

Khulisa: Face It Programme

Interim Report

July 2022



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1. About the report

This interim report for Khulisa's Face It programme summarises the results from nine cohorts of pupils that have participated in the programme in the 20/21 and 21/22 academic year. It focuses on impact to date of the programme on social, emotional and wellbeing outcomes alongside school attendance.

Due to significant constraints imposed by the Covid-19 pandemic, including both disruption to programme delivery and capacity challenges within schools, this report has been delayed. However, we are pleased to share this analysis of progress to date from over 50 young people that completed the Face It programme during this period.

This report will be followed by a final report which will incorporate both an increased sample size and comparison against a matched control group of statistically similar young people to enable a more robust impact analysis. All conclusions in this report should therefore be taken as indicative only.

2. Executive summary

This interim report summarises an analysis of data collected from Morley College, Park View School, City of London Academy Southwark (COLA) and Manchester Communication Academy (MCA) for pupils that participated in the Face It programme in 20/21 and the 21/22 academic year to date. The core analysis is based on 52 pupils with matched survey data and 54 with matched attendance data.¹

Some of the key findings highlighted in this report include:

Pupil progress across social and emotional and wellbeing outcomes:

- ▶ There was a **substantial increase** across pupil wellbeing, resilience and emotional regulation outcomes over the course of the programme. This took pupils' responses from below to above the national benchmark on all three of these outcome measures.
- ▶ The largest increase was for **resilience**, with an 11% improvement between baseline and final response. 77% of participants completing the programme reported an improvement in their resilience, compared to 63% for wellbeing and 62% for emotional regulation.
- ▶ In general this data was **consistent across different cohorts** completing the programme. For example, all nine cohorts increased in resilience and all but one cohort reported improvements in wellbeing.

¹ Matched data refers to pupils who have both pre-programme (baseline) and post-programme (final) data. All references to matched pupils refer to pupils with matched data for the relevant analysis.

Pupil progress across engagement outcomes:

- ▶ As there were no recorded exclusions for the time period considered in this report for the schools for whom this was requested, and minimal behaviour data, this report focuses on school attendance as a primary engagement measure.
- ▶ **Nationally** in the period from Spring 2021 to Spring 2022, school attendance fell by 10.1% and by 10.9% for Free School Meals recipients. This overall decline would correspond to a 6.74% decrease if averaged linearly over an eight month period (the length of data collection for these evaluations).
- ▶ Trends for **Face It participants** also saw a decrease in attendance, of 5.2% on average. There are challenges with comparing these trends to national data, but this *may* suggest a **slightly more positive trend** for Face It participants. This is notable given the profile of participants as being at risk of disengagement from school.
- ▶ When restricting Face it analysis to **exclude outliers** for whom attendance records are incomplete (typically due to long-term health absences or being educated in internal provision which stops short of full exclusion) **this trend is more pronounced**. Excluding outliers, there was a decrease in attendance of 0.7% from baseline to final, with 36% of participants reporting an increase in attendance.
- ▶ Results for those who completed both sets of programme surveys relative to all participants are similar. While Khulisa should continue to incentivise final survey completion to gain a complete picture of programme impact, students engaging in this activity does not appear to be closely correlated to trends in attendance data.

Findings of subgroup analysis:

- ▶ Across both **wellbeing and emotional regulation** there was a more pronounced increase in scores for Pupil Premium (PP) pupils relative to non-Pupil Premium pupils (7.9% versus 4.9% for wellbeing, and 10.5% versus 5.6% for emotional regulation). This was not the case for resilience where increases for non-PP were higher.
- ▶ For **attendance** the rate of decrease was similar for PP and non-PP pupils: an average decrease of 5.5% versus 4.1% (including outliers). On average trends for Face It participants are similar to national ones. For example, pupils with a SEND or who were Pupil Premium eligible are generally likely to have lower levels of attendance, and in the case of PP pupils, had slightly higher increases in absence rates during this period. However, removal of outlier data has a large impact on the subgroup analysis.
- ▶ **SEND pupils** generally saw a lower increase in wellbeing and emotional regulation outcomes relative to **non-SEND pupils**, and a slightly higher increase for resilience. SEND pupils also saw the most significant decrease in attendance, but this was highly affected by whether or not outliers were included in the data.
- ▶ In general, **Year 10 pupils** reported the lowest baseline and final scores across all outcomes. This may reflect some of the challenges associated with transition into KS4. There were no consistent trends in levels of change by year group, with significant variation based on the cohort and sample size.

3. Introduction

Khulisa's flagship programme, 'Face It', is developed to support the wellbeing and social and emotional skills of young people with complex needs. The programme has been running in schools and Pupil Referral Units across the UK for the past decade and is designed to support the wellbeing and social and emotional skills of young people aged 11-18.

Delivered experientially using a mixture of group activities and 1-to-1 reflection sessions, 'Face It' aims to build young people's emotional self-regulation, coping skills, resilience, and overall social and emotional wellbeing through creative techniques like storytelling, art, debating & role-play. In doing so, the programme not only seeks to help young people improve their wellbeing, it also aims to close the social and emotional skills gap by supporting the most disadvantaged young people in developing the skills required for success and dealing with adversity.

ImpactEd and Khulisa have been working to evaluate the impact of the Face It programme on participating pupils' social and emotional and wellbeing outcomes as well as their engagement in school (through attendance, attainment, exclusion, and behavioural data).

For the purpose of this evaluation, social, emotional and wellbeing outcomes are measured through surveys completed on the ImpactEd platform before the programme (baseline) and after the programme (final). Pupil engagement data was also collected from schools directly.

Given the availability of data at the time of writing, engagement data in this report focuses predominantly on attendance, which has been collected directly from school management information systems (MIS) using the ImpactEd platform. For this data, we report on baseline as being the average attendance three months before the programme started and final data as average attendance three months after programme completion.

Continued teacher and pupil absences due to Covid-19 significantly affected both programme delivery and school capacity through the period of this report. In particular, there were some challenges with data availability which have affected sample sizes for some of our reporting. We have noted these caveats throughout, with the view to expanding on the analysis with the benefit of a larger sample in the final evaluation report.

Nine Face It cohorts are represented in this report. The nine cohorts are spread across four schools and colleges: Morley College, Park View School, City of London Academy Southwark (COLA) and Manchester Communication Academy (MCA)

4. Evaluation methodology

To understand the impact of the Face It programme on participating pupils' social, emotional and wellbeing outcomes, Khulisa and ImpactEd have collected data before the programme (baseline) and after the programme (final). Pupil engagement data was also collected from schools directly (including attendance, exclusions, and behaviour data).

The measures collected have been developed in line with Khulisa's Theory of Change for Face It (see below). This report focuses on core outcomes (for example, while coping skills are recorded in Khulisa's data collection, we have not analysed this data for this report).

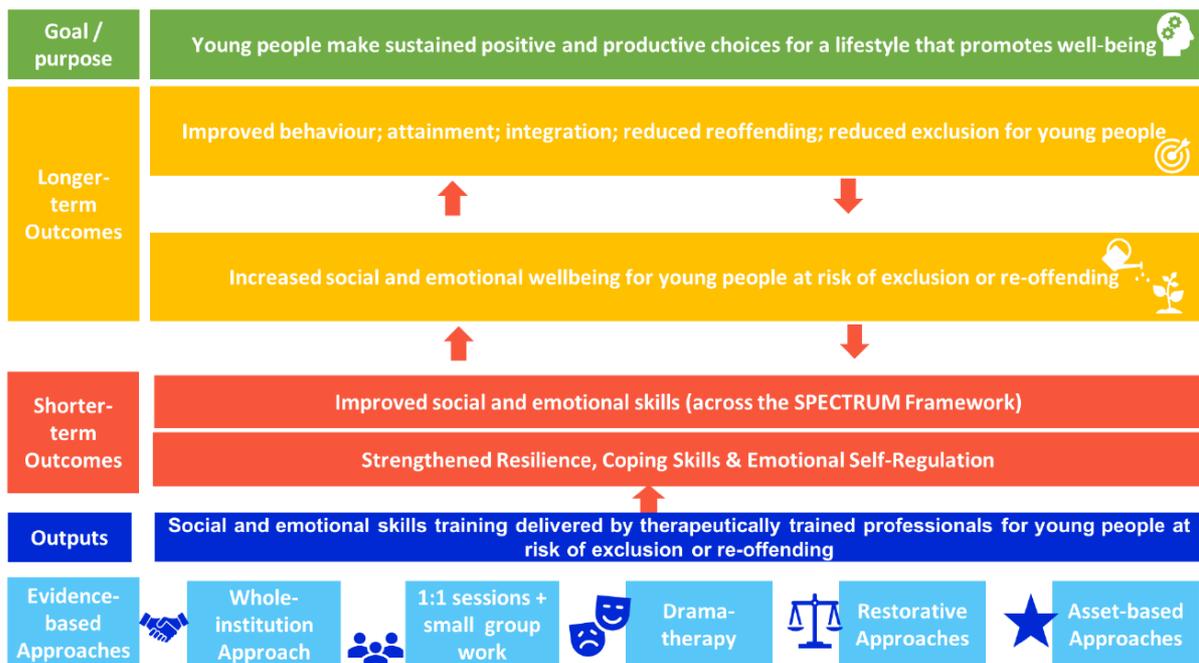


Figure 1: Theory of Change for Khulisa's 'Face It' programme

This interim report provides a summary of data so far across these core outcomes using descriptive statistics. For the final report, results will be compared to a quasi-experimental control group using Propensity Score Matching (PSM). This technique will compare Face It participants to statistically similar pupils nationally, matching on characteristics such as gender, disadvantage and age range. Given that data collection is ongoing, and the limited sample size represented in this report as a result, all results in this report should be taken as indicative only with a fuller estimate of programme impact following in the final report.

4.1. Outcomes and measures

Three measures were collected at both timepoints to assess changes in social and emotional skills, and wellbeing:

- ▶ **Wellbeing (Shortened Warwick-Edinburgh Mental Wellbeing Scale)**
This is a widely used validated scale which measures general mental wellbeing. Wellbeing is measured on a scale from 1 to 5, which is then converted into a standardised score running from 7 to 35 to enable comparison with UK population benchmarks. Benchmarks are available from a number of studies.²
- ▶ **Resilience (Children's Hope Scale)**
This is another validated scale which measures children's perceptions that their goals can be met. Benchmarks are available from the original study, and we have also contextualised this against more recent data from survey respondents on the ImpactEd platform. Resilience is measured on a scale from 1 to 6.³
- ▶ **Emotional Regulation (Emotional Regulation Questionnaire)**
This is a validated scale which measures the degree to which people regulate their emotions. Benchmarks are available from the original study, and we have also contextualised this against more recent data from survey respondents on the ImpactEd platform. Emotional regulation is measured on a scale from 1 to 5.⁴

Four measures are being used to assess changes in pupil engagement:

- Attainment data
- Attendance data
- Behaviour points data
- Exclusions data

Given data availability at the time of writing, the engagement analysis in this report focuses on attendance data, with further analysis of attainment, exclusions and behaviour points data to follow in the final evaluation report.

4.2. Pupil numbers

The data in this report comes from nine Face It cohorts across four schools. The total number of pupils with matched surveys (i.e. both baseline and final responses) was 52. The total number of pupils with matched attendance data was 54.

Given the intensive nature of the programme, sample sizes are often necessarily small. This report focuses on matched analysis for pupils who have completed both baseline and final measures. However, all conclusions in this interim report should be taken as indicative as a larger sample is worked towards for the final report.

² Benchmarks accessed from The Children's Society Life on Hold [report](#) (2020)

³ Benchmarks accessed from [Peabody](#) (2007)

⁴ Benchmarks accessed from [Gross and John](#) (2003)

4.2.1. Pupil numbers for social and emotional and wellbeing data

School cohort	Matched surveys
Park View School KS4 (March 21 Cohort)	10
Park View School KS4 (May 21 Cohort)	7
Morley College KS5 (May 21 Cohort)	3
MCA KS4 (September 21 Cohort)	3
MCA KS3 & 4 (November 21 Cohort)	3
City of London Academy KS3 (November 21 Cohort)	4
City of London Academy KS4 (February 22 Cohort)	4
Park View School KS3 (February 22 Cohort)	10
Park View School KS4 (March 22 Cohort)	8
All pupils	52

Table 1: Matched pupil numbers across the cohorts for the social, emotional and wellbeing data collected via the ImpactEd platform.

4.2.2. Pupil numbers for engagement data

Please note that at the time of writing, 3 months post-programme had not passed for the Park View March 2022 cohort. For this reason, attendance data is reported for eight cohorts rather than the nine included in the survey analysis. For the two February 2022 cohorts, due to the timing of the data pull the final week of the post-programme period is not included; this is unlikely to have a significant impact on results.

School cohort	Matched pupil numbers
Park View School KS4 (March 21 Cohort)	11
Park View School KS4 (May 21 Cohort)	8
Morley College KS5 (May 21 Cohort)	2
MCA KS4 (September 21 Cohort)	5
MCA KS3 & 4 (November 21 Cohort)	8
City of London Academy KS3 (November 21 Cohort)	5
City of London Academy KS4 (February 22 Cohort)	4
Park View School KS3 (February 22 Cohort)	11
All pupils	54

Table 2: Breakdown of pupils in each cohort included in engagement data analysis.

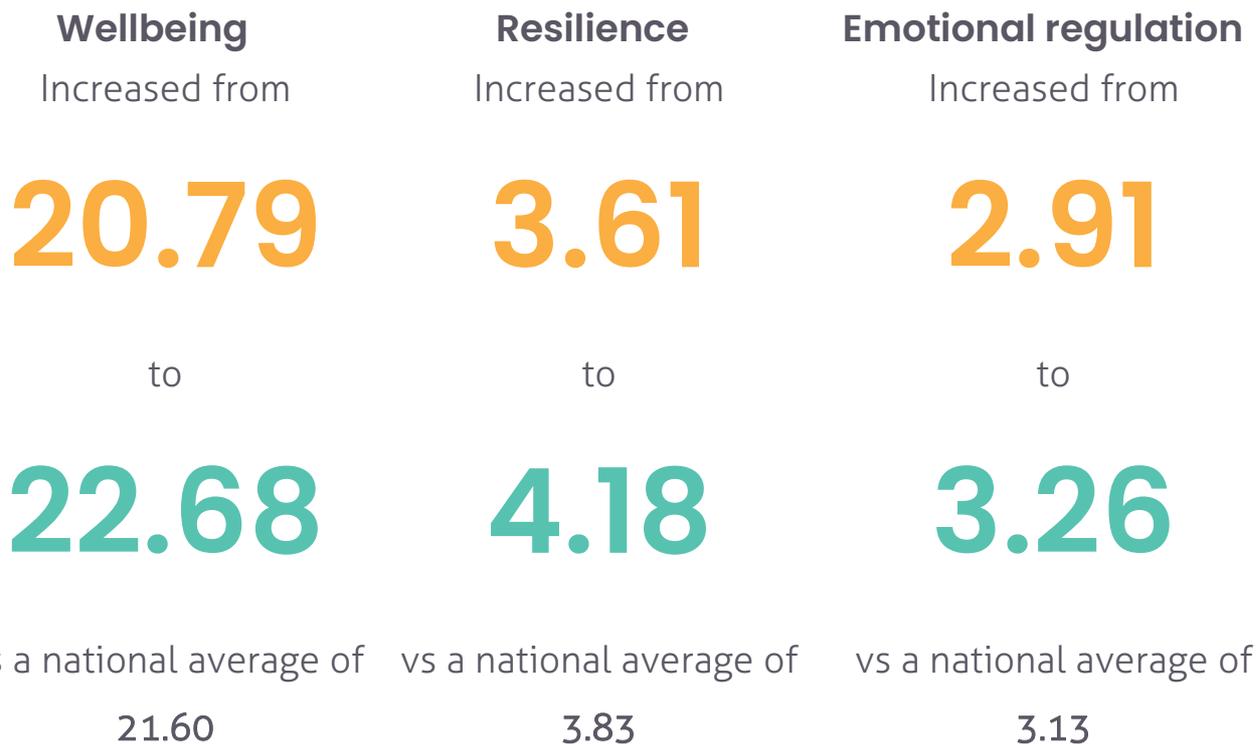
4.3. Limitations of the data

- ▶ **The sample sizes for all the cohorts were relatively small:** Across the cohorts considered in this report the sample sizes were relatively small (around 50 pupils depending on the analysis) meaning that it is difficult to draw definitive conclusions about the findings presented. As noted in the introduction, this is related to the impact of the Covid-19 pandemic on both programme delivery and school data collection. As we continue to gather further data, this issue will be mitigated for the final report.
- ▶ **The impact of Covid-19 on outcome measures:** It is likely that Covid-19 and the subsequent lockdown procedures may have affected the outcome of the measures analysed. This means it may be difficult to isolate the impact of the Face It programme on pupils, and so any conclusions drawn from this report must include this caveat.
- ▶ **The attendance data reported on in this report could have been particularly impacted by the Covid-19 pandemic:** The attendance data reported on in this report is particularly likely to be affected by partial lockdowns and with significant pupil and teacher absence. As a result, there are a large number of possible factors influencing attendance data. We have mitigated this where possible by contextualising trends in the sample against national attendance trends during the same period.
- ▶ **There are variations in schools' approach to reporting behaviour data:** There are variations in how schools store and report behaviour data which makes it hard to consistently report on behaviour data in this report. The feature for collecting behaviour data through school MIS was not available via the ImpactEd platform for this report but is scheduled to be developed over the summer months. We therefore plan to include an analysis of behaviour data in the final report for this programme.

5. Summary of pupil results

5.1. Pupil progress across social, emotional and wellbeing outcomes

Pupil wellbeing, resilience and emotional regulation were assessed before and after the Face It intervention via questionnaires completed on the ImpactEd platform. For all three measures, pupil scores started below the national benchmark and rose over the course of the programme to above the national benchmark.



In addition to these headline changes in averages:

- ▶ **63%** of participants saw an increase in **wellbeing**
- ▶ **77%** of participants saw an increase in **resilience**
- ▶ **62%** of participants saw an increase in **emotional regulation**

While in this report we are not able to compare results to a direct control group, these results are nonetheless promising during a period when nationally wellbeing results are either flat or in decline, particularly in the communities that Khulisa serves.

This is particularly notable given that the sample is weighted towards Pupil Premium and male students relative to the national population. ImpactEd’s [national research](#) indicates that these pupil groups are particularly likely to report lower wellbeing, which was reflected in participants’ baseline scores. By contrast, over the course of the programme Face It participants’ results rose to be in excess of the national benchmark.

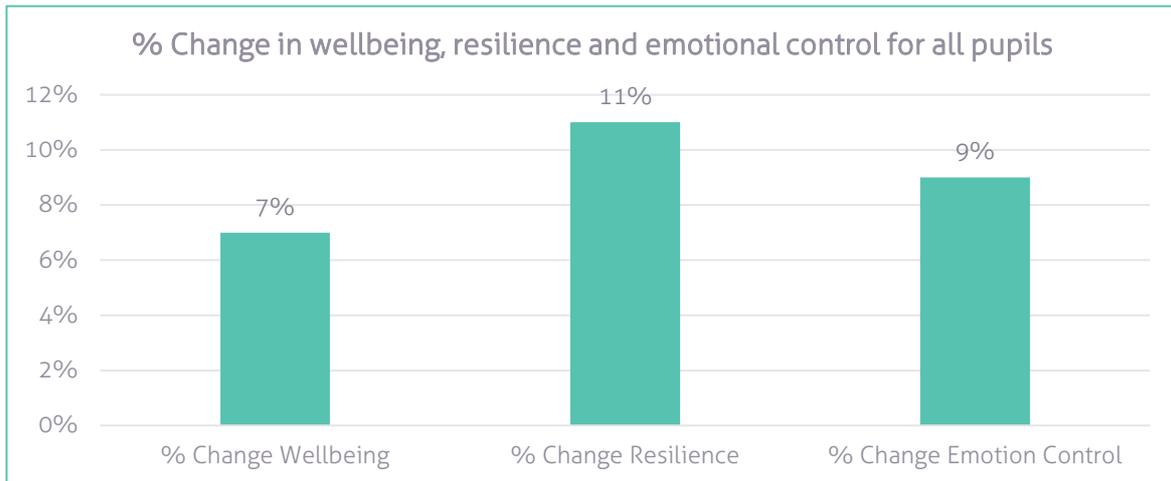


Figure 2: Average percentage change between pupil baseline and final score. Matched pupils (completing baseline and final surveys) are n=52 except for Wellbeing which is n=51

For pupils who completed both baseline and final surveys there were increases in all outcome measures. The largest increase was in the Children’s Hope Scale, measuring resilience, where reported scores for matched pupils increased by 11% between baseline and final.

5.2. Pupil progress across engagement outcomes

Pupil engagement data was collected for the three months before the Face It programme and three months following the programme to enable any trends to be established.

As there were no recorded exclusions for the time period considered in this report for the schools for whom this was requested, and minimal behaviour data, this report focuses on school attendance. In the evaluation period from Spring 21 to Spring 22:

- ▶ **National average attendance** fell by 10.1%, with this fall being slightly steeper for pupils receiving Free School Meals at 10.9%. The steepest termly drops were from Spring 21 to Summer 21 (-4.9%) and Summer 21 to Autumn 21 (-4.4%). Averaged linearly over an eight month period (the length of Face It data collection), this comes to an decrease of 6.74% in attendance.
- ▶ The average changes for **all Face It participants** were slightly more positive than these trends, with a 5.2% decline in attendance on average in the eight month period encompassing baseline data, programme delivery and final data collection (from 88.8% attendance to 83.6%, with 28.5% of participants reporting an increase).
- ▶ However, when restricting analysis to **exclude outliers** for whom attendance records are incomplete (this is typically due to long-term health absences or being educated in internal provision which stops short of full exclusion) this decline is much less, of 0.7% from baseline to final, with 36% of participants reporting an increase.

While there was a decline in attendance on average over the course of the programme, comparison against national data would suggest that this trend is in line with overall Covid-19 impacts – and particularly once outliers are accounted for, potentially indicates a more positive trend for Face It participants.

6. Progress across social, emotional and wellbeing outcomes

6.1.1. Wellbeing by cohort

Figure 3 shows the average pupil wellbeing score, measured by SWEMWBS converted score, by cohort. The average wellbeing score for all pupils increased from baseline (20.79) to final (22.68), which was above the national benchmark of 21.6. 63% of participants reported improvements in wellbeing. Overall, participation in Face It was associated with improved wellbeing outcomes for all pupils who completed the programme, apart from the MCA November 21 cohort. Amongst most cohorts, the programme brought pupils' wellbeing score above or to the national benchmark. KS3 pupils from City of London Academy (November 21 cohort) had the highest final wellbeing score.

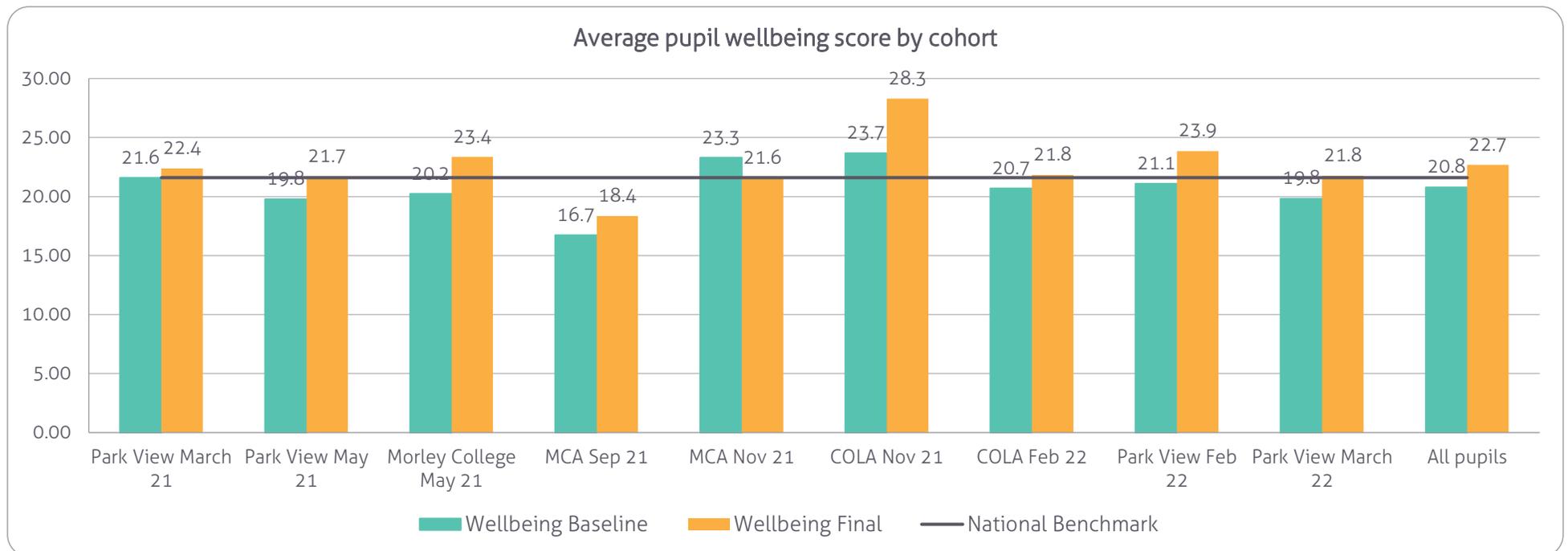


Figure 3: Average pupil baseline and final converted wellbeing score. Please note the national benchmark is 21.6. N=51

All cohorts saw an average increase in wellbeing for matched pupils except MCA (November 21 Cohort) where matched pupils reported a 6.2% decrease in wellbeing (figure 4). City of London Academy (November 21 cohort) had the highest percentage change in average wellbeing score, with a 16.5% increase. Morley College KS5 (May 21) and Park View KS3 (Feb 22) also had high percentage changes, increasing by 11.2% and 9.9%.

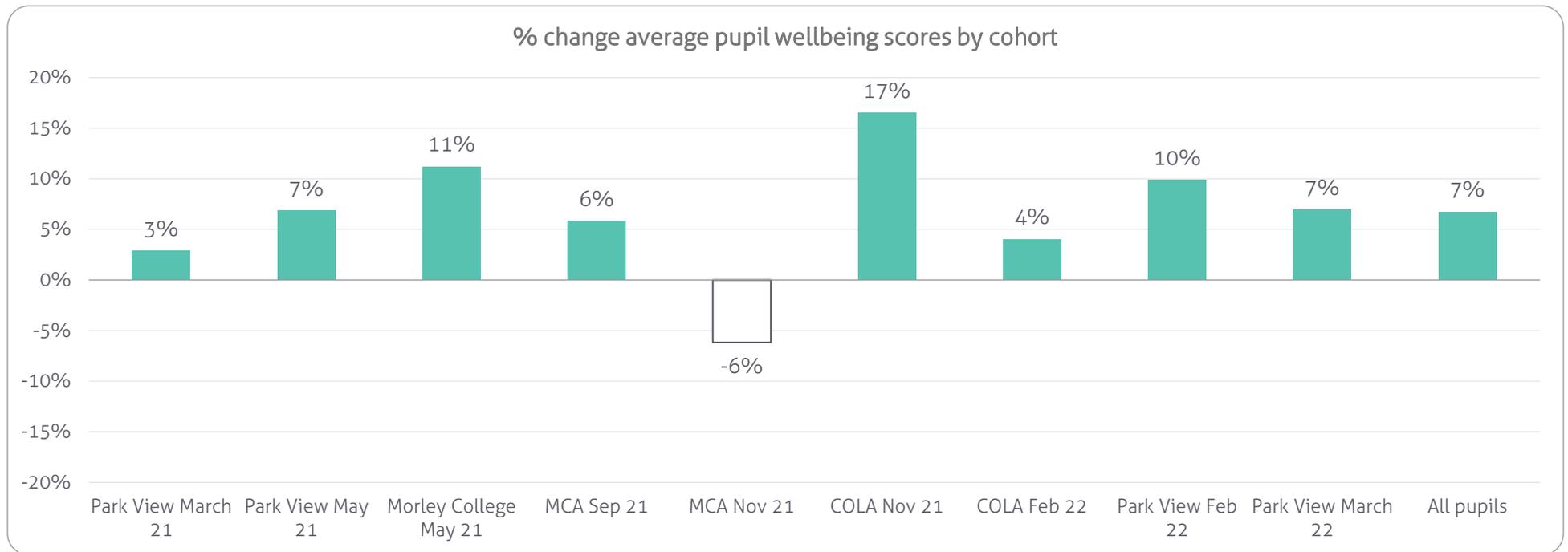


Figure 4: Average percentage change between pupil baseline and final converted wellbeing score. N=51.

6.1.2. Resilience by cohort

Figure 5 shows the average pupil resilience scores by cohort, measured by the Children’s Hope Scale. The average resilience score for all pupils increased from baseline (3.61) to final (4.18), which was above the national benchmark of 3.83. 77% of participants reported improvements in resilience. All cohorts saw an improvement in resilience scores from baseline to final, with most cohorts now having average scores above the national benchmark of 3.83 where they did not previously. The average final score of 4.2 was also in excess of the average of all pupils who have completed this survey in ImpactEd’s dataset, of 3.98. City of London Academy (November 2021 cohort) had the highest average final score with 5.04.

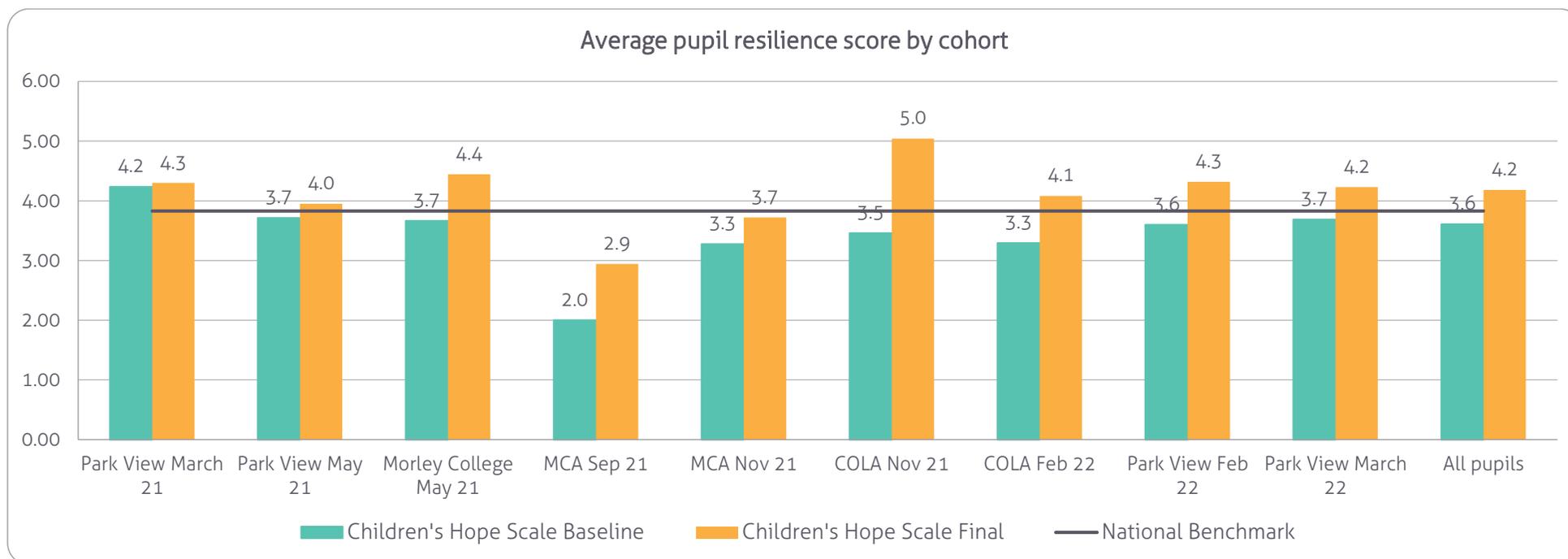


Figure 5: Average Children’s Hope Scale score measuring resilience (scaled 1-6). Please note the national benchmark is 3.83. N=52

Figure 6 shows a breakdown of the percentage change in average pupil Children’s Hope Scale score. Amongst all pupils, participation in Face It was associated with an improvement of 11.5%. The largest increase was for City of London Academy (November 21 Cohort) with an increase of 31.7%, but there were many other large increases, such as Manchester Communication Academy (September 21 Cohort) who increased by 18.9% from a particularly low baseline.

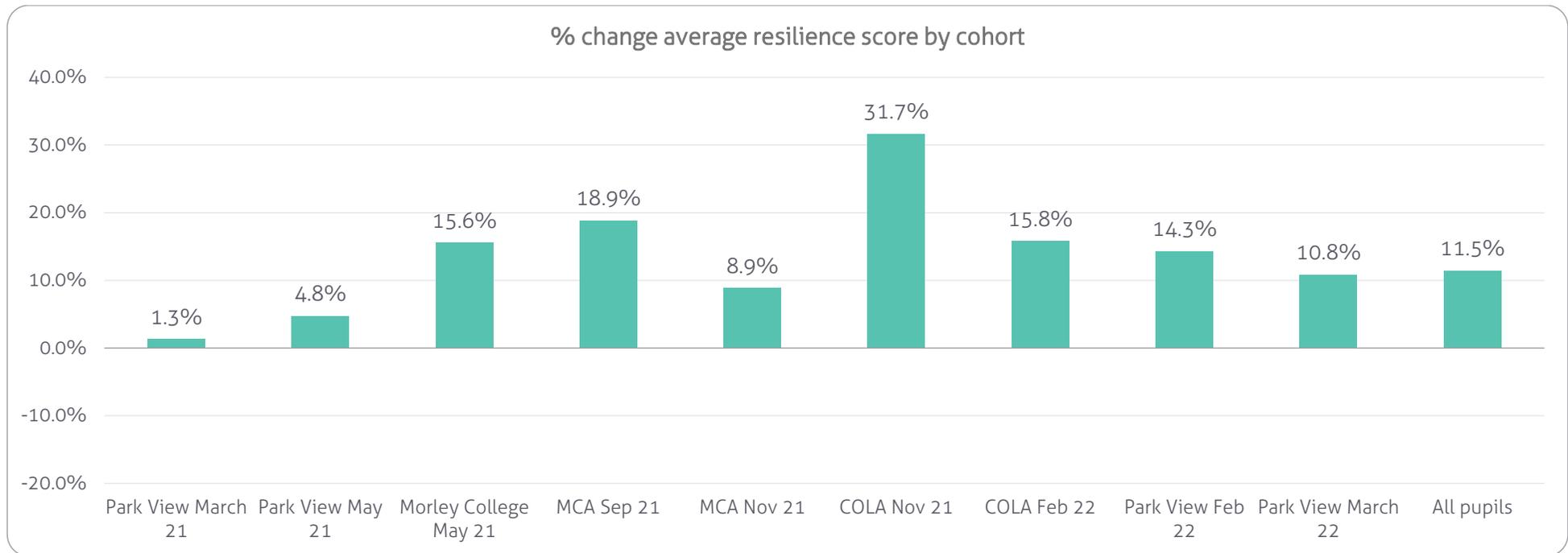


Figure 6: Average percentage change between pupil baseline and final Children’s Hope Scale score measuring resilience. N=52.

6.1.3. Emotional regulation by cohort

Figure 7 shows the average pupil emotional regulation score by cohort. On average, pupils saw an increase in their emotional regulation score from baseline (2.91) to final (3.26), increasing the average score above the national benchmark of 3.13. 62% of participants in total reported improvements in emotional regulation. All but one cohort (Manchester Communication Academy November 21) saw a rise in average emotional regulation score, with most now reporting above the national benchmark. The average final score of 3.26 was also in excess of the average of all pupils who have completed this survey in ImpactEd’s dataset, of 3.14. City of London Academy (November 21 Cohort) saw the highest final score at 3.75.

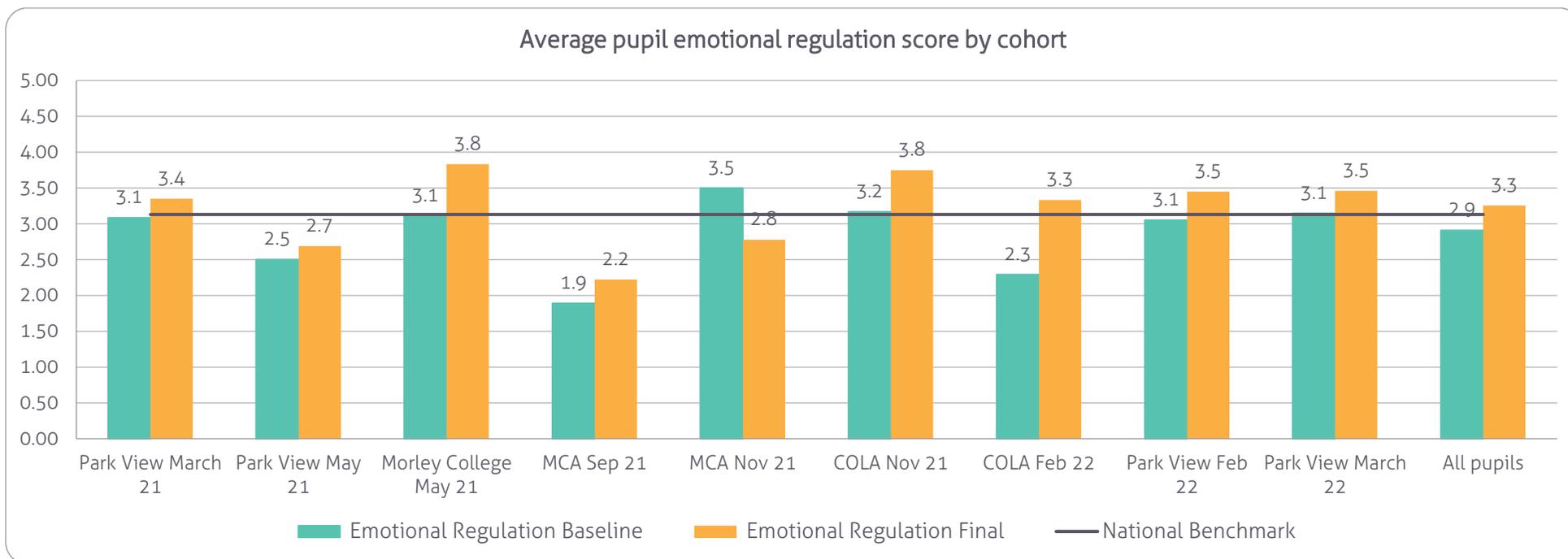


Figure 7: Average pupil baseline and final emotional regulation score (scaled 1-5), where the national benchmark is 3.13. n=52

Figure 8 shows the percentage change in average pupil emotion regulation score by cohort. On average, there was a 9% increase in scores. City of London Academy KS4 (February 22 Cohort) saw the largest percentage increase by 26%. However, there was a decrease in emotional regulation for Manchester Community Academy (November cohort) who reported an 18% decrease in emotional regulation scores for matched pupils.

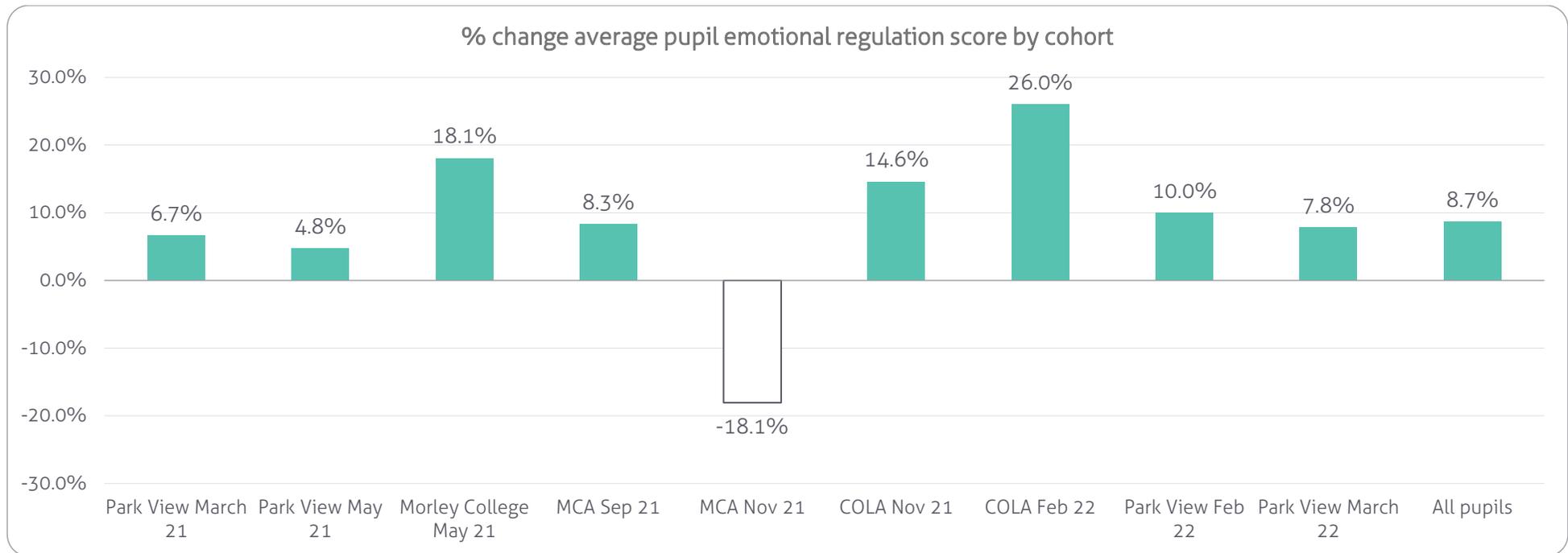


Figure 8: Average percentage change between pupil baseline and final emotional regulation score. N=52

6.2 Social, emotional and wellbeing outcomes by key demographics

6.2.1 Breakdown of pupil demographics

Please note that sample sizes for demographic subgroups are naturally smaller than for the main sample, and so all results in this section should be interpreted with caution.

Subgroup	Matched pupil numbers
Non-Pupil Premium	20
Pupil Premium	32
Female	23
Male	29
Non-Special Educational Needs and Disability	37
Special Educational Needs and Disability	15

Table 3: Pupil demographic subgroup breakdown with matched data available. Please note all data reported is for matched pupils only.

6.2.2 Wellbeing by pupil subgroup

Figure 9 presents the percentage change in average pupil wellbeing score by subgroup. There has been an increase in wellbeing scores across all subgroups. Encouragingly, increases were higher for those eligible for Pupil Premium versus their peers (7.9% vs 4.9%). The difference between the levels of increase for SEND (3.1%) and non-SEND (8.2%) pupils is notable, perhaps reflecting particular wellbeing challenges for this group.

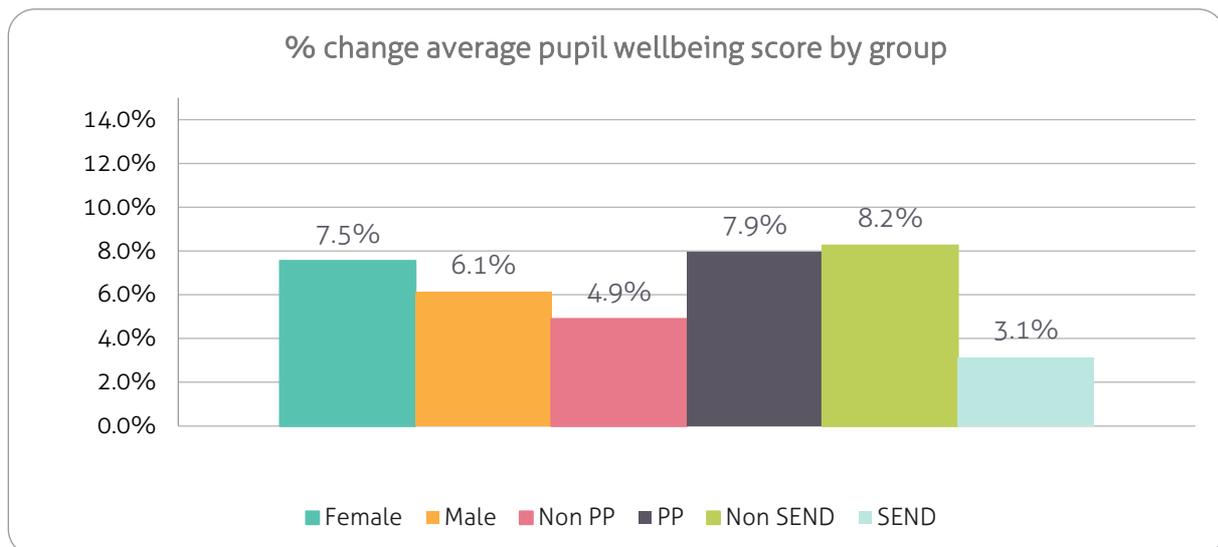


Figure 9: Average percentage change between baseline and final wellbeing score, n=51.

6.2.2 Resilience by pupil subgroup

Figure 10 shows the percentage change in average Children’s Hope score by subgroup, where there has been a marked increase in resilience across all subgroups. The largest disparity is between non-pupil premium, which increased by 13.8%, and pupil premium pupils, which increased by 10%.

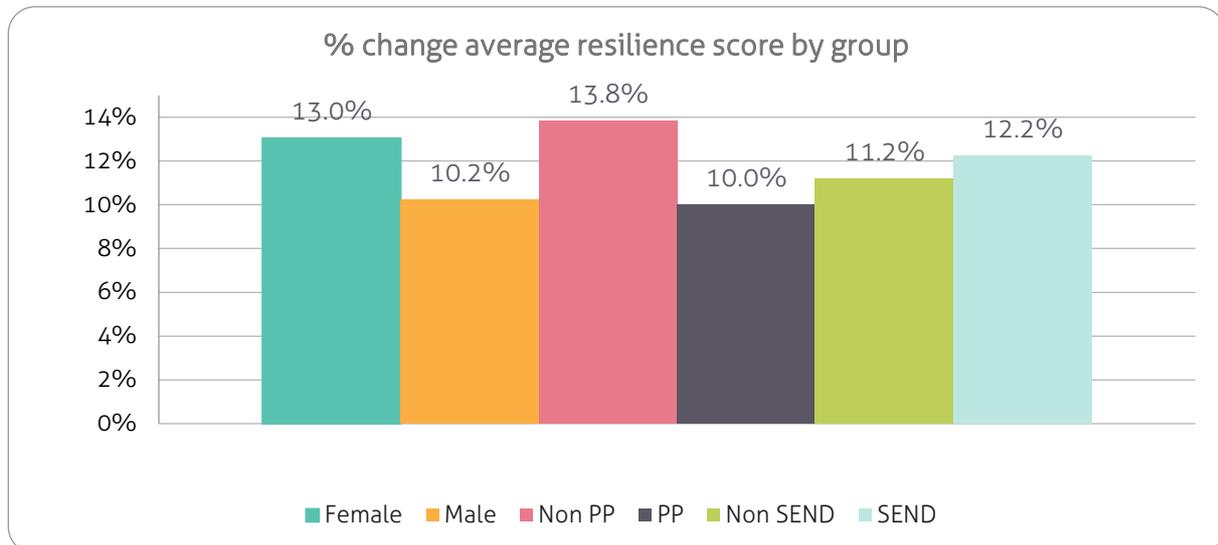


Figure 10: Average percentage change between baseline and final resilience score, n =52.

6.2.3 Emotional regulation by pupil subgroup

Figure 11 presents the percentage change in average emotional regulation by subgroup, which saw an increase for all groups. Across these, there are distinct differences in outcomes with non-PP pupils increasing by 5.6% and PP by 10.5%. This follows a similar trend to wellbeing data with there being particular benefits for Pupil Premium pupils.

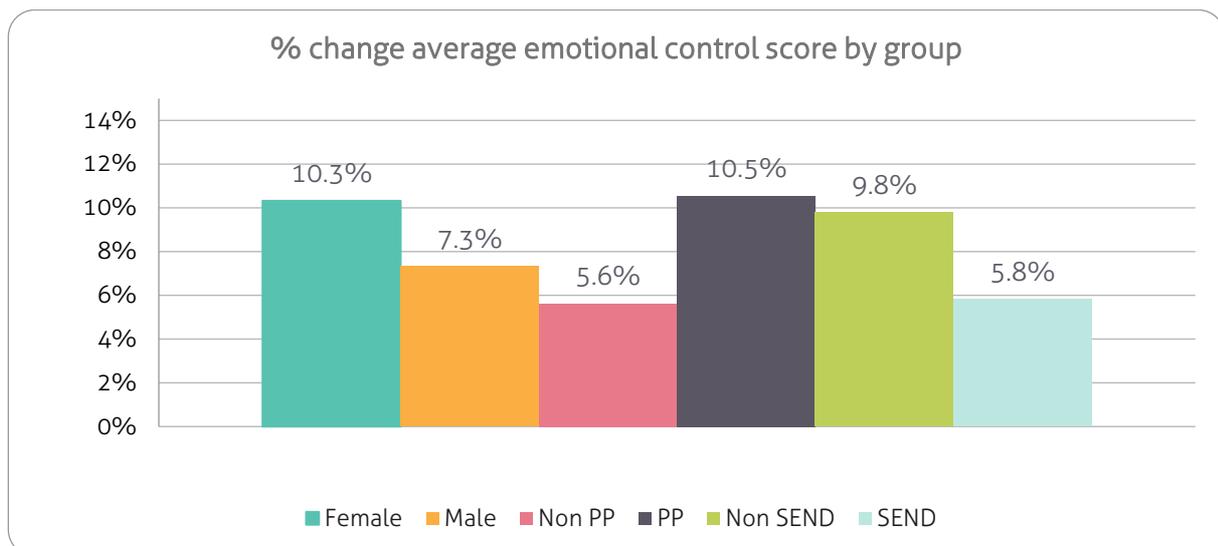


Figure 11: Average percentage change between baseline and final emotional regulation score, n=52.

6.3 Social, emotional and wellbeing outcomes by year group

This section outlines social and emotional and wellbeing data broken down by year group. In this section final and baseline scores are presented, and scores are reported as averages for each year group. Table 4 below indicates pupil numbers for those with matched results.

Please note that sample sizes for year groups are naturally smaller than for the main sample, and so all results in this section should be interpreted with caution, particularly Y8 and Y13.

Year Group	Matched pupil numbers
7	0
8	3
9	14
10	21
11	11
12	0
13	3

Table 4: Matched pupil numbers broken down by year group.

6.3.1 Wellbeing by year group

Figure 12 shows the average wellbeing score baseline and final, measured by SWEMBWS, by year group. All year groups but Year 10 reported above the national benchmark of 21.6 in their final survey. Year 8 reported the highest baseline (26.97) and final (28.62) average wellbeing scores. The largest increase was with Year 13, with the average wellbeing score increasing by 11%, and the lowest increase was amongst year 11s with an increase of 5%.

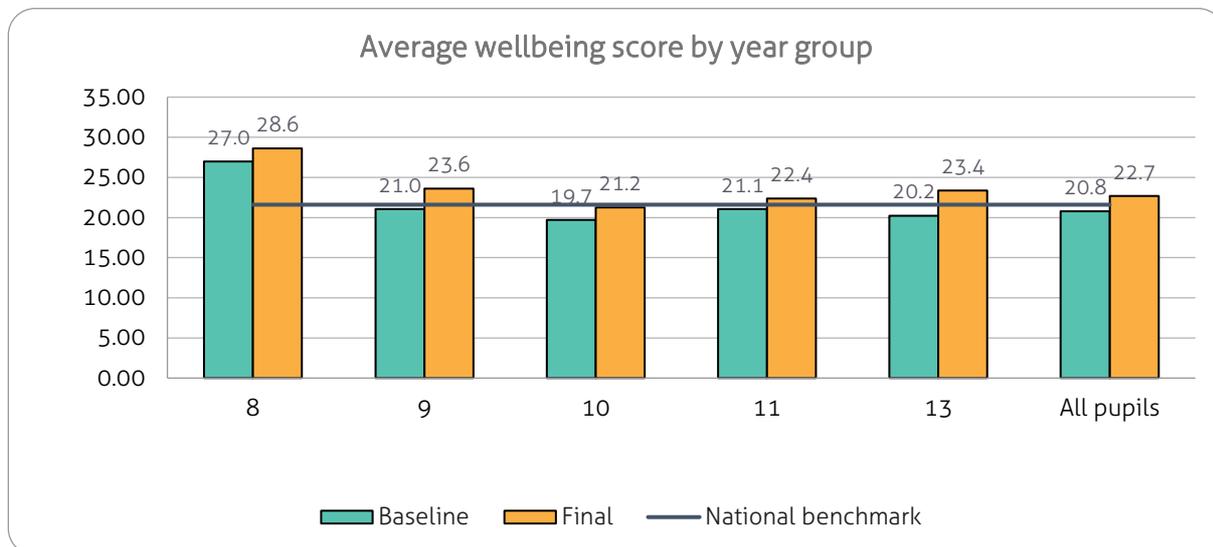


Figure 12: Average pupil baseline and final wellbeing scores by year group. Please note, the national benchmark is 21.6, n =51

6.3.2 Resilience by year group

Figure 13 shows the average Children’s Hope Scale score by year group. All year groups saw increases in their average score from baseline to final. Year 8 had the highest baseline (4.28)

and final (4.89) scores. The largest change was amongst year nines, with an increase of 23% in their average score. Year 11s saw the smallest change of 5%.

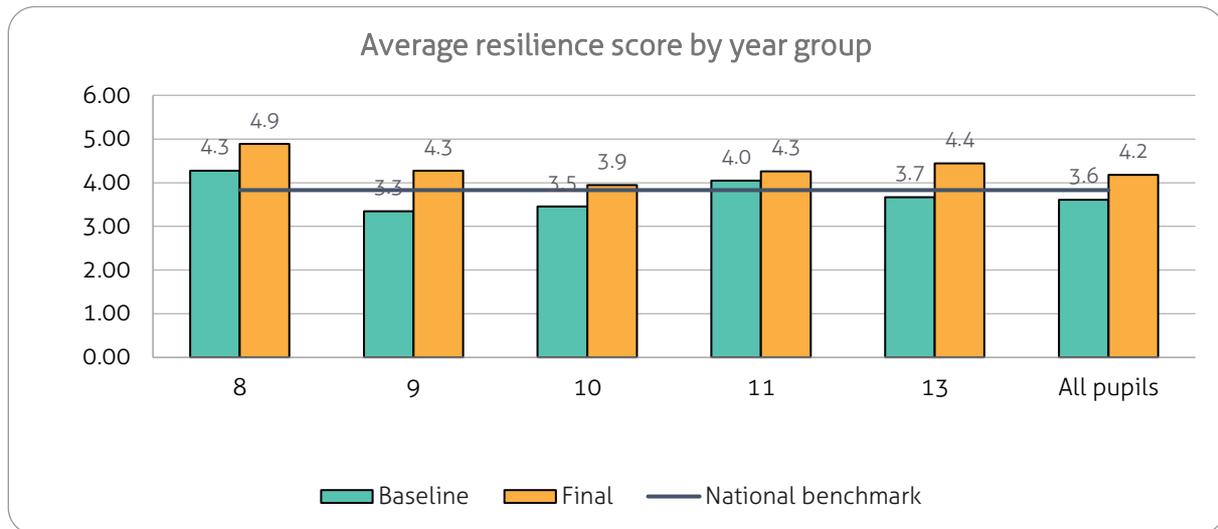


Figure 13: Average pupil baseline and final children’s hope scale scores by year group. Please note, the national benchmark is 3.83, n = 52

6.3.3 Emotional regulation by year group

Figure 14 shows the average emotional regulation score by year group. All year groups observed an increase in emotional regulation and all but Year 10 had final scores above the national benchmark of 3.13. Year 8s had the largest emotional regulation score, both in baseline (3.78) and final (3.89). Year 13s had the largest increase in score of 18%.

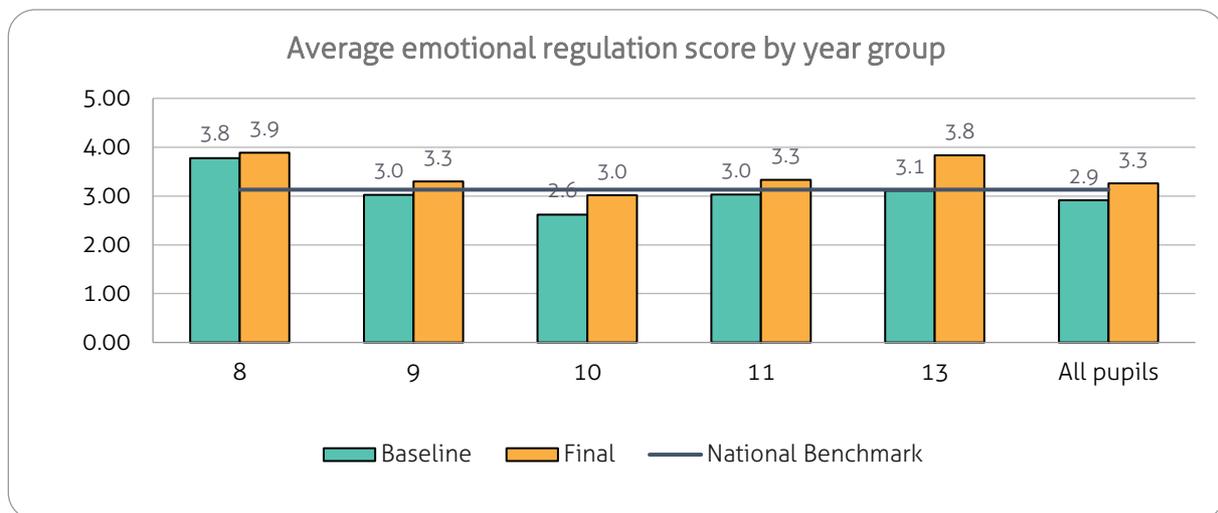


Figure 14: Average pupil baseline and final emotional regulation scores by year group. Please note the national benchmark is 3.13, n = 52

7 Progress across engagement outcomes

7.1 Methodological approach

As there were no recorded exclusions for the time period considered in this report for the schools for whom this was requested, and minimal behaviour data, this report focuses on school attendance. Given the longer time periods which will be covered by the final report, this analysis will be expanded at that stage to include any exclusion and behaviour data.

Attendance data was collected directly from school MIS using the ImpactEd platform. This means that the data we hold mirrors schools' own attendance records and should therefore be of high quality. Data was collected for the three months before programme delivery and three months following the programme end date.

Please note that in order to avoid overlap with any period of programme delivery, engagement data is taken in whole months i.e. if a programme was delivered in January 2022, we would collect post-programme data from March-April 2022 to avoid taking in the end of the programme in February.

In total, attendance data was collected for the 58 programme participants who had completed the programme before March 2022.

- ▶ We had complete pre-post attendance records for all but four of the 58 participants. These four comprised of two pupils from Morley College who did not have sufficient baseline attendance data due to their time of joining Morley, and two pupils from Park View for whom attendance data was entirely "N/A" (typically this is due to long-term health absences or being educated in internal provision which avoids exclusion). As a result, analysis is shown here for the 54 pupils for whom there is matched data.
- ▶ Of these 54, there were 6 further pupils for whom some of their attendance sessions were marked "N/A" as above. As a result, the data for these pupils shows significant fluctuations. We have therefore presented the analysis below **both** with and without these outlier pupils.⁵

We have analysed the data according to two pupil groups, showing results both with and without the outlier data included:

- ▶ The 58 participants who had completed at least 50% of the programme before March 2022 (of whom 54 had complete attendance data)
- ▶ The 44 participants who had completed both pre and post programme surveys (of whom 40 had complete attendance data)

⁵ Outlier pupils marked as those with a) changes of more than 30% between the pre-programme and post-programme period or b) attendance sessions less than 10% in either period.

Given the ongoing impact of the Covid-19 pandemic on school attendance, we have also looked to contextualise the analysis by:

- ▶ Comparing to national averages of attendance in state funded secondary schools during the same time period.⁶ Please note there are some irregularities in this data due to changes in attendance tracking throughout the Covid-19 pandemic. However, this provides a high-level comparison for the trends observed in Face It participant data at the same time.
- ▶ Comparing specifically to trends in attendance data for vulnerable pupil subgroups that are highly represented in Khulisa’s target group. Due to differences in which groups are reported in national attendance data, this does not represent a “like-for-like” comparison but allows us – for instance – to compare Face It participant data to trends in attendance for pupils receiving Free School Meals (FSM) or with an Education, Health and Care Plan (EHCP).

As the Face It data tracks rolling three-month periods before and after programme delivery rather than termly attendance, this comparison is not exact. For the final report, as the sample size is increased, we will be able to use comparative data to provide a more precise estimate of impact using a Propensity Score Matching (PSM) approach. This will match Face It participants with statistically similar pupils nationally (for example, on characteristics such as Pupil Premium, gender and age) to compare how attendance varies for Face It participants relative to what might have otherwise been expected.

The final caveats to note are:

- ▶ Due to the timings of when data was pulled for this report, for the two February 2022 cohorts the post-programme data takes in one week less than the full three months’ post-programme data collected for other cohorts.
- ▶ As we had not integrated with Morley College’s MIS at the time of reporting, data has been provided manually for this cohort.

These two factors are unlikely to significantly affect results.

⁶ 2020/21 data taken from: <https://explore-education-statistics.service.gov.uk/find-statistics/pupil-absence-in-schools-in-england> and 2021/22 data taken from: <https://explore-education-statistics.service.gov.uk/find-statistics/attendance-in-education-and-early-years-settings-during-the-coronavirus-covid-19-outbreak>.

7.2 National attendance landscape

Given the impact of the Covid-19 pandemic on pupil attendance during the evaluation period, we have presented this data throughout relative to the national picture. Please note that due to differences in national reporting of attendance data over the time period (recorded in the methodological notes above) these comparison are not “like for like”. However, they help to contextualise the attendance trends observed for Face It participants. These trends are shown below:

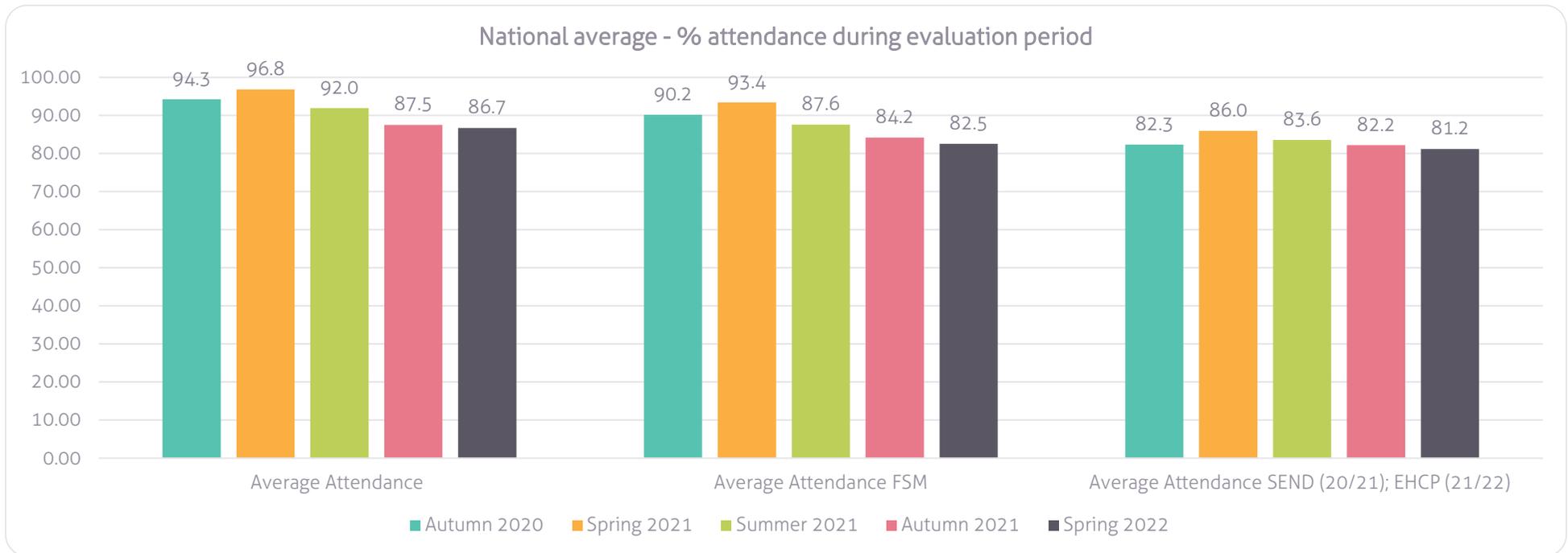


Figure 15: Average attendance nationally for state-funded secondary schools over 2020-22.

Key areas to note are that:

- ▶ Average attendance for all groups peaked during Spring 2021 (the beginning of the evaluation period for the earliest cohorts) and then generally fell. As well as directly Covid-related absence, this also reflects existing challenges with persistent absence in schools which were exacerbated by the effects of the pandemic. (See, for example, the findings of the Children’s Commissioner [Attendance Audit](#) which suggested close to 1 in 4 children were persistently absent during Autumn 2021). From Spring 2021 to Spring 2022, attendance fell by 10.1%.
- ▶ These attendance challenges are particularly pronounced for disadvantaged pupils. For example, FSM pupils had levels of attendance **4.2% lower** than all pupils, and pupils with an EHCP **5.5% lower**. Given the overrepresentation of these groups in Khulisa’s target population, and that Face It specifically targets pupils at risk of disengaging from school, we would expect participants to be less likely to attend school than the national average.
- ▶ The steady rate of decline in attendance from Spring 2021 to Spring 2022 is true for all groups, painting a relatively consistent picture.

This is easy to see when plotted as a term-to-term change percentage:

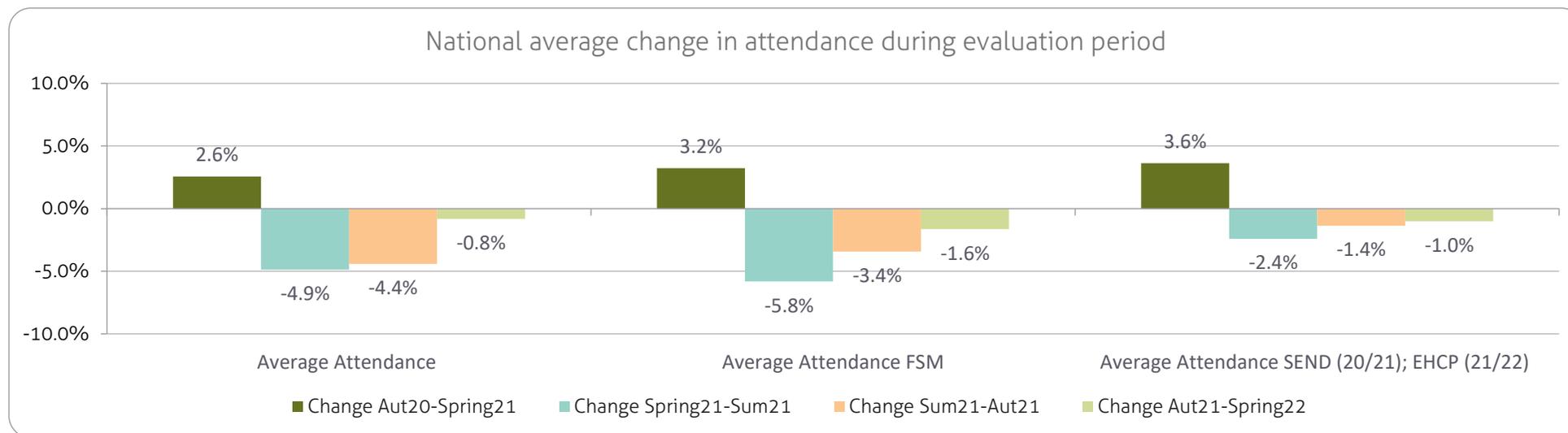
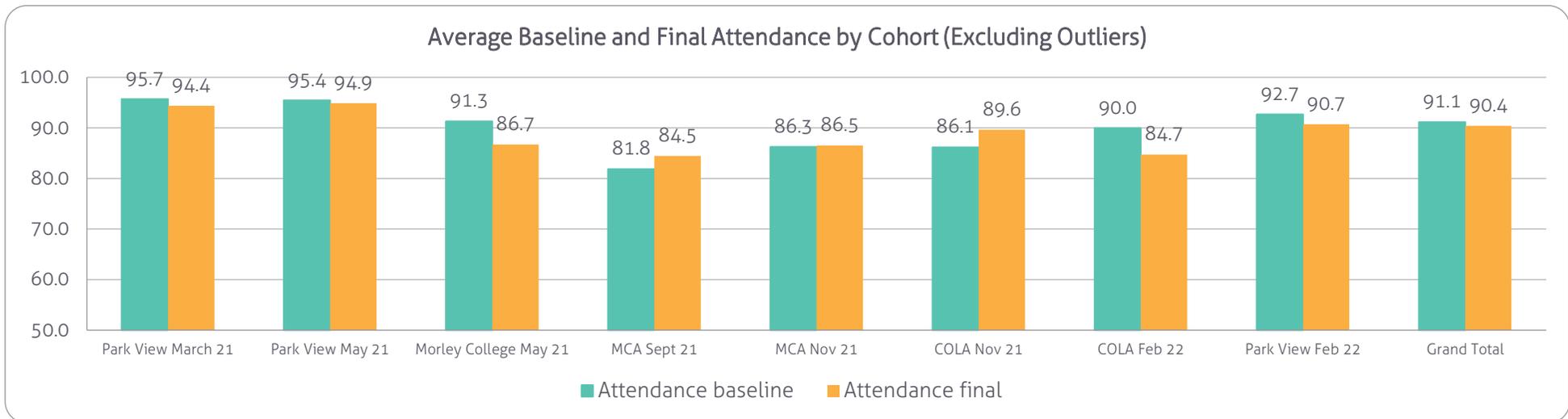
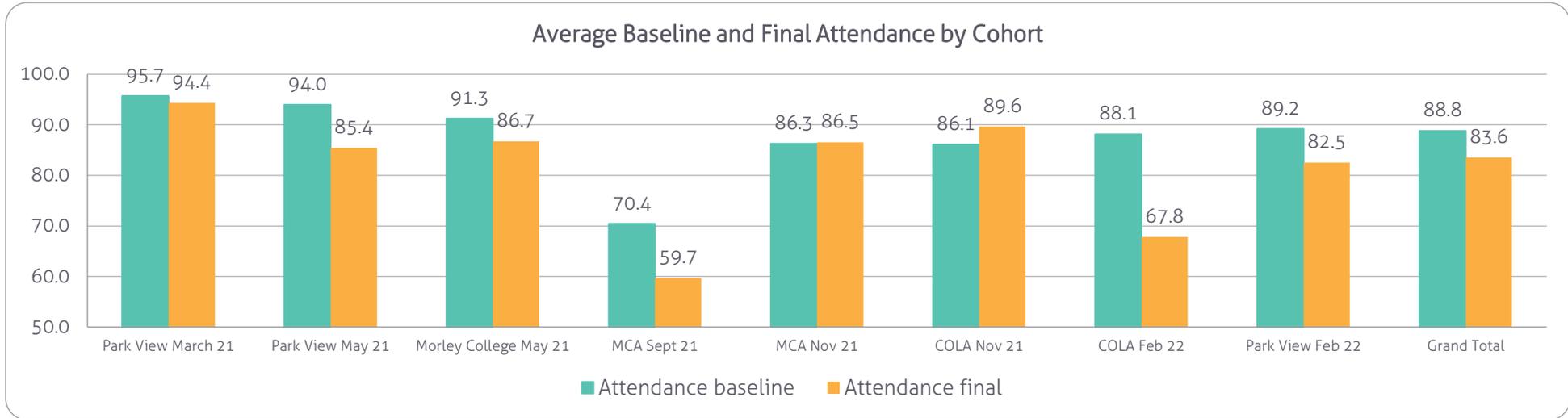


Figure 16: Term to term attendance percentage change for state-funded secondary schools over 2020-22.

7.3 Attendance trends for Face It participants

As discussed above, we present attendance data both for all participants and with outliers removed. This shows a **5.2% decrease** in attendance for all programme participants (88.8% at baseline; 83.6% at final), and a **0.7% decrease** once outliers are removed (91.1% at baseline ; 90.4% at final). **28.5%** of all participants reported an increase in attendance throughout the evaluation, increasing to **36%** once outliers are removed.



Figures 17 and 18: Average percentage attendance by cohort, with and without outlier data

Given that the evaluation data runs for a 3 month period before and after programme delivery, direct comparison to national attendance trends by term is challenging. Yet while these results see an overall decline in attendance, the equivalent change in average national attendance over Spring 21 to Spring 22 sees a significantly larger decrease of **10.1%**. Taking the mean monthly decline of 0.84% attendance, this would correspond to a 6.74% decrease if extended over an eight period (the length of data collection for these evaluations). This comparison should be taken with some caution given that month-to-month attendance trends will have varied at different times in the course of the data collection period.

Encouragingly, when outliers are removed, decrease in attendance for Face It participants was relatively small at less than one percentage point. This is particularly of note given the higher than average likelihood of Face It participants facing challenges with school attendance.

The cohort that saw the most positive change in attendance was COLA November 2021, seeing an increase of 0.5 percentage points. The cohort that saw the biggest decrease in attendance was COLA February 2022, dropping from 88.1% to 67.8% - however this decline is much smaller once the outliers are removed (to 5.3%).

7.4 Attendance trends for those who completed both baseline and final surveys

In addition to analysing attendance for those who completed the programme, we also conducted a separate analysis of attendance data for participants who completed both baseline and final surveys. This analysis showed relatively little difference from outcomes for all participants, with a slightly smaller decrease of **4.96%** versus **5.21%** for all participants, and 27.5% of pupils reporting increases against 28.5% of all participants.

The cohorts where this affected results most were MCA September and November 2021 and COLA February 2022.

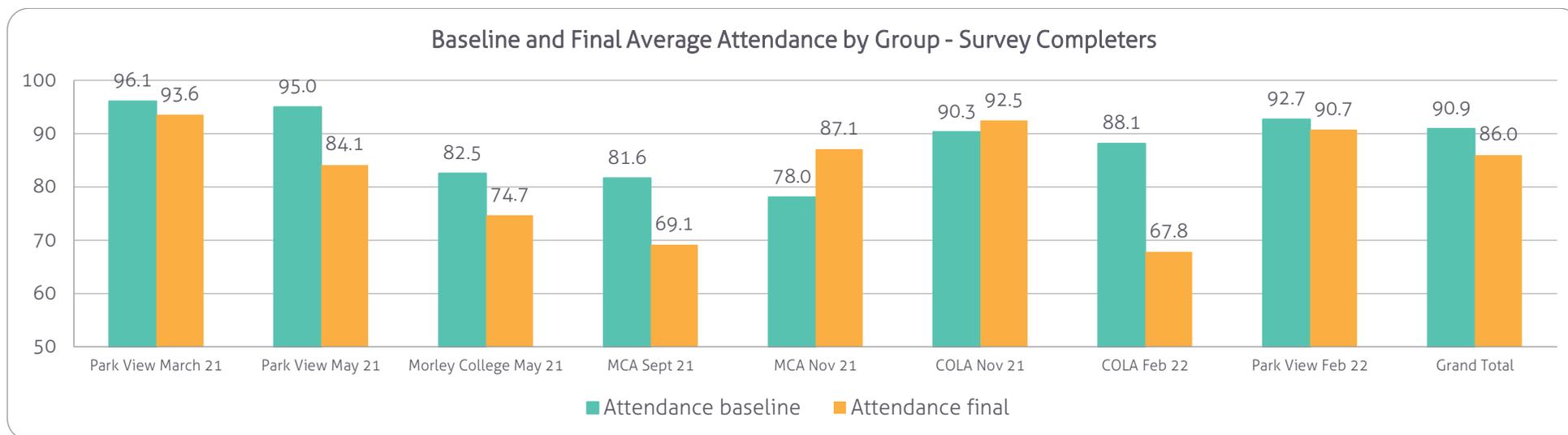


Figure 19: Average percentage attendance by cohort for matched surveys, n=40

Excluding outliers, as for the participant analysis, tends to reduce the level of decrease in attendance data, with this effect being driven by Park View May 2021, MCA September 2021 and COLA February 2022, as shown in the comparison of percentage change with and without outliers included below. Similar to the analysis for all participants, declines in attendance for those with matched survey results are generally smaller than the attendance decreases seen at national level over the course of the evaluation.

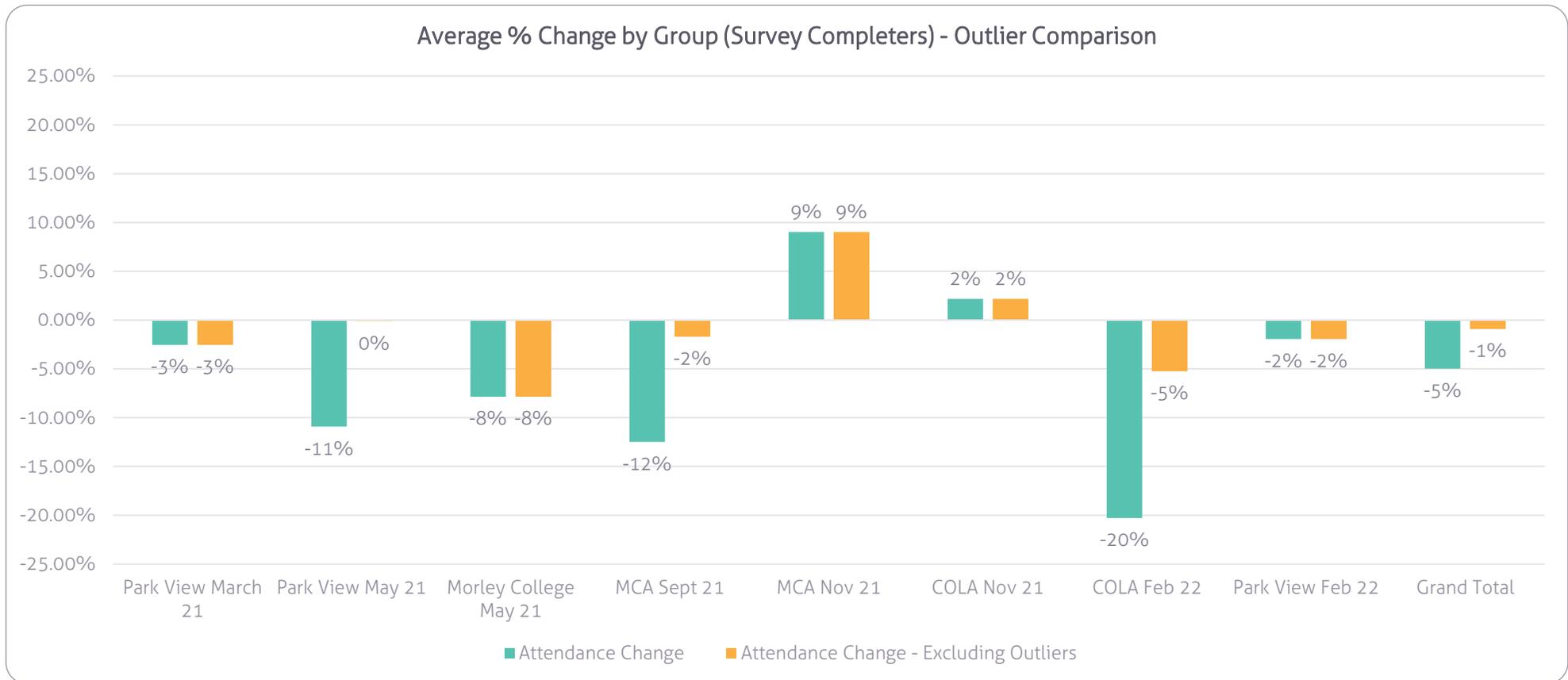


Figure 20: Comparison of attendance change with and without outliers included

When removing outliers, Face It participants saw notably smaller decreases in average attendance than national data over similar time periods. Even when outliers are included in the dataset, general trends are roughly in line or slightly favourable to national averages.

7.5 Attendance trends by demographic

The figure below presents level of attendance change from baseline to final for all programme participants, with and without the outliers removed.

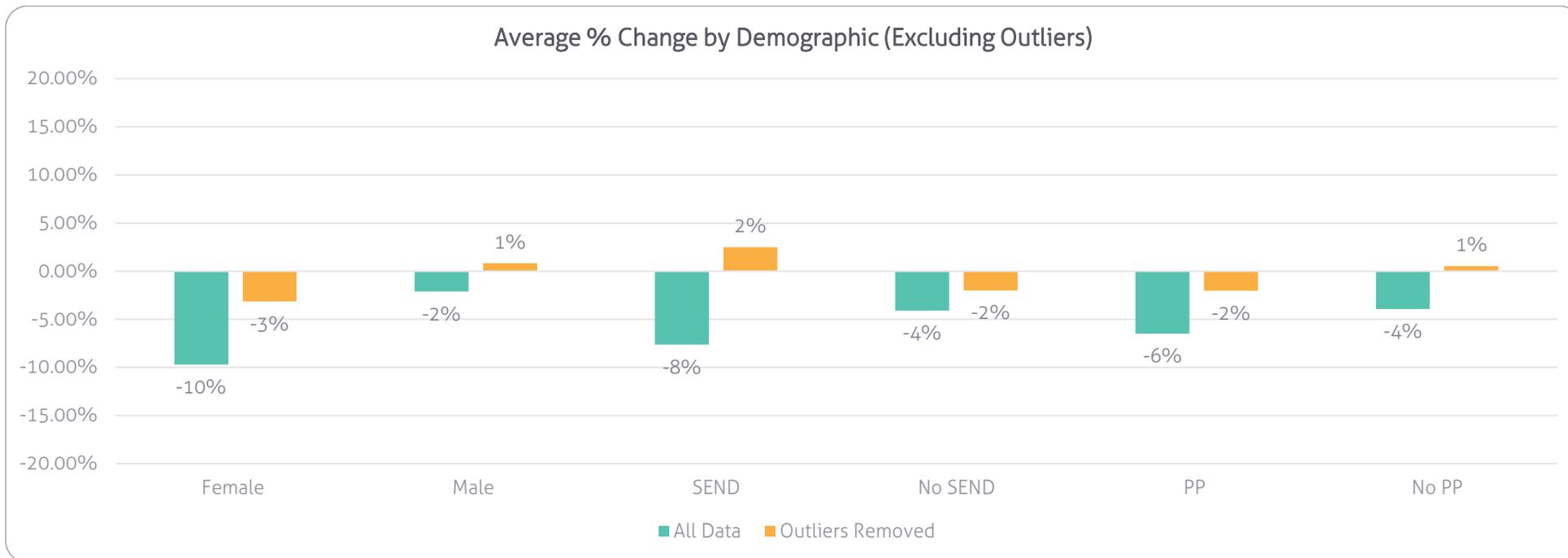


Figure 21: Comparison of demographic change with and without outliers included

Key trends to note are:

- ▶ With outliers removed, positive trends in attendance were observed for males, pupils with a SEND, and non-PP pupils. This is particularly encouraging given the general declines in national attendance throughout this time period.
- ▶ Removal of outliers has a particularly large effect on SEND and female pupils.
- ▶ In general attendance was a greater concern for female programme participants rather than male (-10% attendance vs -2% with outliers; -3% vs +1% with outliers excluded).

When restricting the analysis to those who conducted both baseline and final surveys, we see results that are largely similar, with a slightly smaller decrease in attendance scores for female pupils being the most notable difference.

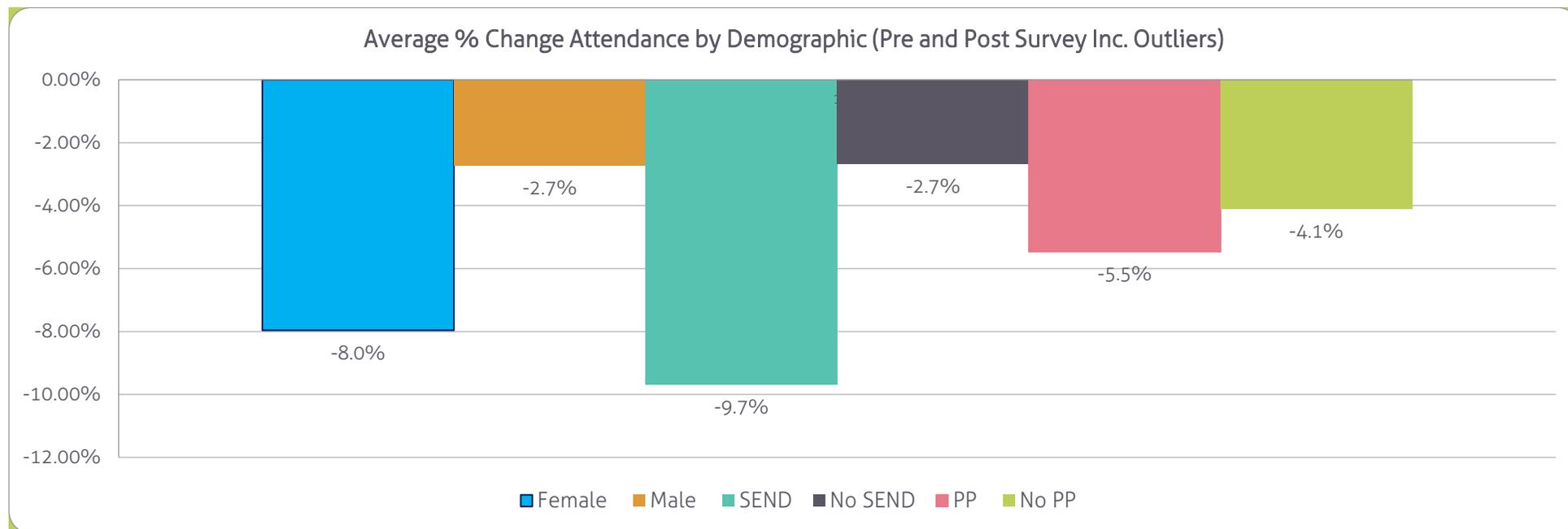


Figure 22: Attendance demographic change by group, including outliers, n=54

While the different demographic characteristics reported in national attendance data make direct comparison challenging, it is worth noting that:

- ▶ The overall attendance decrease for PP pupils involved in the Face It programme (-6.5% for all programme participants and -2% excluding outliers; -5.46% for survey completers and -0.9% excluding outliers) is generally in line or lower than national trends for FSM pupils in the same time period (-10.9% over the whole time period; decreases of 1.5% to 6% from term to term throughout this period).
- ▶ The overall attendance decrease for SEND pupils involved in the Face It programme is slightly higher than national trends for SEND and EHCP pupils. However, the removal of outliers makes a significant difference to the data for Face It participants (from a 7.6% decrease to a 2.49% increase for all programme participants, for instance).

8. Conclusion

This interim report summarises an analysis of data collected from Morley College, Park View School, City of London Academy Southwark (COLA) and Manchester Communication Academy (MCA) for pupils that participated in the Face It programme in 20/21 and the 21/22 academic year to date.

The Face It programme is a well-established programme that aims to support pupils at risk of exclusion (and pupils that have already been excluded). The purpose of this report is to understand and learn from the interim findings to inform the next stage of the evaluation.

8.1 Key findings

Some of the key findings highlighted in this report include:

Pupil progress across social and emotional and wellbeing outcomes:

- ▶ There was a **substantial increase** across pupil wellbeing, resilience and emotional regulation outcomes over the course of the programme. This took pupils' responses from below to above the national benchmark on all three of these outcome measures.
- ▶ The largest increase was for **resilience**, with an 11% improvement between baseline and final response. 77% of participants completing the programme reported an improvement in their resilience, compared to 63% for wellbeing and 62% on emotional regulation.
- ▶ In general this data was **consistent across different cohorts** completing the programme. For example, all nine cohorts increased in resilience and all but one cohort reported improvements in wellbeing.

Pupil progress across engagement outcomes:

- ▶ As there were no recorded exclusions for the time period considered in this report for the schools for whom this was requested, and minimal behaviour data, this report focuses on school attendance as a primary engagement measure.
- ▶ **Nationally** in the period from Spring 2021 to Spring 2022, school attendance fell by 10.1% and by 10.9% for Free School Meals recipients. This overall decrease would correspond to a 6.74% decrease if averaged linearly over an eight month period (the length of data collection for these evaluations).
- ▶ Trends for **Face It participants** also saw a decrease in attendance, of 5.2% on average. There are some challenges with comparing these trends to national data, but this may suggest a **slightly more positive trend** for Face It participants. This is notable given the profile of participants as being at risk of disengagement from school.
- ▶ When restricting Face it analysis to **exclude outliers** for whom attendance records are incomplete (typically due to long-term health absences or being educated in internal provision which stops short of full exclusion) **this trend is more pronounced**. Excluding outliers, there was a decrease in attendance of 0.7% from baseline to final, with 36% of participants reporting an increase in attendance.

- ▶ Results for those who completed both sets of programme surveys relative to all participants are similar. While Khulisa should continue to incentivise final survey completion to gain a complete picture of programme impact, students engaging in this activity does not appear to be closely correlated to trends in attendance data.

Findings of subgroup analysis:

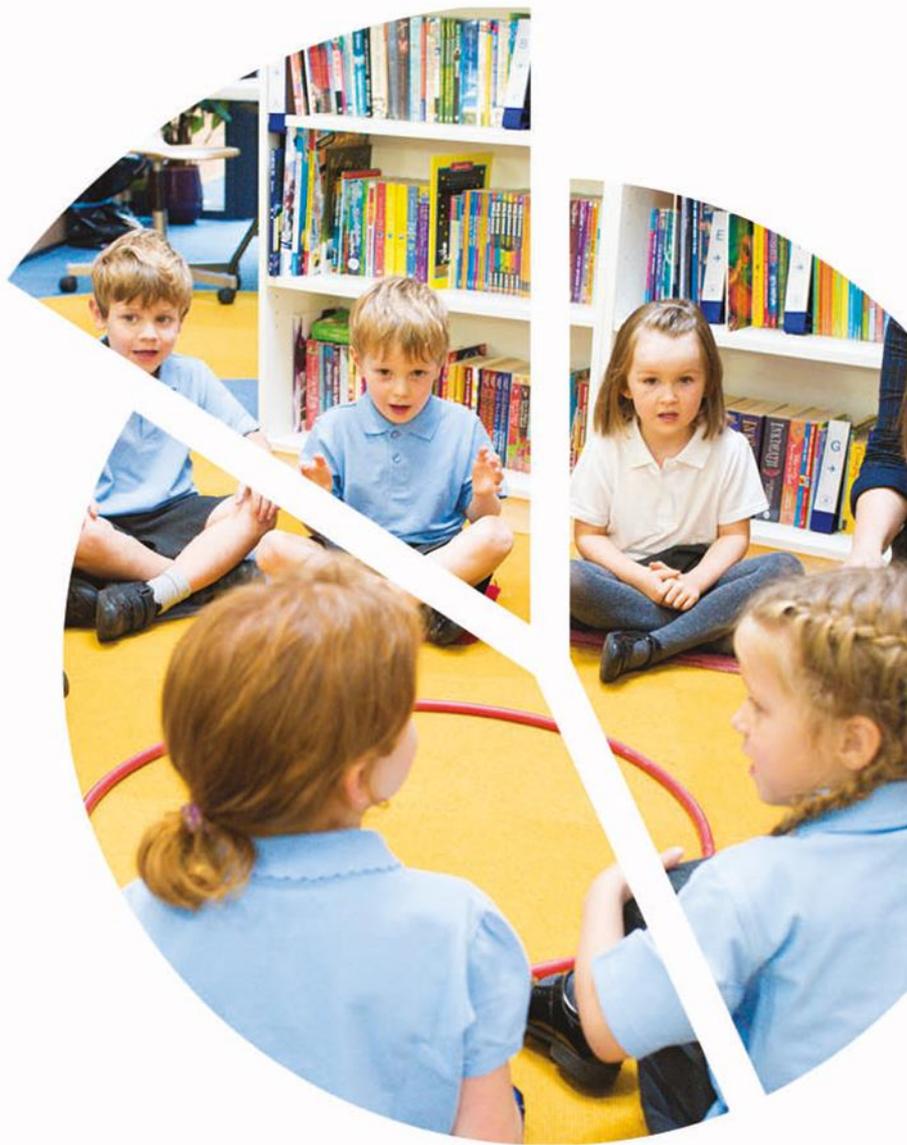
- ▶ Across both **wellbeing and emotional regulation** there was a more pronounced increase in scores for Pupil Premium (PP) pupils relative to non-Pupil Premium pupils (7.9% versus 4.9% for wellbeing, and 10.5% versus 5.6% for emotional regulation). This was not the case for resilience where increases for non-PP were higher.
- ▶ For **attendance** the rate of decrease was similar for PP and non-PP pupils: an average decrease of 5.5% versus 4.1% (including outliers). On average trends for Face It participants are similar to national ones. For example, pupils with a SEND or who were Pupil Premium eligible are generally likely to have lower levels of attendance, and in the case of PP pupils, had slightly higher increases in absence rates during this period. However, removal of outlier data has a large impact on the subgroup analysis.
- ▶ **SEND pupils** generally saw a lower increase in wellbeing and emotional regulation outcomes relative to **non-SEND pupils**, and a slightly higher increase for resilience. SEND pupils also saw the most significant decrease in attendance, but this was highly affected by whether or not outliers were included in the data.
- ▶ In general, **Year 10 pupils** reported the lowest baseline and final scores across all outcomes. This may reflect some of the challenges associated with transition into KS4. There were no consistent trends in levels of change by year group, with significant variation based on the cohort and sample size.

8.2 Recommendations

Although all findings in this report should be taken as indicative only, we have suggested initial areas for further investigation to inform the next stages of the evaluation.

- ▶ **Continue to increase sample size, particularly to boost the number of matched pupil surveys.** New cohorts should allow sample size to be increased for the final report. However, the interim report could also be used to stress to schools the importance of completing both baseline and final surveys to allow for a full impact analysis. The development of the ImpactEd platform to pull through automated data from schools on exclusions and behavioural data should also support fuller data collection.
- ▶ **A particular focus on pupils with unusual attendance patterns.** The data from this report showcases how significant the effect of a small number of outliers can be on overall attendance trends. For example, the decrease in school attendance data for Face It participants changed from 5.2% to 0.7% once outliers were removed. Future qualitative research could potentially usefully focus on pupils with especially unusual trends in attendance data to understand the school or individual contextual factors that may be affecting their integration into the classroom.

- ▶ **Understand the drivers in difference for SEND and non-SEND pupils on attendance, wellbeing and emotional regulation.** Of the different subgroups, the disparity between SEND and non-SEND pupils was the most pronounced, particularly for attendance, wellbeing and emotional regulation measures. Future analysis could focus on the specific special educational needs of those pupils to understand if any programme adaptations may be required to help them maximise its benefit. This could be usefully informed by the perspectives of delivery practitioners.
- ▶ **Triangulating between outcome measures to understand the long-term impact of shorter-term increases.** There was generally a high level of increase between baseline and final measures on wellbeing, resilience and emotional regulation. Results on attendance are more inconclusive at this stage given the complexities of contextualising this against the national picture. The introduction of a matched control group in the final report should enable a more precise estimate of impact on longer-term outcomes. As part of this analysis, it would also be helpful to correlate whether pupils' social, emotional and wellbeing results are predictive of engagement outcomes, following the logic outlined in Face It's Theory of Change.



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