Department for Education

Review of military ethos alternative provision projects

Research report

December 2014

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Introduction, aims and objectives

The Department for Education's (DfE) ambition for the alternative provision (AP) sector is to ensure that all young people, whatever their circumstances, achieve a good education on a par with that provided in mainstream classes or settings. The Military Ethos AP programme aims to tackle actual and potential disengagement from school through instilling Service values such as self-discipline, confidence and leadership to strengthen a young person's achievements at school, both personal and academic.

The DfE awarded a total of £8.2 million to six organisations (across two rounds of funding: 2012/13 and 2013/14) to help expand Military Ethos AP across England, delivering varied programmes of work within primary schools, secondary schools, sixth form and further education colleges, and other AP providers (predominantly Pupil Referral Units).

The DfE commissioned TNS BMRB to conduct a small-scale evidence-based review of Military Ethos AP within the academic year 2013/14, and to make recommendations for future project and programme-level monitoring and evaluation. The aim was to provide an understanding of the effectiveness of Military Ethos AP in relation to behaviour, attendance and attainment, as well as any wider reported outcomes. This was achieved by reviewing monitoring and evaluation information submitted by the six Military Ethos AP providers to DfE during the 2013/14 academic year, and undertaking case studies in 12 schools. Consequently, this review was not designed as, nor intended to be, a rigorous evaluation of the Military Ethos AP projects or the programme as a whole.

Key findings

Programme reach

- Over the 2013/14 academic year over 52,000 pupils participated in the Military Ethos AP programme from across 460 educational establishments. This included 16,377 pupils deemed to be disengaged and 1,333 pupils in AP or excluded from school. The majority of pupils (approximately 40,000) were reached by a single provider across 198 schools. The type of provision ranged from support to whole year groups to intensive interventions with small numbers of pupils that presented very challenging behaviours.

Potential impacts of the Military Ethos AP

Behaviour

- Monitoring information returns from Military Ethos AP providers highlighted examples of positive outcomes for pupil behaviour. Fifty-three per cent of pupils

surveyed by one delivery provider identified improvements in their own behaviour. Another reported that all of those involved in the project had not re-offended 18 months after the intervention. Less than 1 per cent of the pupils participating in one Military Ethos AP project were excluded from school, where 12 per cent were deemed to be at high risk of exclusion. Military Ethos AP providers also gave examples of an increased ability to work in teams and improvements in self-control.

- Positive outcomes for pupil behaviour were also described in the interviews with pupils, teachers and parents/carers. After attending Military Ethos AP pupils were perceived to be able to better manage their own behaviour, with teachers noticing fewer instances of disruptive behaviour. Pupils reflected on the way in which participation had increased their confidence, made them less self-critical, more self-aware, and able to recognise and respond when they were in danger of losing their temper. In particular, the influence of Military Ethos AP projects was thought to be more pronounced for pupils in secondary schools who were still engaged in school life but had ingrained behavioural problems.

Attendance

- Military Ethos AP providers have submitted examples of improvements in school attendance rates and a reduction in pupils arriving late. The approaches used by delivery providers to measure changes in attendance varied. Delivery providers gave examples of improvements in school attendance rates between 4 and 8 per cent. Other providers submitted findings from commissioned surveys with teachers and pupils. One reported that 94 per cent of teachers thought that there had been an improvement in pupil attendance. Another reported that 41 per cent of pupils self-identified that their attendance improved after attending the Military Ethos AP project.

- Interviews with teachers and pupils described how the projects equipped pupils with stronger coping skills, which was thought to help them to participate more effectively in lessons. Increased levels of confidence, resilience and motivation were perceived to lead to more frequent and punctual attendance.

Attainment

- Delivery providers submitted information on the number of qualifications gained through the Military Ethos AP provider. Pupils worked towards vocational qualifications with four providers, with 1,163 achieving BTEC Level 1 and/or level 2 qualifications. However, no evidence was presented in relation to key stage 2 or key stage 4 outcomes and the direct impact on pupil attainment was not assessed. Some providers reported perceived improvements in pupil attitudes to learning and self-reported improvement in reading, writing and numeracy skills.

- Although 93 per cent of teachers surveyed by one provider perceived that there had been some improvement for the attainment of secondary school pupils, the majority of teachers interviewed for this review tended not to view Military Ethos AP as a way of improving attainment. Rather, it was considered a means to support resilience, self-confidence and inter-personal skills, which were thought to influence attainment.

Personal character

- All delivery providers recorded examples where Military Ethos AP had positive wider outcomes for those participating. One delivery provider survey of pupils in six schools reported that 53 per cent had more self-respect and 63 per cent had more respect for others. The same provider reported that the majority of teachers recognised improvements in social skills (86 per cent) and pupil confidence and self-esteem (82 per cent).

- Teachers, parents/carers and pupils interviewed also described how Military Ethos AP had a positive impact on the confidence and inter-personal skills of those involved. Teachers described how pupils who had been disengaged were now actively participating in school life and that Military Ethos AP had a positive influence across the school.

Motivations for engaging Military Ethos AP

- The schools interviewed generally used a range of behavioural interventions of which Military Ethos AP was often one aspect. Military Ethos AP providers were recruited by schools to deliver work driven by the military values of resilience, responsibility and respect. Military Ethos AP providers were considered to be a valuable resource for schools in instilling these values due to the expertise and experience of the staff involved and the activities used to engage pupils. This support was seen by schools as valuable for all children and young people, but in particular for those at risk of disengagement due to a lack of confidence or because of behavioural problems.

Factors perceived to influence project success

- The factors which schools considered contributed to the success of the Military Ethos AP projects were: engaging and fun content; the use of staff that specialise in engaging hard-to-reach pupils; the opportunity for pupils to try new things; and the flexibility and responsiveness of providers. However, Military Ethos AP was not necessarily a quick-fix; neither was it successful for all pupils.

Methodological issues with the delivery provider monitoring and evaluation data

- Monitoring information and evaluation tools/reports provided by funded organisations were reviewed to assess the reliability and validity of the project impacts being reported. A range of methodological, sampling and reporting issues were identified which, together, undermine the potential for impacts to be rigorously attributed to the Military Ethos AP programme. As context, it is important to acknowledge that providers were not required to evaluate their projects and few had any prior research experience or in-house expertise to draw upon in designing or conducting evaluations.

- Key issues impacting the reliability and validity of reporting impacts included: a lack of information provided on the sample of schools/pupils for whom data was presented or the methodological approaches used by providers to identify the project impact; differences in definitions existed across schools and projects; direct connection between project activity and outcomes/impacts was rarely made; very limited use of baseline data, "control" or comparator pupil groups; sample sizes were very small, potentially giving rise to the potential margin for error in reported impacts.

Future monitoring and evaluation recommendations

Principal recommendations

- The research team's principal recommendations are to ensure individual-level monitoring data are collected by project delivery staff with support from schools. This would include demographic characteristics such as gender, year group, ethnic group, pupils with English as an additional language (EAL), free school meal (FSM) status, special educational need (SEN) status, and whether the pupil is classed as a 'looked after child'. Measures which should be collected include: attendance rates, attrition rates on the project, behaviour, using simple and standard scales, and attainment on qualifications gained through the provider.

- Pre and post project data should be collected for: detentions, exclusions, behavioural incidents and attendance. A measure of 'attitude to school' should also be collected in order to understand changes in engagement / dis-engagement with school.

- Where delivery providers are undertaking evaluation activity, clarity on the sampling strategy used for any data collection, including those who do not complete the course, is required.

Secondary recommendations

- The use of standardised testing methods, especially for attainment, is a pre-requisite for any reliable impact assessment undertaken by delivery providers.

- Evaluations commissioned by providers would benefit from the use of a counterfactual to determine impact. This can be achieved in a number of ways: the use of comparison groups (of which there are many different approaches); monitoring of school attainment measures with a wider cohort of pupils in schools; matched comparison with the National Pupil Database; surveys of perceived change; and qualitative studies of perceived change.

Research design

The research comprised two overlapping strands of activity:

Strand One - Collation, synthesis and evaluation of Military Ethos AP 2013/14 monitoring and evaluation data to provide a consolidated picture of the reported impact of Military Ethos AP. Some organisations independently commissioned external evaluations of their projects, others collated monitoring and evaluation evidence themselves (e.g. through feedback forms and case studies). There was no specific requirement to undertake evaluation but all providers were required to complete a termly monitoring template. Interviews with each provider were undertaken to assess the accuracy of the information contained in the monitoring templates.

Strand Two – Qualitative research conducted during 12 case study visits (two establishments per provider) with members of the senior leadership team and link teachers (20), pupils (73) and parents/carers (19) to validate and substantiate the impacts reported in project monitoring and evaluation data, as well as to identify any wider benefits associated with the programme.

1. Introduction, aims and objectives

1.1. Introduction

The definition of alternative provision for the purposes of this work is any education provision and/or supporting activities outside the mainstream school system, even where these occur on the school site, for example school inclusion units. Alternative provision (AP) is usually provision arranged by schools or local authorities for pupils who, because of exclusion, illness or other reasons, would not otherwise receive education provision and/or supporting activities; provision arranged by schools for pupils on a fixed period exclusion; or provision to which pupils are referred to improve their behaviour, resilience or self-confidence.

The Department for Education's ambition for the alternative provision sector is to ensure that all young people, whatever their circumstances or barriers, achieve a good education on par with that provided in mainstream classes or settings. So the challenge is in ensuring that pupils in alternative provision (either off-site or in a school inclusion unit), or who are disengaged or disadvantaged, also reach the standards set for pupils more generally. Currently the gap is huge, for example only 1.5 per cent of pupils in alternative provision achieve 5 Cs or higher at GCSE including English and maths compared to 61 per cent as a national average.[1] The Military Ethos AP programme is about helping to tackle actual and potential disengagement from school through instilling Service values such as self-discipline, confidence and leadership to strengthen a young person's achievements at school, both personal and academic. A Military Ethos AP project should have two key components. The first is instilling values and building resilience and confidence, and the second is ensuring, in close partnership with schools, that their young people behave at school, attend, and go on to achieve well academically and in life.

The DfE has awarded a total of £8.2 million to six organisations (across two rounds of funding: 2012/13 and 2013/14) to help expand Military Ethos AP across England, delivering programmes of work within primary schools, secondary schools, sixth form and further education (FE) colleges, and other AP providers (predominantly Pupil Referral Units). Funded organisations are:

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[1] DfE (2014) Statistical First Release – GCSE and equivalent results in England 2012/13 (revised).

- Challenger Troop
- Commando Joe's
- CVQO
- Knowsley Skills Academy (KSA)
- The Prince's Trust
- SkillForce

These organisations all have significant experience in delivering training and development programmes drawing on a military ethos and often involving ex-Armed Services personnel. The projects themselves, which vary in their actual mode of delivery - including mentoring, outward bound activities and group exercises - aim to instil teamwork, self-discipline, self-confidence and leadership in pupils. The aim is for the Military Ethos AP projects to work in partnership with schools to deliver and impact on behaviour, attendance and educational attainment. An additional potential outcome of these projects can be the opportunity for children and young people to receive formal recognition of their project involvement and achievements through awards, certificates and vocational qualifications such as BTECs and ASDAN key skills awards.

Organisations, often in collaboration with schools, operate different models of provision. Some work with specific cohorts of pupils, others take whole-class or whole-school approaches. On the whole, these projects are aimed at addressing the needs of disadvantaged pupils, such as those receiving free school meals (FSM) or with special education needs (SEN), and disengaged pupils, such as those struggling with learning or who have poor behaviour issues both inside and outside the mainstream school system. In some instances schools will also include pupils that are not educationally disadvantaged but will benefit from the provision through increased social skills. Organisations work across a wide variety of locations, ranging from a regional to a national focus, often focusing on socially deprived areas of the country (determined by rurality, indices of multiple deprivation[2], and/or free school meal data) where a lack of positive role models and higher rates of crime, community impoverishment and family breakdown were anticipated.

The expectation is that through developing pupils' self-discipline and aspirations, there will be a corresponding improvement in attainment, behaviour and attendance at school. It is also expected that there will be an improvement in integration back into mainstream education and other outcomes such as pupils' destinations after education.

Over the 2012/13 academic year around 8,000 pupils were reported to have participated in activities from across more than 300 educational institutions. While some organisations have commissioned external evaluations of their projects, others have collated monitoring and evaluation data (e.g. through feedback forms and case studies) internally. For the previous two funding rounds (2012/13 and 2013/14), given that funding is awarded on a grants basis, there was no specific requirement to undertake evaluation; though funded organisations were asked to complete a basic monitoring template which was returned to DfE. Funded organisations submitted information on reach and impact to

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[2] DCLG (2014) English indices of deprivation

the DfE which detailed impacts on behaviour, attendance, academic achievement and progression, as well as wider pupil outcomes.

1.2. Aims and objectives

With differences in the type and form of monitoring and evaluation between organisations the DfE commissioned TNS BMRB in June 2014 to provide an evidence-based understanding of the impact of Military Ethos AP within the academic year 2013/14, and to make recommendations for future project and programme-level monitoring and evaluation. This review took place at the end of the academic year so did not involve TNS BMRB undertaking primary data collection throughout 2013/14. Consequently, this review was not designed as, nor intended to be, a rigorous evaluation of the Military Ethos AP projects or the programme as a whole. The main objectives were to:

1. collate, synthesise and critically evaluate monitoring and evaluation data provided by funded organisations delivering Military Ethos AP;

2. engage service users/beneficiaries, including schools, pupils and parents/carers/carers, to validate the reported perceived impacts on attendance, behaviour and attainment through short interviews with staff, parents and pupils;

3. make evidence based recommendations for future monitoring and evaluation activity.

2. Methodology

The review of Military Ethos AP was undertaken through two overlapping strands of activity aligned to the first and second research objectives. These can be summarised as follows:

Strand One - Collation, synthesis and evaluation of Military Ethos AP monitoring and evaluation data to provide a consolidated picture of the impact of Military Ethos AP. This involved:

- collation and synthesis of 2013/14 monitoring information provided to DfE;

- validation of monitoring information through interviews with delivery providers and cross referencing of monitoring and evaluation data;

- review of 2012-2014 evaluation activity including development of an analysis framework to assess validity and reliability of reported findings.

Strand Two – Qualitative research with school stakeholders, pupils and parents to validate and substantiate the impacts reported in project monitoring and evaluation data. This involved:

- 12 case study visits, including two establishments per provider and allowing for a spread of criteria including: phase; school type; length of school involvement with provider; and range of pupils/year groups involved;

- interviews with member of senior leadership team and link teacher;

- interviews and group discussions with pupils and parents.

We have distinguished between data gathered from primary qualitative research by TNS BMRB and from that submitted by funded providers through different sub-sections within each of the impact sections (4.3 - 4.6).

2.1. Strand One

Strand One involved the research team developing a detailed understanding of the range and quality of evidence supporting the reach and impact of the Military Ethos AP projects. This evidence included monitoring information submitted to DfE over the 2013/14 academic year, interviews with providers, and any additional monitoring and evaluation tools/data/reports relevant to the 2012-2014 Military Ethos AP funding period. This included externally-commissioned evaluation reports for Challenger Troop, Commando Joes, KSA and SkillForce.

Review of monitoring information

TNS BMRB requested and received monitoring information submitted to DfE over the 2013/14 academic year from providers at two points in time:

- June 2014 - to identify educational establishments involved in the programme for the selection of the school sample; and

- July 2014 - following the submission of the final 2013/14 termly report[3].

Monitoring data were reviewed and collated to develop a picture of the number and type of establishments and pupils participating in Military Ethos AP activities across the different providers. Researchers reviewed reported data on project reach, as well as the range of supporting evidence provided around attendance, behaviour and attainment outcomes. The template used by organisations in submitting returns is included as an appendix to this report. The template included a number of categories that could be interpreted in different ways (e.g. 'disengaged pupils') and requested information that could be reported in a variety of ways. As such the quality, quantity and consistency of information provided in monitoring returns varied both between organisations and within organisations (i.e. by different forms of project provision). Project level data were reported in aggregated form and only in one case was any data provided by activity, which meant exploring reach and impact in more detail was not possible.

The research team sought to validate the monitoring information submitted to the DfE through a combination of interviews with delivery providers, and cross-referencing the monitoring and evaluation data collected by providers/commissioned evaluators and that submitted to DfE.

Provider interviews

Telephone interviews were undertaken with representatives of each of the six funded organisations. A total of 15 people were involved in these interviews, ranging from one to four individuals per organisations who were involved in strategic oversight and/or project delivery (including monitoring and evaluation activities). During these interviews we explored the data collection process and monitoring returns to help assess the accuracy and validity of the outcomes reported.

Review of wider monitoring and evaluation activity

In addition to the monitoring information collated by organisations and submitted to DfE, we also reviewed additional provider evaluation activity relevant to the 2012/13 and 2013/14 academic years. This variously included internal and external evaluation reports and monitoring and evaluation tools (e.g. data collection instruments, recording

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[3] See Appendix for final 2013/14 submissions to DfE as provided by funded organisations.

templates). The evidence provided by funded organisations ranged considerably from single data collection tools to multiple tools and reports. No organisation provided processed monitoring data documenting reach or impact by institution/pupil that could be used to validate the aggregated data supplied to DfE.

Establishing the reliability of the findings presented within these internal/external evaluation reports was central to the aims of this research. In order to provide a standardised method for assessing monitoring and evaluation activity we developed a framework for the analysis of evaluation reports informed by guidance set out in the Magenta Book[4] and drawing on work by David Gough[5]. All monitoring data, evaluation tools and reports were reviewed independently by two members of the research team with expertise in the design and delivery of evaluation studies. This included Professor Carl Parsons, a visiting Professor at Greenwich University with expertise in research in the area of educational interventions. Assessments of the reliability and validity of the evidence available were made separately, scored from low to high, and then compared to allow for a shared judgement to be made. The framework for assessing evidence is included as an appendix to this report.

2.2. Strand Two

The objective of research activity in Strand Two was to engage with schools directly to explore the impact of their involvement in the Military Ethos AP programme. We undertook a total of 12 case study visits with schools – two establishments were visited for each provider. Case study visits involved a mixed method approach to provide a holistic picture of the impact of the various Military Ethos AP projects, triangulating the perspectives of strategic staff, operational staff, beneficiaries (pupils) and their parents/carers.

A member of the research team spent half a day in each establishment undertaking:

- interviews with a member of the senior leadership team;

- interviews with the link teacher (typically a special educational needs coordinator or inclusion manager);

- small group discussions with participating pupils;

- small group discussions or interviews with parents/carers of participating pupils.

The case study sample was generated from a list of 309 educational institutions involved in Military Ethos AP projects during 2013/14 provided by funded organisations at the request of TNS BMRB. These 309 institutions were a subset of the 460 that providers

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[4] HM Treasury (2011) The Magenta Book

[5] Gough, D (2007) *Weight of evidence: a framework for the appraisal of the quality and relevance of evidence.* Research Papers in Education, 22 (2). pp. 213-228. ISSN 0267-1522

had worked with over the 2013/14 academic year and had sufficient administrative data to pass on to TNS BMRB at the point of the request for information being made. Of these 309 institutions:

- 46 per cent were primary schools, 43 per cent were secondary schools, 5 per cent were special schools and 4 per cent were pupil referral units;

- The largest proportion (27 per cent) was located in the North West, followed by South East (19 per cent) and East of England (12 per cent); the lowest proportion of schools was located in the North East (3 per cent).

A shortlist of 10-15 schools was drawn up for each provider to reflect a spread of establishments across criteria of interest, including: phase (primary, secondary, further education); type (maintained, free school, academy, AP); length of school involvement with provider; and range of pupils/year groups involved. These establishments were then contacted directly by TNS BMRB to invite them to participate in this research. Institutions were purposively selected in order to achieve a spread of provision across the programme; the sample was not intended to accurately reflect the range or focus of provision. The sample achieved was as follows:

Figure 1: characteristics of case study schools

Organisation	School One	School Two
Challenger Troop	• London primary involved in project for 1-2 years • 270 pupils involved aged 7-11 years old	• London special school (5-19 year olds) involved in project for 1-2 years • 20 pupils aged 14-16 years old
Commando Joes'	• Manchester primary involved in project for less than 6 months • 57 pupils involved aged 7-11 years old • Targeted provision	• Manchester special school (11-19 year olds) involved in project for 6-12 months • 6 pupils aged 14-16 years old
CVQO	• Derby secondary involved in project for 6-12 months • 24 pupils aged 12-13 years old	• Suffolk secondary involved in project for 6-12 months • 20 pupils aged 12-13 years old • Targeted provision
KSA	• Merseyside primary involved in project for over 8 years • 42 pupils aged 7-11 years old	• Merseyside secondary involved in project for over 2 years • 6 pupils aged 14-16 years old
The Prince's Trust	• London secondary involved in project for over	• Nottingham secondary involved in project for 6-12 months

Organisation	School One	School Two
	3 years • 25 pupils aged 14-16 years old • Targeted provision	• 60 pupils aged 14-16 years old • Targeted provision
SkillForce	• Norfolk primary involved in project for 6-12 months • 15 pupils aged 9-10 years old • Targeted provision	• Manchester pupil referral unit involved in project for over one year • 14 pupils aged 14-15 years old • Whole year approach

School visits were all undertaken in a relatively small window of time before the end of the school summer term. As such, the research team needed to be flexible in who was interviewed within schools. Researchers were able to speak with teachers and pupils in each of the establishments visited, although it was not always feasible to speak with parents/carers due to the short notice of the visits. Across the sample of 12 schools interviews or group discussions were undertaken with:

- 20 teachers (typically two per school including senior leadership team, key stage leads and/or inclusion leads);

- 73 pupils;

- 19 parents/carers.

3. Project overview

Within this section we provide a brief description of the projects funded in the Military Ethos AP programme.

Across the six providers the nature and form of projects delivered under the Military Ethos AP programme differed considerably, from school-based teacher-delivered lessons to outward-bound activities delivered with pupils drawn from multiple schools. However, across all providers there was a clear shared commitment to delivering work and outcomes that were driven by a 'military ethos' and military values aimed at making a positive impact in the classroom. These shared values, which were common to all providers, included:

- communication and interpersonal skills, including team work and leadership;

- self-resilience, self-confidence and positive mental attitudes;

- responsibility, self-respect and respect for others.

3.1. Challenger Troop

Challenger Troop CIC was established in 2007. Challenger Troop provides educationally accredited, uniformed youth leadership and engagement programmes for primary and secondary-age children and young people, tailored to the educational establishment's needs. Work under the Military Ethos AP funding uses a modular outdoor adventure programme to engage pupils from across different schools in off-site activities one day a week for 6 or 12 weeks.

3.2. Commando Joes'

Commando Joes' was established in 2009. Commando Joes' provides military-style educational teambuilding and Health and well-being to schools. Under Military Ethos AP there are three broad forms of provision: (i) primary prevention and early intervention work - Commando Joe's core area of work - that combines both a targeted and whole-school approach including classroom support, (ii) work with pupils in alternative provision delivering educational content (e.g. maths support) combined with team building sessions, and (iii) post-16 re-engagement and reintegration support for young people not in education employment and training (NEET) and interested in working with children through work with job centres and colleges.

3.3. CVQO

CVQO was established in 2001 and registered as a charity in 2006, offering vocational training to uniformed Cadets and to young people from other youth organisations. Under

Military Ethos CVQO work specifically with secondary pupils in Years' 7-10 delivering a 12-week uniformed programme within schools. Selected pupils are engaged for one day per week in an accredited programme of learning (CVQO-led BTECs which include BTEC Level 1 and 2 in Engineering and Performing Arts, as well as BTEC Level 1 in Teamwork, Personal Skills and Citizenship).

3.4. Knowsley Skills Academy

KSA was established in 2008. Under Military Ethos there are two forms of provision: (i) primary prevention and early intervention work that is tailored to school requirements and delivered in half-day sessions over a 6-12 week period targeted at particular pupils, (ii) work with pupils in alternative provision delivering an on-site and off-site termly programme two-days per week, delivering either ASDAN Short Courses or Vocational Qualifications.

3.5. Prince's Trust

The Prince's Trust was established in 1976. Under Military Ethos there are three forms of provision: (i) secondary prevention and early intervention work through timetabled lessons run weekly over the course of one year delivered by trained staff members, (ii) work with pupils in alternative provision through short courses delivered off-site, (iii) post-16 re-engagement and reintegration support for NEET young people involving 12-week courses delivered by partner organisations and supported by Assistant Team Leaders who have come from a military background.

3.6. SkillForce

SkillForce was established in 2000 and became an independent charity in 2004. Under Military Ethos there are two forms of provision: (i) prevention and early intervention work through work with secondary schools and primary feeders focusing on supporting transition through whole-class tailored in-school provision, (ii) targeted work with secondary pupils at risk of disengagement and of becoming NEET through lessons delivered over one day, once a week over an academic year, working towards vocational qualifications.

4. Findings: programme reach and impact

This section details the evidence on the reach and impact of the Military Ethos AP programme. This includes information on reach and impact provided by the funded organisations and qualitative evidence collected as part of this review. Within this section we also explore: how schools were assessing the impact of projects; those factors which were identified as contributing toward impact; issues with the monitoring and evaluation data collated by organisations; and wider challenges in data collection.

4.1. Reported reach

Over the 2012/13 academic year over 8,000 pupils deemed to be disengaged participated in the Military Ethos AP programme from across more than 300 schools and AP providers. Over this latest round of funding (2013/14) the reach has increased considerably as illustrated below:

Figure 2: programme reach

460 Educational establishments

52,615 Total students reached

16,377 Disengaged students

1,333 Students excluded or in alternative provision
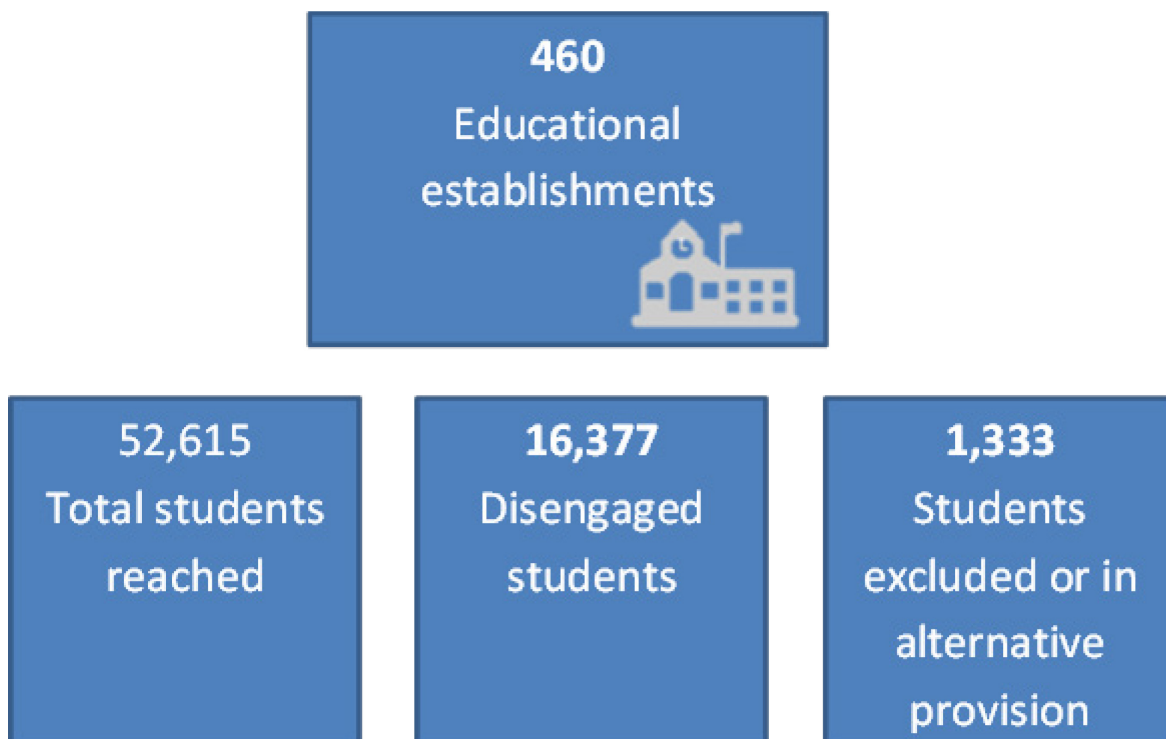
Across providers a total of 460 educational establishments were involved in a Military Ethos AP project. The number of schools involved varied considerably between providers from 22 to 198, which reflected the intensity of provision. Two providers worked with over 100 establishments – and one of these reaches approximately 40,000 pupils across 198 schools – while the remaining four providers worked with between 22 and 48 establishments.

It is important to note that the type of provision also varied considerably and included for example: short, in-school, whole-year provision; 12 week, whole day provision with

selected pupils; and more intensive provision with small numbers of pupils that were particularly disengaged or presented very challenging behaviours.

4.2. Motivations for engaging Military Ethos providers

Section 3 detailed the shared values common to Military Ethos AP projects. The means by which these values were communicated to pupils varied depending on the way in which projects operated. In some projects the 'military ethos' was quite overt (uniforms, ex-service delivery personnel, outward bound activities) whereas in others it was less obvious. When asked specifically about 'military ethos', the majority of teachers interviewed as part of this research were not aware that the project their school was participating in was part of a wider 'military ethos' programme. However, there was clear recognition that relevant types of military values were being transmitted through the work being undertaken, values which motivated their engagement of providers to begin with.

"['Military Ethos'] was about putting structure in to the day, for the children, because disaffected children do quite like structure, and it was also to do teambuilding and self-esteem activities, to try to give the boys a positive experience of being at school, which hopefully would then spread in to the rest of the school week."
[Secondary Teacher]

"We wanted male role models because we haven't got many male staff and on the whole, the problem pupils tend to be the male pupils, and they do respond well to outsiders. And I just liked the whole ethos of the fact that they were looking at things like attendance, punctuality, teambuilding, behaviours, but in a cross-curricular way."
[Secondary Teacher]

Positive role models and positive military values were seen by teachers as being valuable for all children and young people, but in particular those pupils who were at risk of disengagement due to a lack of confidence or because of behavioural problems. It was for these two key groups that most schools had engaged with the Military Ethos AP provider.

"I think we sort of looked at this programme and thought, well actually, it might be external people, you know, people who have that presence that commands respect and discipline, might be what some of these pupils need and we haven't provided as a school to them previously."
[Secondary Teacher]

"It's the values that all of us would be talking about to the children all of the time. You know, it's that sense of achievement, it's that sense of believing in yourself, having some confidence, it's that sense of you don't give up at the first hurdle, you have to make mistakes to learn, so you have to persevere, you have to be

resilient, you have to be able to take those knocks and pick yourself up and carry on going. You've got to have leadership skills; you've got to work as part of a team."
[Primary Teacher]

"That was our key motivation for engaging in it, to try to address the behaviour of some pupils, before they became at risk, or being closer to risk, of permanent exclusion."
[Secondary Teacher]

The majority of schools had a range of behavioural interventions that were run internally within the school, by the Behavioural Interventions Team or equivalent, targeted at pupils at risk of disengagement either because of behaviour or confidence issues. Some schools regularly worked with a range of other providers including alternative education providers and public services like the Fire Brigade; one of the pupil referral units (PRUs) visited as part of this research worked with two of the Military Ethos AP providers viewing them as offering their pupils very different types of provision. One organisation was seen to support their pupils to attain new qualifications, whereas the other was felt to support the development of skills that could be applied within the world of work. For the vast majority of schools, this was the first time that they had worked with a Military Ethos AP provider.

Many schools took aspects of the Military Ethos AP project provision and replicated this within other lessons within the wider school setting. In these cases there were particular activities within lessons which they felt resonated well with pupils and could be easily transferred across to mainstream classes delivered by teachers. Few schools saw themselves as being particularly militaristic or having an overt military ethos. However, as already highlighted, the values instilled through the Military Ethos AP programme were related to those which skills sought to help pupils reach their potential at school. In many cases however, the Military Ethos AP provider was seen as a valuable resource for schools in instilling these for many pupils due to the type of staff involved in delivery, and the activities used to engage pupils.

4.3. Impacts on behaviour

4.3.1. Summary

Funded organisations submitted monitoring information and evidence which suggests notable improvements in pupil self-control and management of behaviour based on self-report, teacher report and exclusion data. This includes reductions in behavioural incidents and exclusions. Sections 4.9 and 4.10 detail the limitations of the data and evidence submitted by providers and the challenges in data collection which readers should be mindful of throughout; nevertheless the qualitative evidence gathered by TNS BMRB does support many of the impacts reported by providers. In particular the

qualitative research showed how pupils were perceived to be able to manage their own behaviour and to control their temper, leading to reductions in behavioural incidents.

4.3.2. Evidence from providers

In monitoring returns provided to DfE, funded organisations outlined impacts on pupil behaviour. The information submitted ranged from anecdotal quotes illustrating project impact through to aggregated data based on anecdotal qualitative and/or quantitative feedback from pupils and/or teachers.

Impacts included:

- **Improvements in 'behaviour' (not defined) or reductions in 'problem behaviour'** were noted by almost all of the providers. The approach used to measure changes in behaviour varied, and was not always referenced by providers; however, two providers were able to provide evidence from evaluations they had commissioned. In one such evaluation for Commando Joes' behaviour was measured using the Nisonger Child Behaviour Rating Form with a cohort of participating primary pupils over a 6 month period (Mackintosh et al, forthcoming). This showed that 68 per cent of pupils participating in the intervention exhibited fewer problem behaviours as compared to a control group of pupils. A second evaluation undertaken for SkillForce also identified positive behaviour outcomes, with 53 per cent of pupils surveyed indicating that since being in SkillForce their behaviour had improved (Hallam et al, unpublished).

- **Reductions in the number of behaviour incidents** were reported by one provider citing anecdotal evidence from a small number of schools.

- **Reductions in fixed term exclusions** were reported by two providers. One provider – SkillForce – detailed outcomes (based on monitoring data) indicating that across all 2,709 young people served by the organisation (of which 447 are funded by DfE), less than 1 per cent (18) were permanently excluded versus the 12 per cent (317) classed at high risk of exclusion (as defined by schools).

- **Improvements in self-control** were reported by one provider. Supporting evidence included secondary analysis of school-level data and monitoring information supplied by Challenger Troop which suggests a 54 per cent improvement in self-control over a 12-week period (Brighton University, forthcoming), and teacher evaluations of social, emotional and behavioural difficulties which indicate a 77 per cent improvement in self-control (uncited).

- **Increased ability to work in teams and to respect others** was reported by one provider. An evaluation undertaken for SkillForce identified that 93 per cent of primary school children indicated that SkillForce had helped them to work better with people in a team, and 84 per cent of the primary school children indicated that

SkillForce had taught them to respect other people more (Hallam et al, unpublished).

- **Reduced rates of re-offending behaviours** were reported by one provider. Challenger Troop highlighted evidence gained from interviews undertaken by Police Community Support Officers of young people participating in a project run in a partnership with Dartford Community Safety Partnership. It was reported that all of those participating had not re-offended 18 months after their participation in the intervention (Challenger Troop monitoring returns to DfE).

A range of anecdotal feedback submitted by providers helped to further illustrate the reported impacts on pupil behaviour. Teacher feedback included detailed improvements in pupil behaviours, including among more 'vulnerable' pupils (including School Action, School Action Plus, Looked After Child and Statemented), as evidenced by anecdotal teacher-teacher comments and in reductions in negative reported incidents.

4.3.3. Evidence from research with schools

Qualitative evidence gathered by TNS BMRB from teachers, pupils and parents/carers as part of this research review supports the impacts reported by providers and suggests that Military Ethos AP projects have an influence on both self-control and self-confidence among pupils.

Pupils were seen to be calmer and better at managing their own behaviour having participated in Military Ethos AP projects. This was evidenced through a reduction in the number of times that pupils were coming to the attention of school staff for bad behaviour.

> *"I can think of specific children who [the instructor's] worked with – mostly boys – who've been in less trouble, and shown up less on my weekly monitoring sheets."*
> [Primary teacher]

Pupils were able to reflect on the way in which their participation had increased their confidence to the extent that they were less self-critical but more self-aware, recognising when they were in danger of losing their temper and taking steps to address this. Pupils and teachers could provide examples of lessons where they had previously regularly misbehaved (from low-level disruption to walking out of class) and were now able to participate more effectively.

> *"It has given pupils confidence to come in and face things, which particularly for one student was a real big issue. … For that particular student, the difference in him is massive, absolutely massive."*
> [Primary Teacher]

"I've had 7 late detentions since I came back in September. [Researcher: Is that good?] I used to have one every day."
[Secondary Student]

The impact of Military Ethos AP projects appears to be more pronounced among pupils in secondary schools where behavioural problems had become more ingrained, though were still at least partially engaged in school life. For many of these young people, behavioural incidents, detentions and - in some cases - suspensions and exclusions were relatively normal. As a result, even where pupils were still being reported for poor behaviour, the severity and the frequency of such reports were often somewhat diminished.

4.4. Impacts on attendance

4.4.1. Summary

In summary, some funded organisations have provided examples of improvements to attendance and reductions in pupils arriving late. Sections 4.9 and 4.10 detail the limitations of the data and evidence submitted by providers and the challenges in data collection which readers should be mindful of throughout; nevertheless the qualitative evidence gathered by TNS BMRB supports many of the impacts reported by providers, namely improved attendance, fewer late arrivals and fewer pupil absences. Teachers thought that as a result of improved attendance, classes were calmer and pupils were finding school more interesting and valuable.

4.4.2. Evidence from providers

In monitoring returns provided to DfE funded organisations outlined impacts on pupil attendance. Evidence submitted ranged from anecdotal quotes illustrating project impact through to aggregated quantitative data which appears to be drawn from attendance data provided by individual schools. Several providers provided data on the attendance and retention rates of pupils on the project itself. Section 4.9 details the critical review of the secondary evidence.

Where impacts were reported, these included:

- **Improvements in school attendance rates** were reported by almost all providers. The approaches used to measure changes to attendance rates varied from pre and post comparisons of school attendance, to on-course attendance compared with attendance at other lessons. In evaluating SkillForce provision Hallam et al. (unpublished) report that 94 per cent of teachers indicated that there had been improvement in pupil attendance. A second evaluation, undertaken on behalf of Challenger Troop (Brighton University, forthcoming) highlighted how 41 per cent of pupils questioned identified that their attendance has improved

following involvement in the project. Most other providers reported individual school-level evidence showing improvements in attendance of between 4 per cent and 8 per cent.

- **Reductions in the number of incidences of late attendance** were reported by one provider drawing on anecdotal evidence gathered from selected schools.

A wide range of anecdotal feedback, gathered from teachers and pupils, and submitted by providers, helps to further illustrate the reported impacts on pupil attendance. This feedback typically focuses on the journeys of individual pupils, demonstrating how projects have helped to improve school attendance and punctuality, and making a direct link between the project and changes to attendance.

4.4.3. Evidence from research with schools

Qualitative evidence gathered from teachers, pupils and parents/carers as part of this research review supports the impacts reported by providers and suggests that Military Ethos AP projects are having a positive influence on pupil attendance. As reported in Section 4.3, the funded projects were seen to equip pupils with stronger coping skills which enabled them to participate more effectively in lessons. In a similar fashion, increased levels of confidence and resilience were seen to lead to more frequent and punctual attendance.

> *"[It does help me to get to school on time]. On Thursdays, we just race there because we just want to do ethos. … And everyone can't stop talking about it when we get there – 'ethos', 'ethos'."*
> [Primary Student]

> *"We learn stuff that we wouldn't learn in classrooms. Because [the instructor] is ex-military, we learn stuff off him like discipline. Since we've met him, our attendance has gone up a lot. Before, I wouldn't come in for about 14 days in a month, and now I come in every day."*
> [Secondary Student]

> *"One of the best things that happens to us is, we get kids who come and have a look at a timetable and they say, 'where are we going next?' and you say, 'well, you've got English next', and when the kids go, 'yes', and they leg it up the stairs, you're winning. And we get that with [the provider] with some of the kids."*
> [Secondary Teacher]

The quotes above illustrate the impact that projects were perceived to have on pupil motivation to attend school. Sometimes this is because pupils simply look forward to participating in the Military Ethos provision, in others it is because the provision has enabled them to calm down and start to recognise some positive aspects of school

attendance and for others the relationship they develop with the trainer allows them to begin to see a value in some of their lessons.

> *"My attitude was really bad and [the course leader] said to me 'why is your attitude like that, you're a young man and you've got a great mind you shouldn't be doing that', and I just changed."*
> [Secondary Student]

> *"It helps me concentrate better in class, and listen when I'm doing work. ... I've been doing a lot of writing since [the course leader] came in. I haven't been good at writing. ... When [course leader] comes in we have to do writing in teams and it helps me concentrate better."*
> [Primary, Student]

> *"I don't get that angry anymore because [course leader] helped me to calm down."*
> [Primary Student]

However, in some cases teachers reported that the only day that some pupils will attend are those days when the Military Ethos AP project is being delivered. Against a backdrop of serial non-attendance this is seen by school staff as a success. Indeed, several teachers were able to highlight how Military Ethos AP projects provided some pupils with a link to education which otherwise would not have existed. In these cases the value of the programme was not in increasing rates of attendance or punctuality, but rather it was in helping to maintain the pupil's involvement in school.

4.5. Impacts on attainment

4.5.1. Summary

In summary, funded organisations have provided examples that suggest projects can help pupils achieve additional qualifications (where these are offered) and, for some pupils, have an impact on progress across wider subject areas, notably reading, writing and mathematics. No evidence was submitted in relation to key stage 2 or key stage 4 outcomes and the direct impact on pupil attainment was not assessed with certainty. Sections 4.9 and 4.10 detail the limitations of the data and evidence submitted by providers and the challenges in data collection, which readers should be mindful of throughout. From the perspective of teachers there was a view that with improved attendance, fewer behavioural issues, greater respect being shown in the classroom and improved team-working that educational attainment was improving. However, it was not possible for teachers to attribute changes in attainment to the intervention directly given the range of other support offered to pupils.

4.5.2. Evidence from providers

In monitoring returns provided to DfE funded organisations outlined impacts on pupil attendance. Evidence submitted ranged from anecdotal quotes illustrating project impact through to aggregated data based on qualitative and/or quantitative feedback from pupils and/or teachers. Reported impacts included:

- **Improvements in attainment** were reported by around half of providers though these impacts were determined through different methods. Evaluation data collected on behalf of SkillForce indicated that 93 per cent of teachers felt that there had been at least some improvement on attainment of secondary school pupils participating (Hallam et al. unpublished). SkillForce also document monitoring data from 8 primary schools which suggest above average APS increases by those pupils participating (SkillForce monitoring returns to DfE). Another evaluation, on behalf of Challenger Troop, illustrates improvements to average SATs scores and national curriculum levels for pupils in a small sub-sample of schools in which pre- and post-research was undertaken (Brighton University, forthcoming). In their evaluation for Command Joes', Swansea University (Mackintosh et al, forthcoming) report that attainment in maths and English across participating primary and secondary school pupils is on average double that of those in control schools.

- **Improvements in attitudes to learning** were reported by one provider (based on an unspecified sample completing the Attitude to Learning (A2L) Scale).

- **Improvements in self-reported reading, writing and numeracy skills** were highlighted by one provider. The Princes Trust reported that 26 per cent of participating pupils indicated that participation had increased their reading, writing and numeracy skills (Princes Trust monitoring returns to DfE).

- **Completion of vocational qualifications.** Pupils worked toward vocational qualifications with four providers - CVQO, KSA, the Princes Trust and Challenger Troop - including BTEC Level 1 and/or Level 2 qualifications (n 1163), AQA Unit Awards (n 15) and ASDAN (n 7). These include pupils who will not achieve any additional qualifications.

A range of anecdotal qualitative feedback submitted by providers helps to further illustrate the reported impacts on pupil attainment. This highlights the impact on pupil skills and pupil-teacher relationships, as well as pupil motivation to re-engage in mainstream education and to achieve qualifications.

4.5.3. Evidence from research with schools

Qualitative evidence gathered from teachers, pupils and parents/carers as part of this research review provides evidence helps to illustrate the impacts reported by providers

and suggests that Military Ethos projects can have a positive, albeit indirect, influence on pupil attainment.

> *"We have seen all of the children's confidence grow. We've seen them to be more willing to have a go in their lessons because of the confidence. I mean, it's not rocket science is it? If you believe you can do something, that begins to filter through the whole of the curriculum."*
> [Primary Teacher]

> *"The discipline they learn in the course and the pride they get from it has a knock-on effect in other subjects as well, so in turn has a knock-on effect on their life achievement."*
> [Secondary Teacher]

> *"Before, I was messing about a lot. But now, more or less my levels went up when I did the course. In English, which I'm not that good at, I've got to get a 5A and I've gone from a 5C to a 5B."*
> [Secondary Student]

> *"Because we've got our BTEC Level 1, it's like even if we do bad in our school we've still got a qualification to go on in life."*
> [Secondary Student]

> *"Because we've got that boost of confidence doing the project I think it's given us more confidence in lessons so we can answer questions and then if we're answering questions and joining in we'll get higher grades 'cos we're like making an effort and getting things right."*
> [Secondary Student]

The majority of school stakeholders we spoke with as part of this research tended not to view the Military Ethos AP projects they worked with as a means of improving pupil attainment. Projects were viewed as a means through which to support resilience, self-confidence and inter-personal skills, which were in turn assumed to have a beneficial impact on attainment. For the most challenging pupils, simply promoting their engagement in school was seen as a key outcome regardless of whether the project then led to improvements in attainment or the achievement of additional qualifications. As such any impact on attainment that was perceived or evidenced was seen to be indirect, resulting from changes to attendance, behavior or resilience.

4.6. Personal character

4.6.1. Summary

The Military Ethos AP providers offered evidence to demonstrate that the provision had wider impacts over and above the core outcomes of behaviour, attendance and attainment. These included improved self-confidence and self-esteem, greater self-respect and respect for others, enhanced social skills and improved health and mental well-being. Qualitative evidence from teachers, parents and the pupils themselves provides support for the wider impact of the provision. In addition to those mentioned by providers, these included, greater engagement with home and the wider social world, a wider social circle and a positive impact on other pupils in the school that had not experienced the Military Ethos AP provision. In reviewing the evidence it is clear that the majority of wider 'additional' project impacts evidenced by providers and through the TNS BMRB research with schools relate to the instilling of military ethos values and the related development of "personal character".

4.6.2. Evidence from providers

A smaller and more diverse range of evidence was provided by funded organisations in relation to 'additional' project impacts. As with reported impacts on behaviour, attendance and attainment this included a mix of qualitative and quantitative data. The four key areas in which impacts were reported included pupil:

- resilience (confidence and self-esteem);

- respect (self-respect and respect for others);

- social and interpersonal skills;

- health (mental and physical well-being).

All providers were able to provide supporting evidence around these wider impacts though there was little consistency in the form of evidence collected. While all providers were able to reference supporting anecdotal evidence in their monitoring returns to DfE, only SkillForce and Challenger Troop provided quantitative measures of wider impacts in relation to personal character. The evaluation of SkillForce provision (Hallam et al., unpublished) found that 94 per cent of teachers indicated there had been an improvement on secondary school pupil's personal development. Data collected by Challenger Troop and analysed by Brighton University (report forthcoming) highlighted that 100 per cent of participating pupils from six schools would take more responsibility for themselves, 53 per cent had more self-respect and 63 per cent had more respect for others. Other data reported by Challenger Troop in their monitoring return to DfE included teacher evaluations highlighting improvements in social skills (86 per cent) and self-awareness and confidence (82 per cent).

It was in these areas - particularly resilience, respect and the "softer" social and interpersonal skills - where the anecdotal qualitative data provided by funded organisations offered compelling support for the impact of the Military Ethos AP programme. This evidence, taken together, highlights that the activities of the funded provision is having an impact on those values which are core to military ethos – resilience, self-discipline, self-confidence and respect – values which contribute to individual character building.

4.6.3. Evidence from research with schools

Qualitative evidence gathered from teachers, pupils and parents/carers as part of this research review provides support for the wider impacts reported by providers on personal character building. For the majority of teachers, the motivation for participating in a Military Ethos AP project was to help engage pupils who were either disengaged or may be at risk of disengagement in the future due to behaviour or confidence issues. As such, the staff working with these pupils judged the impact of the projects on the outcomes for self-confidence and resilience.

> *"A First Aid qualification is an asset to you. You don't think that when you're in Year 10, but when you start filling in applications and it bumps you up a few places in the interview list, then it becomes relevant."*
> [Secondary Teacher]

> *"I have more positive children towards their learning. I've got children who feel confident that they are learners and they can be successful learners. I've got children who believe that they can do it, and are prepared to have another go and don't see failing once or twice as a failure and therefore you have to give up."*
> [Primary Teacher]

> *"I think the pupils who've completed the course certainly do seem more positive and settled around the school. They do seem to have better relationships, certainly as a group with each other. … I think that has been where the programme is at its strongest, improving those softer skills."*
> [Secondary Teacher]

Parents also spoke of wider impacts of the Military Ethos AP programme on their child. These included: greater confidence when meeting new people; greater engagement with home activities, such as helping around the house; visiting friends and relatives (which for some with confidence issues had not been possible before); and taking part in external groups and clubs, such as the Scouts.

Self-confidence was among the core outcomes that parents, teachers and pupils highlighted in their interviews with researchers. The projects were felt to afford pupils the

opportunities to test boundaries in a safe and supportive environment, and to participate in engaging activities that actively developed resilience skills and behaviours.

> *"It was really beneficial to see them outside in a different environment. One lad has really come on because he couldn't even have a conversation with you before, but now he's got the confidence to sit with you and be interviewed because he's been taken out of his comfort zone."*
> [Secondary Teacher]

> *"It's built up my confidence, like when you speak to new people you can just talk to anyone. I was a really shy person at the start of this, but now I can just get on with it."*
> [Secondary Student]

In turn, this increased resilience and self-confidence could be seen influencing interpersonal skills and the extent to which pupils participated in wider social opportunities, often putting themselves outside of their comfort zones. Pupils who had previously been quite insular talked about opening up more within the school environment which enabled them to participate more fully in school life. Pupils who had previously had difficulties managing their behavior highlighted how greater self-confidence enabled them to manage their emotions in more challenging situations.

> *"If you'd have said to me when those pupils were in year 8 that those pupils would want to go up on a Tuesday morning and do 2 hours working in a nursing home I'd have laughed at you because there was no way those pupils would have done that. But now, if they don't go they say 'why aren't we going? It's not fair, we're missing out.'"*
> [Secondary Teacher]

> *"He wouldn't even stay with his grandma and now he stays overnight. He's also joined a boy's club that he goes to every week."*
> [Parent – Secondary Student]

> *"Normally I'm not really an outdoor person but lately I've been going outside a lot more after I did the course because I actually enjoyed going outside and being around with my friends. Normally I'm inside always on my PS3 and talking online, whereas instead I think it's a lot better going out and having fun with your friends."*
> [Secondary Student]

Teachers too thought that Military Ethos AP had a wider benefit that had an impact on the rest of the school:

> *"I think the other children benefit as well because they can see the values that they're already holding or exhibiting then demonstrated by those children who*

previously weren't able to. So, I think it just reinforces the whole ethos in the school, really."
[Primary Teacher]

4.7. School assessment of impact

Teachers interviewed as part of this research review were asked how they were assessing the impact of the Military Ethos AP projects. The majority reported that they were not actively assessing the impact of projects on their pupils in any systematic manner (i.e. through the generation/review of data). Only one teacher reported undertaking any form of pre and post comparison which was undertaken as part of their Intervention role and involved monitoring attendance, behavioural incidents and changes to average point scores before, during and after the interventions. Instead the success of interventions was typically judged by the co-ordinating teachers' perceptions of impacts, often influenced by:

- informal feedback from pupils (and parents/carers in some cases);

- changes in softer skills, which are often more immediately recognisable;

- a reduction in the number of negative reports on pupil behaviour raised by other (subject) teachers;

- anecdotal cases of pupils turning their lives around;

- the opportunities provided for pupils to achieve qualifications.

A minority of teachers linked the Military Ethos AP intervention with firm changes to behaviour, attendance, attainment, and this was primarily on the basis of anecdotal feedback and perceptions gained through working directly with participating pupils. The one school in which the intervention was monitored in detail did not see the intervention as having a notable impact on behaviour, attendance, attainment. As might be expected, the majority of teachers felt that it was very difficult to attribute changes to behaviour, attendance, attainment or softer skills specifically to the Military Ethos AP intervention. Given the wide range of other influences within a child's life, and the range of other work which takes place with pupils at risk of disengagement, it was acknowledged that disentangling what exactly causes a change or improvement is challenging.

"I think it's always difficult to make judgements categorically saying that, you know, this intervention has had this impact. You can say, you know, we've seen this impact on this student, and this improvement in this area, it may have been down to [Provider]; it might have been down to other things going on, you know, all part of a package. I think you can never isolate one particular intervention; you can make assumptions. There is such a broad package, and so many people involved

with individual pupils, that it's very difficult to say, that one thing has led to one effect."
[Secondary Teacher]

Nonetheless among teachers interviewed as part of this research review there was a strong consensus that, for many pupils, Military Ethos AP projects directly influenced softer skills (such as confidence and self-esteem). These skills in turn may have helped directly or indirectly lead to improvements in harder outcomes such as attainment.

"That's the difficult thing with anything that you do in school, you can't always extrapolate exactly which intervention was the one that made the difference. But, I think if you're giving them [children] that broad range of experiences and opportunities, you can say for soft skills for example that I think it is the […] project that has helped some of these children really gain in confidence. But, it might have been a maths intervention that supported them with the maths, but actually both together is what made the difference."
[Primary Teacher]

Although only one of the teachers we interviewed actively assessed the impacts of projects against hard or soft outcome measures, all were committed to engaging funded organisations to deliver the project again in future. This is an important finding given that the majority of organisations charge schools a fee for delivering projects. Set against a backdrop of economic instability in which schools are increasingly more and more cautious over how funding is spent, the commitment to continue relationships with providers is possibly testament to the value schools ascribe to Military Ethos AP projects.

Where schools did pay for a Military Ethos AP intervention, this was reported as being drawn from either the pupil premium or from the main school budget. This was reported as being approved by the senior leadership team and/or school board, which in some circumstances required a business case to be provided, especially as the costs were often described as 'substantial'.

4.8. Factors perceived to influence project success

The aim of this research review was to collect independent primary qualitative evidence and to assess the evidence that exists on the impact of the Military Ethos AP programme. While it was not the objective to determine why Military Ethos projects were (or were not) having an impact we did briefly explore teacher and pupil perspectives on the factors which they considered contributed to the impact of projects. These can be summarised as follows:

- The majority of pupils find the form and content of Military Ethos projects engaging and fun. For pupils who are currently disengaged, or at risk of disengagement,

these projects are fundamentally different to school. This can be emphasised through the use of uniforms, outward-bound activities and friendly competition.

> *"Activities out of school were more fun. We were able to do more stuff cos they let us cook outside of school which we weren't allowed to do inside, so we could setup a little camp outside and cook. It's not like being in the wilderness, you're not learning very much if you're still in school and there's all buildings and that, it feels more realistic [offsite]."*
> [Secondary Student]

- Projects are either delivered by external instructors or by staff members who specialise in engaging harder-to-reach pupils. In both cases staff involved in project delivery are seen as distinct from 'normal' school teachers, which promotes pupil engagement. For external instructors, particularly those from an ex-service background, there is a sense that they bring a degree of authority that may be missing from existing pupil-teacher relationships. This authority, and the respect which accompanies it, is seen to be earned through the way in which the instructors engage with pupils. These interpersonal relationships with delivery staff were reported as key factors by pupils to project success. These staff were felt to be on 'my side' and 'different to teachers'.

> *"We respect the way [the course leader] does things, cos he can put his foot down like other teachers can't. He controls everybody."*
> [Secondary Student]

- Projects can be seen to enable pupils to try new things, or things which currently challenge them, in a space which is safe and secure. Through engaging in different activities with different people (both peers and providers) pupils felt they were able to develop new relationships on a more equal footing that helped to foster respect (both in terms of respecting others and feelings of being respected).

> *"Before we did this, when they put questions on the board and pointed at you, you'd just sit there and you don't know what to say and you'd say something that's wrong and you'd feel really embarrassed and put your head in your hands. But now I think now we've done that in my head I'm thinking of answers so that if I do get asked I think of something but now if I get it wrong I don't get embarrassed. It's the course, working together and stuff; it's that- that's made me like that."*
> [Secondary Student]

- Schools can help to promote pupil engagement in the Military Ethos AP projects by undertaking some form of selection process. Several organisations worked with schools to identify a sample of pupils the project could benefit. These pupils were then informed of the opportunity and invited to interview. The interview process

itself was felt to help develop a degree of buy-in from the pupil which subsequently influences their commitment to attend and participate fully.

- Flexibility and responsiveness of project delivery were seen by school staff as being critically important to a projects' successes and, where these did not occur, to a projects' failure. A number of teachers highlighted how they worked with the funded organisations to shape the content and focus of the Military Ethos AP project to be delivered with their pupils. This could occur before first engagement or further to the experience of working with a provider.

> *"I think what's worked well is working closely with us. It's not just been a, 'this is the package, and this is what we'll deliver no matter what'. Because, that doesn't work, that doesn't work, you have to be looking at the individuals that you've got, and you've got to be saying, 'this is what we need, tweak it; this is what we need for this group of children'. So, that's worked really, really well."*
> [Primary Teacher]

It was also evident from teacher feedback gathered during this research review that Military Ethos AP projects were not a quick fix. Projects could take time to bed-in, requiring iterative changes to be made in order to address schools' (and pupils') needs.

A number of schools reported that there were pupils for whom the Military Ethos AP project's they had been involved with simply did not work. In these cases the pupils may have had particularly entrenched and extensive behavioural problems, additional complicating factors (e.g. current issues at home) or had simply refused to engage with the opportunity. In this respect the Military Ethos AP programme was not seen to be a "magic wand" but rather an extra tool that schools could use in addressing engagement issues.

> *"It's not going to work for all pupils. Some pupils will not like it. But for the majority of pupils once they got into what they were doing and the pace of things and why, it's worked really well for them."*
> [FE Teacher]

4.9. Methodological issues with monitoring and evaluation data

Monitoring information and evaluation tools/reports provided by funded organisations were reviewed to assess the reliability and validity of the project impacts being reported. In undertaking this review the research team identified a range of issues which, together, undermine the potential for impacts to be attributed to the Military Ethos programme in a form which would stand up to external scrutiny. These issues can be grouped into three areas detailed below.

In reviewing these issues it should be recognised that very few of the funded organisations had any prior experience of undertaking formal evaluations of provision or in-house research expertise to draw on. In several cases organisations were entirely reliant on external institutions to provide this expertise though, as evaluation was not a requirement of the grants distributed by the DfE, these evaluations were typically small-scale and light-touch. Providers were keen to ensure that transferable lessons could be learned through their involvement in this current review.

Methodological issues

The following issues were identified in relation to the methodologies and research instruments (e.g. topic guides/surveys) used by organisations:

- There was a lack of information provided on the methodological approaches used by providers to identify the project impact and, where approaches were detailed, any supporting rationale for why these methods were chosen (including discussion around the benefits and limitations of these methods).

- Differences in definition existed across schools and projects (e.g. in relation to outcomes such as 'attainment' and participant characteristics such as 'disengaged'). This impacts on internal and external validity, and on the statistical validity of the reported findings.

- Different research instruments were used within and between projects. This lack of consistency again directly affects statistical validity should attempts to aggregate findings be made.

- It was rare that any direct connection was made between project activity and outcomes/impacts. For example, this could have taken the form of a project logic model illustrating the logical links between different types of project activity and the intended outcomes of this activity. This could then be used to inform the type of research methods, tools and outcome measures used.

- There was very limited use of baseline data, "control" or comparator pupil groups. Where comparator groups were used they were of a small size and there was a lack of detail on pupil characteristics meaning it is impossible to determine whether they were matched on relevant factors (e.g. socio-demographics; past behaviour). This limits the potential to attribute impacts to interventions directly.

- The quality of questions asked by providers/evaluators was variable within and between organisations. There were instances of leading questions evident in feedback forms and open questions were not always asked of participating pupils.

- Only a minority of providers explicitly requested formative feedback from schools that would help to identify what worked well and less well.

- There were limited attempts by providers to capture medium-longer term impacts in order to determine whether success is temporary or sustained.

Sampling issues

The following issues were identified in relation to the sample (or subset) of schools and pupils that findings were collected and/or reported for:

- There was a lack of information provided on the sample of schools and/or pupils for whom data was presented (e.g. information on gender, ethnicity, FSM status, SEN status, issues faced), or the approaches and rationale used to identify and select the sample. Additionally, where attrition occurred (i.e. the numbers of schools or pupils reduced between pre and post measures) there was no detail on the characteristics of these schools/pupils or reasons for attrition. This could raise concerns of bias in sample selection.

- The sample size (or number of pupils involved) in the evaluations undertaken was typically small leading to concerns around the potential margin of error in reported impacts (i.e. the extent to which the sample of pupils involved in the research differs from the wider population of pupils involved in the project) and therefore the generalizability of results.

Reporting issues

In addition to issues around the detail and rationale for methodological approaches and sampling, the following issues were identified in relation to the way in data and research findings were presented:

- For several projects there was a lack of detail on how changes in outcomes had been calculated in terms of the measures that been used (e.g. what constitutes an increase in 'levels of attainment').

- Where more complex statistical processes had been used in analysing quantitative data (e.g. multi-level modelling) the resulting tables were difficult to interpret leading to concerns around validating the conclusions drawn.

4.10. Challenges in data collection

The following challenges to data collection were identified by providers which help to explain a number of the methodological issues highlighted above in Section 4.9:

- There was a recognition among providers that in order to produce a more robust evidence base for the impact of the funded projects it would be necessary to collect a greater amount of data on (and potentially from) pupils. Some providers had intended to capture a wider range of data from a larger number of schools but had found that this requirement placed additional expectations on schools or delivery staff that could be seen as a burden. In many cases this led to lower or more inconsistent levels of compliance which reduced both the volume and quality of the data received.

- Schools were perceived to collect pupil data in different ways. For example assessments of attainment at secondary school could variously be collected through:

    o teacher assessment using internally developed and ad-hoc measures;

    o National Curriculum assessment levels;

    o predicted and/or actual GCSE grades.

    This lack of consistency led to challenges for providers in integrating data and comparing like for like. The removal of National Curriculum assessment levels mean that in future there may be increasing divergence in ways in which attainment is assessed at key stage 1 through to key stage 3.

- Schools were felt to be less likely to provide medium-longer term data on pupils who are no longer engaged on funded projects, again due to the burden this places on the school. Where schools were no longer engaging organisations to deliver Military Ethos projects the perceived likelihood of this was increased.

- Gathering data directly from pupils and parents/carers can be challenging. From pupils it can be difficult to find time for them to complete research measures before, and even during, an intervention. Furthermore there can be issues around the biases that might be introduced (e.g. researcher bias, social desirability bias) dependent on how, when and where the data is collected. Parents/carers were not easily accessible, often due to a lack of engagement with the wider school. As such, triangulating data collection across teachers, pupils and parents/carers was a challenge.

- Schools indicated some reluctance to collect additional information over and above that they already provide to DfE as it become an additional administrative burden. There was some indication that where the intervention was very light touch the school would no longer contract Military Ethos AP provision if the collection of additional monitoring data was made obligatory.

5. Future monitoring and evaluation recommendations

There is a substantial body of anecdotal and qualitative evidence of the positive impact of individual projects, and the Military Ethos AP programme as a whole. However, as highlighted in Section 4.8 it is very difficult at present to attribute these impacts wholly to the work of projects themselves. In this section we present a range of recommendations for DfE and funded organisations to consider in relation to the collection of monitoring data and the future evaluation of Military Ethos AP interventions. In order to achieve a suitable balance between pragmatism and idealism we have separated these recommendations into:

1. Principal recommendations - those which are integral to developing an evidence base to justify the Military Ethos programme in relation to reach and impact.

2. Secondary recommendations – those which will produce evidence that can help organisations attribute impacts on pupil outcomes to the Military Ethos projects.

5.1. Principal recommendations

In order to begin to generate more robust data that can be used to assess and illustrate the impact of projects we would recommend that the following data is collected as a minimum requirement for all participating pupils. Note that we would anticipate schools should give each pupil a unique identifier which only the school can use to link different sources of data captured through the activities that are discussed below.

Providers/evaluators would essentially have to provide the school with any data collected directly from pupils and this data would then be linked and returned in an anonymised format (i.e. using the unique reference number).

Monitoring activity

The following individual-level monitoring data should be collated by project delivery staff with support from school:

- gender

- ethnic group (we recommend utilising options currently used in the collection of national statistics data such as the ONS Census[6])

- year group

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[6] E.g. see http://www.ons.gov.uk/ons/guide-method/measuring-equality/equality/ethnic-nat-identity-religion/ethnic-group/index.html#8

- English as an additional language (EAL) status

- free school meal status (eligible or ineligible)

- special educational need status (school action (signified by code A), school action plus (signified by code P) or statemented (signified by code S))

- whether pupil is looked after by a local authority)

Individual-level measures should be collated by project delivery staff. This data could be provided to schools to link back to pupil characteristics:

- Attendance on the project (this should detail attendance and timeliness)

- Attrition (i.e. pupils who did not see the project through from start to finish)

- Behaviour on project (we recommend using a simple 1-5 Likert-scale measure - where 1 is well-behaved and 5 is disruptive7 - to be completed during every session)

- Attainment on provider-led qualifications (this should include detail of all qualifications achieved as a result of participating in the Military Ethos project)

Pre and post-intervention school-based behaviour and attendance monitoring data should be collated for every pupil. Pre-intervention measures should be collected for the term prior to project engagement. Dependent on the mode of project delivery post-intervention measures should be collected for the term/s during which the intervention is delivered at a minimum. The measures may vary according to the way in which schools collate data but we would anticipate this should include:

- Detentions (number of detentions pupil has received)

- Exclusions (number of fixed-term exclusions and number of permanent exclusions pupil has received)

- Incident log reports and/or report cards (number of incident logs pupil has received)

- Attendance (this will include attendance data and pupils arriving late. We recommend collecting data on both unauthorised absences and total absences. Absence from lessons whatever the cause, reduces learning opportunities and overcomes the parental variation in providing the reasons for absence)

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[7] Disruptive pupil behaviour would include constant low-level, inattentive behaviour, verbal aggression, physical aggression etc.

This data should be separated by different forms of intervention. I.e. where an organisation is delivering more than one type on intervention under their Military Ethos project this needs to be separated in any analyses and reporting. This could, for example, be separated into the following types of intervention:

1. Work with pupils who have been excluded or are otherwise outside mainstream schooling (including AP delivered by the school and/or on the school site);

2. Work with pupils who are specifically referred and receive a targeted programme in school over a number of weeks and may be considered 'disengaged' or 'disadvantaged'[8];

3. Work with pupils who receive a whole class/or year provision in school.

Evaluation activity

Where there is internal or external evaluation capacity we would recommend that the following data is also collected (in addition to any project-specific measures):

Soft and hard outcomes

'Soft' outcomes such as confidence, personal feelings and skills; those outcomes which relate to individual change and are typically harder to observe or measure. In contrast 'hard' outcomes - qualifications and jobs, attendance and behaviour levels are outcomes which tend to be clear and obvious.

While it is feasible for providers to collect a range of data in relation to behaviour, attendance and attainment while on a project, these will all be project-specific (i.e. not drawing on wider school behaviour/performance). As such we would recommend that a short teacher pre and post-intervention assessment is completed for each participating pupil. This should be completed in electronic or paper-form by schools before the project commences and would cover the key outcomes which projects aim to influence on a five point scale: behaviour, attainment, self-confidence, teamwork, interpersonal skills, leadership, resilience, etc. For example this might include: willingness of student to work as part of a team (teamwork), performance across different classes/subject areas (attainment) etc. We would suggest a standardised set of items that projects can then provide to schools and negotiate how these can be applied with minimal burden to the school. This will limit the discrepancies in terms of the statements or scales used across the programme.

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[8] Note that we have not made any recommendation in relation to the recording of data against categories such as 'disengaged' or 'disadvantaged' pupils given the scope for these categories to be interpreted in different ways. Where schools or organisations are requested to select pupils (or to provide data in relation to 'disengagement' or 'disadvantage') there should be clarity as to what this constitutes at a project level (and ideally at a programme level).

Attitude to schools

Increasing levels of pupil engagement in school appear to be key outcomes for both providers and schools themselves – almost a pre-requisite for improving behaviour, attendance and attainment. As such we would recommend that an attitudes-to-school survey measurement is collected pre and post-intervention in order to assess pupil engagement/dis-engagement for all participants. The Longitudinal Study of Young People in England provides a useful set of 12 questions which could be used to assess pupil attitudes to school across different age ranges. This is discussed further in the next section.

Sampling strategy, sample size and response rates

Given the relatively small numbers of pupils participating in the different projects it is critical that high response rates are achieved (80 per cent at least). The size of the sample is important for ensuring that differences in pre and post intervention outcomes can be detected, and help increase the chances of finding a statistically significant difference.

It is important that any evaluation activity is clear on the sampling strategy used for any qualitative and quantitative data collection, and that reporting presents a transparent and clear representation of findings (e.g. multi-level analysis of quantitative data can sometimes obscure impact effects and simpler measures/presentations may be beneficial). At present, based on the evaluation reports reviewed, in many cases it appears that data comes from only those who completed the programme and maybe were the most responsive, this leaves questions about drop-out and sample bias.

5.2. Secondary recommendations

Evaluation activity

In order to begin to generate more robust data that can be used to build an evidence base through which impacts can be attributed directly to project activities we would recommend considering the feasibility of undertaking the following evaluation activities. Changes in attainment will be the most challenging impact to evidence going forward and we would recommend this is undertaken independently (either as part of a DfE-led programme-level evaluation or through external organisations commissioned by providers) due to the resource requirements. Consideration also needs to be paid to whether it is the intention of projects to have an impact on attainment, and if so, how project delivery is intended to support this.

Assessment of pupil need for intervention

This research review has found that pupils participating in Military Ethos AP projects are often selected in order to help address issues with self-esteem and/or behavioural problems that subsequently impact engagement levels. It may therefore be beneficial to collect data on pupil's mental well-being and behaviour. This could be collected via a pre and post-intervention assessment of pupil need via a standardised measure such as the Goodman Strengths and Difficulties Questionnaire[9]. This could be collected from pupils, teachers and parents/carers. Triangulation between these sources would help to strengthen the evidence but we would suggest it would suffice for these to be completed by pupils. We would recommend that the questionnaires are administered by teachers in paper-form before the project commences, possibly helping to inform who is selected to participate. Where this is not possible this could be administered by project delivery staff at the start of the first session although the responses may be influenced by other pupils. The same questionnaire should be administered at the end of the project (ideally by school staff prior to the last session to enable providers to collate, but potentially during the last session by the provider). Responses should be transferred into electronic format, with the original paper copies retained for auditing purposes. We would suggest that DfE agrees a standardised set of items that projects can then use (or provide to schools to complete). This will ensure there is no discrepancies in terms of the statements (Likert items) used.

Standardised testing

The most robust method for establishing the impact of projects on attainment would be teacher/researcher-administered standardised reading, writing and mathematics tests pre and post-intervention. These tests would need to be standardised for comparability across projects. Either the DfE or a programme-level evaluator should determine what items should be included on these tests, drawing on the national curriculum assessments as necessary. These tests could be administered by programme or project-level evaluator's pre and post intervention. Administration by a programme-level evaluator may help to maintain consistency and therefore the test validity.

Monitoring of school attainment measures

While there was recognition that schools each measure attainment in different ways, another option for assessing impacts on attainment is to review changes to National Curriculum Average Point Scores (key stage 1-3) where still used, and GCSE predicted grades (key stage 3-4). In doing this it would be necessary to compare and contrast progress with a wider cohort of pupils within the same schools in order to provide a context for any reported changes. In reality this cohort is likely to be the wider body of

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[9] SDQ information for members and professionals about strength and difficulties questionnaires

pupils not selected for participation, who are likely to be different in terms of their characteristics from those who do participate. In this sense it is not a wholly valid comparison. Data would need to be requested from schools and different data collection and analysis methods developed dependent on the form of data received. There may also be a significant period of time in between participation in a project and the administration of any school attainment measures which would affect the ability to attribute impact to the project intervention. If this approach was taken a programme-level evaluator would be in a stronger position to gather data from a sufficient number of pupils to enable comparisons to be made.

Matched comparison via the National Pupil Database

Using National Pupil Database attainment data to make project-level matched-comparisons. Schools would need to agree to provide the full name, date of birth, home postcode and the unique pupil number for each participating pupil. This information could be used to extract attainment data on pupils participating in the project as well as providing further information on key pupil characteristics. In turn this data can be used to generate a profile of the sample of Military Ethos AP programme participants that can help with the specification of a matched set of data on a comparison group of non-intervention pupils. Data is only available for pupils at the end of key stage 1, 2, 4 and 5. Data on key stage 3 is currently not collected.

Should DfE manage this process they would require support from schools and projects in identifying and supplying names of participating pupils. Should projects or external evaluators undertake this process they would require support from schools in accessing information as well as a sponsor from DfE in order to facilitate the NPD request.

Surveys of perceived change

A less robust but potentially more pragmatic approach to assessing impact on attainment (as well as other outcomes) would be a short survey of pupils, teachers and parents/carers on their perception of changes to attainment post intervention. A set of standardised questions could be developed either by DfE or by a programme-level evaluator which could then be administered by the programme-level evaluator, by project-level evaluators, or by projects themselves. If adopting this approach it will be important to gather feedback from multiple perspectives in order to triangulate the findings and provide a more robust evidence base. If administered at a programme-level this would enable a greater sense of independence although this approach could be highly resource intensive. If administered at a project-level this would enable project evaluators to use within the range of other tools/instruments reducing overall burden on schools, pupils and parents/carers. We would suggest that this is undertaken between four to eight weeks of the project ending in order to understand the short term impact of participation.

Qualitative evidence of perceived change

Similar to the collection of quantitative data described here, another alternative would be to conduct interviews or group discussions involving pupils, teachers and parents/carers to explore their perception of changes to attainment post intervention. Again this could be administered by a programme-level evaluator or by project-level evaluators. A programme-level evaluator would bring a degree of independence to the data collection process but may be less flexible in terms of when the data is gathered whereas a project-level evaluator may be closer to the project and more able to facilitate the participation of different groups. As with the quantitative surveys of perceived change, what is important here is the triangulation of views from different groups in order to provide a greater degree of robustness to the resulting findings. Again we would suggest that this is undertaken within four to eight weeks of the project ending in order to understand the short term impact of participation.

A note on the use of comparator groups

In order to produce the most robust evidence of impact on attendance, behaviour and attainment that can be attributed to projects it is important that evidence allows for some form of comparison. There are a number of options that can be considered in relation to this:

- Within-group pre and post-intervention comparison (i.e. intervention pupils only). This will enable the research to demonstrate that there has been a change in measured outcomes over the period in which a project has taken place but not to attribute change to that intervention;

- Between-group pre and post-intervention comparison at a year group level (i.e. intervention schools only). This will enable the research to demonstrate that there has been a change in measured outcomes over the period in which a project operates and for this change to be reported against changes in a comparison group. Again, this will only show that change has taken place - not for this to be attributable to the intervention per se;

- Between-group pre and post-intervention comparison at an individual, sub-group or year group level (i.e. intervention and non-intervention schools) via NPD data. This will enable the research to demonstrate that there has been a change in attainment though, given the size of the programme sample, and the range of external factors which could influence pupil progress in between project participation and school attainment tests, the validity of this approach is questionable. It may however be useful to look at making comparisons at a sub-group level based on personal characteristics such as care status. This could enable progress to be charted against national averages for example;

- Between-group pre and post-intervention comparison at an individual or year group level (i.e. intervention and non-intervention schools) via control group. This will enable the research to demonstrate that there has been a change in measured outcomes over the period in which a project has taken place and (assuming suitable sample sizes and measures are used) for this change to be attributed to the project intervention.

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Appendix

DfE Monitoring template

IMPACT OF DFE SPONSORED MILITARY ETHOS PROJECTS SINCE SEPTEMBER 2013

Some statistics/key bullets

Schools	Total Pupils	Total Disengaged Pupils	Total Pupils Outside Mainstream School	Total NEETs	Attainment	Attendance	Behaviour	Incidental Benefits
Total Number of schools Served	Total Number of Pupils Served	Total Number of Pupils Served who are disengaged, or at risk of disengagement but still at their mainstream school	Total Number of Pupils Served not in mainstream schools, e.g. in a PRU or other alternative provision setting	Total Number of Young People Served who are NEET (not in education or employment)	Impact on attainment e.g. bullets on the average impact you have been able to make on learning and attainment	Impact on attendance e.g. bullets on the average impact you have been able to make on improving attendance at school	Impact on behaviour e.g. bullets on the average impact you have been able to make on improving behaviour at school	Any additional benefits noted by schools
e.g. 50	e.g. 300	e.g. 50	e.g. 50	e.g. 50	e.g. 20% average increase in literacy of those involved in the provision	e.g. 10% average increase in attendance of those involved in the provision	e.g. 10% average decrease in incidents of poor behaviour of those involved in the provision	e.g. Improved attention in class

Quotes

Teachers	Pupils	Parents	Others

Case Studies

Please annex a couple of brief case studies/pupil stories that help illustrate the impact that you have made.

Framework for assessing evaluation reports (DfE Military Ethos)

Funded organisation	
Document title/s	
Author/s	
Dates of report/s	

Funded organisation	
Reviewer	

Project aims and objectives [source from bid]

Proposal for measurement of impact [source from bid]

Reported challenges with measuring impact [source from interview transcripts]

Summary of qualitative methodology

Summary of qualitative methodology

Summary of qualitative findings

Reliability of reported qualitative findings [please include areas of strength and weakness in reporting and/or methodologies]

- How representative of the intervention population was the sample (pupils, teachers, other staff/stakeholders)?
- How well defended is the sample design?
- How has inclusion in the research been maximised?
- What is the discussion of missing coverage in achieved samples/cases and implications for study evidence?
- Were characteristics of the sample critical to the understanding of the study context and findings presented (i.e. do we know who the participants were in terms of for example, basic socio-demographics, characteristics relevant to the context of the study)?
- Is there a convincing argument for different features of research design?
- Are different features of design/data sources evident in findings presented?
- How well was the data collection carried out (e.g. who conducted data collection; procedures/documents used for collection/recording)
- Discussion of how assessments of effectiveness/evaluative judgements have been reached (i.e. whose judgements are they and on what basis have they been reached?)
- How well has the approach to, and formulation of, the analysis/reported impacts been conveyed?

Summary of qualitative findings
Reliability Score (low / medium / high) – i.e. to what extent would the same outcome be reported again if the research was to be repeated
Validity of reported qualitative findings [please include areas of strength and weakness in reporting and/or methodologies] • Is the evaluation report useful for answering the review question? Namely, what has been the impact of the intervention (particularly on attainment, attendance and behaviour)? • Were the findings of the study grounded in/ supported by the data? • Is the research methodology appropriate for measuring changes to attainment, attendance and behaviour? Is it appropriate for drawing causal relationships between variables? • What is the scope to draw wider inferences (i.e. generalising findings to wider population – consider extent to which research has reached a point of saturation for example)? • Is there a discussion of how assessments of effectiveness/evaluative judgements have been reached (i.e. whose judgements are they and on what basis have they been reached?) • Did the analysis seek to rule out alternative explanations for findings (in qualitative research this could be done by, for example, searching for negative cases/ exceptions, feeding back preliminary results to participants, asking a colleague to review the data, or reflexivity
Validity Score (low / medium / high) – i.e. to what extent does the study / outcome measures actually measure what is

Summary of qualitative findings
purported

Summary of quantitative methodology

Summary of quantitative findings

Reliability of reported quantitative findings [please include areas of strength and weakness in reporting and/or methodologies]

- How representative of the intervention population was the sample (pupils, teachers, other staff/stakeholders)?
- How well defended is the sample design?
- How has inclusion in the research been maximised?
- What is the discussion of missing coverage in achieved samples/cases and implications for study evidence?
- Were characteristics of the sample critical to the understanding of the study context and findings presented (i.e. do we know

Summary of quantitative findings

who the participants were in terms of for example, basic socio-demographics, characteristics relevant to the context of the study)?
- How appropriate and robust is the research design (i.e. is there a convincing argument for different features of research design?)
- Are different features of design/data sources evident in findings presented?
- How well was the data collection carried out (e.g. who conducted data collection; procedures/documents used for collection/recording)
- Discussion of how assessments of effectiveness/evaluative judgements have been reached (i.e. whose judgements are they and on what basis have they been reached?)
- How well has the approach to, and formulation of, the analysis/reported impacts been conveyed?

Reliability Score (low / medium / high) – i.e. to what extent would the same outcome be reported again if the research was to be repeated

Validity of reported quantitative findings [please include areas of strength and weakness in reporting and/or methodologies]

- Is the evaluation report useful for answering the review question? Namely, what has been the impact of the intervention (particularly on attainment, attendance and behaviour)?
- Were the findings of the study grounded in/ supported by the data?
- Is the research methodology appropriate for measuring changes to attainment, attendance and behaviour? Is it appropriate for drawing causal relationships between variables?
- How effectively has the research design been executed?
- What is the scope to draw wider inferences (i.e. generalising findings to wider population)?
- Is there a discussion of how assessments of effectiveness/evaluative judgements have been reached (i.e. whose judgements are they and on what basis have they been reached?)
- Did the analysis seek to rule out alternative explanations for findings (in qualitative research this could be done by, for example,

Summary of quantitative findings
searching for negative cases/ exceptions, feeding back preliminary results to participants, asking a colleague to review the data, or reflexivity
Validity Score (low / medium / high) – i.e. to what extent does the study / outcome measures actually measure what is purported

Other researcher notes

Summary of key impacts which can be attributed to intervention

Topic guides used in this research

- Provider topic guide

- Teacher topic guide

- Parent topic guide

- Secondary pupil topic guide

- Primary pupil topic guide

Military Ethos AP provider interview topic guide

Protocol

- About the research: TNS BMRB is an independent research agency working on behalf of the Department for Education to provide an independent assessment of the impact of the impact of Military Ethos Alternative Provision, as well as direction for future project and programme-level monitoring and evaluation. Our work will involve the review of monitoring information submitted by projects and any evaluation reports available from projects. Dependent on the nature of provision we will also be engaging with a small sample of project beneficiaries that may include children and young people, parents and teachers.

- Length of discussion: Approximately 60 minutes

- Confidentiality and anonymity: Views will be taken in confidence and not attributed to individual respondents, however given the small number of projects involved in this research participants should be advised that their contributions could be identifiable in reporting. If there are particular views that are shared which participants would like to remain confidential then they should indicate where this is the case.

- Recording of interviews

Project and organisation overview (20 minutes)

- Can you tell me a little bit about your role and remit in relation to the work being undertaken under Military Ethos AP funding?
  - o Explore roles and responsibilities
- And could you tell me how this sits within the wider organisational structure?
  - o What other staff are involved directly or indirectly with the ME project?
-
- Can you briefly describe how the Military Ethos AP funding has been used? [note to researcher – we are not evaluating *how* grant has been spent]
- Can you provide a brief overview of your organisations' history and achievements, in particular highlighting previous experience that is relevant to the delivery of the current work being funded by the DfE?
  - o Explore similar project work undertaken in relation to:
    - ▪ raising attainment
    - ▪ improving behaviour [note to researcher – this is an area of key interest]
    - ▪ a military ethos
    - ▪ schools and/or children and young people
-
- We have some understanding of how the project operates based on your funding applications but it would be helpful if you could provide a summary of the work being undertaken using the MEAP funding
  - o Explore the core aims of the work being undertaken with children and young people
  - o With reference to the summary provided, explore in detail the project delivery approach and underlying rationale
  - o Has project delivery changed during the course of the MEAP funding? If so in what ways, and why?

Project outcomes/impacts (25 minutes)

- What is your view on the impact of the project? Probe specifically on:
  - o Attainment
  - o Behaviour
  - o Attendance
  - o Attitudes towards education

- o Softer skills (e.g. communication, teamwork etc.)
- o Peer/family relationships
- o Career/education aspirations
- o Wider societal benefits such as good citizenship, crime and anti-social behaviour
- What have been your biggest impacts over the last year?
- If not covered above, what is your view on the wider impacts of the project? Where relevant, probe specifically on:
  - o The school / school environment
  - o Other pupils / classmates
- Do you have a sense of which activities/aspects of project delivery have had the strongest impact on attainment?
  -
- [With reference to each of the impacts referred to above] Can you talk me through how the outcomes and impacts of the work being undertaken are assessed, i.e. how are project outcomes monitored?
- How are the requirements for this project similar/different to those of other funders? Explore specifically organisational experience of monitoring and evaluation.
- The DfE have provided details of the monitoring information that have been supplied for the project. Can you explain how these templates have been used? Explore:
  - o What information is requested of schools?
  - o How has this information been collected by schools?
- How have you decided what counts as:
  - o a 'school served' (or equivalent)?
  - o A 'disengaged' pupil?
  - o Someone who is NEET?
  - o A non-mainstream setting (e.g. AP)?
- How has impact on:
  - o Attainment been assessed (including via schools if information accessed this way)?
  - o Behaviour been assessed (including via schools if information accessed this way)?
  - o Attendance been assessed (including via schools if information accessed this way)?

- If information collected via schools, probe specifically on what guidance had been provided to schools on collecting monitoring information
-
- Has any form of evaluation been undertaken of the funded project? Explore:
    o Whether undertaken internally or externally
    o Type of evaluation undertaken (process/impact)
    o How this was commissioned
    o How evaluation data has been used by the organisation

Project set up and delivery (10 minutes)

- Has funding made any difference to your organisations capacity to deliver support? If so, how?
    o Explore whether funding has altered:
        ▪ Form, focus or quality of provision offered
        ▪ Types of beneficiary engaged
        ▪ Geographical reach
- What factors have affected the expansion of provision either positively or negatively? I.e. what factors have helped or hindered you in expanding your operations?
    o Briefly explore what impact this has had
    o Briefly explore how challenges in project set up have been addressed
- What factors would you say have influenced the success of the project in relation to the delivery of support to children and young people?
    o Explore whether particular elements of project delivery seen to be more successful than others
    o Explore role of and relationship with school
    o Explore role of and relationship with DfE
- Have there been any key challenges that have affected your ability to deliver support in the way envisaged when you first applied for this funding?
    o Explore how these have impacted delivery
    ▪

Looking forward (5 minutes)

- In summary, what lessons have been learned during the running of the Military Ethos AP?

- If you were to receive additional funding to continue delivering this work in the 2014/15 academic year, what would be your ambitions around impact and what (if any) strategic/operational changes would be needed to achieve this?

- How could research and evaluation best help support future planning and project delivery?

-

o Thank for time and ask whether any additional comments or questions. Prompt on school selection if appropriate.

Protocol

- About the research: TNS BMRB is an independent research agency working on behalf of the Department for Education to provide an independent view of the impact Military Ethos Alternative Provision, as well as making recommendations for future monitoring and evaluation. As part of this review we will visit 12 schools across England to talk with people involved in projects. We will be producing a short report for the Department for Education which brings together the evidence on the impact of military ethos alternative provision projects and makes recommendations for future monitoring and evaluation activity.

- Length of discussion: Approximately 40 minutes

- Confidentiality and anonymity: All views will be taken in confidence. We will not be identifying individuals or schools in our reporting

- Recording of interviews

Project and school overview (15 minutes)

- Can you give me a brief overview of your role and responsibilities within the school?
- Can you tell me a little bit about the school and the student intake?
    - Probe on SEN, FSM, pupil attainment, SEBD (Social, emotional and behaviour difficulties), single parent families,

-
- How did you / your school first hear about [NAME OF MEAP PROVIDER]?
    - Explore channels
- How long have you been working with them [NAME OF MEAP PROVIDER]?
- What were your / your school's motivations for engaging [NAME OF MEAP PROVIDER]?
    - Explore specific reasons for engagement and whether considered:
        - Military ethos alternatives to chosen provider
        - Other alternatives
- What is your understanding of a 'military ethos'?
- How noticeable is the 'military ethos' of the project? And how does this fit with the wider school ethos?

- We have some understanding of how the project operates within your school, but it would be helpful if you could provide a summary of the work being undertaken
    - Explore the core aims of the work being undertaken with children/young people
    - Who is involved? Why these pupils? What does the project involve (i.e. how is it delivered)?
        - Probe specifically on what influence the school had on the way in which the project was delivered.
        - Has the project changed at all in the way it has been delivered? If so in what ways, and why?
    - Which staff are involved directly or indirectly with the project? (i.e. explore the extent to which staff are involved in project delivery)
    -
- Has the school previously engaged in projects that are similar to the work being undertaken by [NAME OF MEAP PROVIDER]?
    - Explore similar projects undertaken in relation to:
        - Military ethos

- ▪ Aims and objectives (attainment, attendance, behaviour)
- ▪ Types of student engaged
  - o Have you tried any other (dissimilar) interventions with the pupils who have been engaged by [NAME OF MEAP PROVIDER]? Explore outcomes.
- For those pupils engaged in the project, are there any other activities that are specifically undertaken with these pupils (i.e. are these pupils worked with in a different way to other pupils)

Project outcomes/impacts (20 minutes)

- What is your view on the impact of the project? Probe specifically on:
  - o Attainment (in particular numeracy and literacy)
  - o Behaviour
  - o Attendance
  - o Attitudes towards education
  - o Softer skills (e.g. communication, teamwork etc.)
  - o Peer/family/student-teacher relationships
  - o Career/education or life aspirations
  - o Wider societal benefits such as good citizenship, crime and anti-social behaviour
- [If not covered above] What is your view on the wider impacts of the project? Where relevant, probe specifically on:
  - o The school / school environment
  - o Other pupils / classmates

- [With reference to each of the impacts referred to above] How are these impacts assessed? (i.e. how do you know whether the project is having a positive impact on student attainment, behaviour etc.)
  - o Does [NAME OF MEAP PROVIDER] ask for you to provide any information on pupils before, during or after their involvement? If so what information and how is this provided (e.g. aggregated or disaggregated, over what timescale)
- [If not currently involved in information provision] Thinking about the type of information you collect on pupils:
  - o How could you assess changes to:
    - ▪ Attainment

- - Behaviour
  - Attendance
  - How easy or difficult would it be for you to provide this information to [NAME OF MEAP PROVIDER]

- Do you have a sense of which activities/aspects of project delivery have had the strongest impact on:
  - student attainment
  - student behaviour
  - student attendance

Lessons learned (5 minutes)

- Thinking about your school's experience of working with [NAME OF MEAP PROVIDER]?
  - What has worked well in terms of project set up and delivery?
  - What has worked less well in terms of project set up and delivery?
  - Key outcomes for pupils
- Where do you think improvements could be made to the way the project is managed or delivered that could help to improve the impact of the project on your pupils?
- Any additional suggestions for ways in which providers can better capture evidence of impact
- Would you envisage continuing to work with [NAME OF MEAP PROVIDER] in future?

Protocol

- About the research: TNS BMRB is an independent research agency. We are working on behalf of the Department for Education to explore the impact of project work undertaken by [NAME OF MEAP PROVIDER]. This research will involve us visiting 12 schools across England to talk with people involved in projects after which we will produce a short report for the Department for Education.

- Length of discussion: Approximately 15 minutes

- Confidentiality and anonymity: All views will be taken in confidence. We will not be identifying individuals or schools in our reporting

- Recording of interviews

Experiences and views of project (15 minutes)

- Can you tell me a little bit about your child – Do they enjoy school? What do they like/dislike about it? What type of student do you think they are?

- How did you first hear about [NAME OF MEAP PROVIDER]?
  - Explore what they were told about their child's involvement in MEAP
  - What do you know about how it works, and what it is trying to achieve?
- How long has your child been involved in this work?
- What do you think about it? Briefly prompt on views of project aims, delivery and outcomes

- Has your child been involved in any other projects during the time over which they have participated in work with [NAME OF MEAP PROVIDER]? Explore.

- Have you noticed any changes in your child since starting work with [NAME OF MEAP PROVIDER]? Probe specifically on:
  - Attainment
  - Behaviour (in school and at home)
  - Attendance
  - Attitudes towards education
  - Softer skills (e.g. communication, teamwork etc.)
  - Peer/family/student-teacher relationships
  - Career/education aspirations
  - Home life, attitude, social/community involvement
  - If appropriate, anti-social behaviour / involvement with police

- Do you have a sense of which activities have had the strongest impact on:
  - your child's attainment
  - your child's behaviour

- Has it had any impact on your own attitudes towards or involvement in your child's education?

Protocol

- About the research: Show consent flow diagram. TNS BMRB is an independent research agency. We are working on behalf of the Department for Education to explore the impact of project work undertaken by [NAME OF MEAP PROVIDER]. This research will involve us visiting 12 schools across England to talk with people involved in projects.

- Length of discussion: Approximately 15-20 minutes

- Confidentiality and anonymity: All views will be taken in confidence. We will not be identifying individuals or schools in our reporting

- Recording of interviews

Experiences and views of project work (5 minutes)

- [Pupils are attending the discussion in friendship pairs] Ask them to introduce one another by saying what they like most and what they like least about school, and what they enjoy doing in their spare time

- Tell me a little bit about your experience working with [NAME OF MEAP PROVIDER]?
    - What sort of activities have you done?
    - What have you enjoyed?
    - What have you not enjoyed?

- Have you been involved in anything similar to this before at school or outside of school?

Project work outcomes/impacts (10-15 minutes)

- Why do you think the school has asked [NAME OF MEAP PROVIDER] to work with you/your school/class?
    - Elaborate if needed: What do you think the aim of the project is?
- Thinking back to before you got involved with [NAME OF MEAP PROVIDER], do you feel your involvement in the project has had any impact on you? Prompts if necessary:
    - Do you feel any different towards your school/education? Explore
    - Have you been doing any better or worse in any particular subjects? Explore
    - Are you getting to school/lessons on time more often than before? Explore
    - Have noticed any difference in your relationships with others? For example do you get on better with your teachers now? Explore
    - Has it had any influence on what you want to do in the future (e.g. in relation to work or education)?
    - Have you noticed a difference in your behaviour, or feeling angry or sad?
    - Have noticed any difference with your confidence? Or in trying new things?
    -
- Are there particular things about the work with [NAME OF MEAP PROVIDER] that you feel have helped the work have an impact for you?

- If no impacts identified, explore why people don't think the project has had an impact and what could be changed so it had more of an impact

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- Tell me a little bit about your experience working with [NAME OF MEAP PROVIDER]?
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    - What have you enjoyed?
    - What have you not enjoyed?

- Have you been done anything similar to this before at school or outside of school?

Project work outcomes/impacts (10-15 minutes)

- Why do you think the school has asked [NAME OF MEAP PROVIDER] to work with you/your school/class?
- Has the project helped you in any way? Prompt on:
    - Do you enjoy school more or less than you did before? Explore
    - Has it helped you do better in your lessons? Explore
    - Are you getting to school/lessons on time more often than before? Explore
    - Do you get on better with your teachers now? Explore. Prompt on relationship with peers/parents
    - Has it changed your mind about what you want to do in the future (e.g. in relation to jobs or subjects)?
    - Have you noticed a difference in your behaviour, or feeling angry or sad?
    - Have noticed any difference with your confidence? Or in trying new things?

- If impacts mentioned, what do [NAME OF MEAP PROVIDER] do that has helped with this?

- If no impacts identified, explore why people don't think the project has had an impact and what could be changed so it had more of an impact

Challenger Troop

Schools	Total Disengaged Pupils	Total Pupils Outside Mainstream school	Attainment	Attendance	Behaviour	Incidental Benefits
118	955 (out of total number of pupils 2,140)	174 In PRUs 10 currently excluded from mainstream schools but attending CT programmes	87.8 per cent improvement in National Curriculum (NC) Maths levels 96.6 per cent improved English NC Reading levels 73 per cent improved NC English Writing levels Average of 3 levels improvement in Maths. Three pupils improved by 6 sub-levels (in two terms) Average improvement in 1.5 levels English, one pupil improved by 5 levels *Source: School National Curriculum Level Data plus CT data analysed by Brighton University taken over one 12-week period.*	41 per cent of pupils questioned identified that their attendance has improved as a result of Challenger Troop CIC's programme. *Source: CT pupil questionnaire analysed by Brighton University*	54 per cent showed improvement in self-control and management of behaviour in one 12-week period. *Source: School National Curriculum Level Data plus CT data analysed by Brighton University* 77 per cent improvement in self control and management of behaviour. *Source: SEBD teacher-evaluated data over 6 months* Over half of the participants who took part in a pupil voice questionnaire agreed that they got less angry and felt better able to control their	60 per cent of participants said they would be more focussed in class 80 per cent said that the course had positively changed them 72 per cent said they wanted to improve their lives 45.5 per cent said they would show more respect for their teachers 63 per cent said they had more respect for others 53 per cent felt they had more self-respect 100 per cent said they would take more responsibility for themselves *Source: CT pupil questionnaire analysed by Brighton University* 86 per cent improvement in

Schools	Total Disengaged Pupils	Total Pupils Outside Mainstream school	Attainment	Attendance	Behaviour	Incidental Benefits
			70 pupils have competed a BTEC Level 1, 75 pupils are due to complete their Level 1 at the end of this year. 11 pupils have completed BTEC level 2. 30 are registered and 20 are currently working towards completion. Eight of these are PRU pupils who will not get another qualification 15 pupils are currently working towards achieving an AQA Unit Award (as above, these are all PRU pupils) *Source: CT data and BTEC provider CVQO*		anger. *Source: CT pupil questionnaire analysed by Brighton University* 3 pupils from Robert Napier school would have been excluded had they not attended a CT programme. *Source: Headteacher reporting to CT 16/06/14* There are clear indications that these figures are representative across the company. 100 per cent of participants had not re-offended in an 18-month period following completion of a high impact programme run in a partnership with Dartford Community Safety Partnership.	social skills 82 per cent in self-awareness and confidence 73 per cent in skills for learning 73 per cent in approach to learning *Source: SEBD Teacher evaluated data over 6 months* Overall improvement in attitude to learning demonstrated by a willingness to settle down to work faster Improvement in participation in group activities Overall improvement in willingness to try new things Increased level of attendance and engagement

Schools	Total Disengaged Pupils	Total Pupils Outside Mainstream school	Attainment	Attendance	Behaviour	Incidental Benefits
					When interviewed by PCSOs 18 months after completing, all participants had successfully joined other youth diversionary programmes. *Source: Dartford CSU*	*Source for above three comments: these are the most often identified responses by teachers when asked what are the key outcomes from a CT programme* All pupils on core programmes (730) volunteer on community activities. Many of our partner schools have adopted CT rules within their own establishments We are aware of 10 pupils within the West/East Kent team who have gone to join the Cadets

Schools	Total Disengaged Pupils	Total Pupils Outside Mainstream school	Attainment	Attendance	Behaviour	Incidental Benefits
						We know of one school which has actively reviewed its in school sport provision after witnessing how unfit its pupils were when faced with the exercise challenges on our course.

Community events: where Challenger Troop offers a military ethos experience to young people and actively promotes military ethos in schools: 4

Total anticipated reach based on previous attendance data supplied by the venues 21,000

Bespoke Community Programmes run in partnership with Community Safety Units/Troubled Families/schools, ranging from one to five days: 13

Actual and anticipated number of participants: 2,700

Commando Joes'

Schools	Total Disengaged Pupils	Total Pupils Outside Mainstream School	Attainment	Attendance	Behaviour	Incidental Benefits
198	50,000 Total number of pupils in all 198 schools who have engaged with a lesson from CJ *Pupils seen weekly	940	**Intervention** (supported by Military Ethos) schools more than **doubled** the rate of **attainment** levels than **control schools** (non -Military Ethos) **Control 4.5 per cent** improvement **Intervention 9.2 per cent** improvement *Mathematics/English In Primary and Secondary schools* *National curriculum point score* **Source** *:Pg 13 Swansea Report 13/14*	We have increased **Attendance** by **8 per cent** and have reduced lates upto **53 per cent** in some cases *(Source: Schools own impact study)* *Appendix 4 CJ Bid document*	**Problem Behaviour** has been **reduced** by **68 per cent** *Primary children over 6 month period* *Nisonger Child Behaviour Rating Form* **Source** *:Pg 12 Swansea Report 13/14*	Several reoccurring themes that became apparent are through the activities and lessons that have concentrated on improving learning through developing pupil's **team working skills**, the CJ's ethos of reinforcing and **rewarding good behaviour**, and acting as a **positive role model**, developing **social and emotional developments** which have had a **direct impact on improving learning** in the classroom in lessons and ultimately mathematics, reading and writing academic achievement grades. Teacher's perceptions are that Pupils feel **more confident** and that they and instilled **values and standards** when working with pupils. **Swansea Report13/14**

CVQO

Schools	Total Disengaged Pupils	Total Pupils Outside Mainstream School	Attainment	Attendance	Behaviour	Incidental Benefits
48 30 schools have worked with CVQO for two terms. Six schools had a one term programme in the Spring term and twelve schools joined us in the Summer term. The schools are located in 17 counties across England.	**894** This figure reflects the learners who have/will have completed the full programme by the end of this Summer term. All are at risk of disengagement – this is the reason for their selection for the programme by the schools. Some learners are part of their school's Inclusion Unit, but all are on roll at their mainstream school.	**O** All are on roll at mainstream schools. Three groups, and some individuals, are in school Inclusion Units or are following a school AP programme – the total for this being 42 learners.	**850+ learners will achieve a BTEC Level 1 in Teamwork Personal Skills & Citizenship by the end of term.** Half of these have been achieved by the end of the Spring Term. This qualification is being run in all the 48 schools in which we work. The awarding body is Pearson/Edexcel. In addition, schools have reported that Attitude to Learning (A2L) has increased (in one school with a Year 9 group, from a Level 2 to	**CVQO attendance registers show average attendance of 94 per cent on the day of our programme. The range is 78 per cent in one School Inclusion Unit to 100 per cent in two schools.** Some schools did carry out a further comparison of the attendance of the learners on the other days of the week, in school. One school reported a 4 per cent average improvement in attendance in school for the CVQO group,	**75 per cent of our schools have reported tangible improvements in behaviour for the CVQO groups.** Individual examples from four schools are: Ten of the thirteen pupils had reduced incidents of bad behaviour by 50 per cent or more Five of the nine pupils had reduced incidents of bad behaviour by 50 per cent or more	**All learners on the Level 1 programme undertake a community volunteering project** as an integral part of the unit "Developing Citizenship through a Youth Organisation". Examples have included • Visits to the Emergency Services • Fundraising for local good causes • Voluntary work at Old Folks homes • Conservation work • Clearing up local areas and coastal beaches • First Aid training (So that they are an asset to the community) • Working with Animal charities • Helping at community events • Visits to community based youth groups (some have now

			a Level 3). Another school has reported that learners exceeded their end of term targets in academic subjects.	compared with a 1.2 per cent improvement in the school as a whole. Another school reported that, for one learner, the CVQO day was the only day of the week the student attended.	20 per cent reduction in the number of behaviour incidents recorded by the group as a whole, with two pupils showing a near 50 per cent reduction. This school also reported a 29 per cent reduction in Fixed Term Exclusions for the group as a whole Zero Fixed term Exclusions for the group in the term in which they had the programme – in the previous term there had been 14 for that group.	joined please see below) All learners take part in outdoor activity, in the unit "Maintaining Health & Wellbeing in the Field", and they also spend time outside carrying out a number of team building activities. In addition, they visit an outdoor activity centre for a day. In this same unit learners have an input on Nutrition, and healthy living and lifestyles is covered. Some learners set targets for improvement in physical fitness as part of the unit "Working Towards Goals". It is estimated that at least 20 per cent of the learners will join cadet units after the programme (visiting a youth group is another integral part of the programme). Two schools are in discussions to open CCF Units within them

						The most consistent feedback we have from schools is that pupils have improved levels of confidence and self-esteem, This has led to an improvement in the learners' ability to communicate and work co-operatively.

KSA

Schools	Total Pupils	Total Disengaged Pupils	Total Pupils Outside Mainstream School	Total NEETs	Attainment	Attendance	Behaviour	Incidental Benefits
Total Number of schools Served	Total Number of Pupils Served	Total Number of Pupils Served who are disengaged, or at risk of disengagement but still at their mainstream school	Total Number of Pupils Served not in mainstream schools, e.g. in a PRU or other alternative provision setting	Total Number of Young People Served who are NEET (not in education or employment)	Impact on attainment e.g. bullets on the average impact you have been able to make on learning and attainment	Impact on attendance e.g. bullets on the average impact you have been able to make on improvingattendance at school	Impact on behaviour e.g. bullets on the average impact you have been able to make on improving behaviour at school	Any additional benefits noted by schools
22	1602	609	19	N/A	7 AP Pupils have achieved ASDAN Awards. 11 in total. 6 AP Pupils have completed 75 per cent of their units towards Level 1 Award (QCF) Personal Development in the Outdoor Industry NCFE. 54 Primary pupils have completed	Percentage Attendance not known, but feedback suggests that pupils' attendance has increased when KSA programmes are being delivered. See attached letters.	Not known, but feedback from schools suggest that pupils behaviour has improved when KSA programmes are being delivered. See attached quotes.	3 AP pupils returned to main stream education. See attached quotes.

Schools	Total Pupils	Total Disengaged Pupils	Total Pupils Outside Mainstream School	Total NEETs	Attainment	Attendance	Behaviour	Incidental Benefits
					75 per cent of their Stepping Stones Award – ASDAN 216 Primary pupils have received Module Certificates 365 Primary School Pupils have received a certificate of achievement in Personal Development Activity's (PDA's) 100 Primary School Pupils have also received a certificate for participating in a six week team building program.			

Prince's Trust (xl Team)

Schools	Total Disengaged Pupils	Total Pupils Outside Mainstream School	Attainment	Attendance	Behaviour	Incidental Benefits
36	337	56	81 per cent skills improvement based on self assessment data from My Journey. 26 per cent agreed programme helped with reading and writing skills. 26 per cent agreed programme helped with numeracy skills. 147 Achieved Entry level 3 qualification at either level 1 or 2. Figures based on 46 per cent of xl pupils attempt qualification and 95 per cent successfully complete.	46 per cent of young people said the programme helped improve attendance.	52 per cent said the programme helped improve behaviour.	**Based on 3 Month Survey post course completion.** **16 per cent in Employment/Self employment.** **80 per cent In education or Training.** **3 per cent In voluntary work** **91 per cent positive outcomes.** **per cent survey Response rate 11.6 per**

| | | | | | | cent. |

SkillForce

Schools	Total Pupils	Total Disengaged Pupils	Total Pupils Outside Mainstream School	Attainment	Attendance	Behaviour	Incidental Benefits
Total: 38	**1268**	**457**	**54**				
Secondary Re-engagement Programmes: **26**	447	362	54	**93 per cent** of teachers felt that there had been at least some improvement on attainment. (Source: IOE Evaluation). On average pupils achieve **5 qualifications** or awards each on the SkillForce programme. (Source: latest published SkillForce Social Impact Report).	**94 per cent** of teachers indicated that there had been improvement in attendance. (Source: IOE Evaluation) **95.25 per cent** retention rate across all of our programmes. (Source: SkillForce KMS, Academic Year 2012-13).	**98 per cent** of teachers indicated that there had been an improvement in **behaviour**. (Source: IOE Evaluation) Across all 2709 young people (of which 447 are funded by DfE), **less than 1 per cent (18) were permanently excluded** versus the 12 per cent (317) classed at high risk of exclusion (as defined by school). (Source: SkillForce KMS system)	**94 per cent** of teachers indicated that there had been an improvement on **personal development.** (Source: IOE Evaluation) **84 per cent** of parents indicated that there had been an **improvement on aspirations.** (Source: IOE Evaluation)
Primary: 12	821	95	0	**Increased attainment:** The average annual attainment for those on the SkillForce programme was 3.7 in Reading,	The children on Ethos programme did not have attendance issues.	**84 per cent** of the primary school children indicated that SkillForce had taught them to **respect** other	The staff saw the progress the group made **socially** and also saw how the

| | | | | 4.0 in Writing and 4.3 in Maths. This represents a **significant increase** as expected progress is 3.0 APS per year. (Source: School data from sample of 8 primary schools June 2014) | Ethos is a programme which focuses on raising attainment and therefore attendance data was not recorded. | people more. (Source: IOE Interim Ethos Evaluation June 2014)

93 per cent of primary school children indicated that SkillForce had helped them to work better with people in a **team**. (Source: IOE Interim Ethos Evaluation June 2014) | children gained in **confidence** and were more willing to try and were more determined to **persevere**. |
| | | | | White Women Primary School; When compared with the whole year group the SkillForce group in all cases showed **accelerated learning**. In writing the SkillForce children exceeded their peers and made 1.8 average points more progress which is equivalent to nearly an additional two terms progress and in maths an additional 0.8 APS progress; nearly a term's progress. This is taken against the whole year group average. See below for the detailed breakdown of the data. (Source: Head Teacher testimonial, June 2014) | | Teachers agreed that the concentration of pupils participating in SkillForce had improved (mean of 3.5), that **self-confidence was raised** (4.38), **communication skills** had improved (4.5) as had **listening skills** (4.38).

(Source: IOE Interim Ethos Evaluation June 2014. A score of 5 indicated strongly agree, four agree, three undecided, two disagree and one strongly disagree). | This clearly has had an impact in terms of supporting the children on their learning journey. (Source: Head Teacher testimonial June 2014) |

NEET column has been removed as SkillForce work with young people up to age 16.

"The children were selected for a range of reasons - some are on our special needs register, some are Pupil Premium pupils, some had got 'stuck' with limited progress at the end of Year 4 and others were either very anxious or had a low self-image and lacking in confidence" (Primary School):

	SkillForce Group	Non SkillForce Group
READING:		
Sept. '13 Average Point Score	23.3	23.9
May. '14 Average Point Score	27.3	27.8
Progress	**4.0**	**3.9**
WRITING:		
Sept. '13 Average Point Score	19.3	20.3
May. '14 Average Point Score	24.5	23.7
Progress	**5.2**	**3.4**
MATHS:		
Sept. '13 Average Point Score	21.3	22.8
May. '14 Average Point Score	26.5	27.2
Progress	**5.2**	**4.4**

The views expressed in this report are the authors' and do not necessarily reflect those of the Department for Education.

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