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# Impact Evaluation Report

BATH  
SPA  
UNIVERSITY

**Brighter Futures and Bath Primary Partnership:  
an early intervention project to improve outcomes for  
vulnerable children**

# Aims of the Intervention Services

Overall, to ensure that all children across the Bath Primary Partnership develop and achieve in an educational setting, regardless of their behavioural needs.

Specific aims:

- To work together to provide support and early intervention for learners who need to improve their behaviour and attendance in their school setting.
- To build the capacity of schools to meet the needs of vulnerable children.
- To support vulnerable children through transition between key stages and school settings.
- To ensure the continuous education of learners who are at risk of exclusion, or who have been excluded, so that they can access appropriate learning opportunities.
- To review existing provision, share good practice and explore new opportunities to improve learning outcomes for all vulnerable learners in the local area.

# Interventions

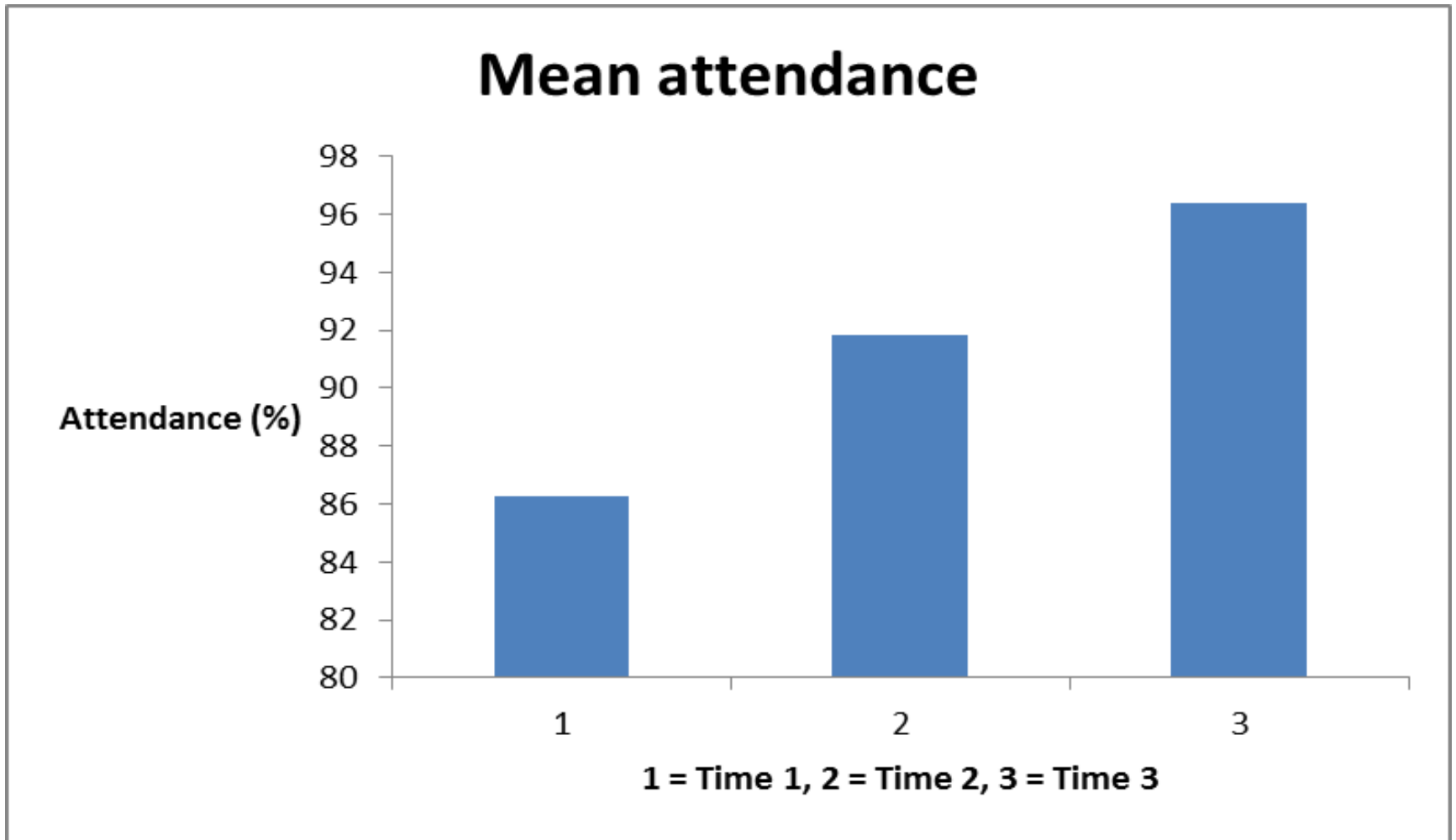
- Assessments
- Consultancy for the 'Team Around the Child'
- Behaviour support interventions
- Professional Development
- Therapeutic services
- Group work
- Transition programmes
- Extended services

# Demographics and Data Sets

- Progress data collected from 30 primary pupils referred by the Behaviour Panel
- 19 FSM and 11 non-FSM
- 6 case studies (5 individual and 1 group)
- Data includes Strengths and Difficulties Questionnaires, exclusion rates, behaviour inventory, APS levels in reading, writing maths, and comparison to expected APS levels (average scores), case studies
- Time 1 = 3 months prior to interventions (baseline)
- Time 2 = post-intervention
- Time 3 – 3 months post-intervention (for sustained change)

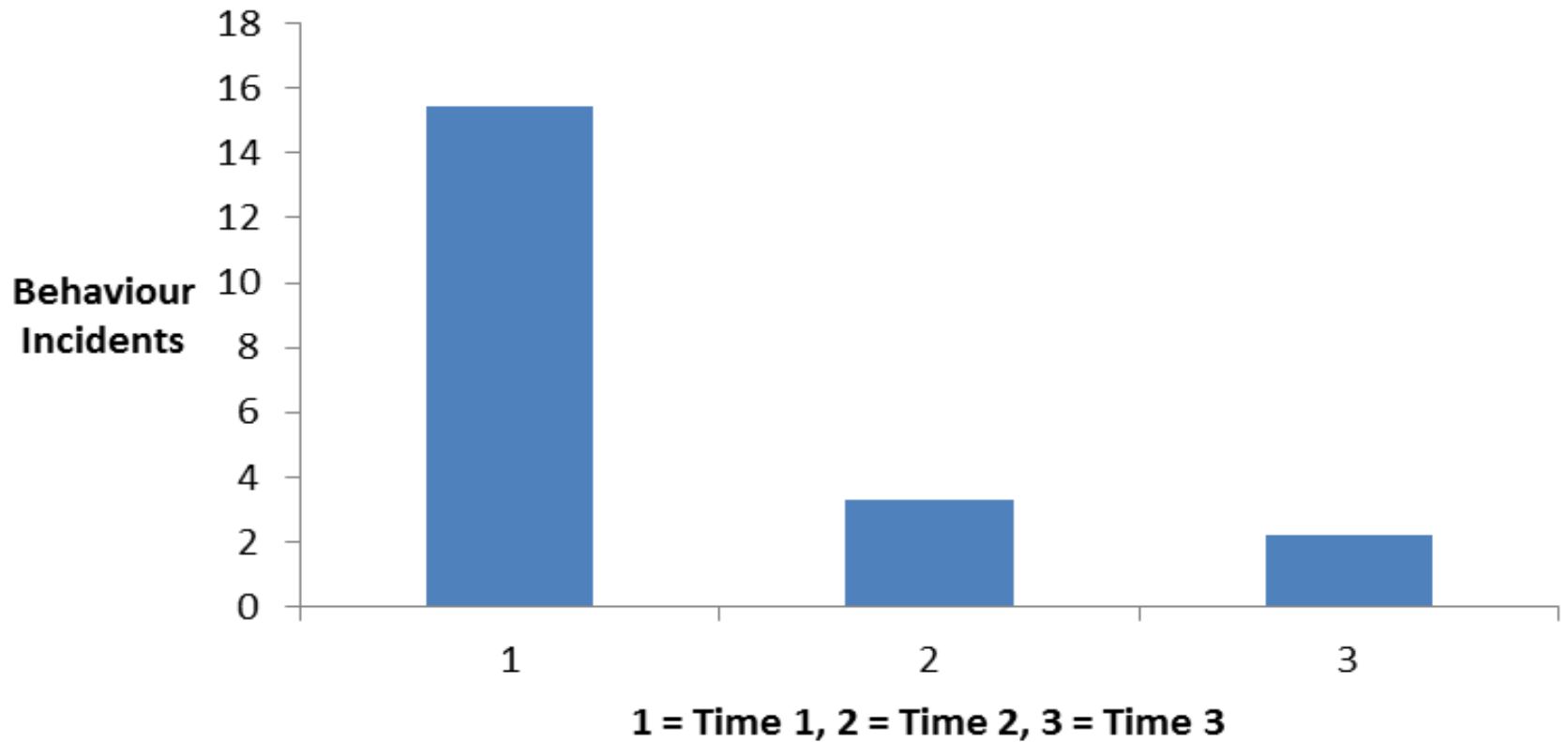
# Findings

- Part A – Impact on the children: behaviour and academic attainment
- Part B – Evaluation of BF services
- Part C – Cost-effectiveness



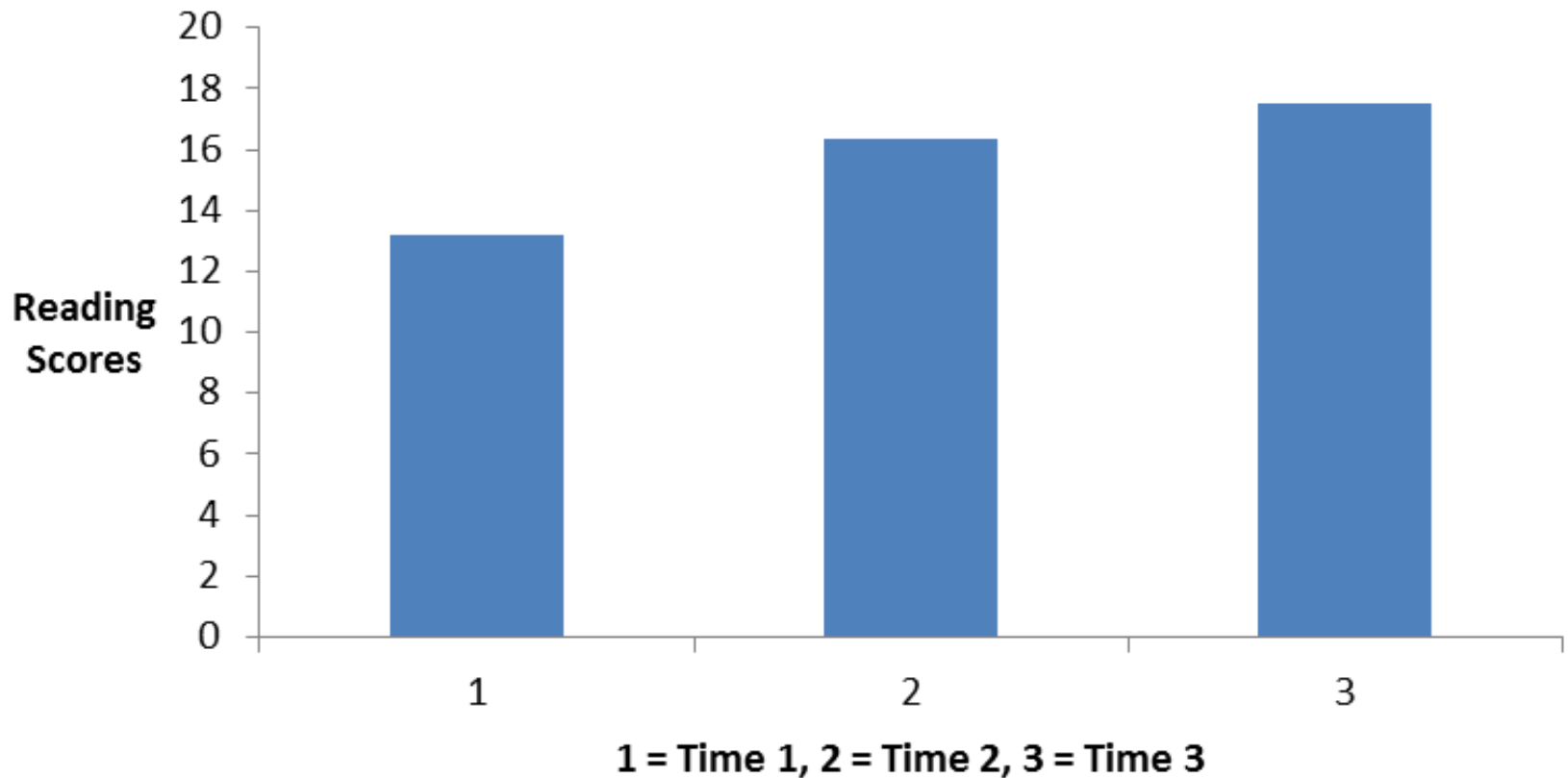
Means plot of attendance at Time 1, Time 2 and Time 3

# Mean Behaviour Incidents



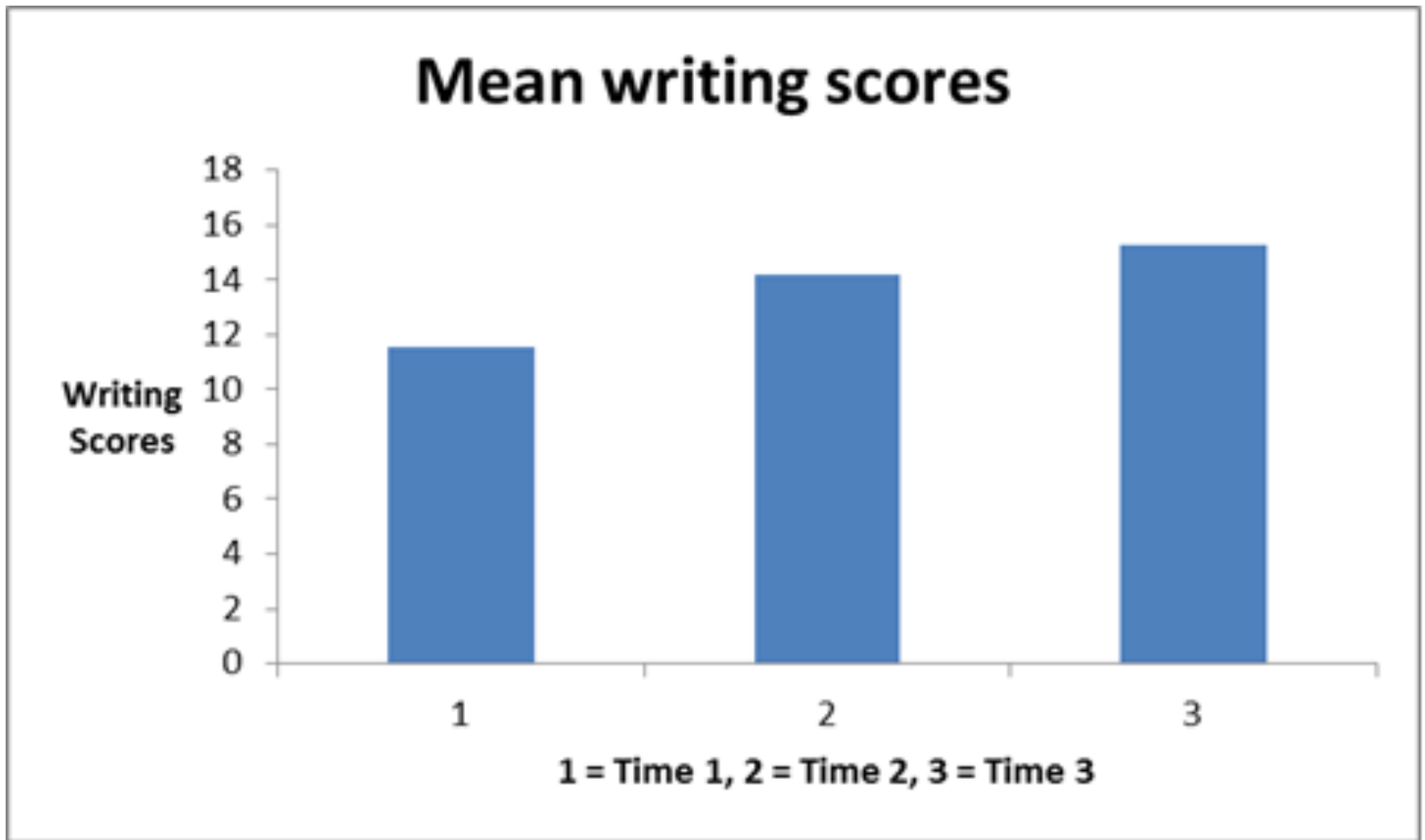
Means plot of behaviour incidents at Time 1, Time 2 and Time 3

# Mean Reading Scores



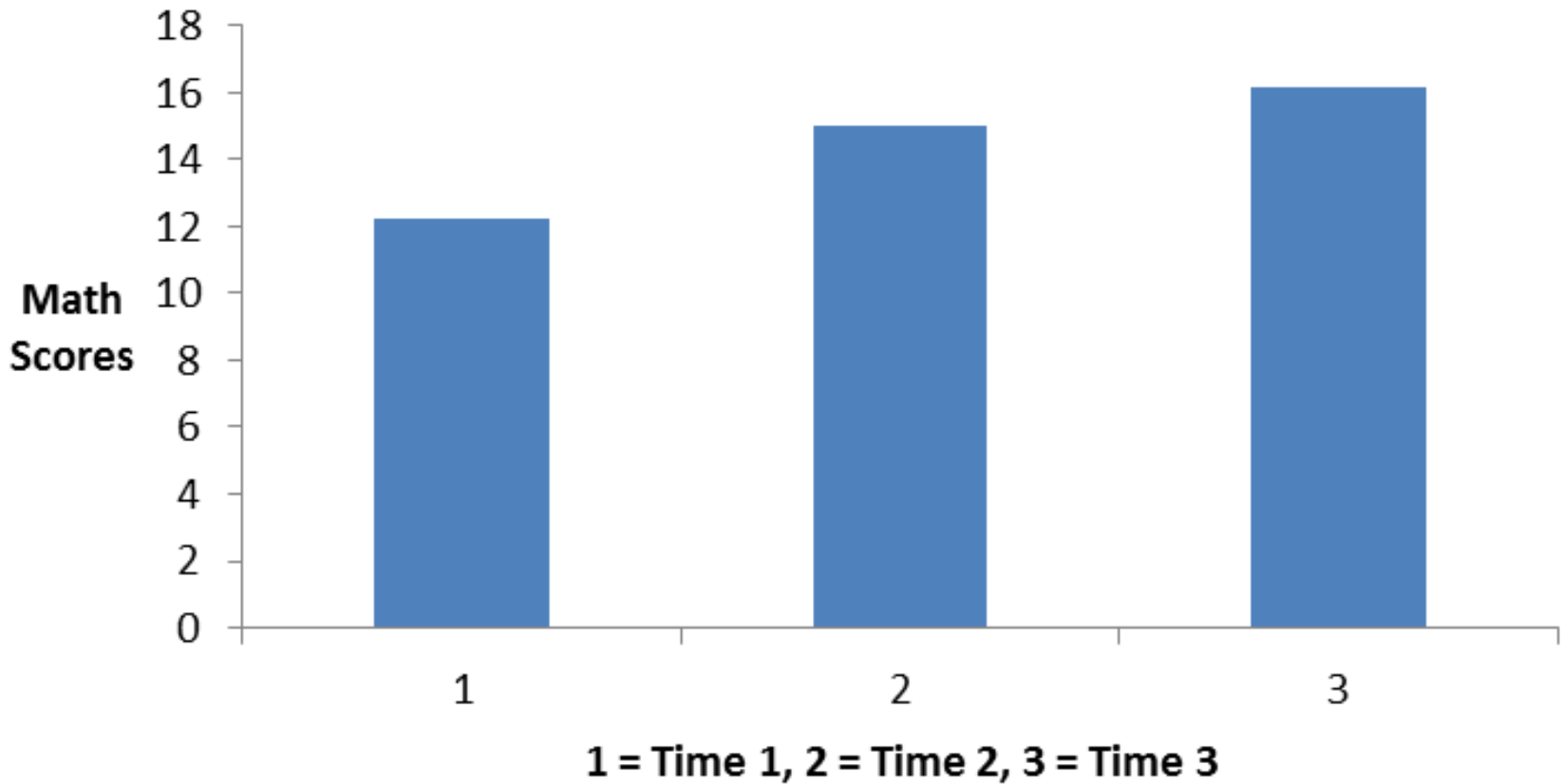
Means plot of reading scores at Time 1, Time 2 and Time 3





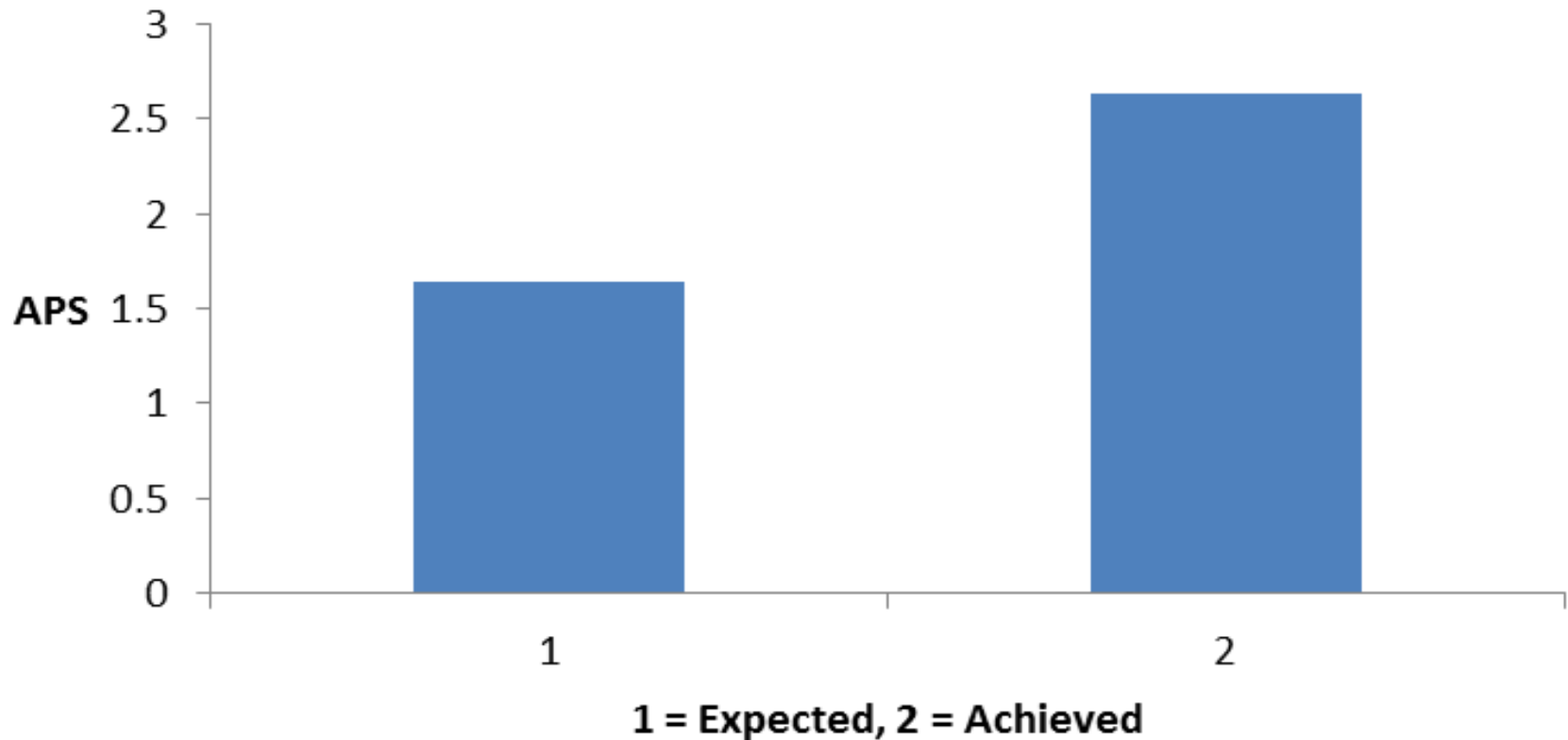
Means plot of writing scores at Time 1, Time 2 and Time 3

# Mean math scores



. Means plot of math scores at Time 1, Time 2 and Time 3

# Expected and Achieved Mean APS



Means plot of the Expected and Actual APS scores over a 3 month period

# Case Study – Y6 Boy

## Presenting Needs:

- Experience of emotional trauma during early years including domestic violence
- Disrupted education, serious emotional, social, and behavioural difficulties, poor attendance, lack of engagement in learning with serious underachievement

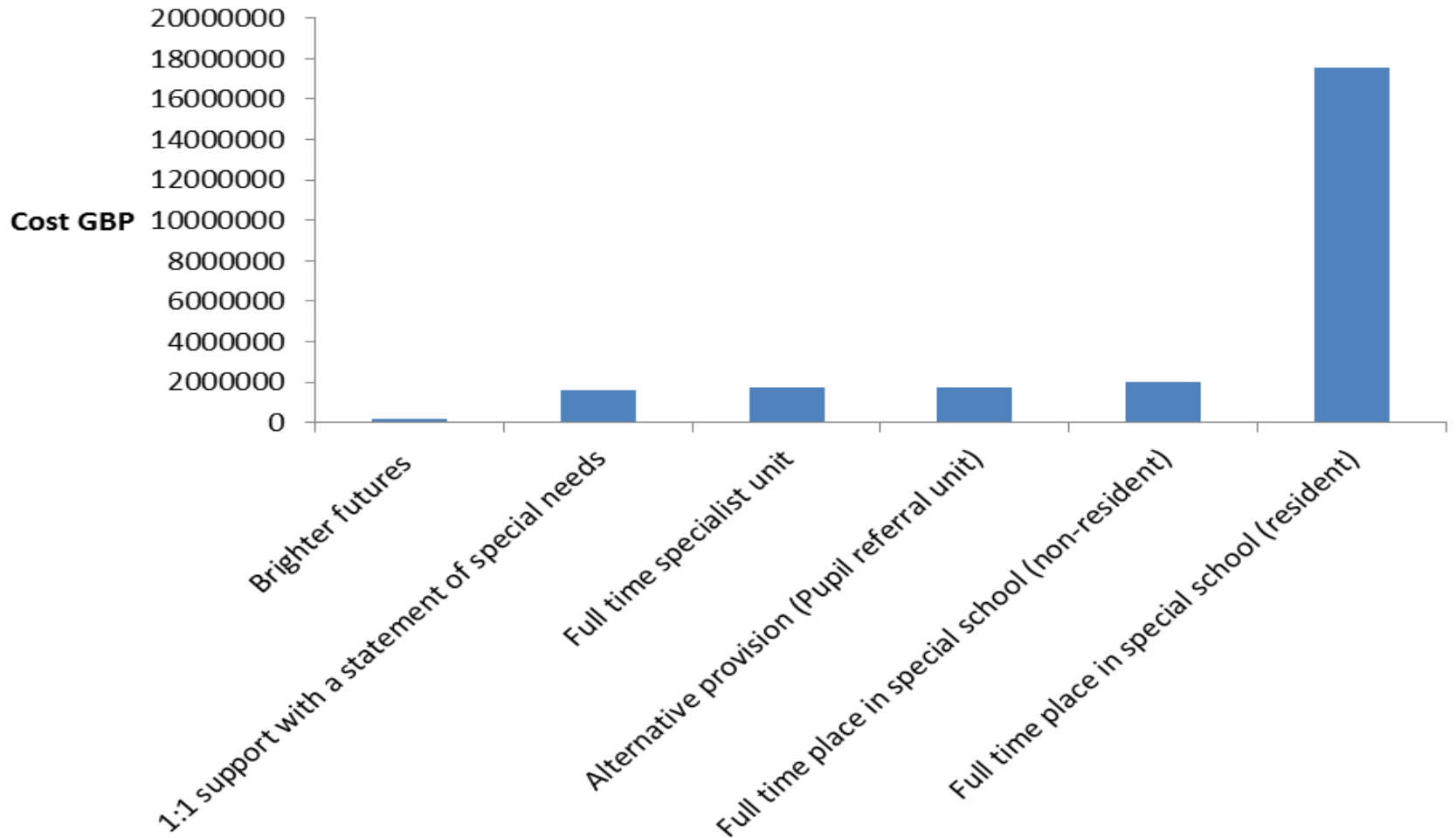
## Interventions:

- Transition support programme, key worker, art therapy, adaptation of teaching and learning to suit needs, emotion coaching, peer activities, consistency, safe space etc.

## Outcomes:

- **Settled in well to his new school – only occasional and minor incidents of difficulties**
- **Attendance improved significantly from 25% to 91%**
- **Quickly formed positive attachments to staff and peers**
- **Motivation with his learning increased significantly**
- **Attainment in Reading, writing and Maths increased very significantly over 4 months, narrowing the gap with his peers**
- **Self-confidence has increased and he is proud of his achievements in school**
- **SDQ provides evidence of social and emotional progress**
- **A happier child who feels that he is making progress and putting his previous difficulties behind him**

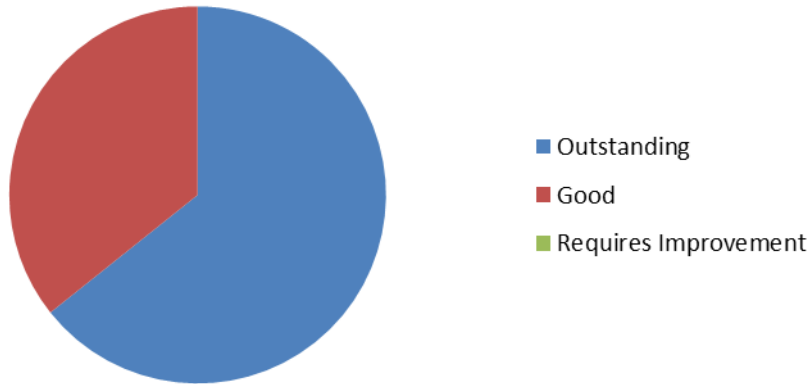
# Cost of different types of provision



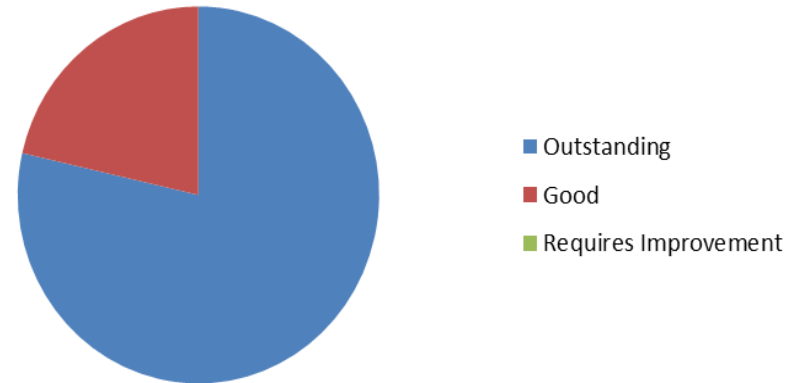
Total and actual and alternative cost of provision for 117 children

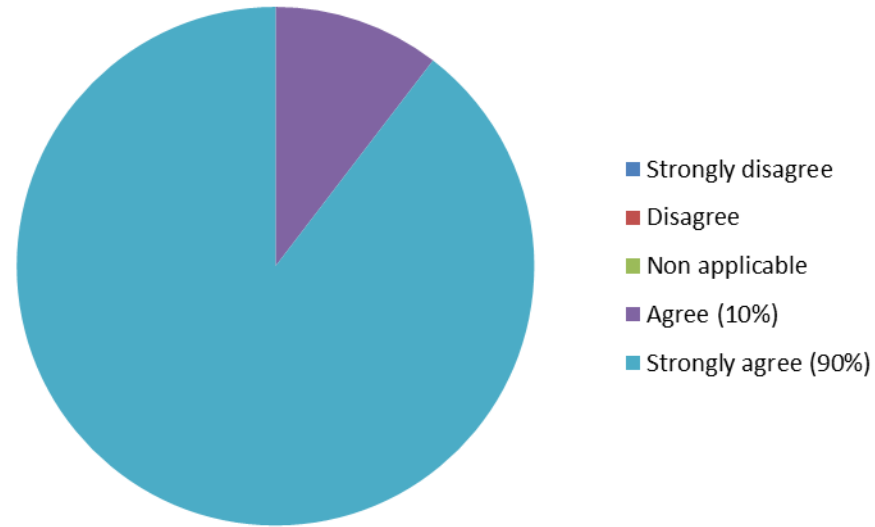
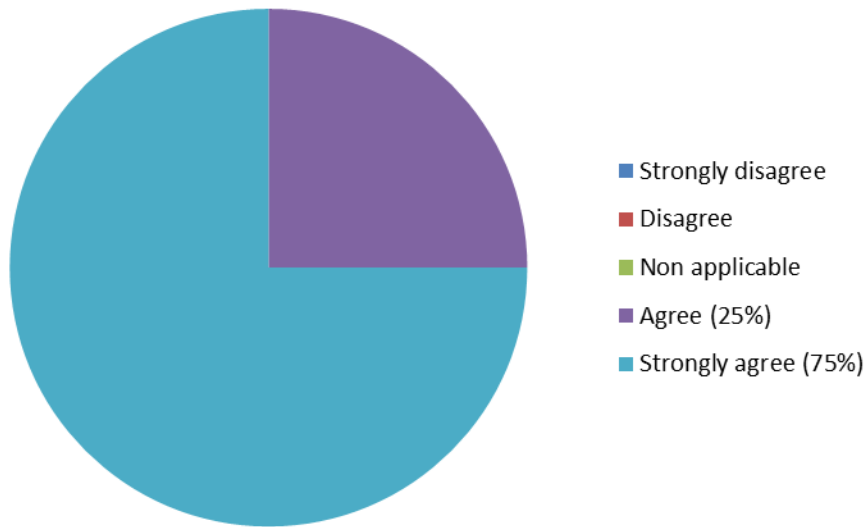
# Findings on Quality of Service

## Ability of Brighter Futures to identify needs



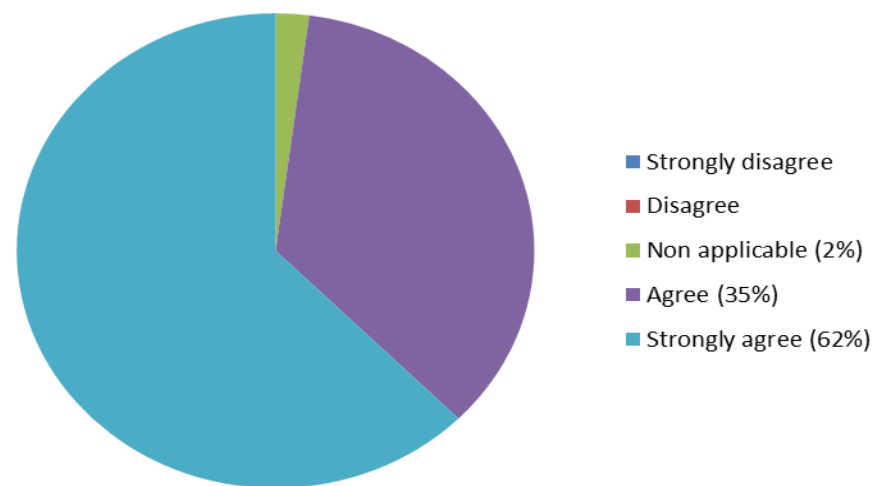
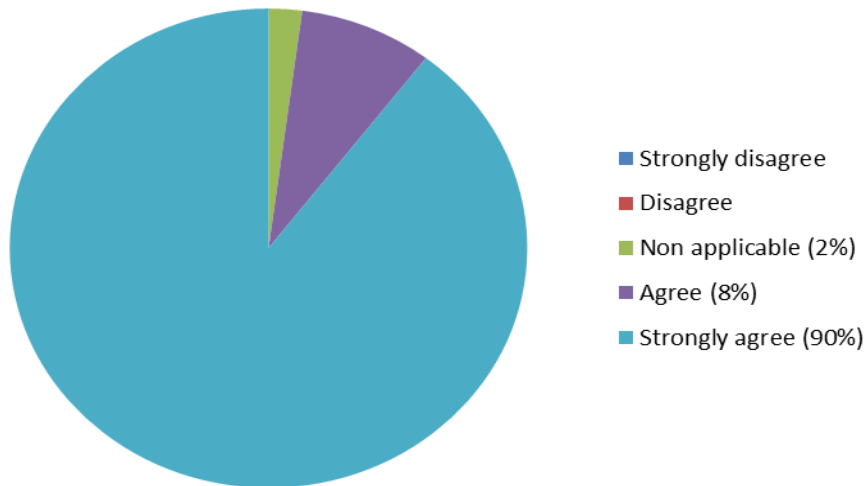
## Ability to meet your settings needs/requests





Extent to which staff agreed that the intervention was beneficial

Extent to which staff agreed BF provided high quality advice and support



Extent to which staff felt more confident in meeting the needs of the vulnerable child/children

Extent to which staff felt more skilled

best (1) constructive (1) continue (2) easy (1) excellent (1)  
 experience (2) feedback (1) help (3) ideas (1) input (1)  
 intervention (1) invaluable (1) input (1) positive (3) professional (1)  
 progress (1) quality (2) recommend (1) responsive (1) results (1)  
 service (2) suggestions (1) support (5)  
 thank (2) useful (1) worked (2)

**‘It has been the best experience we have had working with an outside agency working with children with behavioural needs’**

**‘The quality of input from BF staff has been excellent with positive results for the pupils concerned’**

Extent to which intervention met the needs of the vulnerable child/children

