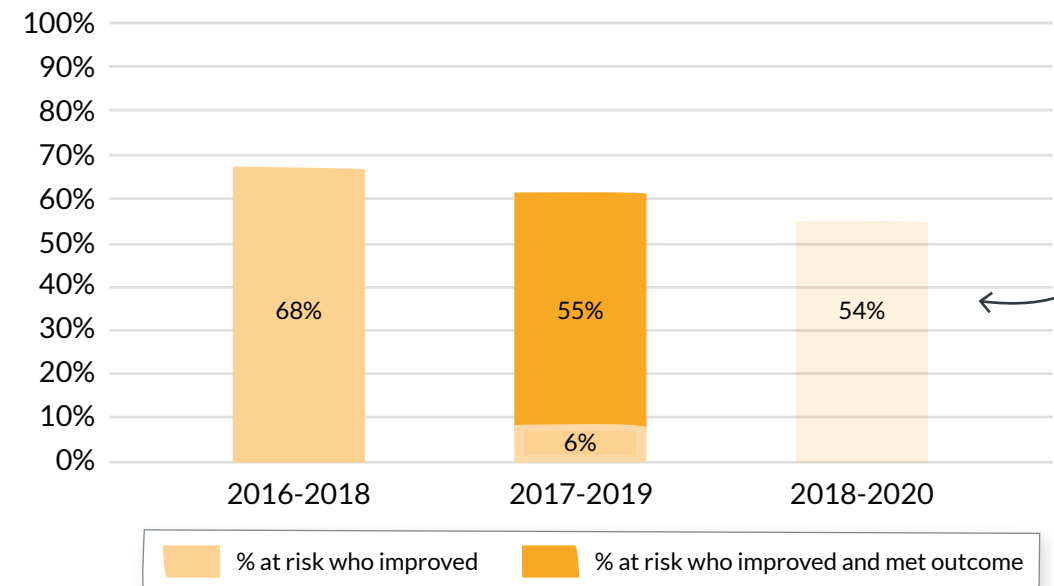


We changed our full outcome measure for the young people joining the programme from 2017.

Primary school children and young people



Secondary school children and young people



No end point measurement taken due to summer 2020 lockdown, mid-programme 2019 data shown.

# ACADEMIC: MATHS

Differences in academic attainment between primary and secondary age children have been apparent each year, with a more pronounced difference in maths than English, showing we were not adequately helping enough children to make either accelerated progress or to get back on track in maths.

We are working hard to find a range of maths programmes that are tailored to different needs. We have recently added to our portfolio in this specialist area and are piloting some new programmes. We will analyse our impact carefully and aim to develop long-term strategic partnerships in this area of improvement and development.



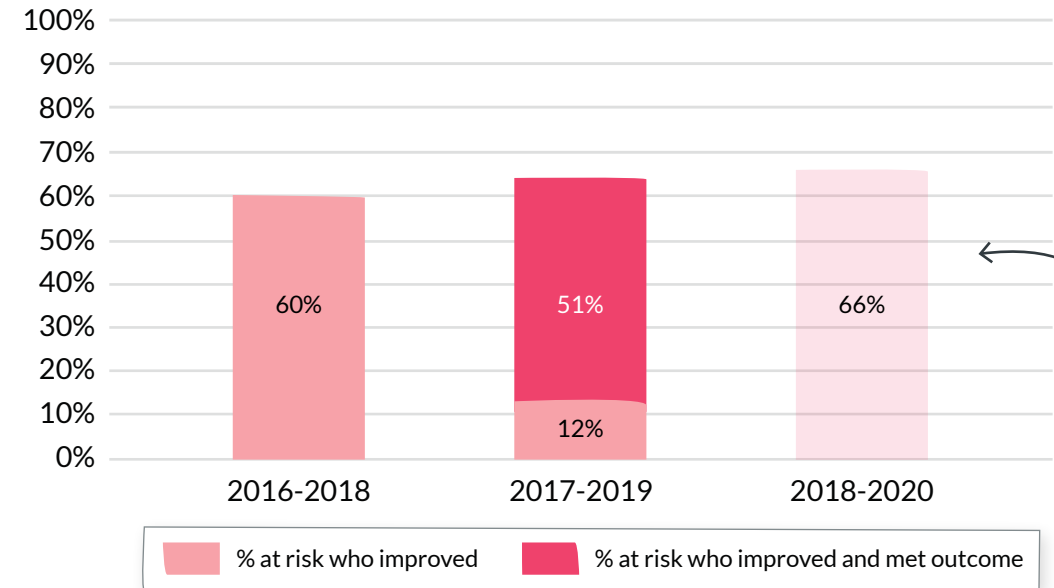
## Insight and Adaptation

### Standardising our data

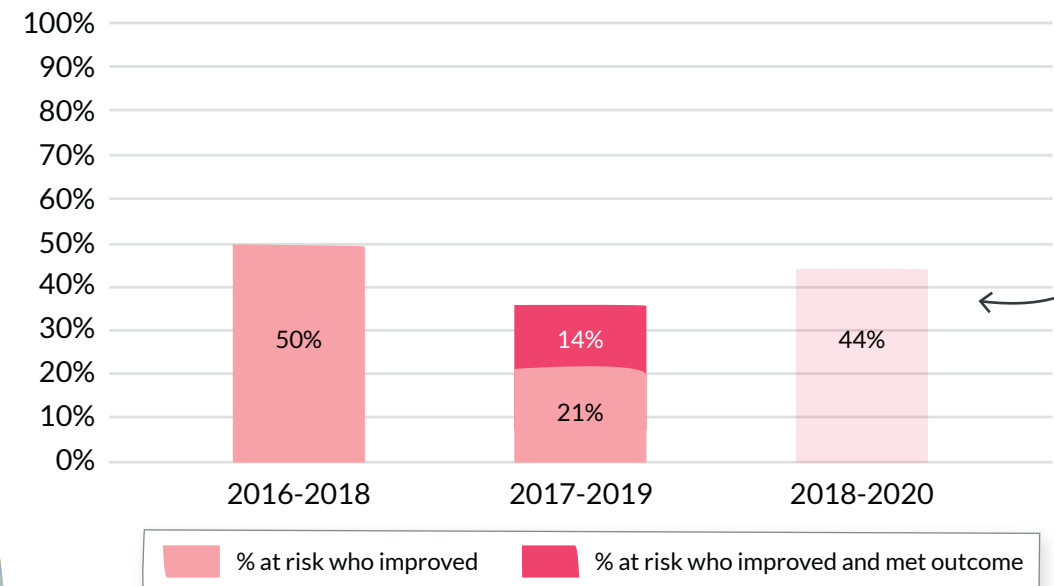
One of the difficulties of measuring academic progress is working with, and standardising, the different measurement systems used by schools (outside of statutory assessment points). We ensure that we reflect back to schools all of our judgements around child progress and how we interpret their measurements to gain their feedback.



Primary school children and young people



Secondary school children and young people



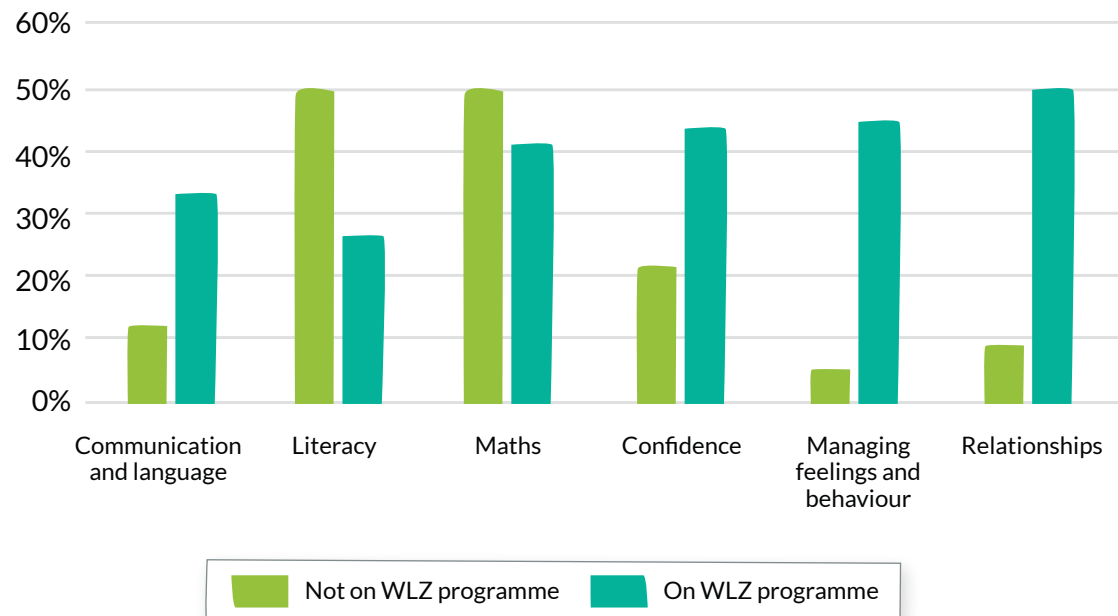
No end point measurement taken due to summer 2020 lockdown, mid-programme 2019 data shown.

# ACHIEVING CHANGE IN EARLY YEARS

In 2019, we conducted a study comparing the progress of children on the WLZ Early Years programme with children not on the programme in the same schools. We found that:

- Before the programme started, children on the WLZ programme were on average 1 step below their peers in each area of the Early Years Foundation Stage framework. (statutory assessment framework used in Early Years settings).
- During the year with WLZ, children on the programme were more likely than their peers to make accelerated progress in all areas, and a greater proportion of children on the programme reached the appropriate level for their age in all areas except literacy and maths (see bar chart below).

Proportion of children reaching age related expectations



## Insight and Adaptation

Since 2017 we have adapted our work based on some key evidence:

- Identification of children who need additional support is more challenging in the Early Years, when little data is available on the child or family and the school setting has little background information. We slightly delay the identification process (compared to primary/secondary school) so that teachers can then assess where children are when they start in the setting.
- Parents are obviously central role models and influencers, but many can be unsure of their specific role in their child's learning and development. Therefore early engagement in a positive manner and a sense of partnership is crucial for long term outcomes. We've worked recently to change how we frame our programme with parents to this end.
- Our programme works best in school nursery settings, rather than day nurseries where opportunities to engage parents are limited or children's centres where a diverse range of support is already on offer.



## Case study

## ADEN'S SEA CHANGE



## Identification

When Aden, aged 5, joined the WLZ programme he was very quiet, reluctant to engage in conversation and had clear speech and language delay. He had poor school attendance 67.9% (below 96% is considered a risk) and his score in our wellbeing measurement tool highlighted the need for help with emotional problems. He was also behind his peers in reading and writing.



## Insight and goal setting

Aden's Link Worker met with his mum to understand what support would be beneficial to Aden and his family. With this information and insight from his school, the Link Worker identified that the main objectives would be:

- to help Aden and his family improve his school attendance;
- to support the development of his speech and language;
- And to help with his wellbeing.



## Design

To improve Aden's attendance, his Link Worker spent time getting to know the family, building a trusted relationship with his mum which in time allowed his Link Worker to signpost the family to support from other local organisations.

To help with Aden's speech and language, his Link Worker selected a WLZ partner who could provide a highly specialist speech and learning therapist.

To improve his social and communications skills his Link Worker incorporated group-based activities into his programme. This included: Circus Skills training to develop his motor reflexes, creative potential and social-emotional skills, and a fun, energetic street dance class called /Arch 197 dance after school.

And to help with his wellbeing his Link Worker provided 1-1 support.



## Link Worker and Partner support

The Link Worker's trusted relationship with Aden's mum meant that during the first lockdown his Link Worker was able to help organise food deliveries and resources including pens, paper, science kits, books, printer ink, and a new tablet so Aden could access and engage in school work.

To complement the individual support Aden received from his speech and learning therapist, every day goals were set by his teacher, his Link Worker and his mum. To help Aden with the change and working with a new adult in his life, his Link Worker also stayed with Aden during his initial sessions. This support meant that Aden really engaged with the programme and always looked forward to it. During lockdown, Aden continued to participate. His Link Worker sent resources to his mum and checked in with her weekly by phone to track how Aden was progressing.

Aden's circus and dance sessions gave him the space to have fun but also use and develop his new communication skills and grow his confidence. The involvement of all ages in these sessions helped him to build positive relationships with his peers.



## Community Linking

The Link Worker also signposted Aden to local opportunities he might want to attend over the summer holidays, such as local community centres The Dalgarno Trust and The Venture centre, and London Sports Trust who provide a multi-sports programme promoting physical activity and improving confidence and team work. These opportunities will all help Aden to continue to grow his communication and social skills, and confidence, and will ensure he is connected to his community and opportunities beyond the WLZ programme.



## After the programme

After lockdown Aden's attendance has been 86.25% which is a big improvement from when he joined the programme although there is a way to go to 96%. He is now flourishing in class, often raising his hand to answer questions and his speech has improved dramatically. He still needs further work to catch up in reading and writing but he has made a huge amount of progress and now has the tools to catch up with the right support at school and home.

His speech and language is improved and he has a good group of friends and is confident talking to both adults and peers.

Aden's wellbeing score no longer reflects the need for support and he is no longer 'at risk'. Over these lockdowns, despite adversity, the family have remained well and planned active and fun activities for Aden and his sibling to keep them engaged at home.

# ADAPTING TO COVID-19



# ADAPTING OUR WORK

Our aim going into the first lockdown in March 2020 was to work with all of our partners and stakeholders to help families get what they needed in the emergency period. To do this we had to flex our delivery model and move the whole organisation online.

Our delivery team focused on:

- Building more trust with parents
- Deepening our local partnerships
- Being a key link between schools and families
- Providing practical support and advice

We also needed to:

- Support the emotional health of our team
- Adjust how/what data we track
- Raise more local funds

Our aim as the year went on was to continue to flex and deliver a combined face to face and online model that provided what children and families needed, when they needed it.

We learned that our model was agile enough to adapt to delivering emergency and predominantly online support for families during the first lockdown (or all year for shielding families). But adapting to a blended face to face and online delivery model to deliver child focused support was more logistically challenging and resource intensive than we anticipated in summer/autumn. It required constant listening and learning to get children ready to engage safely in support sessions, and it required innovating with our partners to deliver online with them.

## KEY INSIGHTS:

**Trust with parents** is built through careful communications, listening to what they need and delivering on it: a personalised approach for every parent.

**Local collaboration** with schools, councils, charities and organisations, businesses, is powerful when everyone has a shared purpose.

**Embedding in schools** creates a vital link between school and home so we can join up wellbeing and learning support.

**Practical support** breaks down barriers and gets families basic resources like translation, food vouchers, lap tops, WIFI, books, play equipment, but it takes a lot of resource.

**Keeping staff morale up** means emphasising values, increasing team meetings, working on our internal communication, more clinical supervision and improving wellbeing activities.

**A customised online data system** is a key tool for rapid adjustment of data collection when adapting delivery, and for more frequent reporting. However, data collection from children and partners (e.g. surveys) is more difficult during online delivery.

**Raising local funding** means listening carefully to what is needed, communicating it effectively within our community, and keeping supporters engaged in our work on an ongoing basis.

**Outcomes based contracts** provide flex to deliver what people need, instead of requiring rigid adherence to a service specification.



### Insight and Adaptation

#### Long term change

We are still processing what we have done and learned in the last year, but going forward we will aim to continue with:

- Online support for children who respond well to it, complementing face to face support
- Inclusive and tailored parental communications from the start of each child's two-year programme
- Deeper understanding of and presence in our community
- Providing 'practical' support (e.g. laptops, activity packs) resourced as part of our core programme
- Delivering wellbeing actions plans for every team member with our values at the core
- Having the confidence to adjust data collection if needed and keep reporting frequency up
- Focusing our fundraising in our community for our community and building our funding network by engaging more as a group online

# DEVELOPING REMOTE LINK WORKER SUPPORT

Link Workers have continued to play a valuable role during the last year. Below you can see how we were able to report on the remote activity of our Link Workers in the first lockdown between March – July 2020 to local authorities and schools. It shows the size and breadth of their communication with children and families. From From 23 March – 17 July, Link Workers made or sent:

FROM 23 MARCH – 17 JULY,  
LINK WORKERS MADE OR SENT:

**33,363**  
text messages

**222**  
emails

**620**  
face to face  
interactions

On average there were **3**  
interactions per child per week.

**5,373**  
phone/video  
calls

We felt compelled to write to you to acknowledge and praise the incredible work of our Link Worker during lockdown – well ever since she has been at our school. Her Link Worker role has proven invaluable whilst the school has been closed, as she had already built such solid relationships with our hard to reach and most in need families. This has enabled her to stay in regular contact with them, which has been instrumental in ensuring we continue to safeguard our most high risk children. Our Link Worker has been a vital support to them: communicating how they can access their free school meal vouchers; supporting them with their home learning and being there to simply listen to the children's worries during these difficult times.

Deputy Head – Primary School in Brent

I know if I did need any help I only have to message and that is a comfort during this time!  
WLZ parent

“[WLZ] have helped ease of the financial burden of struggling with food shopping and household essentials.  
WLZ parent

## Case study

# GEORGE'S STORY

## A story of support through COVID

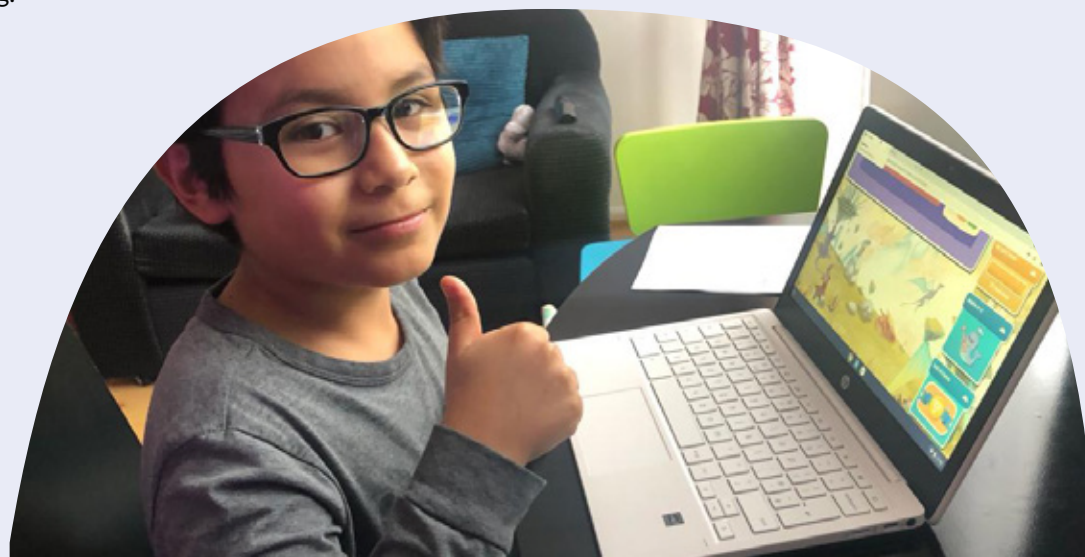
George, aged 12, was recently diagnosed as being on the autism spectrum. This means he finds change challenging, and was very worried about the return to school in September after lockdown.

Over the summer, his Link Worker supported George with the upcoming transition back to school, timetabling sessions to give him the space to talk openly and honestly about how he felt. He receives weekly 1:1 time with his Link Worker focused on managing his feelings and regular check-ins at break times to help George feel more relaxed. He has made real progress, and has set goals for the year with his Link Worker, including to improve his social skills and his marks in English, and is working really hard to achieve them.

George's Link Worker has also been in contact with his mum via socially-distanced meetings and phone calls. She has been pleased with the support George is receiving and the progress he is making.

**"It's been extremely challenging for George. His Link Worker has gone above and beyond to help him with his confidence and social skills. He has felt supported and encouraged...she's been amazing at supporting my son and just listening to him."**

George's mum



# DEVELOPING REMOTE SPECIALIST SUPPORT

## Team Up

Team Up deliver small-group English and maths tuition to children on the programme.

Our close working relationship with Team Up meant we were able to swiftly transition and provide remote online academic support to children and young people during each lockdown. Team Up developed an adapted approach to their programme to continue to deliver high quality tuition.

Link Workers were central to ensuring the engagement of children in the sessions, communicating with parents and children about the sessions and ensuring they had the technology support to access the remote sessions.

It is really encouraging to see that the average change we saw from the 2020 remote delivery compared to the 2019 delivery of Team Up was similar. The Team Up staff and tutors, as well as our Link Workers, had worked really hard to keep students engaged in the tuition – not always easy working remotely.

**"We have always recognised the value that our partnership with West London Zone brings, but during the pandemic, that value has become even more transparent: the deep relationship and trust that Link Workers have with their pupils, parents and schools, as well as the practical and logistical wrap-around support on offer to provide things like technology, have been crucial in enabling us to continue supporting pupils throughout this pandemic."**  
Head of Programmes at Team Up

Comparison of impact of Team Up tutoring in Autumn 2019 and Autumn 2020

Face to face in school support  
2019

0.57

average positive grade change

Remote support  
2020

0.64

average positive grade change



OUR FUTURE  
IMPACT

# CREATING A LONG TERM SEA CHANGE

We track children and young people’s outcomes after the programme ends to when they reach the end of primary or secondary school so we can start to see if there is a long term SEA change happening.

In 2020, we were able to take the GCSE results from 42 young people who had previously completed the WLZ programme. We compared this to the attainment outcomes of the 18 children who finished school in 2019 having previously completed the programme, and can see an improving picture.

The numbers at present are very small, and have been impacted by COVID-19, so it is too early to draw conclusions, but we will continue to track these end of setting outcomes as this is our ultimate aim – that children continue to progress so they can thrive in adulthood.

We are also working with University College London’s Centre for Education Policy and Equalising Opportunities (CEPEO) to conduct a 4 year evaluation of our work with control groups to analyse the programme’s long term impact.



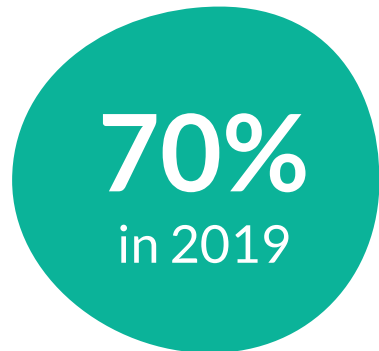
## Insight and Adaptation

Our vision is very long-term, which means long-term tracking. We’ve learned how to do that, but it’s going to take a while to understand whether our impact holds once a child finishes the two-year programme and we need to understand how successful ‘collective impact’ is for this. For example, when the WLZ programme has ended;

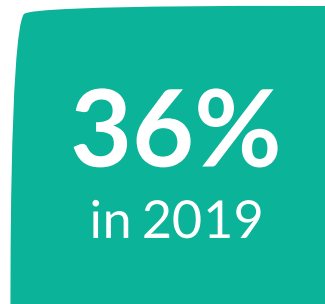
- Has engagement with schools improved?
- How does parent support look different and what role will it play going forward?
- What is the role of community assets we have mobilised for each child, such as partners that provide specialist support, after the programme finishes?
- Has the establishment of this network around each child ‘held’?

Clearly it will take time to gain insight into these and other questions – but we are committed to doing so given our focus on sustained positive change across our whole community. Our vision is a West London community working together so that every child can thrive.

English Grade 4 or above



Maths Grade 4 or above



# OUR AIMS FOR THE FUTURE

It has taken five years to design and embed our model while also rolling out across our Zone. We want our next five years to be about getting deeper in our Zone, while building the evidence base that demonstrates how our programme shifts individual children's outcomes, as well as understanding the wider and longer-term social impact of our early action programme. But the reality is that the years ahead hold many unknowns as we grapple with the long-term impact of COVID-19, so we will need to remain nimble with our adaptive delivery and management approach.

One thing we are absolutely sure of is that our model of wrap around social, emotional and academic support, personalised for each child, has never been more needed. The inequalities in our community, and communities all around our country, have only been emphasised by COVID-19. Blanket approaches and fragmented systems are not the answer for the children most affected. They need tailored, individual, holistic support that is joined up around them.

In this context, we are determined to do our best to deliver as much of it as we can to drive the Social, Emotional and Academic SEA change we are aiming for in our community. So we intend to push on with our plans for scale, quality and improvement as follows:

## Our impact:

We will continue to refine our programme while driving consistency and quality of delivery to improve our impact during our 2-year programme.

## Our growth:

We know there are over 12,000 children and young people in our Zone that need our support. This year, 2020-21, we have 1,001 children active on our programme. By the year 2025-26 we aim to have 3,000 children active on our programme, meaning we will have worked with a total of 8,000 children and young people since inception.

## Our evidence:

We are working with University College London's Centre for Education Policy and Equalising Opportunities (CEPEO) to conduct a 4-year evaluation of our work. This, combined with the data from young people's outcomes when they reach the end of school, will help us to build understanding of the wider social impact of our programme.

## Our community:

Our vision is a West London community working together so that every child can thrive. The power of our community has never been clearer this year and as we grow in our Zone we will build stronger and wider relationships in each neighbourhood we work in. We are working with Citizens UK to help to empower the families we work with to build active communities beyond the school communities we are a part of. We have also created an alumni group which is still in its pilot phase.

As we do all of this, we aim to share what we have learned to see if our model can have a wider influence on how children are supported beyond our place.

“One thing we are absolutely sure of is that our model of wrap around social, emotional and academic support, personalised for each child, has never been more needed.”

# FUNDING



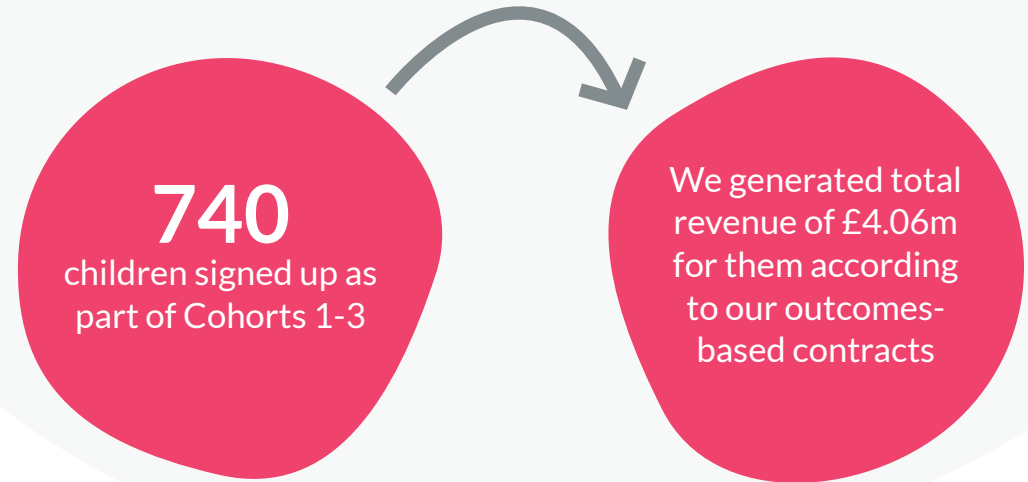
# OUR COLLECTIVE IMPACT BOND

We benefit from a diverse funding model through multi-year outcomes-based contracts and multi-year grants/gifts. This allows us to plan ahead and commit to delivering 2-year plans for every child. It also means we are not reliant on one source of funding alone and can provide more support than any one provider could afford on their own. Financial robustness has never been more important than after COVID-19.

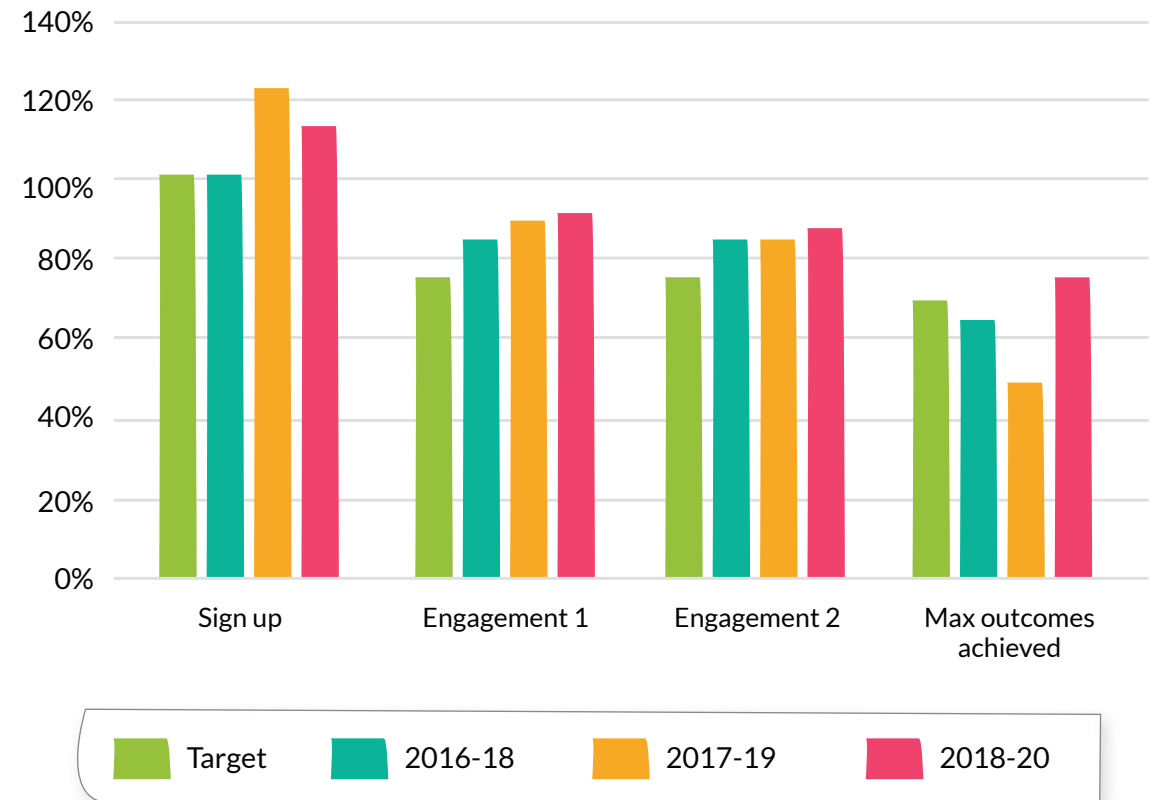
Our funding model also drives collaboration and ensures accountability for who we work with, as well as transparency on what we deliver and how the children progress. Our outcomes-based funders only pay when we share evidence of each child's participation in the programme and their progress on certain milestones relating to our outcomes framework at the end. With payment tied to each individual child, we are driven to help every single child progress in all areas on our programme.

Over the past 4 years we have tripled our annual income from £1.3m in 2016 to £3.9 million in academic year 2019/20. We have consistently achieved our Collective Impact Bond targets which have driven our revenue generation, and we have consistently surpassed our philanthropy targets (grant/gifts). Our annual number of donors has grown from 22 to 134 and our annual number of gifts, valuing <£25k, has doubled from 10 to 21.

For our future work we have secured the first corporate outcomes-based commissioner, Bank of America, alongside our public sector commissioners. Yet we need to keep improving our performance on our outcomes-based contracts and keep raising more philanthropy to deliver our growth plan to address the need in our community. We will focus on local funding and outcomes-based contracts as a key component for driving that growth.



Collective Impact Bond 2017-2020



The max outcomes for those completing the programme in 2019 were negatively affected by a higher than expected drop out rate (due to the GDPR revised consent factor – see learning earlier in report).

**“We estimate that there will be total savings or wider benefits worth £31.6m at 2020/21 prices” ATQ Consultants, in an independent analysis of outcomes achieved with the first 740 children through the WLZ programme. That’s £43,000 per child.**

# FUNDERS

Thank you to all our funders who've supported us and continue to support us.



Alex Beard and Emma Verneti  
 Alexander Kahane  
 Antigone Theodorou & Stefan Bollinger  
 Bank of America  
 Bridgepoint  
 Bridges Outcomes Partnerships  
 Bruno Schroder Trust  
 CVC  
 Centerview Partners  
 Centre for Social Justice  
 Charles Hayward Foundation  
 City Bridge Trust  
 David and Emma Verey Charitable Trust  
 David and Gabriela Peacock  
 Des and Beth Anderson  
 Department for Digital, Culture, Media & Sport  
 Emma Turner  
 EQ Foundation  
 Esmée Fairbairn Foundation  
 Fortitude IV Rowing Team  
 Future Charity  
 Garfield Weston Foundation  
 Gavin and Maymie White  
 Golden Bottle Trust  
 Goldman Sachs Gives  
 Hammersmith United Charities  
 Sir Harvey McGrath  
 Hollick Family Foundation  
 Impetus  
 Jeanne Work and William Randall Work  
 John Lyon's Charity  
 John and Kate Storey  
 Kahane Foundation  
 Lightbulb Trust  
 Mayor of London  
 McLain Foundation

Morgan Stanley  
 Paul Hamlyn Foundation  
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WLZ has an experienced, dedicated and specialist Board of Trustees who volunteer their time to govern the organisation and direct our strategy. We would like to dedicate this page to thanking them for their contributions.

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