

TOGETHER EVERY CHILD AND YOUNG PERSON CAN FLOURISH

Annual Report
2023 | 2024



OUR WORK IN 2024

This has been a pivotal year for AllChild, where we have set a path to broaden and deepen our work - affecting change for individual children and young people, their communities and at a national scale through policy advocacy. We have continued to improve and refine our Impact Programme, set new ambitions for our work in our local communities and prepared for delivery with our first partnership outside of London.

Since commencing work in 2016 we have worked with more than 60 schools and more than 4,500 children and young people. In this time we have developed a flexible and person-led model that is centered on achieving the best outcomes for individual children and young people. The model is centered around three key principles:



Targeted, early action.

We use a unique, evidence-driven approach to proactively identify children who don't yet require 'crisis intervention', but have a range of risk factors that could lead to negative outcomes and the need for more serious support later.



A trusted adult.

We have a team of dedicated Link Workers who work in schools to build a direct, trusted relationship with child, family, and school, while designing and delivering a two-year Impact Programme for each child, tailored to provide the right social, emotional, and academic opportunities.



Joined-up community support.

Our Impact Programmes are a carefully sequenced collection of activities and services, facilitated by our Link Workers. We connect children and their families to the right school and community-based services in the right way at the right time, and micro-commission specialist partners wherever gaps or barriers exist.

A context of increased need heightens the urgency to expand our delivery and share our model:



20% of students are persistently absent. ¹



Disadvantaged Year 6 students are **10 months behind their peers** academically. ²



One in five children had a probable mental disorder. ³



93% of Local Authority leaders cite **children's social care as their biggest funding pressure.** ⁴

The AllChild model is uniquely well-suited to meeting these complex issues. This year through increased advocacy we will share the learnings and insight we have developed while continuing to improve outcomes for the young people and communities we work with.

¹ Pupil Attendance in schools (2023-24), DFE, <https://explore-education-statistics.service.gov.uk/find-statistics/pupil-attendance-in-schools/2024-week-29>

² Annual Report 2024: Disadvantage, Education Policy Institute, <https://epi.org.uk/annual-report-2024-disadvantage-2/>

³ Mental Health of Children and Young People in England, NHS, 2023

⁴ Most councils describe children's services as biggest financial pressure, CYP Now, <https://www.cypnow.co.uk/content/news/most-councils-describe-children-s-services-as-biggest-financial-pressure>

YEAR SUMMARY

Last year we worked with:

1675

children and young people.

55

school settings.

4

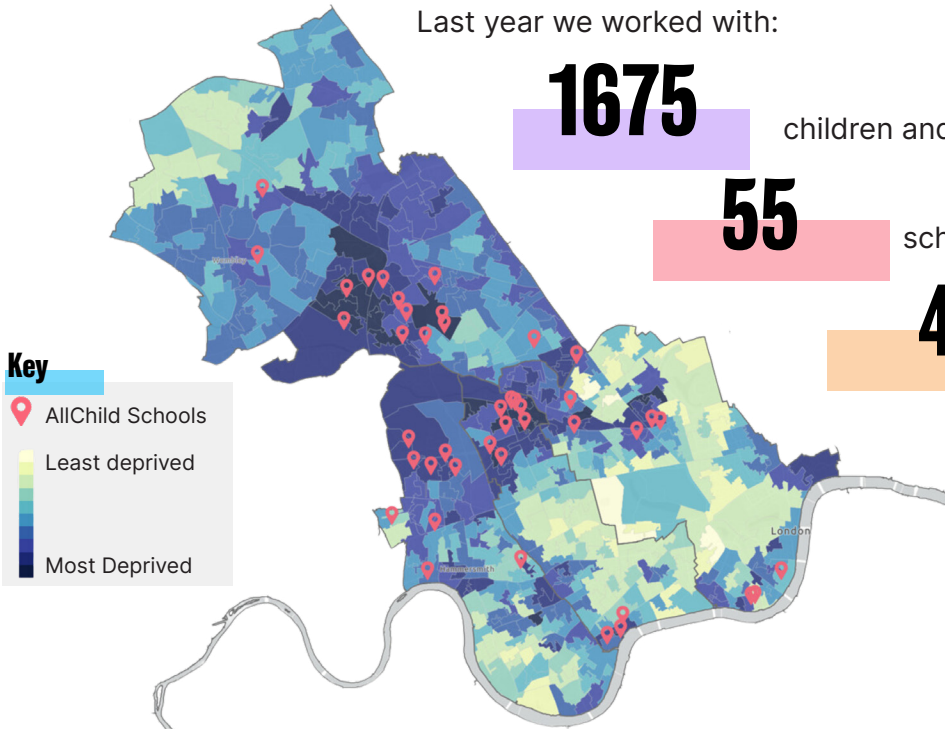
local authorities.

46

delivery partners.

149

linking partners.



IMPACT SUMMARY

The outcomes achieved by children and young people this year evidence the consistently high quality provision we have provided over recent years.

Over the past three years the percentage of children and young people who moved **out of risk in Emotional Wellbeing and Peer Relations has remained above 60%**.

In the same time period the percentage of children and young people who finish the programme **on track in English and Maths has remained around 50%**.

This delivery has been carried out in the context of the ongoing effects of the pandemic: low social-emotional wellbeing and poor attendance. Along with the continued 'high-demand, low-resource' environment for local services this has created a challenging environment for children and young people.

In response to these challenges we have increased our specialist delivery with particular focus on addressing attendance and exclusion. The new methods we have been trialling appear to be having an impact with the percentage of **persistently-absent children (those with baseline attendances below 90%) improving their attendance increasing to 68%**.



Multiple children were at risk of escalated behavioural incidents including suspensions. For the school, communication with these families can be sporadic and poor. Knowing what intervention to do with these children can also be challenging, for example when the family refuse social care or Early Help support. Without AllChild, we would have no capacity to offer the support that the child needs. Bringing AllChild in to meet those needs continues to be essential.

Vice Principal, Kensington Aldridge Academy

IMPACT | CHILD

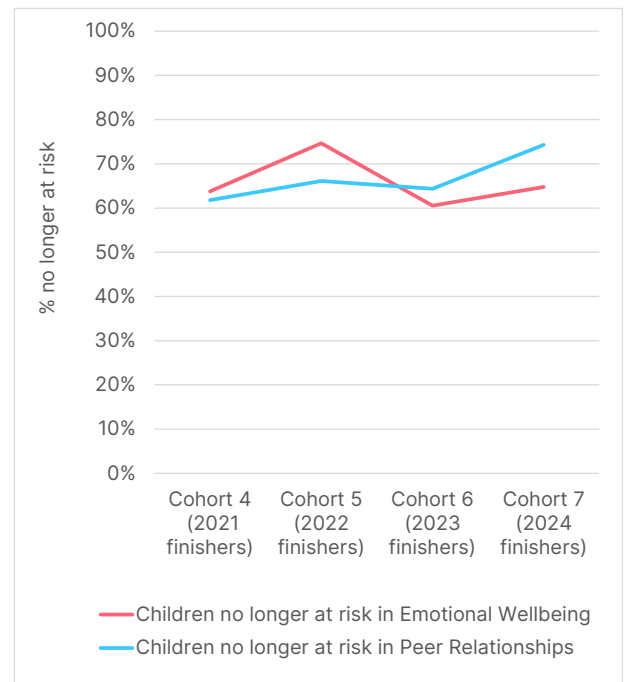
Below are displayed the outcomes achieved by the children and young people who completed the Impact Programme this summer.

SOCIAL-EMOTIONAL

Our Social and Emotional results are particularly notable, with record proportions of children moving out of risk across a range of areas. **74% of at risk children and young people completed the programme out of risk in Peer Relationships and 65% completed the programme out of risk in Emotional Wellbeing.** We believe this is primarily due to a focus on ensuring consistency of delivery and driving up our support.

Data from previous cohorts show that children who had a consistent Link Worker for the length of their programme had better outcomes, and these outcomes reflect significant progress we have made in proportion of Link Workers leaving before the end of the two year programme (26% in 2022/23 compared to 2% in 2023/24).

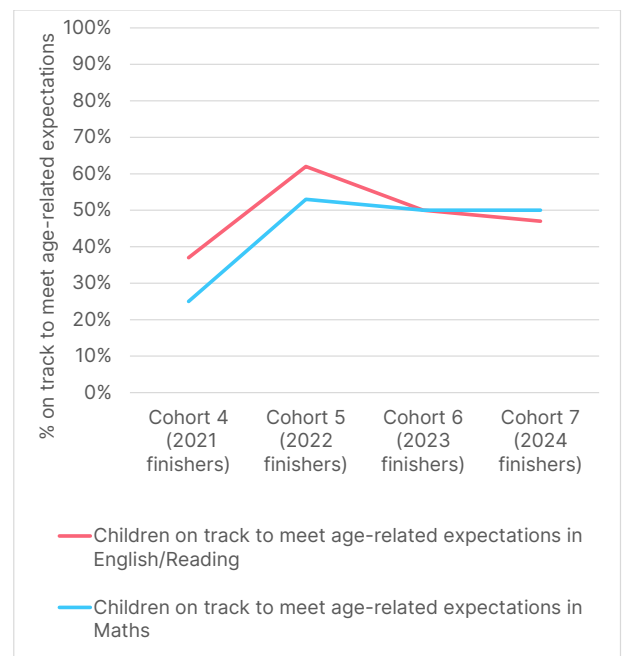
Compared to previous years we delivered more support to this cohort: on average, children who moved out of risk in peer relationships had 10% more support hours in this cohort than Cohort 6.



ACADEMICS

Performance in academic outcomes is similar to last year. **About half of at-risk children were on track to meet age related expectations in English/Reading and maths by the end of the programme,** and six out of ten improved their grades. These are very similar levels of improvement to those seen in 2022-23, and a sustained improvement compared with pre-Covid outcomes.

Whilst results are similar to last year we have seen considerable progress made by children and young people on our new academic support model. This entails additional targeted academic support for those furthest behind in English and maths. **73% of the young people who received intensive maths tutoring made academic progress.**



IMPACT | CHILD

ATTENDANCE

We have seen an improving picture in attendance. Of persistently absent children, that is those that started the programme with attendance below 90%, 68% improved: a slight increase from last year's 64%.

Progress in attendance can be partially explained by **a more deliberate approach taken to attendance** last year in response to increasing need and salience of this issue post-covid. Our Link Workers have worked with children, their families and school staff to develop 'Attendance Action Plans' that identify routines and barriers contributing to absence. These are reviewed at regular informal catch-ups which give space for Link Workers and young people to talk about their feelings about school, check in on progress towards goals, and build understanding of the underlying issues behind specific absences.

PREVENTION

Demonstrating impact through data on the long-term preventative impact of our programme has always been challenging - this is the nature of early intervention. Nevertheless a growing body of qualitative evidence, testimonies and case studies, have pointed to this over time.

One means of demonstrating the prevention aspect of our work that we have been developing is through longitudinal tracking of children after the AllChild programme. We have seen that around a third of AllChild children have been 'known' to Children's Services at the start of the programme (a signal of the level of their risk/difficulties). Local Authority data suggests that **95% do not re-engage with children's services following AllChild support**. Further analysis is needed over time to draw firm conclusions on this preventative impact, but this is an encouraging sign.

ACTIVITY

The above outcomes were achieved through the provision of the following to each child:

27

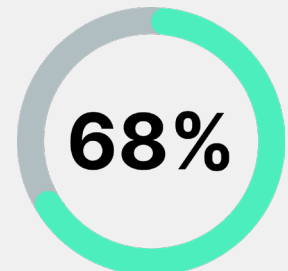
hours of specialist support providing targeted programmes of support to build skills and reach goals.

8

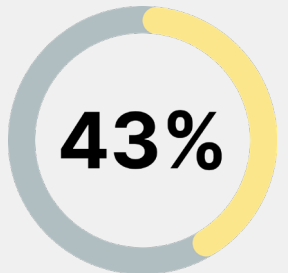
hours of Link Worker Engagement. This is formal and informal support provided by the Link Worker.

16

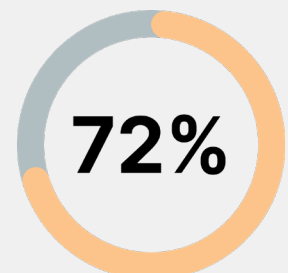
engagements with families per child. This is ongoing communication to discuss each child's progress.



68% of persistently-absent children improved their attendance



43% of persistently-absent children are no longer persistently-absent



72% of school leaders felt that AllChild has contributed to avoiding the need for external intervention/escalation down the line

IMPACT | PLACE

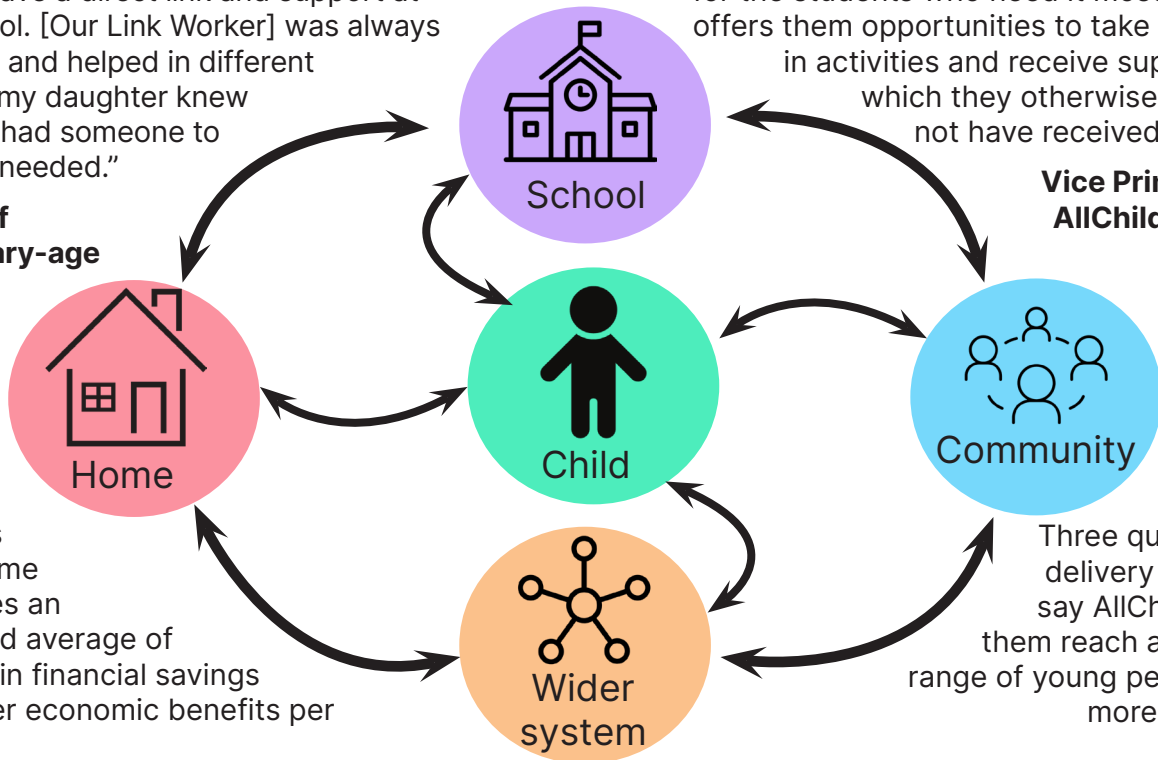
An integral part of our work is how we connect the people that we work with to the places that they live, study and belong. Our aim is to help create a local system wherein families, schools, communities and the wider system work together more effectively to produce positive outcomes for children and families.

“As parent it was very reassuring to be able to have a direct link and support at the school. [Our Link Worker] was always available and helped in different aspects my daughter knew that she had someone to talk to if needed.”

Parent of Secondary-age child

“[AllChild provides] additional support for the students who need it most which offers them opportunities to take part in activities and receive support which they otherwise would not have received.”

Vice Principal in AllChild School



AllChild's programme generates an estimated average of £81,000 in financial savings and wider economic benefits per child.⁵

Three quarters of delivery partners say AllChild helps them reach a broader range of young people and more schools.

ENGAGING THE COMMUNITY

In order to ensure that our approach to the areas in which we work is aligned with the priorities of the children, families and wider community with which we work this year we performed a listening project. The aim was to gain an understanding of what members of the community liked and disliked about their local areas and understand what factors put pressure on children and young people. This process revealed concerns with the cleanliness of public space, the lack of youth spaces, online safety, mental health and anti social behaviour.

To assist us to integrate 'youth voice' into our practice and decision making we have inaugurated a network of former participants of secondary school programmes as AllChild Alumni. This **network of 45 Alumni** provide us with insight about our work and help guide decision making. Next year we hope to expand on the opportunities for this group of Alumni whilst further developing frameworks for them to inform our practice.

⁵ ATQ Consultants 2023, analysis available on request

IMPACT | NATIONAL INFLUENCE

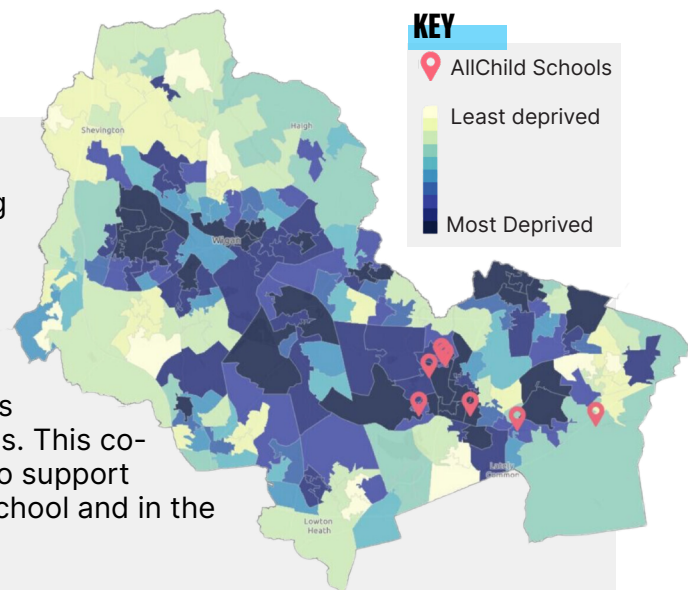
We are an organisation with aspirations of effecting change at a national level. To achieve this we are taking two main approaches. The first is to work in new geographies, learn from this process and share these learnings. Secondly, we aim to develop our political networks to influence change and make the case for a co-designed, local model which joins up fragmented systems and gives every child the chance to flourish.

WIGAN

This September we began working in **7 schools and 250 children and young people in Wigan**. To reach this point considerable work has been done in preparing the programme and making the connections with the community and wider children's sector.

Following Wigan Borough Council's interest in partnership with AllChild we embarked on a process of programme co-design, this included listening workshops with children, families and voluntary sector organisations. This co-design process has highlighted the need for initiatives to support children's emotional wellbeing/mental health at home, school and in the community.

To implement this programme we have appointed a Regional Director who has been leading our work there since May. She has established relationships with our partner schools and recruited a team of ten Link Workers. Alongside this we now have ten delivery partners in place to provide support over the first two terms. Our Regional Director has also made sure to develop links with community organisations and local authority services to which Link Workers can link families to. We are very pleased to have commenced work in Wigan and are excited to see the progress we can make over the coming years.



POLICY

Alongside our work in Wigan we are now taking a more active approach to sharing and advocating for our approach as our work aligns with many recent policy recommendations in this space. **The government are particularly interested in our insights and impact on the ground, as well as showing particular interest in our mixed funding model** which combines private and public funding and leverages Social Outcomes Partnerships.

- We are engaging with the Home Office on the Young Futures programme and their wider prevention agenda, looking at early intervention initiatives that prevent escalation of mental health needs and involvement in crime.
- We are engaging with DCMS' on their Civil Society and Philanthropy streams, as well as presenting AllChild's model to the government's Youth Work Directorate.
- We are engaging DfE and DCMS on the government's Mission to Break Down Barriers to Opportunity.



OUR LEARNINGS - EXCLUSION

From school feedback and the risk profile of our young people we have long been aware that our work is having a positive effect on exclusions, however we have lacked the tools to understand and measure our impact in this area. To this end, in September 2022, we began an exclusions learning project in a number of AllChild schools. The first year of the project focused on the trusted relationship between Link Workers and children/parents, while this year attention centred on extra-curricular activities.

Trusted Relationships

Over the course of the first year of the pilot programme we found that the trusted relationship has been absolutely key for young people 'at risk' of exclusion. The Education Endowment Foundation (EEF) supports this, stating that teacher-pupil relationships play a crucial role in shaping student behaviour, effort, and academic success. However in the modern academic environment teachers don't always have the time to invest in these relationships particularly in secondary schools. We found that Link Workers' 1:1 time was valuable in creating a space to check in, reflect, and deeply listen to young people. We also found that a trusted relationship with parent/carers was highly influential in regard to reducing chances of exclusions.

Extra-curricular activities

This year we focused on extra-curricular activities. The Sutton Trust report finds that after-school clubs, sports and physical activities are positively associated with both attainment and social, emotional and behavioural outcomes at age 11. Our approach this year sought to prove the role of the Link Worker can be instrumental in: identifying what extra-curricular opportunities or additional support might influence a young person's engagement with school and then providing this support via the AllChild model, such as via community linking or specialist support provision.

Full analysis of the impact of extra-curricular activities is to be completed in the coming months. It is our belief that it will show that when paired with trusted relationships this approach can have a significant impact in reducing risk of exclusion and school disengagement more generally. This year we continue to invest in understanding through the appointment of an exclusions specialist Link Worker who will research and trial approaches to the issue year round.





EVALYN'S STORY

AllChild Case Study

- Prior to the programme Evalyn had been given multiple suspensions
- Evalyn was supported to tackle her poor self-esteem and confidence
- Evalyn developed a positive relationship with school, her peers and herself

Evalyn, a Year 7 student, was identified for the programme because she was at risk in Peer Relationships and Emotional Wellbeing. These difficulties manifested in poor academics and behaviour in school and had led to persistent absence and multiple suspensions putting her at risk of permanent exclusion from school. Evalyn was paired with her new Link Worker, Harrison, who initially focussed on building a trusted relationship. It became clear to Harrison that many of her issues stemmed from poor self-esteem and low confidence. Harrison worked with Evalyn to create a personalised support plan that centred around her strengths and interests.

HARNESSING STRENGTHS

Harrison knew that Evalyn was passionate about sport and performing arts and knew that channelling these interests would allow her to grow in confidence. Harrison enrolled her with React, who provide drama sessions, and linked her with QPR trust's football programme, and to Jamie's Farm for outdoor education. Expressing herself in these sessions brought her joy and provided her a new setting where she could build positive friendships. Evalyn would draw on these positive experiences later in her programme.



UNDERSTANDING EMOTIONS

To address Evalyn’s self-esteem issues Harrison enrolled Evalyn with our delivery partner West London Action for Children who provided her with a programme of 1:1 therapeutic counselling. This provided a safe space in which she could share and understand her emotions. By developing the skill of ‘understanding her emotions’ Evalyn was able to come to terms with and challenge her low self-esteem. West London Action for Children have continued to provide this support after the commissioned support from AllChild was complete.

One of the key causes of Evalyn’s behaviour was a poor relationship with authority figures. Equipped with her newly developed skills of understanding her emotions and emotional regulation, Harrison worked with her to improve her comprehension of authority. He approached these conversations with patience, explaining the benefits of adhering to authority. Gradually her relations with teachers improved.

95%

school attendance
- an increase from 85%

A JOINED-UP RESPONSE

Collaboration played a pivotal role in Evalyn’s success, involving Evalyn, her family, teachers, and the school. Harrison acted as a link between Evalyn and her teachers, helping her see things from the teacher’s point of view and letting teachers know Evalyn’s challenges and how she is tackling them. By keeping Evalyn’s mother in the loop, Harrison ensured there was fully joined up system of support for her. With this support Evalyn achieved the goals she set for herself, including reducing angry outbursts, improving her friendships, and increasing her confidence. Evalyn’s growth in confidence was particularly evident toward the end of the programme when she attended an audition for singing with Rhythm School, something she wouldn’t have previously had the confidence to do.

As Evalyn progressed through the programme her emotional growth was clear, she expressed feelings of happiness, confidence, and excitement for her future. This has been reflected in a much lower risk of exclusion and a significant increase in attendance, from 85% to 95%. Moreover she moved out of risk in Emotional Wellbeing, Peer Relationships and Confidence. As a result of this progress Evalyn received no suspensions in the second year of her programme and her academic performance improved, even achieving an impressive 12th position in her year for Maths. By working with Evalyn, her family and her teachers, Harrison has harnessed Evalyn’s strengths to help her become a confident and empowered young person.

LOOKING AHEAD

We are optimistic of another year of progress and development here at AllChild, not least due to the commencement of operations outside of London. We are currently identifying the 250 children who will participate on the next two years of the programme in Wigan. We are excited to share our ways of working with the local community but also to learn from them and adapt our approach to this new setting.

This year we are also launching a new structure for our delivery team in both West London and Wigan. Our new 'hub model' for Link Work management will allow for improved local knowledge and connections, more cohesive teams and better career pathways for Link Workers. To complement this we have formed a new team of delivery excellence managers whose role is to refine our programmes of delivery and ensure the best possible experience for young people.

As previously mentioned, this year is one in which we are hoping to increase our national profile in order to share our model and change the system for even more children and families. Commencing work in Wigan is a key component of this; in the coming months we will launch this project publicly at an event where Andy Burnham alongside figures from central and local government and civil society will be in attendance. This event will complement our continued engagement with DCMS, DFE and the Home Office as well as campaigns such as Gordon Brown's Partnership to End Poverty to effectively increase the policy momentum around our model.

We are very excited about what we can achieve over the course of this year and look forward to updating you on our progress.

