

Controlling Migration Fund evaluation

Project-level evaluation report

Lead LA: Wolverhampton

Project name: Schools PEER Integration Accelerator Programme



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Executive Summary

This project-level evaluation report presents the key findings relating to the delivery and outcomes for the Schools PEER Integration Accelerator Programme project led by Wolverhampton Local Authority.

Project overview and objectives

Wolverhampton council received £125,350 CMF funding for the Schools PEER Integration Accelerator Programme project. The project aimed to reduce pressure on school resources by improving the integration of International New Arrival parents and pupils into the school community. Project activities included five targeted interventions:

.¹

Project staff also offered bespoke staff training to schools based on identified need. Whilst the original funding application suggested targeting 20 specific schools in Wolverhampton, the project team chose to open up the project following the funding grant. All schools in the area were then able to engage with the project and select which interventions they wished to implement.

These activities aimed to contribute towards the CMF outcomes listed in Table 1.1 below.

A theory-based approach was taken to the evaluation, with the aim of reviewing and testing the outputs and outcomes intended through the project activities.² Evaluation activities included qualitative fieldwork (interviews with project staff; and interviews and focus groups with school staff, school pupils, International New Arrival parents, and wider resident parents), and a quantitative survey designed by the Ipsos MORI relationship manager and shared with senior school staff by the project via email.

Progress towards intended outcomes

Progress towards intended CMF-level intermediate and longer-term outcomes is summarised in table 1.1 below.

¹ Part of the City of Sanctuary initiative, a school can be recognised as a 'School of Sanctuary' where they demonstrate that they are committed to take positive action to embed the concepts of welcome, safety and inclusion within the school environment. For more information, see: <https://schools.cityofsanctuary.org/>

² Theory-based approaches to evaluation use an explicit theory of change to draw conclusions about whether and how an intervention contributed to observed results. For more information, see: <https://www.canada.ca/en/treasury-board-secretariat/services/audit-evaluation/centre-excellence-evaluation/theory-based-approaches-evaluation-concepts-practices.html>

Table 1.1: Summary of project CMF outcomes

Intended Outcome	Assessment of progress made up to January 2020
Intermediate outcome 1: Acquired expertise and structures to deal with local issues	The evaluation found strong evidence that the bespoke training and masters level course provided to teachers led to an increase in expertise within schools. Moreover, the work of the Parent Ambassadors allowed schools to put structures in place to improve communication, engagement and trust between schools and international new arrival parents.
Intermediate outcome 2: Increased coordination and cooperation between agencies	The evaluation found some evidence that training provided to schools through the project had a positive effect on coordination and cooperation between schools and the local authority, as well as between teachers from different schools in the area.
Intermediate outcome 3: Improved signposting and referral systems	The evaluation found some evidence that the project contributed towards improved signposting and referral systems, however, there is insufficient evidence to infer a strong contribution.
Intermediate outcome 4: Increased understanding of and access to public services	The evaluation found evidence that the project had contributed to this outcome, particularly in understanding the UK education system. The work of Parent Ambassadors also helped parents understand and access other public services, such as benefits and healthcare.
Intermediate outcome 5: Increased understanding of British culture and social norms	While the evaluation found that the project had increased understanding of social norms with regards to education, there was little evidence available that families had an increased understanding of social norms beyond the education system.
Intermediate outcome 6: Access to ESOL and EAL provision	The evaluation found some evidence that EAL and ESOL provision had been accessed by International New Arrival pupils and parents as a result of project activities, however, there was little

	evidence available to the evaluation to understand how widespread this was across schools.
Intermediate outcome 7: Access to labour market skills, training, and accreditation	The evaluation found evidence to suggest that project activities, particularly Chatter Groups and Parent Ambassadors, contributed towards International New Arrival parents and Parent Ambassadors gaining labour market skills.
Intermediate outcome 8: Increased opportunities for social mixing	The evaluation found evidence to suggest that the project made some contribution towards increased levels of social mixing during the project timeframe and may be expected to contribute further towards this outcome in the longer-term.
Intermediate outcome 9: Increased involvement in community-led integration activities	The evaluation found evidence to suggest that project activities had allowed both parents and pupils to become increasingly involved in community-led integration activities. This is clear through involvement in both the Parent Ambassador programme and the Young Interpreter/Young Ambassador schemes.

Based on the contribution towards intermediate outcomes for schools and the local authority, there is evidence to suggest that the project will contribute to the intended longer-term outcome of reducing the cost of public services. As knowledge and expertise is embedded within schools as a result of training and new structures for integrating pupils are maintained, school staff should have increased capacity to focus on other issues, leading to reduced pressure on school resources. This increased capacity may also lead to a reduced public concern about the effects of migration and improved perceptions of recent migrants to the local area. There is also some evidence that in schools where project activities are fully embedded, increased levels of social mixing among parents had started to take place. The progress towards intermediate outcomes for International New Arrival parents suggests that in the longer-term, migrant families are likely to experience increased well-being, increased English language proficiency, and increased labour market skills.

What works?

- The bespoke nature of project activities was key to the successes of the project, as this approach facilitated buy-in and participation from schools who could choose interventions that suited their particular needs.
- School stakeholders considered project staff to be skilled and able to build strong relationships with stakeholders and schools, and the training provided throughout the project was considered high quality, relevant and useful.
- Project staff reported that financial constraints on schools had been a challenge, as even though the project provided funding for activities, schools felt that budget cuts made it more difficult to commit to employing Parent Ambassadors. There were also some challenges engaging INA parents in Chatter Group events, especially on sensitive topics, such as citizenship status.

For whom

The key beneficiaries of the project were school staff, International New Arrival and wider resident pupils, and International New Arrival and wider resident adults.

- School staff were able to gain knowledge and expertise to more effectively integrate International New Arrival pupils and increase capacity to focus on other issues.
- International New Arrival pupils were better supported in integrating into the school environment and wider resident children were given opportunities to gain new skills as well as benefitting from increased teacher capacity.
- International New Arrival parents gained confidence in their dealings with schools and were given information on, and support in, accessing other public services, as well as the opportunity for increased social interaction.
- Wider residents were offered opportunities to become parent ambassadors, gaining labour market skills and employment opportunities.

In what circumstances?

In order for outcomes to be fully achieved, school staff emphasised the importance of having a whole school approach to integration and the support of senior leadership, as this made it more likely that project activities would be fully embedded in the school environment.

Parent Ambassadors also reported that while they could work with all parents, the programme was most effective when Parent Ambassadors were of the same background or spoke the same language as INA families, as this facilitated the building of trust and relationships between INA parents and the school.

1 Introduction

Introduction

The Department for Levelling Up, Housing and Communities (DLUHC) then known as the Ministry of Housing, Communities and Local Government commissioned Ipsos MORI alongside the Migration Observatory at the University of Oxford to conduct an independent evaluation of the Controlling Migration Fund (CMF) in May 2018. Launched in November 2016, the Controlling Migration Fund (CMF) aims to help local authorities across England develop and deliver activities to mitigate the perceived negative impacts of recent and unexpected migration on communities in their area. DLUHC provided funding to local authorities to deliver projects that aim to address local service pressures, tailored to their context and needs. While the primary emphasis is on relieving pressure on public services in a way that delivers benefits to the established resident population, the fund also seeks to support wider community cohesion and the integration of recent migrants. Interventions can also focus on gaining a greater understanding of the local migration data landscape where there is currently a lack of accurate local data.

Project-level evaluations of 14 CMF-funded projects were conducted as part of the CMF evaluation. The project-level evaluations aim to assess the effectiveness of various project approaches in delivering against their local-level objectives and those of the wider fund.³ They seek to build an understanding of what works, for whom and in what context to relieve pressure on local services due to recent or unexpected migration. This project-level evaluation report presents the key findings relating to the delivery and outcomes for the *Schools PEER Integration Accelerator Programme* project led by Wolverhampton local authority.

The area context

Project staff reported that the Wolverhampton area received a relatively high number of international arrivals in comparison to neighbouring areas. For example, in 2016/17 5,103 National Insurance numbers were registered to overseas nationals in Wolverhampton. This was higher than in neighbouring local authorities, such as Dudley (1,181) and Walsall (2,348). Of these 5,103 registrations, 2,414 of these were for Romanian nationals.⁴

Between 2001 and 2011, the percentage of Wolverhampton residents who identified as White British fell from 75% to 65%.⁵ In 2011, 11% of residents stated that English was not their first language, and of those 31% stated that they could not speak English well or at all.⁶ Within schools, the proportion of children that spoke English as an Additional Language (EAL) in 2017 stood higher at 27.4%, with 155 different first languages.⁷

³ An overall Theory of Change, created during the scoping stage, outlines the intermediate and longer-term fund outcomes (see Appendix 2).

⁴ Department for Work and Pensions, 2017, National Insurance Number Allocations to Adult Overseas Nationals to June 2017, available online: <https://www.gov.uk/government/statistics/national-insurance-number-allocations-to-adult-overseas-nationals-to-june-2017>

⁵ Office of National Statistics, 2001, Census ; Office of National Statistics, 2011, Census

⁶ Office of National Statistics, 2011, Census

⁷ Department for Education, 2017, School Census

Information provided by project staff during the evaluation suggested that the number of International New Arrival (INA) pupils arriving to Wolverhampton increased year on year between April 2017 and March 2020⁸ (see table 1.2 below).

Table 1.2: Pupils arriving in Wolverhampton, 2017-2020, provided by project staff

	Pupils arriving into Wolverhampton	
Period ⁹	International New Arrivals	Pupils returning to UK from abroad
2017 – 2018	712	53
2018 – 2019	799	36
2019 – 2020	876	84

The most common languages spoken by INA pupils in Wolverhampton were: Romanian (20.95%), Punjabi (18.65%), Italian (16.5%), Arabic (4.02%), and Spanish (3.30%). Project staff reported that most Italian and Spanish speaking new arrivals originated from Asia and Africa, many of whom gained refugee status in Continental Europe before arriving in the UK.

Evidence included in the funding application shows that, in 2017, the City of Wolverhampton Council School Improvement Team carried out a group discussion with staff in 12 schools who had high numbers of new arrivals. The majority reported that lack of English language skills was a significant barrier to children accessing lessons. This limited the teaching support time available to wider pupils. Schools also reported issues engaging parents of INA pupils, including: communication issues with parents due to low English language skills; difficulties supporting parents to understand the UK education system, children’s rights and their responsibilities as parents; and challenges approaching parents regarding culturally sensitive issues (such as the taking up of free school meals, different educational aspirations of some parents to girls, and differing views on appropriate punishments). School staff reported a deep mistrust felt by some migrant families, particularly those from the Roma community, towards the UK education system, during data collection for this evaluation.

Project staff also felt that these issues could impact longer-established resident pupils in schools with high levels of INA pupils. For example, in 2016, 53% of pupils in Wolverhampton achieved the national expected standards in maths, writing and reading at Key Stage 2 – mirroring the UK as a whole. However, in the 15 primary schools with the highest proportion of INA pupils, this was 43.5% on average (a 12-percentage point difference from the Wolverhampton, and national, average).¹⁰

It was also widely reported during the evaluation that INA parents often struggled with social isolation and did not feel confident socialising in the community. In addition, project staff considered the UK’s decision to leave the European Union (EU) to have fostered

⁸ ‘INA pupils’ refers to pupils newly registered in a school who have come from a country outside of the UK.

⁹ Periods indicate data from 4th February to 3rd February the following year.

¹⁰ Data included in CMF funding application.

additional insecurity and anxiety among EU migrants. They felt this contributed to anti-migrant sentiments among parents and pupils in some schools resulting in increased incidences of bullying and racism towards INA parents and pupils.

The CMF-funded project

Wolverhampton council received £125,350 CMF funding for the *Schools PEER Integration Accelerator Programme* project from April 2018 to April 2020. Focused on primary schools across Wolverhampton, it aimed to improve the integration of INA parents and children into the school community and reduce pressure on school resources in the process. The School Improvement Team worked with schools on a one-to-one basis and presented opportunities for schools to improve how they integrated new arrival children and their parents. Project staff reported that many migrant families were relocated to Wolverhampton having arrived in other parts of the country, however, they felt that these families would still benefit from the support on integration provided by the project. Therefore, project staff felt that it was neither suitable nor possible to have strict recruitment criteria for migrant families regarding the length of time spent in the UK.

The original funding application focused on 20 schools that were underperforming compared with the local authority (LA) average and had high numbers of EAL pupils. However, following the funding grant the project changed its approach and instead opened the project to wider schools in the LA (over 60 primary schools and 18 secondary schools), to ensure that all schools had the opportunity to benefit from the project.

Project activities built on the learning and experience of the School Improvement Team working with local schools. This involved conducting an initial “New Arrival Audit” in schools, speaking to staff and examining the needs of INA parents and pupils, including what activities already existed, and identifying any gaps in support.¹¹ Following this and based on the needs identified, staff planned to develop a “bespoke plan” for the school, including promoting take-up of any of the five targeted interventions outlined below:

1. **Teacher-training masters course:** An accredited university course (0.2 masters level accredited course) for teachers to develop an action plan addressing needs of migrant pupils in school. The course involved two full day sessions and two afternoon sessions, as well as tasks, assignments and out-of-classroom support. The purpose of the course was to ‘carry out a school or classroom-based project that improves provision for EAL learners and assess its impact’, and participants were required to conduct a needs analysis of their school, reflect on best practice, create an Action Plan to meet an identified need, and present their assessment of how their action research was going within the school environment.
2. **Parent Ambassadors:** School staff to identify suitable parents and invite them to become “Parent Ambassadors” for INA parents. School Improvement Team staff provide training (a 10 week, 30-hour Open College Network Level 2 course) for Parent Ambassadors. The training also involved visiting services and meeting professionals providing these services in the community, to ensure Parent

¹¹ In some cases, schools may have already been implementing an aspect of the programme (such as Chatter Groups, Parent Ambassadors or Young Ambassadors) or other similar programmes.

Ambassadors would be able to effectively signpost these services to parents. These trained Ambassadors would subsequently volunteer or become employed in schools to support INA parents, with the aim that this would be sustained beyond the programme. Whilst Parent Ambassadors would be attached and employed in a particular school, they would also be part of a wider 'Parent Ambassador network', meaning that schools without Ambassadors could use their services on individual occasions where need was raised: this would be facilitated by project staff;

3. **Chatter Groups:** Facilitated by Parent Ambassadors or teachers in schools, Chatter Groups aim to support INA parents to practice English, share experiences and learn about the school environment. An online forum (Facebook group) is set up to signpost parents to various services, share information and invite each other to events in the community.
4. **Young Ambassador/Young Interpreter scheme:** School staff are trained by the School Improvement Team to identify and train pupil to act as "Young Ambassadors" or "Young Interpreters". The scheme would be based on the Hampshire Young Interpreter Model, which had previously gained positive feedback from schools, Ofsted and the press.¹² The role involves existing pupils supporting INA pupils in two ways:
 - a) **Young Ambassadors:** the role involves pupils from a migrant or resident background helping support INA pupils to integrate into the school environment by teaching them about the school, including any rules or customs they might not be familiar with, as well as being a "friendly face" that the new arrival pupil can talk to and ask questions.
 - b) **Young Interpreters:** the role involves existing pupils supporting INA pupils to build their language skills, as well as helping them with school work and communicating with teachers, senior school staff, and their peers. Young Interpreters are usually able to speak the same language as the new arrival pupil.
5. **School of Sanctuary accreditation:** Schools are supported to begin the process to become a recognised "School of Sanctuary". The School of Sanctuary Programme is UK wide and is affiliated with the City of Sanctuary Programme. Schools of Sanctuary are described as 'a school that is committed to being a safe and welcoming place for all, especially those seeking sanctuary' and 'a school that helps its students, staff and wider community understand what it means to be seeking sanctuary and to extend a welcome to everyone as equal, valued members of the school community'.¹³ In order to achieve accreditation, schools must demonstrate that they: learn about what it means to be seeking sanctuary; take positive action to embed concepts of welcome, safety and inclusion within the school and wider community; and share their vision and achievements and be proud of these.

School Improvement Team staff also offered **bespoke staff training** based on school needs.

¹² <https://www.hants.gov.uk/educationandlearning/emtas/supportinglanguages/young-interpreters-guide>

¹³ <https://schools.cityofsanctuary.org/>

There was no obligation on schools to implement any aspect of the project. Project staff considered this to be important, as it encouraged schools to take “ownership” of the project, increasing the likelihood that interventions would embed and continue beyond the lifetime of the project.

Project objectives

Project objectives were identified following a review of project documentation and a consultation between the Ipsos MORI Relationship Manager and project staff. Following the consultation, the Ipsos MORI Relation Manager developed a logic model, which was reviewed and agreed with project staff (see figure 1.1).¹⁴ The logic model outlines planned activities and outputs and how these relate to project and CMF fund-level outcomes.¹⁵ How the project aimed to contribute to CMF intermediate outcomes is outlined below (including longer-term CMF outcomes where contribution of the project towards these outcomes was expected or seen within the evaluation time frame).

Through the planned project activities and outputs, the project aimed to contribute towards the following **CMF fund-level outcomes for the local authority and participating schools:**

- **Acquired expertise and structures in place to deal with local issues:** through delivering the project activities in schools, the intention was that school staff would gain knowledge and skills about how to support the integration and meet the needs of INA parents and pupils. This was particularly through the bespoke training and accredited teachers’ masters course, but also through the experience of delivering wider project activities. The project also hoped that these activities and the knowledge gained through training would mean that *teachers and other school staff have increased confidence, capacity and skills to effectively support INA pupils*, an intended project outcome. Furthermore, that these knowledge and skills would lead to the achievement of another project outcome: *school staff have increased capacity due to EAL pupils being more effectively integrated into the class, leading to reduced pressure on school resources*. Moreover, the project intended for the project activities (including the Parent Ambassador programme, the Young Interpreter/ Young Ambassador scheme, the Chatter Groups and the School of Sanctuary programme) to embed in schools, providing the structure to support the integration and learning of INA pupils and parents, *including improving engagement and communication with parents of INA pupils*, both of which were intended project outcomes.
- **Increased coordination and cooperation between agencies:** Project staff intended for project activities to increase cooperation between the local authority School Improvement Team and staff in local schools. In addition, through the project the local authority hoped to encourage a more coordinated approach to working with INA parents and pupils in Wolverhampton schools.

¹⁴ A logic model is a diagrammatic representation of a project which depicts the various stages required in a project that are expected to lead to the desired outcomes. The logic model in turn is used to inform the evaluation approach; specifically, what needs to be measured to determine whether outcomes are being met, and how.

¹⁵ CMF fund-level outcomes are outlined in the Theory of Change in Appendix 2.

- **Improved signposting and referral systems:** Project staff intended for project activities to create new opportunities for signposting for INA parents and pupils, including: Chatter Groups (where school staff and Parent Ambassadors could raise awareness of and signpost INA parents to local services); individual work by Parent Ambassadors to share relevant information with parents; and creating an online forum for INA parents.
- Project activities and outputs also aimed to contribute towards the following **CMF fund-level outcomes for migrants:**
- **Increased understanding of and access to public services:** the project hoped that activities, including the Chatter Groups and the work of Parent Ambassadors with INA parents, would increase INA parents' understanding of the school system. Parent Ambassadors were intended to act as a link between INA parents and wider school staff, improving communication and engagement and increasing understanding of school processes. The intention was that Parent Ambassadors would also act as a source of information for INA parents regarding wider local services (such as benefits, English for Speakers of Other Languages (ESOL) courses and healthcare). Through improving understanding of school policies among INA parents, the project also intended to contribute to the project-level outcome of "improved school attendance of INA pupils".
- **Increased understanding of British culture and social norms:** The project aimed to increase understanding of British culture and social norms through INA parents and pupils interacting with Parent Ambassadors and Young Interpreters/ Young Ambassadors, as well as through INA parents participating in Chatter Groups.
- **Increased access to ESOL and EAL provision:** The project intended that involvement in the project, including bespoke training and access to resources for teachers, would lead to improved EAL provision for INA pupils. Young Interpreters/ Young Ambassadors would also act as a source of language support for INA pupils. While not accredited, the project also intended for Chatter Groups to act as a source of English language learning for INA parents, while these groups and the wider work of the Parent Ambassadors would be able to refer parents to wider provision.
- **Access to labour market skills, training and accreditation:** The project intended Parent Ambassadors to develop transferrable skills relevant to employment through the training received for the role and experience in the role. The project also planned for Parent Ambassadors to be employed by schools and paid a wage following the end of the volunteer period. This outcome also relates to the following project-specific outcomes: "Parent Ambassadors develop skills for employment" and "residents become economically active".

The project also hoped that programme activities, in particular the Young Interpreter and Young Ambassador schemes, would lead to migrant pupils reporting positive relationships with, and gaining support from, their peers.

Project activities and outputs also aimed to contribute towards the following **CMF intermediate outcomes for longer-established residents**:

- **Increased involvement in community-led integration activities:** The project intended for longer-established residents to increase their involvement in integration activities through becoming Young Interpreters, Young Ambassadors and Parent Ambassadors. The project also hoped that these opportunities to work on integration activities would lead to *peer-support (Young Interpreters and Young Ambassadors) reporting improved understanding, tolerance, peer support skills, and increased empathy and self-esteem*, as well as *parents of non-INA pupils reporting improved relations with INA parents*, both of which were intended project outcomes. The School of Sanctuary accreditation was intended to promote integration activities, both in school and in the wider community and was intended to lead to *an improved inclusive and tolerant environment in schools*.

In the longer term, the project also hoped that the activities outlined above would lead to: improved teaching standards for all pupils; improved learning experience for all pupils in participating schools; and an increase in the number of non-INA pupils meeting Age Related Expectations in Key Stage 2 and Key Stage 4. However, these outcomes were considered outside the scope of this evaluation as they were expected to be realised in the longer-term.

Figure 1.1: Schools PEER Integration Accelerator Programme project logic model

Context

- High numbers of International New Arrival (INA) pupils (above national average) are joining Wolverhampton schools.
- The project activities build on learning and experience from the School Improvement Team working with schools in Wolverhampton over a number of years.
- Some Wolverhampton schools that are engaging with the project are already involved in related initiatives, due to the high numbers of EAL and new arrival pupils.
- The project manager and project lead both consider the UK's decision to leave the EU as having fostered insecurity in the EU migrant community, as well as (anecdotally) fuelling anti-migrant sentiments among parents and pupils.

Issue

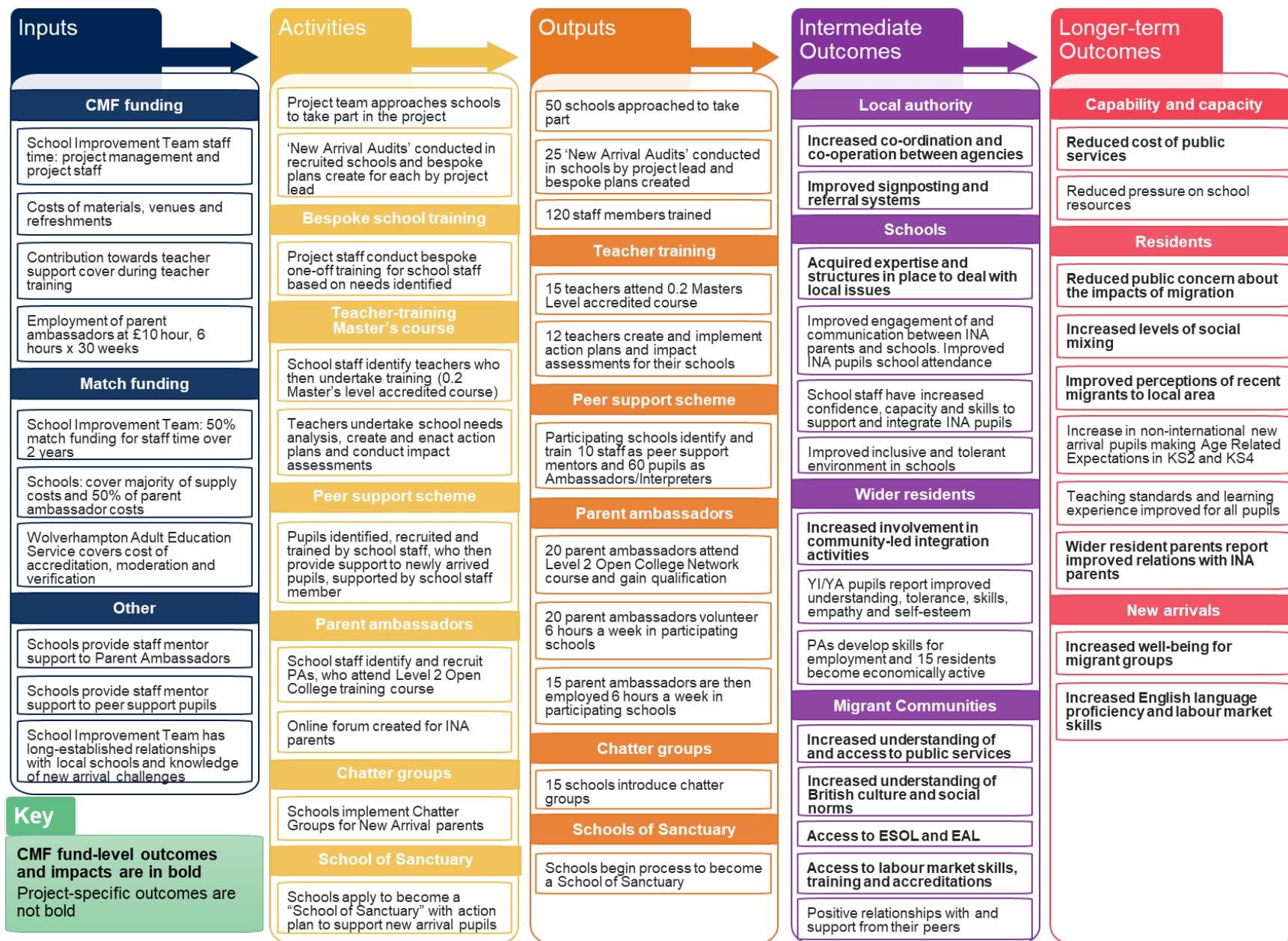
- Many International New Arrival (INA) pupils have English as an Additional Language needs, requiring additional staff support. As support staff time is limited, this limits the amount of time available for non-new arrival pupils.
- There is a perception among parents and in wider the resident community that increasing numbers of new arrival pupils may negatively affect the attainment of non-EAL pupils.
- Parents of INA pupils lack knowledge of the education system, educational requirements and what support is available for pupils inside and outside of school.
- Many INA families lack information about and awareness of local services and many have additional support needs. This may result in families presenting at less appropriate services (e.g. A&E instead of GP), putting additional pressure on these services.
- There is also misunderstanding among services in Wolverhampton about the entitlements of different categories of new arrivals to public services.
- Schools face communication issues with many international New Arrival parents due to the limited English language abilities.

Risks and assumptions

- Schools engage with the project and provide the information necessary to conduct an audit and develop a bespoke plan
- Schools have the necessary resources to implement activities (e.g. staff time, funding of PA wages)
- Senior school staff engage with the project and encourage other staff members to take part
- Teachers attending the masters course are able to identify clear outcomes that they want to see as a result of their action plan and assess these as part of their impact assessment
- School staff are able to identify pupils that are willing to become Young Interpreters/Ambassadors
- School staff are able to identify parents who are willing to become Parent Ambassadors
- The online forum contains information that is relevant and useful to new arrival parents
- New Arrival Parents find out about and are willing to attend Chatter Groups

Impact

- **Reduced cost of public services**
- **Improved communication and relationships between school staff and INA parents**
- **Reduced public concern about the impacts of migration / Improved perceptions of recent migrants to local area**
- **Increased levels of social mixing**
- **Increased well-being of INA parents and pupils**



2 Methodology

This section outlines the methodology for the project-level evaluation of the *Schools PEER Integration Accelerator Programme* project.

A theory-based approach was taken for the evaluation, which focused on reviewing and testing the outputs and outcomes within the project logic models. The suitability of different approaches was explored in an evaluation scoping phase. The possibility of implementing experimental evaluation designs, including Randomised Control Trials (RCTs), was explored and deemed not feasible at a fund level due to the broad range of projects that have been funded across different regions and local contexts – this would have needed to have been built into the programme design from the outset. The feasibility of identifying local-level control groups was explored during individual project consultations.

The possibility of identifying a counter-factual group was discussed with project staff during the design phase. It was not considered feasible to identify a non-participating school in Wolverhampton as all schools were eligible to take part and recruitment of schools was ongoing. Furthermore, project staff considered all schools to be different, with varied levels of EAL/ INA pupils, experience supporting INA parents and pupils and different strategies to integrate parents and pupils into the school, so a true counterfactual group would not exist. The option of identifying a counterfactual school in a neighbouring local authority was explored but not considered appropriate due to different approaches taken in each local authority. The evaluation subsequently sought to identify a comparison group of non-participating pupils and parents through selecting schools for qualitative activities that had taken part in some, but not all, project activities. This was intended to enable identification of a group of non-participating pupils in one school that could act as a proxy comparison group in the second school. However, due to incomplete monitoring information and the complex nature of schools' activities concerning INA families, with many activities overlapping or supplemented by alternative school funding, it was not possible to identify a comparison group as all participants had been involved in activities of some kind.

Project-level outcomes were “mapped” onto relevant CMF-fund level outcomes contained in the overall fund-level Theory of Change. The evaluation approach was designed in consultation with project staff, including the development of an evaluation framework.

In order to assess value for money, each of the 14 projects were initially assessed through the lens of an 8-step model (outlined in Appendix 1). The assessment involved a review of the availability and suitability of data collected at each of the 14 project sites.

Consequently, each project was triaged to one of three methodological groupings:

1. **Cost benefit analysis (CBA):** Projects for which data on quantitative and monetizable outcomes was available met the higher threshold for Cost benefit analysis.
2. **Cost effectiveness analysis (CEA):** Where quantitative measures for outcome(s) existed, but no data (primary or secondary) was available to monetize the outcomes, cost effectiveness analysis was conducted.

3. **No feasibility for quantitative analysis:** Where there was no quantitative measure of outcomes available to the evaluation, neither cost benefit analysis nor cost effectiveness analysis could be conducted.

Two models were developed: the CBA model calculated costs relative to the monetizable benefits, while the CEA model calculated costs relative to the quantifiable outcomes achieved from each of the CMF interventions (without attempting to monetize these outcomes).

As there was no robust control (counterfactual) group against which to assess impact, artificial baselines were constructed. Where possible, input from project leads was used to inform the assessment of the counterfactual and in the cases that this was not available, conservative estimates were made. Given the nature of the data used in the construction of the cost benefit and cost effectiveness models, the accuracy of results produced by the models should be interpreted with caution.¹⁶

Further information on the methodological approach, including the evaluation framework, is contained in Appendix 1. Appendix 2 outlines the CMF fund-level Theory of Change. Appendix 3 outlines the qualitative and quantitative research tools.

Overview of evaluation approach

The evaluation activities consisted of a mix of qualitative and quantitative data collection.

Quantitative data collection

A short questionnaire for staff in participating schools was designed by the Ipsos MORI Relationship Manager with input from project staff. The questionnaire covered the perceived impact of the project on the school and was designed to be completed by senior school staff. The full questionnaire is included in Appendix 3.

The questionnaire was sent to 34 schools by email by project staff on 9 December. The return date was extended to 5 February to encourage additional responses. Respondents were asked to electronically return completed questionnaires to the Ipsos MORI Relationship Manager. Responses were received from around a third of schools (11 responses, 32%). As such, the findings from the survey are indicative only, and have been presented as such throughout this report.

Qualitative data collection

Qualitative consultations included a paired interview with project staff and interviews with teachers, parents and pupils in two schools.

For research with parents and pupils, a case study approach was used, with two schools selected from a sample of all participating schools and approached to take part in

¹⁶ The Maryland scientific methods scale scores methods for counterfactuals construction on a scale of one to five (with five representing the most robust method). Due to the use of measures of additionally in the construction of the counterfactual, the approach taken for this analysis cannot be attributed a score. Therefore, the accuracy of results produced by the models should be interpreted with a high degree of caution. For more information, see: https://whatworksgrowth.org/public/files/Methodology/Quick_Scoring_Guide.pdf

qualitative research activities, including interviews with teachers, paired interviews with Parent Ambassadors and focus groups with pupils. Schools were selected in collaboration with project staff to ensure that all aspects of project activities were covered and schools had capacity to take part.

Qualitative data was collected between 28th November 2019 and 31st January 2020. Data collection consisted of visits to two schools as well as supplementary telephone interviews with project staff and a Parent Ambassador from a third school.

Schools were identified with the support of project staff and were chosen to ensure the evaluation covered all activities offered as part of the project. Participants were identified and recruited by school staff.

Table 2.1: Qualitative research undertaken

	Participant group	Research method
School 1	School staff (including a teacher who attended the masters course)	1 focus group
	“EAL buddies” (Young Interpreters, pupils)	1 focus group
	INA parents	1 focus group
	Wider resident parents	1 depth interview
School 2	School staff	1 paired interview with 2 school staff 1 telephone interview
	Parent Ambassadors	1 paired interview
	Young Ambassadors (pupils)	1 focus group
	INA parents (Chatter Groups attendees)	1 focus group
Telephone Interviews	Project staff	1 paired telephone interview
	Parent Ambassador	1 telephone interview

Secondary data and monitoring information

Monitoring data on project outputs was collected by the project and shared with Ipsos MORI. This included an activity log for the project detailing which schools had been audited and what, if any, activities they had chosen to implement.

Secondary data included academic progress of EAL pupils across Wolverhampton in 2019, information on the number of INA pupils in Wolverhampton and the language they speak, as well as case studies undertaken by the project on various aspects of the programme. It was intended that the Action Plans and Impact Assessments produced by

teachers undertaking the masters course would also be shared and reviewed as part of the evaluation. However, they were not shared by the project and therefore could not be included as evidence.

Value for money assessment

Due to the lack of primary or secondary data available to monetise outcomes, the Schools PEER Integration Accelerator Programme project was selected for a CEA.

In addition to the cost effectiveness analysis, a secondary data search was made to further inform the value for money assessment in the case where benefits could not be monetized. Perceptions of project costs and benefits were also explored through qualitative consultations with staff, and delivery partners. This analysis acts to supplement the quantitative value for money assessment.

Methodological strengths

- **A wide range of monitoring and secondary data** were shared between the project and Ipsos MORI Relationship Manager, providing further context and evidence on the achievement of CMF.
- **Strong communication between delivery staff and the evaluation team** allowed for a transparent and honest relationship which further strengthens the credibility of the evaluation itself.
- **A wide range of qualitative data** was gathered as part of the evaluation, covering all relevant groups and allowing for a well-rounded analysis and triangulation of findings between project staff, delivery partners, and project beneficiaries.

Methodological limitations

- **Limited quantitative data:** the questionnaire yielded relatively low response rates from schools (32%). This was impacted by delays in signing the Data Sharing Agreement between Ipsos MORI and the local authority, meaning evaluators were reliant on project staff to send out questionnaires. It was also not possible for Ipsos MORI to follow up directly with school staff to encourage responses. Staff also attributed the low response rate to low capacity among school staff, due to competing priorities.
- **Participation of schools in activities outside the project and alternative funding streams:** Some schools had already implemented certain aspects of the project prior to the project commencing. Other schools utilised other funding streams to supplement the finances spent working with INA parents and pupils, for example by funding extra Chatter Group sessions. This made it difficult to judge the contribution of the project towards outcomes.
- **Case study approach:** while the case study approach allowed for collection of useful qualitative data within the scope of the evaluation, as only qualitative consultations were only conducted in two schools there are limitations to the extent findings can be generalised for all schools participating in the project.

- **Participant self-selection biases:** participants could decide for themselves whether they wanted to take part in evaluation activities. Attendance at one focus group (with wider resident parents) was limited to only one participant and was therefore a depth interview due to a lack of availability on the day of the fieldwork activity.
- **Incomplete monitoring information and secondary data:** Whilst a wide range of monitoring information and secondary data were shared with the evaluation, there were gaps. For example, the lack of action plans and impact assessments from teachers involved in the master's course as part of the project meant that that strand of the project could not be evaluated in depth. This limitation was compounded by the fact that the project lead and key contact for the evaluation left the local authority before the end of the evaluation. Communication between the evaluation and project teams was also inconsistent, leading to challenges in receiving all the monitoring information in a timely manner.
- **Lack of counterfactual group:** it is difficult to measure change or judge attribution due to the limit of one assessment date and the lack of counterfactual, for reasons outlined above.

Analysis and synthesis

Secondary data and monitoring data shared by the project was analysed to extract key findings related to achievement of intended outputs and outcomes.

Interview notes were systematically inputted into an analysis grid for each research encounter, allowing for more in-depth analysis of findings. There was one grid for each type of audience consulted. The grids follow the structure of the topic guide enabling the identification of relevant quotes for each element of the outcomes and process evaluation. A thematic analysis approach was implemented in order to identify, analyse and interpret patterns of meaning (or "themes") within the qualitative data, which allowed the evaluation to explore similarities and differences in perceptions, views, experiences and behaviours. Once all data had been inputted, evidence for each outcome and key delivery themes was brought together in a second analysis matrix to triangulate the evidence and assess its robustness.

Quotes in this report are verbatim and are used to illustrate and highlight key points and common themes. Quotes that contain personal information have been anonymised.

3 Key findings: delivery

Introduction

This section reports on the key findings from the evaluation in relation to how the *Schools PEER Integration Accelerator Programme* project was delivered. It begins with an assessment of progress made towards the intended outputs set out in the project logic model. This is followed by discussion of the success factors and challenges that were found to have impacted on project delivery and the achievement of outputs.

Was the project delivered as intended?

The table below outlines the target outputs determined at the start of the evaluation process, the actual output at the point of assessment and a determination of whether it was achieved or not. Out of the 14 target outputs, nine were achieved or exceeded, four were partially achieved, and one was inconclusive.

Table 3.1: Achievement of project outputs

Target output	Output achieved	Completion measure ¹⁷
50 schools approached to take part	Qualitative consultations suggested that over 50 schools were approached. Monitoring information provided by project staff in February 2020, showed that 41 schools were approached to take part in the project. However, monitoring information may not have been updated by the project at the time it was shared.	Achieved
25 'New Arrival Audits' conducted in schools by project lead	According to the project Activity Log, 28 'New Arrival Audits' were conducted in schools after April 2018	Exceeded
25 bespoke plans created by project lead for schools	Qualitative consultations with school staff suggest that each school that took part in a 'New Arrival Audit' received a bespoke plan.	Exceeded

¹⁷ The completion measure is a subjective assessment by Ipsos MORI based on the extent to which the project has achieved its intended outputs – scored as follows: inconclusive; not achieved; partially achieved; partially achieved (on track); achieved; exceeded. See Appendix 1 for further details.

120 staff members provided with bespoke training	Information provided by project staff indicates that 508 staff members received bespoke training through the project.	Exceeded
Teacher-training		
15 teachers attend 0.2 Masters Level accredited course	Information provided by project staff suggests that 10 teachers enrolled on the masters course.	Partially achieved
12 teachers create and implement action plans and impact assessments for their schools	Monitoring information indicates that 9 teachers who enrolled in the masters course submitted assignments: creating action plans and impact assessments for their schools to be implemented.	Partially achieved
Peer support scheme		
Participating schools identified and 10 staff as peer support mentors trained	Information provided by project staff indicates that 1 member of staff in each of the 13 schools that took part in this project activity was trained as a peer support mentor.	Exceeded
60 pupils trained by school staff as New Arrival Ambassadors	Information provided by schools to project staff indicates that 202 pupils were trained as New Arrival Ambassadors	Exceeded
Parent Ambassadors		
20 Parent Ambassadors attend Level 2 Open College Network course and gain OCN Level 2 qualification	Project staff indicated that overall 27 Parent Ambassadors were trained and gained qualifications. 7 of these were trained in 2019. It is likely that this output has been achieved. However, monitoring information includes a small, but unspecified, number of Parent Ambassadors who were trained prior to the project.	Inconclusive
20 Parent Ambassadors volunteer 6 hours a week in participating schools	Monitoring information provided by project staff indicated that 15 Parent Ambassadors volunteered at primary schools as part of the project.	Partially Achieved
15 Parent Ambassadors are employed 6 hours a week in participating schools and maintain part-time employment by the end of the project	Project staff reported that 15 Parent Ambassadors were employed in primary schools. Information was not provided about how many were employed by schools towards the end of the project, or how many were intended to	Partially Achieved

	continue within schools following the end of the project.	
Online support forum created with links to ESOL provision and signposting to other services for INA parents	A Facebook group was created by project staff for Parent Ambassadors. Project staff reported that there was also a WhatsApp group for Parent Ambassadors which was more active than the Facebook group. Parent Ambassadors reportedly used the WhatsApp group to communicate about opportunities and support available that other may find useful and to let parents know about and invite each other to events.	Achieved
Chatter groups		
15 schools introduce Chatter Groups to support new arrival parents	Monitoring information showed that 17 schools set up Chatter Groups. 5 of these group focused on ESOL provision.	Achieved
Schools of Sanctuary		
Schools begin process to become a School of Sanctuary	8 schools were awarded School of Sanctuary accreditation during the project period, with a further 11 in the process of applying for recognition as a School of Sanctuary.	Achieved

What worked in delivering the project?

<p>There were three key elements that were found to facilitate project delivery:</p> <ol style="list-style-type: none"> (1) The “bespoke” approach to project activities, which enabled successful engagement of schools and targeted interventions; (2) Effective relationships building between project staff, school staff and delivery partners which encouraged engagement of schools as well as connecting school staff with wider stakeholders; and (3) Motivated school staff, including buy-in from senior leadership which led to increased engagement of schools with project activities and increased the likelihood of these activities becoming embedded in schools.
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(1) The bespoke approach to project activities

At the start of the programme, project staff moved away from the intended “targeted” approach and instead adopted a more flexible and bespoke approach, opening the project to all schools in Wolverhampton and tailoring interventions to school needs.

Both project staff and representatives from schools felt that a bespoke approach was important and that this change had been key to the successes of the project. School staff highlighted the fact that the context, and therefore needs, varied greatly between schools,

meaning that a top-down and rigid approach was not suitable. Project staff reported that had they tried to impose specific activities on schools without tailoring these interventions, schools would have been less likely to fully engage, or engage at all, with the programme.

Project staff reported that the change had made the project more effective in tackling issues that schools and INA parents and pupils face.

“The result is, I think, we’ve provided a more effective solution which is meeting, specifically meeting, a school’s need around new arrivals” Project staff, interview

By exploring the specific needs of schools through the New Arrival Audit, project staff felt that school staff were more likely to “buy-in” to the project, as they were able to envisage how interventions would help solve the specific problems they were experiencing. This buy-in further increased the likelihood that project activities would embed and by continued into the longer term.

“If we had kept to the one size fits all we would never have had [school’s] buy in” Project staff, interview

Project staff’s ability to ensure this buy-in was bolstered by the fact that project activities were ‘tried and tested’. The Young Interpreters/Ambassadors scheme was based on a model piloted in Hampshire and the School of Sanctuary programme had been implemented in other parts of the UK. Furthermore, the Parent Ambassador programme and Chatter Groups had begun in some schools prior to the start of the CMF-funded project. This meant that project staff could learn from these experiences to ensure that activities could be effective and help to engage new schools during the early stages of this project.

(2) Effective relationships between project staff and wider stakeholders

School staff and Parent Ambassadors reported strong relationships with project delivery staff, who they felt were on hand to provide useful support during the implementation of project activities.

“[Project staff member]’s always been happy to come in and support or by email. She’s always sending new documents, relevant information, stuff like that, which has been really helpful” School staff, interview

This was reported to have a positive effect on the engagement of schools throughout the project, as well as enabling project staff to encourage wider relationships between schools and stakeholders. For example, schools who required one-off support from a Parent Ambassador (for example, with specific language abilities to attend a meeting between school staff and an INA parent) could go through the School Improvement Team to utilise Parent Ambassadors from other schools.

Parent Ambassadors and school staff reported that these relationships were bolstered by the skills and knowledge of project staff stemming from their experience in the education sector. They felt this enabled them to share useful tips and information to support delivery partners, such as sharing information with Parent Ambassadors on behavioural management in the classroom and information on EAL assessments for school staff.

"[Project staff member]'s got... an educational background as well. So, she gave me tips, she gave me advice, she recommended books. It really made a big difference" Parent Ambassador, interview

(3) Motivated school staff

School staff in two participating schools reported that the success of the project activities was heavily reliant on successful engagement from the whole school, including headteachers and other senior leadership. Successes often relied on taking a whole-school approach, ensuring that the overall ethos and actions of the school were conducive to the successful integration of INA parents and pupils. This seems particularly clear in instances when a school was given School of Sanctuary accreditation, which requires the adoption of a whole school ethos of inclusivity.

"I think as long as your whole school is on board, I think if I was just doing the project and trying to put in place and not everybody was on board, it wouldn't have worked. So, I think if it's something you want to do in your school, it needs to be a whole school approach, everybody on board" School staff, interview

The information shared as part of project activities, combined with a willingness from school staff to undertake additional work to effectively support INA parents and pupils, contributed to the successful adoption and implementation of activities.

"I think staff have always been wanting to do it but it has been trying to get people in and staff were all very willing but sometimes it's maybe you haven't been told the right things" School staff, interview

What were the challenges to delivering the project?

There were two main challenges to the delivery of the project:

Financial constraints and the impact of austerity measures, which affected the ability of schools to engage with project activities; and
Challenges engaging INA parents in project activities.

(1) Financial constraints and austerity measures

Project staff felt that they had underestimated the effect of austerity measures on schools, which negatively impacted the ability of some schools to engage with project activities.

Project staff suggested that a barrier to recruiting teachers to take part in the accredited masters course was the reluctance of schools to allow teachers to take the time off to attend. Staff attributed this to the cost of paying for substitute teachers to cover lessons. Project staff felt that in hindsight they should have considered conducting fewer activities, which would have enabled them to cover all expenses for schools, including cost of teaching cover.

"[Schools] will never be able to release members of staff for this long and then allow them to do the assignment on top of that" Project staff, interview

Furthermore, project staff felt that the effects of austerity measures made some schools reluctant to take advantage of the Parent Ambassador roles. According to project staff, some schools felt they could not be seen to employ new staff when they had recently made some staff, such as teaching assistants, redundant due to financial constraints, despite the initial costs being covered by the project funding. Project staff also could not fund Parent Ambassadors following the end of the project, meaning that schools would have to have found extra funding to sustain their employment.

“They said they would love to have a Parent Ambassador and there was no nonsense about it that they see a real value in those members of staff. It's just that they basically can't afford to have them, they see why [Parent Ambassadors] will change the dynamics in the school and how they could help the school but at the same time they were not able to commit to it”
Project staff, interview

(2) Difficulties engaging INA parents

Some schools faced barriers engaging INA parents in project activities, such as Chatter Groups. Staff and Parent Ambassadors in those schools attributed this to some INA parents feeling worried about getting involved in group activities. For example, one school hosted a Chatter Group event for parents to get help on issues around obtaining citizenship for children but struggled to get parents to attend the session. They felt that this may have been a result of parents feeling anxious about revealing their citizenship status.

“The issue we faced was that people didn't want to come forward [to attend chatter groups]. So, it's a fear of the unknown and a fear of not wanting to come forward as well” Parent Ambassador, interview

In another school, staff noted that it was important to ensure that sessions were relevant to the lives of parents to encourage attendance.

“The chatter sessions seem to be gaining momentum but the key thing is we've got to make sure we've got something relevant for the parents' needs” School staff, interview

The work of the Parent Ambassadors appeared to be overcoming some of these barriers over time, as parents became more familiar with the role, but there was an acknowledgement that relationships took time to build. In one school that had implemented Parent Ambassadors prior to this project, a citizenship information session observed by Ipsos MORI evaluators was well attended by parents. School staff reported that this was aided by the trusting relationships built between Parent Ambassadors and INA parents, which encouraged participation, suggesting that this challenge could be overcome if activities had sufficient time to embed.

4 Key findings: Outcomes

This section reports on the key findings from the evaluation in relation to progress made by the *Schools PEER Integration Accelerator Programme* project towards its intended outcomes. It begins with an assessment of progress made towards each of the intermediate outcomes set out in the project logic model. Where expected during the project timeframe, evidence towards expected longer-term outcomes are also considered. This is followed by discussion of the factors that were found to have contributed to the achievement of project outcomes. This is followed by discussion of the factors that were found to have contributed to the achievement of project outcomes.

Progress towards intended outcomes

The evidence suggests that the project contributed to most of the intended intermediate outcomes. Bespoke and structured training, alongside other project activities, increased the capacity and capabilities of schools and the local authority. Project activities also resulted in outcomes for INA families: INA pupils reportedly had better access to EAL provision, as well as being able to go to school in a more supportive, inclusive environment. There is also some evidence that INA parents increased access to, and understanding of, public services as a result of the Chatter Groups and Parent Ambassador support. Moreover, wider residents had more opportunities to become involved in community-led integration activities, and it is possible that in future project activities could contribute to increased levels of inclusivity within school communities.

CMF fund-level local authority outcomes

Intermediate outcome 1: Acquired expertise and structures to deal with local issues

The project hoped to equip school staff to better support and integrate INA pupils, and increase communication, engagement, and trust between school staff and INA parents. The project anticipated that knowledge shared through bespoke training and the masters course would lead to higher levels of expertise among school staff and allow them to put effective structures in place to better integrate new arrival pupils, for example, by conducting more effective initial assessments for EAL pupils. The establishment of Young Interpreter and Young Ambassador schemes in schools was also intended to act as a way to help the integration, both socially and academically, of INA pupils. Moreover, having Parent Ambassadors and setting up Chatter Groups was intended to build structures to improve relationships between the school and INA parents, increasing the amount of information shared with parents and giving them new pathways to engage with the wider school community. Evidence towards this outcome comes from qualitative interviews with project staff, school staff and Parent Ambassadors, and focus groups with INA parents, INA pupils, as well as illustrative quantitative evidence from the school staff questionnaire.

School staff felt that the information provided through the masters programme and bespoke training delivered as part of the project had helped them provide better education services for EAL and INA pupils in Wolverhampton. All respondents to the

school survey felt that the bespoke training had improved staff knowledge and skills to support international INA pupils, with the majority reporting that this had improved 'a lot'.

One participant of the masters course, who was interviewed, stated that the course had provided useful information that they had used to implement new structures and decision-making processes in their school to improve educational provision for EAL pupils. One example of this was the process to initially assess EAL pupils. School and project staff stated that this was important because if teachers do not have the sufficient expertise to assess pupils, EAL pupils can often be falsely designated as having Special Educational Needs (SEN). This can mean they are separated from their peers, which staff reported can be detrimental to their learning and academic progress.

"Staff are more knowledgeable on EAL [and] they know what's normal for EAL and what isn't after we've trained them" Project staff, interview

"From staff feedback, they've got a better understanding of, right, this child is EAL, we need to put these in place to support them. They need to be sat with the higher ability children. That kind of thing was happening in some classes but not all, but now it's consistently being done to support [all pupils]" School staff, interview

The beneficiaries of the masters course suggested that the knowledge they had gained was also benefiting the wider school as they shared their learning with other teachers.

"It's also helped colleagues that I work with develop their skillset. So, [teacher]'s done vast staff meetings to support staff on initial language assessments, how we can teach children with very limited English without, we're trying to be inclusive and that's what we are here" School staff, interview

The project also seems to have increased teacher capacity: 8 out of 11 respondents to

8 out of 11
respondents felt that teacher's
capacity had increased since
project activities began.

the school questionnaire also felt that teachers' capacity to focus on issues other than supporting INA pupils had increased since project activities began. Furthermore, during qualitative data collection a teacher reported that project activities had increased their capacity to focus on other pupils as a result of time saved supporting EAL and INA pupils.

"It frees up time within the classroom, because we've got those things in place that you're not spent always with working with a group of children, which sometimes it can be" School staff, interview

A Young Interpreter also felt that the work they were doing to support their INA peers freed up teacher time in the classroom.

"If we didn't have any EAL Buddy [Young Interpreter] it would be harder for the teacher and they would have to get...a teacher for teaching the class and another teacher for teaching where a person that doesn't know English." Young Interpreter, primary school pupil, focus group

This was reinforced by a wider resident, who felt that the Young Interpreter/Ambassador scheme in the school had had a positive impact on the capacity of teachers within the class.

"[The teacher is] not spending all of her time trying to decipher what one child is saying... She can [use] her time better to teach them as a whole rather than tiny little groups or running around having to repeat herself" Wider resident parent, interview

The evidence above also relates to a project specific outcome: teachers and other school staff have increased confidence, capacity and skills to effectively support INA pupils.

School staff reported that the presence of Parent Ambassadors had improved

9 out of 11

schools felt that **communication** between schools and INA parents had increased

AND

10 out of 11

schools reported that **engagement** of INA parents had increased since project activities began

relationships between school staff and INA parents, including increasing communication, engagement and trust. Most respondents to the school questionnaire also felt that

communication (9 out of 11 respondents) and engagement (10 out of 11 respondents) with INA parents had improved since the start of project activities. This also came out clearly during qualitative interviews. In one school, staff suggested that the school was better at communicating with migrant parents now due to the ability, through Parent Ambassadors, to translate all school correspondence into multiple languages.

"The school is better at communicating things with parents now because you've got [the Parent Ambassadors], we can translate letters. So, any standard letters that go out is always in English, there's [now] a version in Czech and there's a version in Romanian so the parents understanding of school has also increased" School staff, interview

Parent Ambassadors also felt that their presence at schools had streamlined communication by acting as a link between school staff and parents, making communications easier for parents to understand and acting as source of clarification if and when needed.

"Without us it wouldn't be as simple. I mean, as the title says, Parent Ambassador. We're kind of the link between the school and the parents" Parent Ambassador, interview

This communication also appears to have influenced trust between schools and parents. For example, prior to the project, one school reported that parents from the Roma community were reluctant to allow their children to attend school trips and after school clubs, which they attributed to a due to lack of trust. However, staff reported that since working with Parent Ambassadors, Roma parents had become more willing to allow their children to take part.

"It wasn't just a case of money, it would be more of a case of they wouldn't trust the school to take the children away for a day and bring them back and then they'd be safe...now we don't have an issue with Roma parents sending their children away [on school trips]" School staff, interview

The evidence above suggests that the project was able to make progress towards the project specific outcomes: Improved engagement of INA parents with the school, and improved communication with parents of INA pupils;

Project staff also considered there to be less need to support individual schools as a result of their increased expertise in-house to deal with issues arising with regards to INA pupils and families.

“When we started the project, we would get quite a few requests for things like initial language assessment. [Now] if we get a request... we frown a little bit because we expect better. We expected them to know this already so, yeah, it has changed” Project Staff, interview

The evidence outlined above indicates that bespoke training and the masters level course provided to teachers through the project led to an increase in expertise within schools that could be used to improve the education and integration of new arrival pupils. In addition, the work of Parent Ambassadors has allowed schools to put structures in place to improve communication, engagement, and trust between the school and INA parents. Therefore, there is evidence to suggest that the project contributed towards the achievement of this intermediate outcome.

Intermediate outcome 2: Increased coordination and cooperation between agencies

The project hoped that the training and bespoke support offered would create stronger links between the local authority School Improvement Team staff and teachers and headteachers in local schools. Evidence towards this outcome comes from interviews with project staff, school staff, Parent Ambassadors and evidence from the school questionnaire.

10 out of **11**

schools reported that the advice their school had received from project staff was ‘very helpful’

Project staff reported that relationships between schools and the local authority had improved through the project, and that the former saw the latter as a place to get advice and expertise. All school staff who responded to the questionnaire felt that the advice on supporting INA pupils and their parents they received from project staff was helpful, with 10 out of 11 respondents feeling that this advice had been ‘very helpful’.

“We've become a service that the schools [can access], [they know] we're just a phone call or an email away so they don't have to invest as much time, for example, searching for resources or for the best software, or anything like that, because they can just get in touch and ask us.” Project staff, interview

School staff did not highlight any particular issues with cooperation with the local authority prior to the project, suggesting that relationships between their schools and the local authority had always been strong. However, staff reported that project activities had offered opportunities to work with wider stakeholders to find solutions to issues regarding the integration of INA families into the school community. One example of this was the masters course, which one participant felt allowed teachers from different schools to discuss ideas or solutions they had for issues facing schools.

“[The project has] definitely [resulted in] collaboration and has brought together experienced people who can offer solutions and expertise towards embedding our community into the school” School staff, interview

“Well the [masters] course was fantastic, because you would go and you’re outside your school setting and you’re around other people to talk about their school and what they do and we’d all discuss those kind of things, which was really supportive” School staff (masters course attendee), focus group

Schools also demonstrated collaboration through creating the Parent Ambassador network, both with other schools and within the local authority. Parent Ambassadors interviewed reported that while this did not happen very often, there were occasions when schools would get in touch with the local authority project lead to arrange help and support from a Parent Ambassador attached to another school. For example, one Parent Ambassador was called to a school to facilitate a meeting between the faculty and a new arrival family to support the integration of a child into the school, something they had been struggling with before calling on the support of the local authority.

“I helped the school to make sure the kid is happy and safe at school” Parent Ambassador, interview

However, project staff also reported that the nature of enquiries they received from schools about INA pupils had changed over the course of the project and that the number of enquiries and requests for help had reduced. They attributed this to the increased expertise and more effective structures within schools to deal with issues independently (as discussed above).

Therefore, there is some evidence to suggest that the training provided through the project had a positive effect on coordination and cooperation between schools and the local authority, as well as between teachers from different schools in the area.

Intermediate outcome 3: Improved signposting and referral systems

Through establishing an online group for Parent Ambassadors, the project wanted to enable Parent Ambassadors to share relevant information about local services, which they hoped would lead to increased awareness and signposting of INA parents to wider opportunities in the area, such as ESOL classes.

The project established a Facebook group and a WhatsApp group for Parent Ambassadors. Staff reported that the WhatsApp group (rather than Facebook) was the preferred method of communication between Parent Ambassadors. This was not directly explored in consultations with Parent Ambassadors. Therefore, there is an absence of evidence available to the evaluation to confirm the contribution of these activities towards signposting and referral.

The work of Parent Ambassadors and Chatter Groups appears to have provided some opportunities for signposting and referral of INA parents to wider activities. For example, Chatter Groups focusing on issues of citizenship and Brexit put parents in contact with lawyers and charities who could address issues and provide advice.

“We were able to bring someone from the authority into a [chatter group] session and for them to be able to address their concerns” School staff, interview

There is, therefore, some evidence that the project may have contributed towards this outcome, however there is insufficient evidence to infer a strong contribution.

CMF fund-level migrant outcomes

Intermediate outcome 4: Increased understanding of and access to public services and Intermediate outcome 5: Increased understanding of British culture and social norms

Project staff intended that the work of Parent Ambassadors, Chatter Groups, and the Young Interpreter/ Young Ambassador schemes would contribute to increasing INA parents' and pupils' understanding of the education system and British social norms in relation to the school system (such as regular school attendance of pupils and the expectation for children to understand and follow school rules), as well as wider public services in the case of INA parents. Parent Ambassadors were intended to be a source of information on a range of public services for migrant parents, including how to get support from the local authority. Chatter Groups were also intended as places where schools could provide this information to parents. New arrival pupils would gain information on the school system, for example, the rules they were expected to follow, from their peers through the Young Interpreter and Ambassadors schemes.

Evidence of the project's contribution towards this outcome comes from qualitative consultations with school staff, Parent Ambassadors, wider residents, migrant parents, and pupils, as well as indicative results from the school questionnaire.

School staff reported that the work of Parent Ambassadors and the Chatter Groups had helped increase understanding of the education system among parents, leading to increased engagement of INA and wider migrant parents with the school and reducing mistrust of the system by these families. For example, in one school, both senior staff and Parent Ambassadors reported an issue with low attendance of Roma parents at parents' evenings (26% in January 2016)¹⁸. They attributed this to the fact that some Roma parents were not aware of why they needed to attend parents' evening due to a lack of understanding of the UK education system. INA parents had assumed that parents' evenings consisted of the teacher talking to all parents at once about what the pupils were learning, rather than one-on-one conversations about their child's progress. Parent Ambassadors also reported that migrant parents from the Roma community often misunderstood their child's progress due to low understanding of the UK education system, as in their home countries children who were not progressing academically would be held back a year. Therefore, Parent Ambassadors explained that parents sometimes misinterpreted their child's progression through school grades as affirmation that they child was on track academically.

In 2019, following the implementation of the Parent Ambassador programme, attendance had increased to 60%. School staff attributed this to Parent Ambassadors creating relationships with parents and explaining the purpose and importance of attendance.

"That [increase in attendance] is thanks in part to the Parent Ambassadors breaking down those barriers, making the parents understand the importance of education and engaging in their children's education" School staff, interview

¹⁸ Unpublished data collected and provided by School Senior Leadership (School 2)

Chatter group sessions in some schools were also used to show parents ways to support children through the UK education system. For example, helping parents apply for secondary schools, which was reported as a gap in some parents' knowledge.

Pupils involved in the Young Interpreter scheme in one school suggested that the "buddy system" through which they supported INA pupils helped INA pupils learn about school rules, making sure that they did not break any by accident.

"Sometimes when, on the first day of school you may do something but you weren't supposed to do it [because you're not aware of all the rules]" Young Interpreter, interview

Moreover, Parent Ambassadors pointed to examples of when they had helped parents to understand and access wider public services, such as benefits, medical services, and supporting migrant parents deal with local authorities and social services.

"There was a family [with a problem around] child benefit, they didn't receive the payment and we found out that that child was never registered with child benefit. So now I did this for them!" Parent Ambassador, interview

A wider resident parent discussed the fact that as parents improve their English skills, aided by attendance at chatter groups, they would be more likely to access services independently as they would no longer require interpreters, who are not always readily available.

"[Better English language skills] also helps them to access services rather than having to speak to somebody, book a translator" Wider resident, interview

School staff also reported that the support offered through Parent Ambassadors and chatter groups had allowed parents to learn about British values and social norms and feel more settled in the local area. School staff also attributed this to the wider ethos in the school, further facilitated by efforts to maintain School of Sanctuary accreditation, which promoted a culture of inclusivity and more effective integration of new arrival pupils.

"It's traumatic moving and changing school, friendship groups, but by using that funding to support our children, it has a positive impact on themselves with their families and wider afield, and really supports them in that British values and to become that citizen in modern Britain" School staff, interview

The available evidence suggests that the project contributed towards increasing the understanding and access to public services of migrant families, particularly understanding of the UK education system, as well as social norms with regards to education. The work of Parent Ambassadors also helped parents understand and access other public services, such as benefits and healthcare. There is little evidence available to the evaluation that families had an increased understanding of British social norms outside of the education system as a result of project activities.

Intermediate outcome 6: Access to ESOL and EAL provision

The intention was that Chatter Groups and work of Parent Ambassadors would directly contribute towards increased informal English language support for INA parents, while also indirectly increasing access through signposting to wider ESOL provision. For INA pupils, better identification of EAL needs (see outcome 1 above) was intended to improve EAL

provision for pupils, including preventing them being unnecessarily separated from the wider class. The support of Young Interpreters/ Young Ambassadors was intended to speed up language acquisition for INA pupils. Evidence towards this comes from interviews with INA parents, Young Interpreters, school staff, project staff, wider resident parents, and Parent Ambassadors.

The acquired expertise and structures gained by schools, as discussed above, including better identification of EAL students' needs as well as the increased capacity of teachers was expected to have led to an improvement in the provision of EAL in schools for new arrival pupils. There is little robust evidence of this available to the evaluation, however, project staff reported that the number of requests for support on EAL had fallen as a result of project activities and school staff felt that overall, they were better equipped to provide EAL support effectively.

Young interpreters reported that new arrival pupils were able to learn English quickly as a result of their work. They felt that their support was valuable to new arrival pupils and made them feel more confident using English in the school environment, including when talking to teachers and other school staff.

"It's important that we do have EAL Buddies because they can help the children learn English much faster" Young Interpreter, focus group

In at least five schools involved in the project, Chatter Group sessions for INA parents focused on ESOL. In one school, a Parent Ambassador put on ESOL for health sessions for parents. Parent Ambassadors also reported that they were able to signpost parents to wider ESOL classes to improve their English. Furthermore, migrant parents also reported that spending time talking to other parents in English helped them to improve their language skills and in turn helped them become less withdrawn and more sociable.

"I came here before, not speak English, never meet people, now it's good" INA parent, interview

"I love friends because you learn, but some people, especially when English is not there, they prefer to withdraw themselves and when you withdraw yourself you don't get no information" INA parent, interview

Therefore, there is some evidence that EAL and ESOL provision has been accessed by New Arrival pupils and parents as a result of project activities, however, there is little concrete evidence with regards to this outcome.

Intermediate outcome 7: Access to labour market skills, training and accreditation

Parent Ambassadors, who were often longer-term migrant residents, were expected to develop skills, training and accreditations through the role that would be relevant for future employment. The intention was also for schools to employ Parent Ambassadors longer-term through the project. Evidence of progress towards this outcome is taken from monitoring information, as well as qualitative interviews with Parent Ambassadors and school staff, as well as secondary data in the form of Parent Ambassador case studies shared by the project.

Monitoring information showed that the project had achieved the project outcome of 15 residents become economically active, through schools employing Parent Ambassadors.

Parent Ambassadors reported that they enjoyed their role and would recommend the job to others.

"[Do you enjoy your role?] I do. [What do you enjoy about it most?] I enjoy the impact that it has. Just how many areas that it impacts on" Parent Ambassador, interview

Parent Ambassadors reported that the course they attended as part of their training was useful and had given them the skills they needed to successfully undertake their role within schools, such as how to facilitate conversations between schools and parents, including around sensitive topics, as well as providing information on local services and how to signpost these services to families.

"It prepared us for the issues that we will face. I will, I'd say it was very realistic about what to expect and it taught us a lot about the services, where can we pinpoint what services are available, where and how to access them. So, we can pass on the advice to parents" Parent Ambassador, interview

They also felt that these skills would be useful beyond this role and the project for any future career steps.

During interviews, Parent Ambassadors reported that the role had inspired them to take additional courses to improve their skills. For example, Parent Ambassadors said they had attended courses on topics including safeguarding, behavioural management of children, domestic violence and Female Genital Mutilation (FGM).

"If I can advance myself to be able to do more myself on behalf of the school, then yes, that's what I want to do" Parent Ambassador, interview

Parent Ambassadors also reported that their roles had inspired future career decisions, such as helping them decide what career path to take going forward. For example, one Parent Ambassador had decided to train as a Teaching Assistant and another as a social worker, as a result of their Parent Ambassador role.

"[Becoming a Parent Ambassador] made it clear where I want to go, it was either I'm going to go into teaching or I'm going into social work. So, and I decided I want to, and I'm going to work with children and families. So, it helped me find my career path, I guess" Parent Ambassador, interview

This evidence also suggests that the project has contributed towards the project specific outcome: Parent Ambassadors develop skills for employment.

Parent Ambassadors at one school felt that the role had encouraged more INA parents, especially women, into employment, as a result of teaching them about the benefit system, as well as providing an example of women in employment that contrasted with more traditional gender roles in some communities. Parent Ambassadors also mentioned helping parents write and tailor CVs and signposting parents to further and higher education courses, where they could gain additional skills to help them access employment.

"[Migrant parents] come and see me about benefits, the biggest barrier is, because they haven't worked in this country, they're not eligible for any benefits. So, I explain how the system works and it's even going down to basics like, you haven't paid enough into the system to get something out of it. You need to pay taxes and NI, and it works. When you

simplify it and you explain it from scratch, it does work. A lot of the women that are now in employment, even if it's part time" Parent Ambassador, interview

At another school, the Chatter Groups presented an opportunity for school staff to help parents with job applications.

The evidence discussed above suggests that the project activities (particularly Chatter Groups and Parent Ambassadors) contributed towards INA parents and Parent Ambassadors gaining labour market skills as a result of the project.

CMF fund-level resident outcomes

Intermediate outcome 8: Increased opportunities for social mixing

Whilst increased opportunities for social mixing was not identified as an intermediate outcome¹⁹ at the outset of the evaluation (and therefore not included in the project logic model), evidence from interviews with school staff, wider residents, Parent Ambassadors, and INA parents suggest that the project contributed towards this outcome.

School staff reported that project activities, particularly Chatter Groups, had a positive effect on the ability of migrant parents to socialise, both with other parents at the school and with wider residents in the community. Some of this effect seems to have been a direct result of chatter groups, through providing a space where parents could meet each other.

"We've seen parents from the ESOL groups and the parent groups become friends that probably would never have become friends if they weren't coming to school to take part in those groups. For example, we had one parent that said, you go to college to do the additional ESOL courses. Don't catch a bus and walk, I'll give you a lift. So, and it's just things like that" School staff, interview

Indirectly, staff highlighted improved confidence and English language skills among INA parents as a result of these groups, which they felt contributed towards increased relationships between migrant parents and wider residents. As discussed above, INA parents reported low confidence in speaking English could result in social isolation among migrant families. However, learning English helped reduce this. One resident parent described how they had established friendships with migrant parents, which they attributed to the confidence and English language skills migrant parents had gained through the Chatter Groups. This evidence also suggests that the project contributed towards the project specific outcome: *parents of non-INA pupils report improved relations with INA parents.*

"[She didn't] want to make eye contact and she was very, very shy. She started to come out of her shell a little bit and then she started the English classes. And I can't stop her now. She, she's amazing to chat to now" Wider Resident Parent, interview

¹⁹ Increased levels of social mixing was intended as a longer-term outcome and is therefore included in the logic model, but was considered out of scope of this evaluation. The potential of the project to contribute towards the intended long-term outcomes is discussed further below.

Therefore, the evidence suggests that the project made some contribution towards increased levels of social mixing during the project timeframe and may be expected to contribute further towards this outcome in the future.

Intermediate outcome 9: Increased involvement in community-led integration activities

The project hoped that a number of project activities would mean that longer-term residents would become involved in community-led integration activities: the Parent Ambassador programme was intended to encourage volunteers to gain skills to support schools integrate INA families into the school community; the Young Interpreters/Young Ambassador scheme aimed to develop empathy and skills of longer-term resident pupils to support the integration of INA pupils; and the School of Sanctuary Scheme was intended to support the development of a wider welcoming ethos within schools to encourage social mixing and culture sharing between resident and migrant families. Evidence towards this outcome comes from interviews with participating pupils, school staff, Parent Ambassadors, migrant parents and wider resident parents.

The Parent Ambassador programme allowed longer-standing resident parents (many from migrant backgrounds) to take part in activities aimed at integrating INA families. The Young Interpreter and Ambassador schemes gave longer-standing resident children, of both migrant and non-migrant backgrounds, to volunteer to help integrate new arrival pupils into their schools. Many Young Interpreters/Ambassadors reported that they enjoyed helping other pupils learn English, improve their grades, and gain confidence at school, both academically and socially, through their role.

"I like helping them because the more you help them the more they learn and they will thank you for helping them and then you'll be proud of them, they will be proud of you and you will be both happy" Young Interpreter, focus group

A wider resident parent also suggested that project activities and the resulting integration of young people from different cultures into the class had helped other children become more interested in and educated about the cultures and backgrounds of their peers. Activities around events, such as World Food Day seemed to contribute to this and appeared to be part of a wider set of activities associated with the school's School of Sanctuary accreditation. Other examples included putting maps outside of classrooms indicating where children in the class had been born coupled with a message from school staff that students should be proud to talk about and share information about their backgrounds and cultures.

"[My daughter] started learning a little bit of Spanish. So did their little group. And then... they had a World Food Day where all the different children in the class brought a dish from their country...they all tried something different, which is fantastic. So, it's not only educating the people that are coming in and are new, it's educating the people who are already here. They're learning about the bigger, wider world" Wider resident parent, interview

The evidence suggests that the Young Interpreter/ Young Ambassador scheme and wider activities in schools as a result of participation in the project contributed towards the project specific outcome: Peer support pupils report improved understanding, tolerance, peer support skills, and increased empathy and self-esteem. Pupils reported that the diversity in their classes helped them understand different cultures and languages and that

activities allowed new arrival pupils to share stories about their cultures and feel appreciated and listened to.

“In our class [there’s] actually only one person who’s actually British and this always helps when we’re learning about different cultures and languages, that always helps because we know more about where they’re coming from and it also really helps because it makes that person feel more appreciated and special” Young Interpreter, focus group

A wider resident parent also suggested that the results of project activities, including the increased confidence shown by INA parents as a result of Chatter Group activities, had led to an increase in these parents’ desire to get involved in wider community activities.

“There’s a lot that people wouldn’t have normally, as another example of my friend, she wouldn’t have thought of attending anything... in the wider community. She would only attend things at school. Now she’s actually stepping out and helping me with projects” Wider resident parent, interview

Therefore, the evidence suggests that project activities have allowed both parents and pupils to become increasingly involved in community-led integration activities. This is clear through involvement in both the Parent Ambassador programme and the Young Interpreter/Young Ambassador schemes. There is also some evidence to suggest that involvement in these activities has led to an increase in openness towards and interest in other cultures.

Unintended outcomes

In addition to the intended outcomes, project staff reported that a positive unintended outcome of the project had been the impact of activities on the work of the School Improvement Team within the local authority. Project staff reported that requests for help from schools to support INA parents and pupils had decreased. This meant that there was no longer a need for a specific role focusing on EAL pupils and that the needs of schools focusing on these issues could be absorbed by the remaining team capacity. Therefore, the project lead and member of the team focusing on this issue decided to take voluntary redundancy, resulting in a cost-saving for the local authority. Project staff felt this was a direct result of the increased confidence and expertise within schools as a result of the project.

“That’s a massive, immediate cost saving which in some ways is a credit to the whole project work and I would say in terms of the overall picture is a massive success because, and now just schools now feel really comfortable around managing these young people” Project staff, interview

Progress towards long-term outcomes

This section gives a short overview of how likely the project activities will contribute towards longer-term outcomes. This is informed by the direction of change as depicted in the logic model (figure 2.2).

Through supporting schools to acquire expertise and implement new structures support integration of INA pupils and parents, the evidence suggests that the project has, and will contribute to the intended longer-term outcome **of reducing the cost of public services**. As this knowledge and the new structures put in place by schools embed and local authority staff will no longer need to allocate as many resources to support schools to

integrate new arrival pupils. The fact that one School Improvement Team member chose to take voluntary redundancy also represents a direct cost saving to the local authority. Furthermore, the knowledge gained through the project should remain embedded beyond the end of the project, as schools adopt a general ethos of inclusivity. Therefore, environments based on the expertise and structures gained as a result of the project, should retain the increased capacity gained by teachers, therefore **reducing pressure on school resources**.

Increased access to ESOL, increased understanding of, and access to public services and access to labour market skills, as shown above, are likely to lead to **increased well-being of migrant families** and increased **English language proficiency**. There is also some evidence that the project contributed towards **increased labour market skills** for Parent Ambassadors, and less directly to encouraging wider INA parents to take up employment opportunities in the future.

As discussed above, there is some evidence that in schools where project activities have been fully embedded, **increased levels of social mixing** among parents had started to take place. If schools continue to implement project activities (including Chatter Groups, the work of Parent Ambassadors, School of Sanctuary Accreditation and the Young Interpreter/Ambassador schemes), this suggests opportunities for social mixing are likely to continue. There is also some medium-term evidence, as discussed above, that project activities have encouraged more social mixing among pupils. If project activities are sustained and the current outcomes continue into the longer term, this is also likely to continue.

It is possible that increased teacher capacity would lead to improvements in teaching standards for non-INA pupils. It may therefore follow that parents become less concerned about the effect of INA families arriving in the school and community, resulting in **reduced public concern about the impacts of migration and improved perceptions of recent migrants to local area**. This could be further progressed by increased social mixing between INA and non-INA parent through Chatter Groups and pupils through the Young Interpreter and Young Ambassador schemes, if these activities continue in schools.

5 Key findings: Value for Money

Introduction

In order to assess value for money, each of the 14 projects-level evaluation projects were assessed for the feasibility of conducting a Cost Benefit Analysis (CBA) or a Cost Effectiveness Analysis (CEA). The assessment involved a review of the availability and suitability of data collected at each of the 14 project sites. The *Schools PEER Integration Accelerator Programme* project was selected for a CEA, due to the lack of primary or secondary data available to monetise the outcomes. As there was no control (counterfactual) group against which to assess the impact of the project, artificial baselines were constructed (outlined in more detail below). Given the nature of the data used in the construction of the cost benefit and cost effectiveness models, the accuracy of results produced by the models should be interpreted with caution.²⁰

Perceptions of project costs and benefits were also explored in qualitative consultations with staff and stakeholders and secondary data from local migrants. The analysis acts to supplement the quantitative value for money assessment. For more information on the methodology, see Appendix 1.

Value for money assessment

A value for money assessment of the CMF funds used for the Schools PEER integration Accelerator programme was made using cost-effectiveness analysis supported by secondary data analysis. Project level data was used to conduct cost-effectiveness analysis. In addition to the cost-effectiveness an additional secondary data search was made to further inform the value for money assessment.

Cost-effectiveness analysis

Cost-effectiveness analysis was conducted in order to assess value for money of the CMF funds granted to the Schools PEER Integration Accelerator Programme. The assessment weights the projects' achieved outcomes against the specific costs associated with achieving the outcome in question. This assessment does not take into account non-monetizable benefits of project outcomes, which are explored in Chapter 4.

For the project, the outcomes of interest were the number of Parent Ambassadors employed in schools for 6 hours a week for 30 weeks and number of teachers enrolled in a 0.2 masters level accreditation which have submitted assignments: creating action plans and impact assessments for their schools to be implemented. These were selected as the outcomes of interest based on the availability of project data.

²⁰ The Maryland scientific methods scale scores methods for counterfactuals construction on a scale of one to five (with five representing the most robust method). Due to the use of measures of additionally in the construction of the counterfactual, the approach taken for this analysis cannot be attributed a score. Therefore, the accuracy of results produced by the models should be interpreted with a high degree of caution. For more information, see: https://whatworksgrowth.org/public/files/Methodology/Quick_Scoring_Guide.pdf

1. Number of Parent Ambassadors employed in schools for 6 hours a week for 30 weeks

Over the lifetime of the project, 15 Parent Ambassadors were employed in schools as part of the programme. Input from project staff suggests that in the absence of the project no Parent Ambassadors would have been employed in schools, hence this represents a net increase of 15 Parent Ambassadors employed in school as result of the programme. The costs associated with achieving the net increase of 15 Parent Ambassadors employed in schools totalled £52,400. A breakdown of the costs associated with achieving this outcome is provided in Table 5.1 below.

Table 5.1: Schools PEER Integration Accelerator programme, Parent Ambassadors, cost type and cost value

Cost type	Cost Value
Cost of delivery of OCN Level 2 Course (30 hours) by School Improvement Team and Support Post Course	£7,500
Cost of employment of 15 Parent Ambassadors for 6 hours a week for 30 weeks	£44,300
Cost of DBS Checks	£600
Total cost	£52,400

By dividing the total cost by the net number of Parent Ambassadors employed in schools as a result of the programme provides a **cost per Parent Ambassador employed in schools for 6 hours a week for 30 weeks as result of the project of £3,493.**

Unfortunately, given the lack of data available, the evaluation was unable to determine the benefit associated with the employment of these Parent Ambassadors. This would have required sufficiently robust secondary data or, optimally additional data on the outcomes associated with the employment of the Parent Ambassadors.

In light of this assessment, if the benefit to the individual and society at large from the employment of a Parent Ambassador exceeds £3,493 then the project can be deemed net beneficial to society from a value for money perspective. Additionally, the cost per referral value can be used to assess the value for money of this project relative to all other projects which seek to employ Parent Ambassadors. If alternative interventions lead to a cost per parent ambassador employed value greater than £3,493, we can infer that the Schools PEER Integration Accelerator programme is better value for money at the margin (in terms of its impact on employment of Parent Ambassadors).

2. Number of teachers enrolled in a 0.2 masters level accreditation which have submitted assignments: creating action plans and impact assessments for their schools to be implemented.

Over the lifetime of the project 12 teachers enrolled in the 0.2 masters level accreditation course, however of these only 9 have submitted assignments: creating action plans and impact assessments for their schools to be implemented. Input from project staff suggests that in the absence of the project no teachers would have enrolled a 0.2 masters level accreditation and submitted assignments, hence the project can be said to have directly led to a net increase of 9 teachers enrolled in the masters level accreditation course and having submitted assignments creating action plans and impact assessments for their schools.

The costs associated with achieving the 9 teachers enrolled in the masters level accreditation course and having submitted assignments total £5,249. A more detailed breakdown of costs involved in achieving this outcome can be found in Table 5.2 below.

Table 5.2: Schools PEER Integration Accelerator programme, 0.2 master’s level accreditation, cost type and cost value

Cost type	Cost Value
Cost of university accreditation at 0.2 of Master Level for 12 teachers a year	£3,024
Cost of training Venue/Refreshments	£600
Cost of supply cover for teachers	£1,625
Total cost	£5,249

By dividing the total costs presented above by the net number of 0.2 master’s level accreditation which have submitted assignments provides a **cost per 0.2 masters level accreditation with submitted assignments of £583.**

Unfortunately, given the lack of data available, the evaluation was unable to determine the social benefit associated with each of these 0.2 masters level accreditations with submitted assignments. This would have required sufficiently robust secondary data or, optimally, detailed follow-up data on the outcomes associated with a 0.2 masters level accreditation with submitted assignments creating action plans and impact assessments for their schools.

In light of this assessment, if the benefit to the individual and society at large from a 0.2 masters level accreditation with submitted assignments creating action plans and impact assessments for their schools exceeds £583 then the project can be deemed net beneficial to society from a value for money perspective. Additionally, the cost per referral value can be used to assess the value for money of this project relative to all other projects which seek to increase the number of teachers with 0.2 masters level accreditation with submitted assignments creating action plans and impact assessments for their schools. If alternative interventions lead to a cost per 0.2 masters level accreditation with submitted assignments creating action plans and impact assessments for their schools value greater than £583, we can infer that the Schools PEER Integration Accelerator programme is better value for money at the margin (in terms of its impact on numbers of 0.2 master’s level

accreditation with submitted assignments creating action plans and impact assessments for their schools).

Secondary data assessment

While quantifiable outcomes data resulting from of these programme's interventions was not available, secondary data analysis can provide indications of the potential societal benefits that may have resulted from the programme. For instance, if the interventions have the potential to reduce the rates of exclusions in the target schools then secondary data analysis can provide estimates of the economic benefit associated with these outcomes. A 2007 study,²¹ quoted in the Greater Manchester Combined Authority (GMCA, formerly New Economy) Unit Cost Database, calculates that the cost to the education system of an exclusion is £28,112. This includes administrative costs (£945) and alternative education costs (£27,167). In addition to this, the study calculates a fall in life-time earnings of £29,600 and lifetime cost to the NHS of £1,424 as a result of poorer health outcomes and increased illicit drug use. Other costs include those to criminal justice and social services. In total the study calculated the lifetime cost of exclusion was £89,258, of which £19,832 is borne by the individual and £69,426 by society. More recent studies have put the total figure even high, for instance the Institute for Public Policy Research²² estimated it at £370,000.

As a result of these significant social costs, a small reduction in the rate of exclusions could have a significant social benefit.

Qualitative assessment of project costs and benefits

Perceptions of project costs and benefits were also explored through qualitative consultations with project staff and stakeholders, including school staff and Parent Ambassadors. The analysis acts to supplement and thus support the quantitative value for money assessment presented above.

In order to ensure that the project was delivered within budget, project staff supplemented the project budget with additional funding from the departmental budget. Project staff reported that this was to allow project staff to spend more time delivering bespoke training within schools.

To promote efficient use of the funding, project staff reported that they used free venues in many instances. Staff also reported that the bespoke nature of project activities meant that funding could be effectively targeted. As a result of the project, staff reported that a dedicated local authority staff member to promote integration in schools was no longer needed. This staff member took voluntary redundancy, saving the department money in the longer-term.

Both project and school staff felt that without CMF funding, project activities would not have been delivered. It was reported that some schools might have tried to introduce some

²¹ Brooks et al., 2007, Misspent Youth: The costs of truancy and exclusion. Available here: <https://www.thinknpc.org/resource-hub/misspent-youth/>. All costs updated to 2019 prices.

²² Institute for Public Policy Research, 2017, Making The Difference: Breaking the link between school exclusion and social exclusion. Available here: <https://www.ippr.org/publications/making-the-difference>

activities, such as Chatter Groups, but this was very dependent on the availability of funding streams. Schools suggested that any spare school budget could easily be used up quickly, and the activities promoted by the project would not have been the priority.

6 Conclusions and lessons learned

This chapter outlines key learnings from this project around achieving delivery outputs and wider outcomes. The key barriers and enablers are also highlighted. There is also a discussion around some of the main attributes of the project, including for whom it benefited, the larger context in which it was created, and future directions in terms of replicability, scalability and sustainability.

What works?

The evaluation found that the main components that contributed towards the success of the project include:

- (1) the bespoke nature of project activities and the flexibility with which schools could engage with the project;
- (2) the skills of project staff in building relationships and the quality of training provided to school staff and Parent Ambassadors; and
- (3) the recruitment of Parent Ambassadors from particular communities to foster trust between schools and INA families.

The successes of the project were largely due to the flexibility of the project design. Project staff allowed schools to “pick and choose” the interventions they wanted to adopt to suit their needs. Staff and school stakeholders felt this was key to fostering buy-in and participation, thereby ensuring a wider number of INA families across Wolverhampton could benefit from the project.

Having skilled project staff with a background in education that schools and Parent Ambassadors could reach out to for expert advice was also important to the success of the project. The trusted relationship between project staff and schools enabled effective engagement of schools with the project. The training provided throughout project delivery was considered high quality, relevant and useful. In the case of the masters course for school staff, training also provided an opportunity for stakeholders to come together to share learning and best practice.

The recruitment of Parent Ambassadors from particular communities, for example Ambassadors with Roma heritage, helped to build trust between schools and historically hard to reach communities. Parent Ambassadors also reported that while they could work with all parents, their role was most effective when working with parents with whom they shared a language other than English.

Key barriers encountered by the project included:

- (1) financial constraints experienced by schools, limiting engagement with and attendance at project activities; and
- (2) some challenges engaging INA parents.

Project staff reported that the financial constraints experienced by some schools was a challenge to engaging them with project activities. Despite project funding for training and other activities, project staff believed that some schools were reluctant to commit to employing Parent Ambassadors when they had made other school staff, such as teaching assistants, redundant as a result of budget cuts. Furthermore, project staff found that some schools could not allow teachers to attend the masters course without adequate teacher cover, and whilst they were able to cover some of these costs, they recognised that the course would have been better attended if extra funding had been allocated.

There were also some challenges in engaging INA parents in Chatter Group events, especially on sensitive topics such as citizenship and immigration. Staff reported that it was necessary to build trust with parents over time, which was considered a key benefit of the work of Parent Ambassadors. Therefore, schools without Parent Ambassadors may encounter barriers to engaging new arrival parents in activities before these activities have time to embed.

For whom?

The key beneficiaries at the time of the evaluation were **school staff, international new arrival families, and longer-standing resident adults and pupils.**

- School staff benefited from both bespoke and structured training, gaining knowledge and expertise that gave them more confidence to support the academic and social integration of INA pupils into the school community. They also reported increased capacity as this expertise allowed for more efficient integration of pupils, meaning that teachers did not need to give as much one-to-one support to INA pupils as before. This was further reinforced by the work of Young Interpreters/Ambassadors who helped pupils acquire English language skills more quickly.
- International new arrival parents benefitted from the work of Parent Ambassadors and Chatter Groups. This improved communication and engagement between parents and schools and parents received signposting to and education on public services available to them, including access to the labour market;
- International new arrival pupils were supported through the Young Ambassadors/ Interpreters schemes, giving them extra support acquiring English language skills and understanding school rules and social norms. Their academic provision was also improved by the expertise gained and structures put in place through the training provided to school staff, including teachers better understanding how to integrate new arrival pupils with EAL needs into the wider class;
- Longer-standing resident pupils were given opportunities to support new arrivals, improving their peer support skills, as well as encouraging tolerance, acceptance and curiosity of different cultures. Young Ambassadors/ Young Interpreters took pride in the work they did supporting new arrival pupils.
- Wider pupils in the school (both new arrival and longer-standing pupils) should also benefit from the increased capacity of teachers as a result of the new structures in place to more effectively integrate INA pupils;

- Longer-standing resident adults benefitted from opportunities to gain skills and qualifications through the Parent Ambassador programme. These adults gained knowledge, both through structured training, and on-the-job learning, and became economically active in their roles as Parent Ambassadors. Some Parent Ambassadors reported that the skills they had learnt would be helpful in their future career paths.

In what circumstances?

School staff emphasised the importance of ensuring the whole school is on board with the aim of effectively integrating INA families. They felt that having a “whole school ethos”, which encouraged all staff and pupils to engage with interventions and welcome new arrivals, was therefore key to the success of project activities.

Parent Ambassadors also reported that while they could work with all parents, the programme was most effective when Parent Ambassadors were of the same background or spoke the same language as INA families, as this helped to build trust and relationships with the school, particularly for some hard to reach groups (such as Roma).

Could the project be replicated?

The bespoke nature of project activities and tailoring interventions to particular schools means that the project could be replicated in other areas. Bespoke training could be adapted to include specific local issues or priorities. The successful replication of the project would require staff with knowledge of the issues facing INA families in their communities and the skills to engage skills and design and deliver bespoke training to give schools the expertise to tackle these issues.

There had already been instances of knowledge sharing between areas at the time of this evaluation. For example, project staff reported that delegates from Ireland had visited Wolverhampton to examine and discuss the School of Sanctuary accreditation scheme and a neighbouring local authority had been in contact saying they were aware and interested in the scheme. Project staff were committed to providing information and materials to other interested parties free of charge.

“As a local authority, or as a team in a local authority, anything that is produced with and by schools, we do not charge other local authorities for. So... if someone said, ‘can we use your School of Sanctuary audit?’, we provided it” Project Staff, interview

The masters course is less replicable as it would involve the engagement of a local university to provide the course. However, this would be possible in many areas.

Could the project be scaled up?

There would be scope for the project to be scaled up beyond the primary school level. For example, project activities could be extended or tailored for use in secondary schools or nurseries in the area. There was evidence of this during the project, as some secondary schools took part in activities, although the majority of participating schools were primary level.

The project did not reach all the schools in the local area. Therefore, there may also be scope for extending current project activities to more primary schools across Wolverhampton. However, this would be reliant on engaging schools that were not interested in engaging previously. One member of school staff reported that although project activities were very useful in their school, which had a significant proportion of EAL students, a nearby school that was predominantly White British may not benefit to the same extent. On the other hand, some schools in the area were receiving INA pupils for the first time and may therefore come to need extra support going forward.

Project staff felt that the need for the project had largely been addressed, shown by the project lead taking voluntary redundancy.

Is there evidence of sustainability beyond the project lifetime?

Project staff reported that sustainability of project activities and outcomes was important to them and that they had tried to build this into the project design. The outcomes from the training elements of the project were likely to be sustained beyond the project, as teachers apply and share the knowledge gained through the bespoke and masters course trainings. Furthermore, the structures put in place with regards to EAL provision are likely to outlast the lifetime of the project.

While school staff hoped that they would retain Parent Ambassadors, there was some concern about how sustainable this would be, both due to budget constraints and Parent Ambassadors' willingness to stay in the role. School staff acknowledged that many Parent Ambassadors were working towards gaining new qualifications and would, one day, decide to move on with their career paths. There was evidence that this had happened at one school, where a Parent Ambassador had left to become a teaching assistant. Schools reported that they would try to recruit replacements, but this was not guaranteed and may be reliant on the Parent Ambassador training continuing to be funded by the local authority.

7. Appendix 1: Methodology and technical note

Evaluation Methodology

The evaluation employed a mixed method approach of both qualitative (depth interviews and focus groups) and quantitative (online school staff questionnaire) methods.

Due to challenges setting up a Data Sharing Agreement between Wolverhampton local authority and DLUHC (in which Ipsos MORI would act as a Data Processor on behalf of DLUHC), it was agreed to proceed with fieldwork such that no personal information would be shared with Ipsos MORI via the Council or partner organisations.

Qualitative evidence

Qualitative data was collected between November 2019 and January 2020 and activities consisted of focus groups and interviews with project staff, beneficiaries, and stakeholders (see table 6.1 below).

Qualitative data collection largely comprised of fieldwork on two primary schools in Wolverhampton, with additional telephone interviews outside of these schools with project staff and a Parent Ambassador. Case study schools were selected with input from project staff and were chosen to ensure all project activities were covered.

It was intended that in each school a focus group with wider resident parents would be conducted. However, in School 1, it was only possible to engage one wider resident parent and in School 2 it was not possible to recruit wider resident parents due to lack of availability on the fieldwork date.

Table 7.1: Qualitative fieldwork undertaken

Venue	Participant group	Research method
School 1	School staff (including a teacher who attended the master's course)	1 focus group
	Young Interpreters/Ambassadors (pupils)	1 focus group
	INA parents	1 focus group
	Wider resident parents	1 depth interview
School 2	School staff	1 paired interview with 2 school staff 1 telephone interview
	Parent Ambassadors	1 paired interview

Venue	Participant group	Research method
	Young Interpreters/Ambassadors (pupils)	1 focus group
	INA parents (Chatter Groups attendees)	1 focus group
Telephone Interviews	Project staff	1 paired telephone interview
	Parent Ambassador	1 telephone interview

Quantitative evidence

A questionnaire was designed by the Ipsos MORI relationship manager with input from project staff and was intended to be completed by senior school staff who would have knowledge of project delivery and its effects. The questionnaire consisted of 12 questions and aimed to understand schools' experiences of the project and any changes had occurred as a result of project activities. The full questionnaire is included in Appendix 3 below.

The questionnaire was sent to 34 schools by project staff via email on 9th December 2019. Responses were returned electronically directly to the Ipsos MORI relationship manager. The original deadline for returning the questionnaire was 16th December. However, this was then extended to 5th February to encourage additional responses. Two email reminders to complete and return the questionnaire was sent to schools by project staff.

11 completed questionnaires were returned, yielding a response rate of 32%. This is likely to have been affected as a result of the lack of a data sharing agreement between Wolverhampton local authority as DLUHC, as it was not possible for the Ipsos MORI relationship manager to directly follow-up with schools to encourage responses. Due to the low number of responses, findings from the survey are presented as indicative only.

Secondary data and monitoring information

Monitoring information collected by project staff was shared with the Ipsos MORI relationship manager. This included an activity log of which schools had been contacted and engaged in the project and which interventions they had decided to implement as well as an anonymised database of Parent Ambassadors. Case studies from Parent Ambassadors and an internal evaluation of the programme was also shared.

As the project lead left the local authority before the end of the evaluation period it was not clear whether any gaps remained in the activity log.

It was intended that the action plans and impact assessments created by teachers attending the master's course would be reviewed as part of the evaluation. However, these were not shared with the Ipsos MORI relationship manager and therefore could not be analysed.

Value for money assessment

In order to assess the feasibility of a cost-benefit analysis (CBA) or cost-effectiveness analysis (CEA) each of the 14 projects were assessed using the 8-step process below. Based on this assessment, each project was triaged to one of three methodological groupings:

1. **Cost benefit analysis (CBA):** Where data on quantitative and monetizable outcomes was available, a cost-benefit analysis was conducted;
2. **Cost effectiveness analysis (CEA):** Where quantitative measures for outcome(s) existed, but no data (primary or secondary) was available to monetize the outcomes, cost effectiveness analysis was conducted; or
3. **No feasibility for quantitative analysis:** Where there was no quantitative measure of outcomes available to the evaluation, neither cost benefit analysis nor cost effectiveness analysis could be conducted. In this case, a qualitative assessment of project costs and benefits was undertaken based on analysis of staff, stakeholder and beneficiary perceptions from qualitative consultations. Secondary data on potential monetizable benefits was also reviewed.

Eight step model for reviewing project outputs and outcomes

The process for conducting the cost-benefit analysis follows the 8 key steps outlined below.



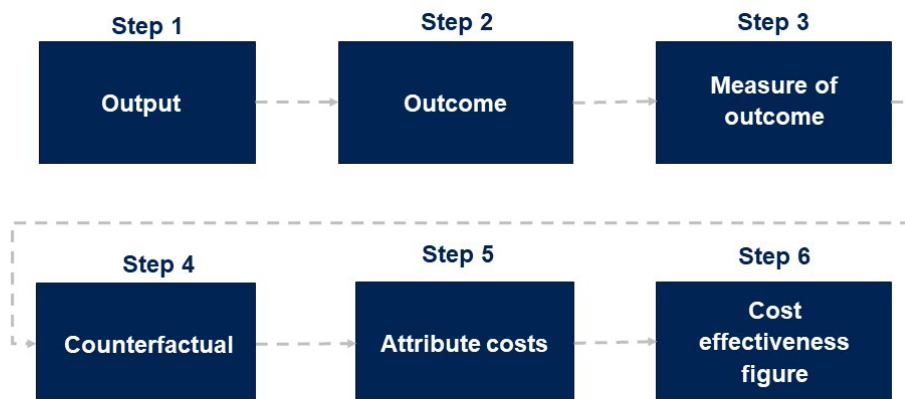
Cost-benefit analysis followed an eight-step process:

1. **Identify the projects outputs** (e.g. number of individuals provided with housing support)
2. **Identify the achieved projects outcomes** and the outcomes which are monetizable
3. **Identify monetary values for each outcome** from existing data sources

4. **Assign a counterfactual case for the outcomes** to estimate the number of outcomes achieved in the absence of the project; derived through primary information collection or secondary data analysis
5. **Monetize the outcomes** by multiplying the monetary value of each outcome by the number of additional outcomes achieved
6. **Estimate the persistence of the outcome** (i.e. is this a one-off benefit or ongoing, and how long does the benefit persist for into the future?)
7. **Calculate the total monetary benefits (cost savings)** by summing the total benefit for each outcome (including fiscal savings, public sector efficiency savings and public value benefits), accounting for any duplication of benefits across different categories.
8. **Compared the total estimated monetary benefits to the total costs** of the project, to estimate the estimated Benefit to Cost Ratio (BCR).

Cost effectiveness analysis followed a six-step process, outlined below:

The process for conducting the cost-effectiveness analysis follows the six key steps outlined below.



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Ipsos MORI 

1. Identify the projects outputs
2. Identify the achieved projects outcomes
3. Identify quantifiable values for each outcome
4. **Assign a counterfactual case for the outcomes** to estimate the number of outcomes achieved in the absence of the project. This is derived through primary information collection or secondary data analysis.

5. **Attribute costs** using a breakdown of the project costs. Costs that are related to the outcomes identified in Step 3 can be isolated and attributed to the relevant outcomes.
6. **Calculate the cost-effectiveness figure** of the project outcome, by dividing the outcome by the cost attributed to it to derive the cost per unit of that outcome.

Two models were developed using Excel. The CBA model calculated costs relative to the monetizable benefits. The CEA model calculated costs relative to the quantifiable outcomes achieved from each of the CMF interventions (without attempting to monetize these outcomes).

As there was no robust control (counterfactual) group against which to assess impact, artificial baselines were constructed. Where possible, input from project leads was used to inform the assessment of the counterfactual and in the cases that this was not available, conservative estimates were made. A hierarchy of counterfactual options are outlined below. Given the nature of the data used in the construction of the cost benefit and cost effectiveness models, the accuracy of results produced by the models should be interpreted with a high degree of caution.

Counterfactual development: hierarchy of counterfactual options

Counterfactual development

Assigning a counterfactual

In order to assess value for money for a project we must compare the project's outcomes against a baseline or counterfactual scenario. The aim of the counterfactual is to replicate--as close as possible-- the outcomes that would have been achieved in the absence of the project. A hierarchy of counterfactual options are presented below:

1. **Randomised, blinded control group.** Individuals are randomly assigned to two groups at the start of an intervention. This is the gold standard in trial design.
2. **Matched comparator group.** Individuals receiving the intervention are matched with non-participants, and the outcomes of participants and non-participants are compared. Matching methodologies include Propensity Score Matching. This aims to imitate, as far as possible, the random allocation of an RCT.
3. **Historical baseline.** Using the same outcomes over the period prior to the intervention to form a counterfactual case. However, this method does not control for temporal variation.
4. **Baseline proxied by secondary data.** Using published evidence such as researched measures of additionality, or other identified data points, to represent the baseline scenario.

Analysis / synthesis of findings

Secondary data and monitoring data shared by the project was analysed to extract key findings related to achievement of outputs and outcomes.

Interview notes were systematically inputted into an analysis grid for each research encounter, allowing for more in-depth analysis of findings. There was one grid for each

type of audience consulted. The grids follow the structure of the topic guide enabling the identification of relevant quotes for each element of the outcomes and process evaluation. A thematic analysis approach was implemented in order to identify, analyse and interpret patterns of meaning (or "themes") within the qualitative data, which allowed the evaluation to explore similarities and differences in perceptions, views, experiences and behaviours. Once all data had been inputted, evidence for each outcome and key delivery themes was brought together in a second analysis matrix to triangulate the evidence and assess its robustness.

Qualitative approaches explore the nuances and diversity of perceptions, views, experiences and behaviours, the factors which shape or underlie them, and the ideas and situations that can lead to change. In doing so, it provides insight into a range of perceptions, views, experiences and behaviours that, although not statistically representative, it nonetheless offers important insight into overarching themes.

Outputs achievements

Ipsos MORI undertook an assessment of the project’s success in achieving its intended outputs based on consideration of the evaluation evidence generated. There are five measures that this assessment can take and that have been consistently applied throughout the individual project evaluations. These measures are based on the definitions below.

Table 7.2: Definitions of achievement measures

Achievement measure	Definition
Not achieved	The evidence indicates that the output has not been achieved
Partially achieved	There is some evidence to infer some of the output may have been achieved.
Partially achieved (on track)	The output has not been achieved at the time of the evaluation, however there is evidence to suggest that the output will be achieved within the time frame of the project.
Achieved	There is evidence to conclude that the output has been achieved.
Exceeded	This refers to output where monitoring information shows projects exceed their target outputs.
Inconclusive	There is not sufficient evidence to provide a robust assessment of progress towards project outputs.

Project-level evaluation framework

Output / Outcome / Impact (from logic model)	Who will measure it?	When will it be measured?	Target	MI	Data Source						
					Survey with school staff	Focus group with residents	Interviews with project staff	Focus groups with pupils	Interviews with Parent Ambassadors	Interviews with INA parents	
Outputs											
<ul style="list-style-type: none"> Schools approached to take part 'New Arrival Audits' conducted in schools by project lead Bespoke plans created by project lead 	Project lead/ School Improvement Team	Log kept throughout project	25 schools recruited to take part	Log of contact with schools kept by School Improvement Team							
<ul style="list-style-type: none"> Staff members trained by School Improvement Team 	Project lead/ School Improvement Team	Log kept throughout project	120 staff members	Log of contact with schools							
<ul style="list-style-type: none"> Teachers attend 0.2 Masters Level accredited course 	Masters course feeding back to Project lead/ School Improvement Team	Ongoing	15 teachers attend masters course	Attendance records							
<ul style="list-style-type: none"> Teachers conduct needs analysis and create and implement action plans 	Project lead/ School Improvement Team	Ongoing	15 needs analyses and action plans	Review of action plans							
<ul style="list-style-type: none"> Teachers conduct impact assessments of their action plans 	Project lead/ School Improvement Team	July 2019	12 impact assessments	Physical output from master's course shared with Ipsos MORI							
<ul style="list-style-type: none"> Participating schools identify staff as peer support mentors, staff are trained by School Improvement Team 	Project lead/ School Improvement Team	Ongoing	10 staff identified and trained	Training attendance log kept by School Improvement Team							

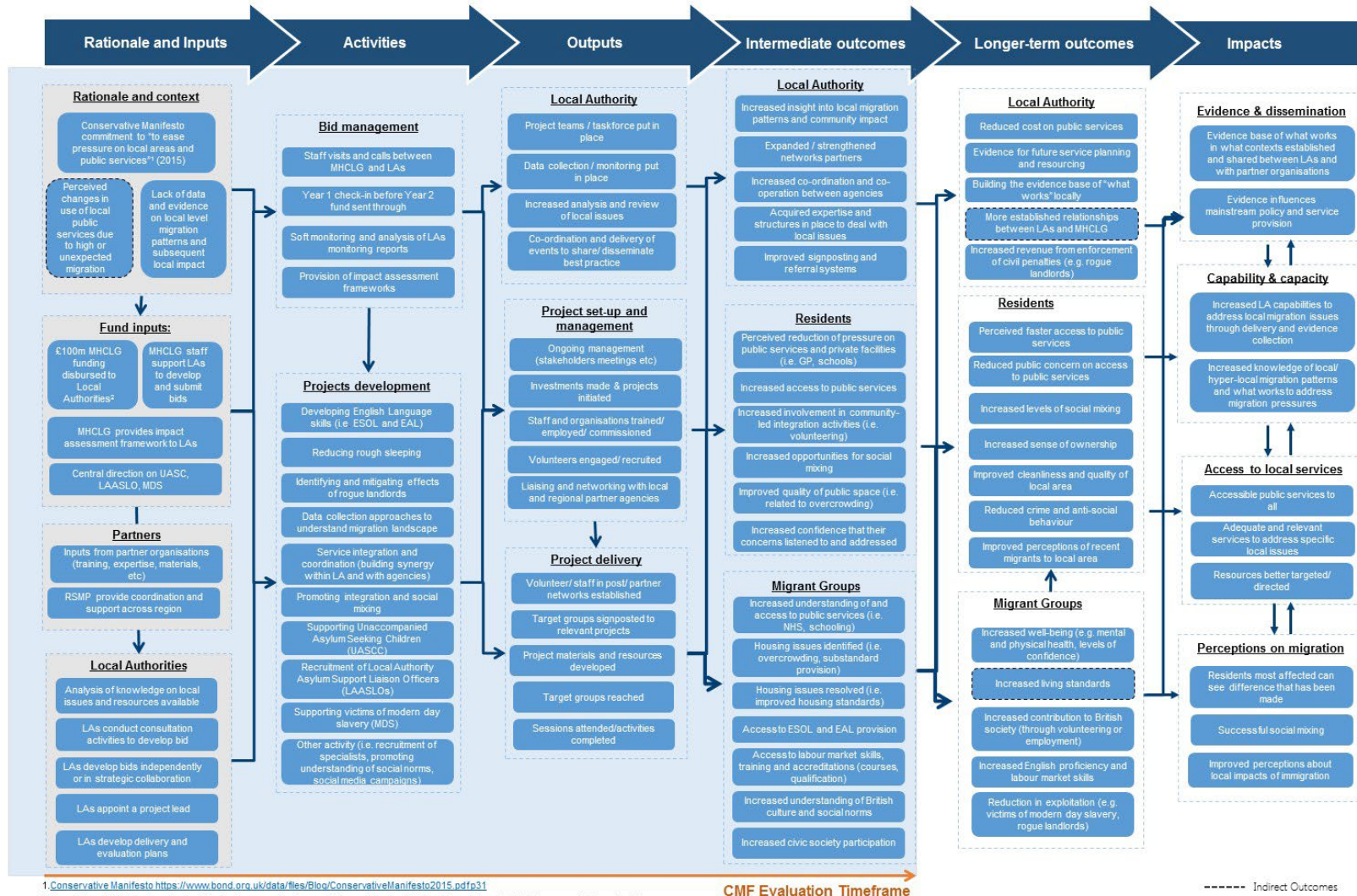
<ul style="list-style-type: none"> Pupils trained by school staff as Young Ambassadors 	Project lead/ School Improvement Team	Ongoing	60 pupils trained	Log kept by schools and shared with School Improvement Team project lead							
<ul style="list-style-type: none"> Parent Ambassadors recruited 	Project lead/ School Improvement Team	Ongoing – schools provide information to School Improvement Team when a new Ambassador is recruited	20 Parent Ambassadors Recruited	Log kept by schools and shared with School Improvement Team project lead							
<ul style="list-style-type: none"> Parent Ambassadors attend Level 2 Open College Network course 	Adult Learning Team	Ongoing – attendance records kept?	20 Parent Ambassadors attend course	Attendance records kept by Adult Learning Team and shared with School Improvement Team							
<ul style="list-style-type: none"> Parent Ambassadors gain OCN Level 2 qualification 	Adult Learning Team	Log	20 Parent Ambassadors gain qualification	Log kept by Adult Learning Team and shared with School Improvement Team							
<ul style="list-style-type: none"> Parent Ambassadors volunteer in participating schools 	Schools	Log	20 Parent Ambassadors volunteer 6 hours a week in participating schools	Log kept by schools and shared with School Improvement Team							
<ul style="list-style-type: none"> 15 Parent Ambassadors employed 6 hours a week in participating schools and maintain part-time employment by the end of the project 	Schools	Log	15 Parent Ambassadors employed 6 hours a week in participating schools and maintain part-time employment by the end of the project	Log kept by schools and shared with School Improvement Team							
<ul style="list-style-type: none"> Online support forum created with links to ESOL provision and signposting to 	School Improvement Team	Once public	1 online forum created	Link to page							

<i>other services for new arrival parents</i>											
• Schools introduce chatter groups	School Improvement Team	Ongoing	15 schools	Schools report back to School Improvement Team. Log kept and shared with IM							
• X parents take part in chatter groups	Parent Ambassadors/Schools	Ongoing	No target	School survey Attendance records where available							
• X schools begin process to become a School of Sanctuary	School Improvement Team	Ongoing	No target	Progress monitored by School Improvement Team							
Outcomes											
					Data Source						
					Survey with school staff	Interviews with project staff	Interviews with school staff	Focus groups with pupils	FG/ interview with Parent Ambassadors	FG with INA parents	FG with wider resident parents
<i>Increased coordination and cooperation between agencies (schools and LA)</i>											
<i>Improved signposting and referral systems</i>											
<i>Acquired expertise and structures in place to deal with local issues (links to project outcomes below)</i> <i>Improved engagement of INA parents with the school</i>											
- <i>Improved communication with INA parents</i>											

- Improved engagement of INA parents with the school											
- Improved school attendance of new arrival pupils											
- Support staff have increased capacity due to EAL pupils being more effectively integrated											
- Increase in KS2/3 age related expectations				LA data							
Wider residents											
<i>Increased involvement in community-led integration activities (parents, Parent Ambassadors) links to intermediate project outcomes:</i>											
- Parents of non-INA pupils report improved relations with INA parents											
<i>Access to Labour Market skills, training and accreditations (Parent Ambassadors) links to intermediate project outcomes:</i>											
- Parent Ambassadors develop skills for employment											
- 15 residents become economically active				Log of number of Parent Ambassadors subsequently employed by schools							
Migrant groups											
<i>Increased understanding of and access to public services (education system, knowledge of their rights, the labour market and healthcare system)</i>											
<i>Increased understanding of British culture and norms (links to project outcomes below):</i>											

- Improved engagement of INA parents with the school											
- Improved school attendance of INA pupils				Attendance data held by LA for 2 case study schools							
Access to ESOL and EAL provision (chatter groups and young ambassadors) (links to project outcomes below):											
- Improved communication with INA parents											
LT outcomes											
Reduced cost of public services	OUT OF SCOPE										
Reduced public concern about the impacts of migration	OUT OF SCOPE										
Increased levels of social mixing	OUT OF SCOPE										
Improved perceptions of recent migrants to local area	OUT OF SCOPE										
Increased well-being for migrant groups Links to intermediate project outcomes:											
- Improved inclusive and tolerant environment in schools											
- INA pupils report positive relationships with and support from their peers											
Increased English language proficiency (parents and pupils) and labour market skills (Parent Ambassadors)											

Appendix 2: CMF Overall Theory of Change



1. Conservative Manifesto <https://www.bond.org.uk/data/files/Blo/ConservativeManifesto2015.pdf#p31>

2. An additional £40m is investing in direct enforcement action against people in the UK illegally and is not within the scope of this evaluation

Overall CMF logic model

Rationale is linked to activities and these are linked to outputs, outcomes and impacts.

Rationale

Context:

- There was a Conservative Manifesto Commitment to ease pressures on local areas and public services; There was a public perception that there were changes in the use of local public services due to high or unexpected migration; Local of data and evidence on local level migration patterns and subsequent local impacts.

Fund inputs:

- £100 million from MHCLG disbursed to Local Authorities; MHCLG staff support LAs to develop and submit bids; MHCLG provides impact assessment framework to LAs; Central direction on UASC, LAASLOs

Partners:

- Inputs from partner organisations (training, expertise and materials etc); RSMP provides coordination and support across the region.

Local Authorities:

- Analysis of knowledge on local issues and resources available; LAs conduct consultation activities to develop bid; LAs develop bid independently, or on strategic collaboration; LAs appoint a project lead; LAs develop delivery and evaluation plans.

Activities:

Bid management:

- Staff visits and calls between MHCLG and LAs; Year 1 check-ins before year 2 fund sent through; Monitoring and analysis of LAs monitoring reports; Provision of impact assessment frameworks

Project development:

- Developing English language skills (ESOL and EAL); Reducing rough sleeping; Identifying and mitigating the effects of rogue landlords; Data collection approaches to understand migration; Service integration and coordinating (building synergy within LA and with agencies); Promoting integration and social mixing; Supporting Unaccompanied Asylum Seeking Children; Recruiting local authority asylum support liaison officers; Supporting victims of modern day slavery; Other activities (recruitment of specialists, promoting social norms and social media campaigns)

Outputs

Local Authority:

- Project teams/ taskforces; data collection/ monitoring information; increased analysis and review of local issues; coordination and delivery of events to share and disseminate best practice

Project set up and management:

- Ongoing management; investments made and projects started; staff trained; volunteers engaged and recruitment; liaising and networking with local and regional agencies

Project delivery:

- Volunteers in post and networks of partners established; target groups sign posted to relevant projects; project materials and resources developed; target groups reached; sessions attended and activities completed.

Intermediate outcomes

Local authority:

- Increased insights into local migration patterns and community impacts; Expanded and strengthened network partners; increased coordination and cooperation between agencies; acquired expertise and structures in place to deal with local issues; improved sign posting and referral systems

Residents:

- Perceptions of reduced pressure on local public services; increased access to public services; increased involvement in community led integration activities; increased opportunities for social mixing; improved quality of public space; increased confidence that concerns are being listened to

Migrant groups:

- Increased understanding of and access to public services; housing issues identified; housing issues resolved; access to ESOL and EAL provision; access to labour market, skills and training, and accreditation; increased understanding of British culture and social norms, increased civic participation.

Long term outcomes:

Local Authority:

- Reduced cost of public services; evidence for future service planning and resourcing; building the evidence base of work works locally; increased revenue from enforcement of civil penalties

Residents:

- Perceived faster access to services; reduced public concern on access to public services; increased level of social mixing; increased sense of ownership; improved cleanliness and quality of local areas; reduced crime and anti-social behaviour; improved perceptions of recent migrants to local area.

Migrants groups:

- Increased well-being (mental health) levels of confidence; increased living standards; increased contributions to British Society; Increased English proficiency; Reduction in exploitation

Impacts:

Evidence and dissemination:

- Evidence base of what works in what contexts and shared between LAs and partners; evidence influence mainstream policies and service provision

Capability and capacity:

- Increased LA capabilities to address local migration issues through delivery of evidence collection; Increased knowledge of local hyper local migration patterns and what works to address migration pressures.

Access to local services:

Accessible public services to all; adequate and relevant services to address specific local issues; resources better targeted and directed

Perceptions on migration:

- Residents most affected can see difference that has been made; successful social mixing; improved perceptions of local impact of immigration.

Appendix 3: Research tools

CMF qualitative tools

Table 7.3: Qualitative tools for different participants groups

Participant <i>(e.g. training beneficiary/ ESOL beneficiary/ project staff)</i>	Research method <i>(e.g. focus group/ interview)</i>	Outcomes measured <i>List all relevant outcomes measured</i>
Project staff	Interview	<ul style="list-style-type: none"> • All intermediate outcomes
School Staff	Interview/focus group	<ul style="list-style-type: none"> • School intermediate outcomes 1 and 2 • Migrant intermediate outcome 6
Parent Ambassadors	Interview	<ul style="list-style-type: none"> • Migrant outcomes 4, 6 and 7
Participating pupils	Focus group	<ul style="list-style-type: none"> • Migrant outcome 6 and wider resident outcome 9
Participating migrant parents	Focus group	<ul style="list-style-type: none"> • Migrant outcomes 4, 5 and 6 • Local authority outcome 3
Wider resident parents	Interview	<ul style="list-style-type: none"> • Resident outcomes 8 and 9 • School outcome 1

Quantitative tool: School Questionnaire

1. Which of the following aspects of the Programme has your school been involved in? (Tick all that apply, please write the MONTH and YEAR each activity began)

	Tick all that apply	Date started (M/Y)
Parent Ambassador Programme	<input type="checkbox"/>	
Parent Chatter Groups	<input type="checkbox"/>	
Young Interpreters programme	<input type="checkbox"/>	
Young Ambassadors programme	<input type="checkbox"/>	
Teacher training (Masters accreditation)	<input type="checkbox"/>	
Bespoke training and support	<input type="checkbox"/>	
School of Sanctuary accreditation	<input type="checkbox"/>	

2. Before taking part in the project, how well, if at all, do you feel your school supported new arrival pupils and their parents? (Please select one answer)

- Very well
- Fairly well
- Not very well
- Not at all well
- Don't know

3. When did you receive your New Arrival audit/ support visit from the CLL Team? (Please write in the MONTH and YEAR of the visit)

...../.....

How helpful, if at all, did you find the advice received from the CLL Team, in relation to supporting international new arrival pupils and their parents? (Please select one answer)

- Very helpful
- Fairly helpful
- Not very helpful
- Not at all helpful
- Don't know

4. How many, if any, teachers in your school received training from CLL Team staff? (Please write the number on the dotted line below)

.....

5. To what extent, if at all, did the training improve staff knowledge and skills to support international new arrival pupils? (Please select one answer)

- A lot

- A fair amount
- A little bit
- Not at all
- Don't know

6. As a result of taking part in the project, do you think that the level of communication between International New Arrival Parents and the school has got better, stayed about the same or got worse?

(Please select one answer)

- Got a lot better
- Got a little better
- Stayed about the same
- Got a little worse
- Got a lot worse
- Don't know

7. As a result of taking part in the project, do you think that the level of engagement of International New Arrival Parents with the school has got better, stayed the same or got worse (e.g. involvement of parents in their child's learning and progress, involvement with school activities etc)? (Please select one answer)

- Got a lot better
- Got a little better
- Stayed about the same
- Got a little worse
- Got a lot worse
- Don't know

8. As a result of taking part in the project, has the attendance of International New Arrival students, got better, stayed the same or got worse? (Please select one answer)

- Got a lot better
- Got a little better
- Stayed about the same
- Got a little worse
- Got a lot worse
- Don't know

9. As a result of taking part in the project, do you think the school environment has become more welcoming towards International New Arrival pupils? (Please select one answer)

- Much more welcoming
- A bit more welcoming

- A bit less welcoming
- Much less welcoming
- Not changed
- Don't know

10. As a result of taking part in the project, do you think that the school environment has become more or less inclusive towards International New Arrival pupils and parents or has it not changed? (Please select one answer)

- Much more inclusive
- A bit more inclusive
- A bit less inclusive
- A lot less inclusive
- Not changed
- Don't know

11. As a result of taking part in the project, to what extent, if at all, has teacher's capacity (e.g. time) to focus on issues other than supporting International New Arrival pupils changed? (Please select one answer)

- Capacity has increased a lot
- Capacity has increased a little
- Capacity has stayed about the same
- Capacity has decreased a little
- Capacity has decreased a lot
- Don't know

12. As a result of taking part in the project do you feel that teaching standards for pupils have got better, stayed the same or got worse? (Please select one answer)

- Got a lot better
- Got a little better
- Stayed about the same
- Got a little worse
- Got a lot worse
- Don't know

If you have any other comments or thoughts on the project, please write them here (please do not include any personal information):

