

Appendix B

Early Intervention and Prevention Project Workstream 2: School as Local Delivery Unit

Strategic Outline Case Findings Report

November 2012

Document Control

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1 Executive Summary

1.1 Context and Purpose of Project

Workstream 2 – ‘School as Local Delivery Unit’ sits under the wider ‘One Barnet Early Intervention and Prevention work programme’. The purpose of this workstream has been to assess the viability of a specific school in Barnet – *London Academy* – being commissioned to deliver evidence-based early intervention programmes to improve a wider set of outcomes other than attainment for children attending their school. A key component of this project has been to assess the potential financial benefits that could be realised from commissioning a school to deliver these programmes. Specifically these include reducing future demand and costs on other services by intervening earlier in the lives of children and young people.

Whilst the project has focused on a specific school, the potential for the identified programmes to be implemented across the borough, by all schools, including the investment costs needed and potential wider benefits, has been assessed.

iMPOWER were commissioned to undertake this project, working closely with London Academy to:-

- Identify the **key outcomes** that support young people in achieving a healthy and happy adulthood which would be impacted on by the chosen evidence-based programmes
- To source a number of **evidence-based programmes** that could be delivered within Barnet by schools to improve these wider outcomes for children
- To provide a **high level implementation plan** for the delivery of this model, working closely with the school and local authority
- To assess the **financial sustainability** of such delivery including the costs of implementation and any potential benefits arising from such programmes

1.2 Recommendations

The focus of this project has been to seek to scope and design a best practice model of how early intervention programmes could be delivered as part of the existing school curriculum to make maximum demonstrable impact with children in the school. The emphasis of this work has been for this to be delivered sustainably with some initial investment up front but which, in the longer term, could become part of the school’s overall ‘offer’ to children and families

It has been suggested that workstream 2 move into a second stage – investigating the opportunities for schools and the local authority to work more closely together to support the school becoming a key hub for the local community. Opportunities to support this may include investigating the possibility of putting a LBB manager in the school to support them in focusing on more

vulnerable children in the locality, sharing data and providing the capacity to scope further business cases. Or having a number of Children's Service's provision delivered in the school, with the option of using the facilities outside of core school hours. The project sponsor would like to consider these possibilities and scope a number of options for how this could be taken further.

Following the key stages of this work, a number of recommendations will be made in this report.

1. The following outcomes should be the focus of early intervention activity:-
 - Young people are better able to cope with challenges and change at home and in school
 - Increased numbers of young people abstain from risky behaviours – specifically substance misuse, unsafe sexual practices and anti-social/criminal behaviours
 - Young people have improved resilience factors improving their emotional wellbeing
 - Parents feel more confident in their parenting abilities with a wider variety of techniques at their disposal to affect change at home
 - Young people are able to form appropriate and positive relationships with peers & adults at home, in school & the community
2. Botvin Life Skills Training and Triple P parenting should be implemented by the London Academy from September 2013, with funding provided to ensure deliverability
3. The impact of these programmes should be closely monitored with 6-weekly, quarterly and yearly reporting taking place to assess direction of travel and overall outcome improvement
4. A review of the roll-out plan for the whole borough should take place once initial findings from the London Academy can be analysed to assess the potential for wider roll out
5. The financial model should be updated before delivery continues to ensure accuracy, and that further updates should take place as more schools begin to deliver the programmes
6. Specific implementation resource should be secured to support the initial delivery of the programmes in the school including: co-ordinating with the LST and Triple P providers; booking training; ordering course materials; creating a performance framework to monitor effectiveness; and updating the financial model with LBB finance colleagues

7. Part of the implementation should include a further review of external funding sources and the completion of bids to the Big Lottery Fund with the London Academy to help cover initial implementation costs.
8. An exploration of potential options for increasing collaboration and engagement between schools and the LBB should take place with consideration given to the possibility of an LBB manager forming part of the schools management team or LBB services being delivered in the school.

1.3 Sources of analysis and insight

A number of key external resources have been reviewed and consulted as part of this work. This has been to ensure accurate hypotheses development, and that the outcomes and programmes identified through this project have a robust evidence-base.

Resources reviewed and consulted as part of this analysis have included:-

- ***Dartington Social Research Unit*** – the leading social researcher in the UK internationally recognised for its research into improving the lives of children in Europe and the UK
- ***The Social Development Research Group*** at the University of Washington – a leading group in the field of prevention research
- ***The Department for Education*** – specifically their website on parenting programmes and assessment of their evidence base
- ***Graham Allen MP*** – direct contact to assess the recommended schemes
- ***Blueprints for Violence Prevention*** – the main source of information on evidence-based programmes in the US

At every stage of this work, engagement has taken place with the London Academy Principal to review findings and test hypotheses, and with the Deputy Director of Children's Services as the Operational Lead for this work, to ensure identified outcomes and programmes are aligned with his and the wider Borough's priorities.

Some of the key findings from this work have been highlighted below and will be explored in more detail in the body of this report.

- The research from this project has found that there is a significant void in tried and tested programmes which have a strong, proven evidence base behind them.
- Key programmes as cited by experts such as Graham Allen MP or Dartington have, on further investigation, been found to target specific groups of children

(for example Achievement for All focuses on children with disabilities) or for the early years – the age group traditionally associated with EI&P work.

- The majority of programmes that target and demonstrably improve the key outcomes required by this project originate from the USA and have not previously been trialled in the UK. It has therefore not been determined with 100% certainty whether key data and findings are replicable in the UK.
- There is not a single programme that meets all the key outcomes identified, and therefore a dual approach in terms of identifying two programmes has been recommended and agreed by the project board.
- Savings will not be realised quickly – it will take time for the programmes to roll out and there is then a delay before full impact is seen. Potential future efficiencies are often tied up in staffing or contracts.

1.4 Cost, investment and potential benefits

A specific focus of this project has been to consider a sustainable model of delivery for any programmes identified, and to capture potential future savings that could support further roll out of these programmes to other schools.

The LST programme can be delivered as part of the school curriculum by existing teaching staff, enabling sustainable delivery with limited on-going costs once initial training has been completed.

Triple P requires initial training to school practitioners; however materials for the delivery are relatively cheap. The delivery model for Triple P has assumed that schools will co-facilitate courses through existing pastoral staff, with a member of Children's Services Family Focus team seconded to lead these programmes with them. On-going costs, once training has been completed, also remain low for this programme.

Initial Investment costs for the implementation of LST and Triple P in the London Academy are therefore estimated at **£56,720** over five years.

This cost covers:-

- The training of all teachers in Year 7 at the London Academy to deliver LST
- The training of 3 pastoral staff in the delivery of Triple P
- All delivery materials.
- 'Train the Trainer' training for the LST programme, enabling teachers from the London Academy to train teachers from other schools

Over this same time period (five years) the financial benefits from implementing these programmes are **estimated to range from £102,845 (low impact**

estimate) to £318,800 (high impact estimate) - a net benefit of between £46,124 and £262,080.

The final part of this report assesses the potential funding options for this pilot and indicative costs if the initial pilot were to be rolled out across the borough. The financial model assumes that Year 1 costs for the roll out of LST and Triple P to the London Academy will be approx. £32,000 covering materials and training and including Train the Trainer costs. The costs of supporting the pilot implementation are shown below.

Delivery costs (training and materials)	£32,000
Council programme resource costs	£61,305
Total	£93,305

One Barnet will need to agree to support these implementation costs, with the view that if successful this will re-paid over the course of the project. The implementation project team will actively source other opportunities for funding including the Big Lottery Fund and Graham Allen pilot (as part of his Early Intervention Fund).

The business case suggests that this initial investment will be repaid over the course of the 5 year roll out to the London Academy, assuming a medium positive impact.

As the LST programme has not been delivered in the UK previously we would recommend that the pilot is reviewed to assess impact throughout the first year of implementation, with an initial findings report completed by the end of the schools' first term (Dec 2013). This report should help to inform the potential for wider roll out across the borough and inform future funding required and options for this. It is expected that responsibility for the completion of this report would sit with the Commissioning Group.

2 Early Intervention and Prevention Policy Context

2.1 Local

The London Borough of Barnet (LBB) has recognised that effective Early Intervention and Prevention (EI&P) is critical in reducing future demand for high cost services and supporting future efficiencies in line with the financial challenges faced by the comprehensive spending review. A number of EI&P projects have been commissioned, including this project on schools as local delivery units, to support the council's wider corporate priorities as well as the Children and Young Persons Plan (2012-14).

Investing in local schools to deliver earlier prevention activity will improve outcomes for children and families and provide better opportunities for residents from a smaller pot of available funding.

The commissioning of local schools to deliver this prevention activity also supports the sharing of opportunities and responsibility between the local authority, schools and wider partners. Working with schools in this way will lead to improved information sharing and partnership working with a shared ownership of outcomes for children across the borough. Schools represent a unique community resource and are well placed to build trust and engagement with local communities, further supporting the creation of a better London suburb.

The scope of this project is to support all children in positive decision making, improving their physical and emotional health through a reduction in the engagement of risky behaviours, and providing them with the skills to build positive relationships. This project therefore supports the current strategic vision for children and young people in Barnet.

2.2 National

The publication of the Graham Allen review 'Early Intervention: The Next Steps' in 2011 highlighted the importance placed on early intervention by the current government. The review was commissioned following a drive from the government to break the long standing cycle of intergenerational deprivation and dysfunction. The review recognised that early intervention and prevention was integral to breaking this cycle and supporting future cost savings through a reduction in the reliance on higher cost and more specialist services¹.

Other national reviews have also highlighted the importance of early intervention, and for the offer and impact of 'early help' to be clear. The Munro Review² of Safeguarding and Child Protection focuses on the link between services that offer early help and support, and social care involvement, emphasising the need for

¹ Graham Allen Review 'Early Intervention: Next Steps' 2011

² Munro Review 'Child Protection: Final Report – a child-centred approach' 2011

social care expertise to be available to services below the social care threshold. Implementing this project offers a unique opportunity for more integrated support to families before significant need arises, and engagement with harder to reach families through the trust and relationships built with them by the school. This project will also seek to provide clearer avenues of support to families in their local communities by doing so through the school.

Whilst there has been significantly less of an emphasis nationally on prevention work focused on children aged 11-16, this represents a period when the most risky and maladaptive behaviours often present themselves. The focus on the early years age group does not mean that interventions targeted universally at older children are ineffective.

This has been recognised by LBB with Workstream 2, which seeks to work in the space between early years and more entrenched behaviours. This is supported by the Troubled Families agenda, which aims to improve broader outcomes for secondary age children, supporting them in leading productive and healthy adult lives.

In its next phase, the project will liaise with Central Government in order to seek further support for this programme, and to explore and develop the possibilities around schools working with the Council in order to deliver a broader supportive agenda within their communities.

3 Aims, Objectives and Scope

LBB has recognised that the investment in effective EIP has the potential to improve outcomes for the residents of Barnet, and reduce long term costs associated with children and families accessing complex, high cost services.

Given their role in the local community and the trust and relationships they are able to build and maintain, schools are well placed to deliver additional interventions to improve wider outcomes than attainment.

This workstream sits under the wider One Barnet Early Intervention and Prevention programme. The **key aim** of *Workstream 2: School as Local Delivery Unit* has been to explore whether or not it is effective for LBB to commission schools to deliver interventions to improve a broader range of outcomes for children and families beyond educational attainment, and whether this can prevent or reduce the chances of children turning into adults with chaotic and unhealthy lives.

The project has been working to a **number of objectives** with the production of a set of key deliverables to support these: -

- a) To provide LBB with an evidence-based understanding of what wider outcomes or measures during childhood best predict an ordered, happy and healthy adulthood
- b) An evidence-based list of successful programmes targeting the wider identified outcomes that could be delivered in Barnet with the pilot school, produced with a clear delivery plan illustrating what information, resources and tools schools would need to deliver such a programme or programmes
- c) A range of potential funding options explored to show how such schemes could be funded and made sustainable over the longer term
- d) A financial model covering the cost/benefits of implementing the recommended programmes in London Academy and the potential benefits for the roll out of these early intervention programmes across the borough

3.1 School as Local Delivery Unit Pilot – London Academy

London Academy was identified as the pilot school for the potential delivery of evidence-based programmes to improve outcomes for children within the school. The Academy was established in 2004 and was one of the first schools to become an Academy within the borough. It has around 1500 pupils from a wide range of backgrounds and plays a key role in the local community. The school has expanded over the last few years and is likely to continue to do so in order to meet the needs of a growing child population. It has strong links with its feeder primary schools, in particular Deansbrook Junior and Edgware Junior School.

Deansbrook Junior School is likely to become part of an Academies Trust with London Academy in the very near future.

London Academy have been keen to engage in early intervention activity and has set up a good system of pastoral activity, including social workers, parent support workers and teaching assistants who all facilitate an early intervention approach within the school. In recognition of the importance of localised and accessible services within the EI&P sphere, the London Academy has already brought specialist services into the school. Over the last few years, London Academy commissioned two services: YPDAS to run a fortnightly service with the school for substance misuse services, and CAMHS to run emotional and mental health interventions within the school. This has contributed to a greater number of young people accessing these services with improved outcomes. This also demonstrates their proactive engagement with multi-agency partners around early intervention, and reinforces the choice of London Academy as the pilot school and key partner for this workstream.

The school has an outward-focussed Principal and a strong and engaged senior leadership team with a good track record of delivering effective interventions internally, and is therefore well placed to be able to support this project.

Deansbrook Junior School have also been engaged as one of the main feeder schools into London Academy. As resilience in transitions is a key focus area for the school and the council, delivering programmes within the final years of primary school is the next potential step in wider implementation.

4 Identification of outcomes and evidence based programmes

This section sets out the approach taken to identify the key outcomes for young people in achieving a happy, ordered adulthood, and what these were identified to be. It then sets out the method employed to identify a set of programmes to meet these outcomes, and what these are.

The approach taken by this project has included:-

- A review of key prevention evidence and research papers
- Engagement with academics and specialists in the field
- The production of a long list of outcomes and potential evidence-based programmes
- Testing findings with the school and council to ensure alignment with priorities of both organisations, and ensure suitability for wider borough roll out in future years

4.1 Identifying Outcomes

For the purposes of this project ‘outcomes’ have been defined as specific changes in behaviours that result from the implementation of the programmes.

There are many outcomes or measures that best predict an ordered and happy adulthood, however not all are relevant to the project aims, the aims of the school or LBB. To ensure that there was a focus on the right outcomes throughout this project a wide range of external resources were reviewed and consulted, in-depth desk research undertaken and regular testing with the school and local authority took place to ensure alignment with the local context.

This is summarised below and detailed in Appendix 1.

Table 1 – Outcome sources and findings

Source	Findings
Dartington Social Research Unit	As leading researcher within the UK Dartington is internationally renowned for its research into improving the lives of children. Their research has shown: <ul style="list-style-type: none"> - Importance of using qualitative or ‘softer’ measures such as reflective questionnaires Outcomes: <ul style="list-style-type: none"> - Young people display less challenging, aggressive and delinquent behaviours(Dartington have found that this improves parental mental health associated with maladaptive child behaviours)
Social Development	The SDRG is recognised within the US and

Source	Findings
Research Group – University of Washington	internationally as a leader in the field of prevention research and has contributed to the development of a number of evidence based effective interventions. The key themes they identify as indicators of future success in young people include: <ul style="list-style-type: none"> - Life skills. - Good physical health. - Healthy family and social relationships. - Good psychological and emotional wellbeing.
C4EO	C4EO is established as a ‘best practise hub’ for what works in children’s services. Their identified key outcomes include: <ul style="list-style-type: none"> - Young people are able to build positive relationships with peers and adults (C4EO have found this improves confidence and self-esteem) - Parents are able to respond to and manage challenging behaviour (C4EO have found that this leads to improved behaviour and academic attainment) - Young people have improved resilience to change (C4EO have found that this reduces involvement in risky behaviours) They also identify the importance of using qualitative measures and reinforced the hypothesis around schools in the borough leading prevention activity.
Department for Education	Through a number of reports and publications the DfE have outlined key outcomes and measures for children and young people to succeed. These include: <ul style="list-style-type: none"> - Extrinsic and Intrinsic measures (quantitative vs. qualitative) – improved health, educational attainment vs. confidence, self-esteem Outcomes <ul style="list-style-type: none"> - Young people display ‘school readiness’ (DfE have found that improvements in parenting capacity build confidence and resilience in young people) - Young people are able to form positive relationships with peers and adults (DfE have found this contributes to improved resilience, confidence and self-esteem)
The Graham Allen Review	The Graham Allen Review is a key source of information about what works in EI&P. Identified

Source	Findings
	<p>outcomes include:</p> <ul style="list-style-type: none"> - Young people have improved 'Life Skills' (The review outlines that improving life skills builds resilience in young people) - Young people are able to make positive decisions (The review identifies life skills as key to building resilience and abstinence from risky behaviours – sexual and substance misuse)

The initial long list of outcomes was refined with the Principal of the London Academy. This highlighted the importance of developing 'resilience to change' in children, so they could cope with the transition from primary to secondary schooling and then onto adulthood and including measures that would evidence this.

Through this research and school engagement a number of themes encompassing a series of outcomes appeared to be most relevant to ensuring children and young people in Barnet go on to lead healthy and successful lives. The following table highlights the outcomes recommended for this project to focus on, based on the evidence reviewed. An expanded table with suggested measures to track impact can be found in Appendix 2.

Table 2 - Recommended themes and outcomes

Theme	Outcome
Life Skills	Young people have greater awareness of their abilities and are better able to cope with challenges and change both at home and in the school environment.
Life Skills and risky behaviour	Increased numbers of young people abstaining from risky behaviours, specifically substance misuse, unsafe sexual practices, anti-social / criminal behaviours.
Resilience	Young people have improved resilience to factors affecting their emotional wellbeing and are more confident and comfortable in themselves (healthy self-image).
Parenting	Parents feel more confident in their parenting abilities and are able to use a variety of techniques to affect change at home.
Relationships	Young people are able to form appropriate and positive relationships with peers and with adults in the home, at school and in the wider community.

4.2 Ensuring measurability & tracking benefits

The ability to measure changes to these outcomes over time was regularly assessed and tested with the school. Some of the outcomes in the initial long list were difficult to measure or would take considerable time to demonstrate impact. Following the development of a long list of outcomes additional work was undertaken to identify possible measures that could be used to demonstrate impact and change, both over a longer period of time and in showing direction of travel of specific indicators in the school. This included challenge from the Council's performance team and from Children's Service.

Whilst the impact on the chosen outcomes will be difficult to assess for five years (through the journey of the first cohort from year 7 to year 11) we are proposing an annual review of benefits to keep track of the emerging picture. The details of this approach can be found in Appendix 2.

5 Addressing the outcomes – the identification of evidence-based programmes

This section sets out the approach taken to determine the programmes available that meet the outcomes identified by the project and their underpinning evidence-base. The approach taken to identify these programmes involved:-

- Thorough research of national and international external sites and resources which focused on EI&P activity
- Engagement with experts in the field who had undertaken research of programmes in the UK and abroad
- Engagement with programme providers to assess impact, the strength of evidence, cost and delivery methods
- Regular interaction and engagement with London Academy and Operational Lead to assess the actual fit of potential programmes with the delivery on the ground by the school and across the wider borough – if further roll out were to be considered.

5.1 External resource review

A number of specific research organisations and websites were reviewed to collate a matrix of potential EI&P programmes and their match with improvements in the outcomes identified by the project. This analysis included a review of specific websites and research papers as well as direct contact with researchers and experts in the field.

A summary of this activity and findings is detailed in the table below. Additional information regarding the sites and findings has been included in Appendix 3.

Table 3 - Source, research and findings

Source	Research	Findings
Dartington Social Research Unit	<p>A number of research papers and findings were assessed on the Dartington Website</p> <p>Contact was made with the Co-Director to review potential programmes identified by our research to test our hypothesis of their impact</p>	<p>Two specific programmes were highlighted which impacted on a number of the outcomes identified by the project. Both of these programmes were judged to have a strong evidence base behind them by Dartington. These programmes were:-</p> <ul style="list-style-type: none"> - Botvin Life Skills Training (LST) - Raising Healthy Children <p>Both originated in the UK and LST had been highlighted by the Graham Allen</p>

Source	Research	Findings
<p>Blueprints for Violence Prevention</p>	<p>Blueprints for Violence Prevention is run by the Centre for Study & Prevention of Violence at the University of Chicago</p> <p>The website identifies a number of prevention programmes that focus on drug and violence prevention and meet a high specific standard of effectiveness. Links to their individual programme websites were provided for further detail</p>	<p>Review.</p> <p>12 programmes were categorised as ‘model programmes’ on the website but the majority of these either:-</p> <ul style="list-style-type: none"> ➔ failed to address the outcomes identified in the report, ➔ were targeted at complex children and families with high needs or ➔ focused on younger age children <p>Botvin (LST) was categorised as a model programme which focused on the majority of the outcomes identified by the project.</p> <p>A model programme was classified as showing:</p> <ul style="list-style-type: none"> a) evidence of deterrent effect with a strong research design b) sustained effect and c) multiple site replication <p>Raising Healthy Children was classified as a ‘promising programme’ meaning it met one of the above criteria.</p>
<p>Department for Education (DfE)</p>	<p>The DfE provides a list of evidence-based parenting programmes with the strength of the evidence base for each programme scored using a 5 star system</p> <p>These programmes were reviewed against the outcomes and ages of the children identified by this project</p>	<p>Five Parenting Courses were identified that had a strong evidence base which provided the basis of a short list of evidence-based programmes that supported the project’s outcomes. These were:</p> <ul style="list-style-type: none"> a) Strengthening Families, Strengthening Communities b) Strengthening Families Programme 10 -14 c) Triple P Parenting d) The Incredible Years e) Families and Schools Together (FAST)
<p>National Academy for Parenting Research (NAPR)</p>	<p>Direct contact was made with the Professor of Child Behaviour and Health at the NAPR, based at Kings College, London</p>	<p>Triple P Teen Parenting programme was recommended as the best fit for the project criteria with a strong evidence base to support it.</p> <p>The programme focused on parents of children aged 11-16 supporting the</p>

Source	Research	Findings
		potential delivery in a secondary school in Barnet

5.2 Ensuring the suitability of identified programmes to Barnet

As the analysis of potential programmes was conducted it was apparent that there were only a small number of programmes that met the outcomes defined by the project and had a strong evidence base behind them. Many programmes had been the subject of small research studies but their findings were too small to show substantial and lasting impact – or had been done with no randomised control trials to back up their findings that improvements were as a result of the programmes themselves. In addition, there were very limited longitudinal studies that showed continued impact occurring several years after programmes had been completed.

The following matrix identifies the specific outcomes that each of the identified programmes seek to address which have been derived from published course outcomes/goals.

Table 4 - Outcomes and programme matrix

Outcome → Programme ↓	Young people are more self aware about their abilities and are better able to cope with challenges and change at home and in school environment	Increased numbers of young people abstaining from risky behaviours specifically substance misuse, unsafe sexual practices, anti-social/criminal behaviours	Young people have improved resilience to factors affecting their emotional wellbeing and are more confident and comfortable in themselves (health self-image)	Parents feel more confident in their parenting abilities and are able to use a variety of techniques to affect change at home	Young people are able to form appropriate and positive relationships with peers and with adults in the home, school and community
Life Skills Training	◆	◆	◆		◆
Raising Healthy Children	◆	◆	◆		◆
Triple P Parenting		◆		◆	◆
FAST		◆		◆	◆
Strengthening Families/Comms		◆	◆	◆	◆
SF 10-14	◆	◆	◆	◆	◆
Olweus Bullying Programme	◆	◆	◆	◆	◆

Both Botvin LST and Raising Healthy Children were identified in a number of research sites and contact was made with the developers to source the programme content, delivery method and cost of implementation. Both programmes were US based and had not been delivered in the UK previously so the course materials for the LST was purchased to allow the London Academy Head to review the programme in detail to ascertain the fit with the culture and school curriculum of the school.

The analysis undertaken of the programmes content, evidence base and impact on the desired outcomes led to a focus on three specific programmes:

- Botvin Life Skills Training
- Raising Healthy Children
- Triple P Parenting

A summary of these programmes was completed for review with the school and project operation lead to assess the viability of their delivery in Barnet including:-

- Outcomes supported by the programmes
- Target ages and length
- Course content, training and delivery method
- The costs of implementation and potential benefits identified from the research

5.3 Internal testing and review

5.3.1 London Academy

As the delivery and implementation of the programmes will be primarily run and overseen by the staff at London Academy, the content was shared and reviewed in an interactive workshop with the Principal and a selection of her pastoral staff. This enabled a variety of opinions to be shared, any concerns to be highlighted and provided important information about school curriculum and timetable planning with regards implementing a new programme. The suggested programmes were well received by the staff team and the information given at the workshop around the school curriculum allowed for more accurate timings to be included in the high level implementation plan.

5.3.2 Operational Lead

As a key aim of the project was to consider the replicability of the programme with the potential for wider roll out across the borough, the suggested programmes were shared with the project Operational Lead, Jay Mercer. Discussions took place to ensure the approach suggested complimented and supported the existing service delivery of Children's Services and supported the aims and objectives of the other secondary schools and the wider community in Barnet. Discussions also took place on the delivery of Triple P, which is currently delivered as a targeted intervention by the Family Focus Team in Barnet.

5.3.3 Family Focus Team

Engagement took place with the Family Focus team regarding the potential for implementing Triple P in the London Academy to assess how the parenting work

currently being undertaken by the team could link into this project to share learning and avoid duplication. A number of the Family Focus Team are already trained in Triple P delivery and therefore provide the basis of a potential resource to be used for delivery within the London Academy. The project itself was well received by the team who felt that improved multi-agency working through input into programmes being run within schools would benefit all work being done in the borough around EI&P.

5.4 Programme recommendation and validation

Whilst a number of options were presented to the board, the recommendation was made to implement a combination of Botvin LST and Triple P. This was the only combination that met all the desired outcomes and was supported by the strongest evidence base including potential future savings.

The key factors in recommending these programmes were:-

5.4.1 Botvin Life Skills Training

- LST has the strongest evidence base of all programmes reviewed and has been highlighted as good practice by Dartington, Graham Allen MP and the US Blueprint site
- LST is the only programme that focuses on building resilience for all young people, working on social skills, decision making, dealing with anxiety and stress and making positive choices around substance use
- LST research studies evidence a 70% reduction in the take-up and use of substances and a 40% reduction in delinquency and aggressive behaviour
- LST can be delivered by teachers as part of the school curriculum making it a sustainable investment in resources as no external facilitation is needed once training in programme delivery has taken place

5.4.2 Triple P Parenting

- Triple P is currently delivered in LBB with internal confidence in its effectiveness and highly skilled and trained staff available in Barnet to deliver.
- Triple P is rated highly by the DfE with a 5 star rating and was recommended by the National Academy for Parenting Research
- Triple P compliments LST as it is offered as a universal programme for parents of teenagers (aged 11-16) with low level need rather than being targeted at chaotic families
- Triple P is considered a 'low intensity high reward' programme as it does not require large time commitments from parents however improvements are evidenced as being significant

- Studies have shown a 25-35% reduction in child maltreatment, hospital visits and foster placements following attendance on a Triple P course

Further detail on these two courses can be found in Appendix 3.

5.5 UK Delivery

Whilst Triple P had been widely implemented in the UK and was already being delivered in Barnet, LST had not been delivered before in a UK setting. Further discussions with the LST Vice President in the US identified that Barnardos had secured lottery funding to roll out the LST across Merseyside. Contact was made with the Barnardos programme lead, who confirmed that they had also explored other similar programmes but were unable to find any that could be delivered to all young people and which had a strong evidence base behind them. Barnardos are seeking to begin the roll out of LST from early 2013 and the programme lead was keen to continue engagement with Barnet to share learning on implementation, delivery and measurement of effectiveness.

Direct contact was made with **Graham Allen MP**, who had referenced LST in his review on EI&P to determine if he knew of anywhere that may have trialled LST previously in the UK. Graham Allen confirmed that LST had not been delivered previously to his knowledge but highlighted a similar 'Life Skills Training' programme that he was aware of that had been delivered in Nottingham.

Further investigation with the programme coordinator from Nottingham City Council revealed the council had invested resources into developing its own Life Skills Training Course to be delivered as a standing PSHE programme. Whilst schools had implemented the programme, a large source of funding (£20,000 per school) was needed to both develop the programme and deliver within the schools. An independent report commissioned to evaluate the programme had evidenced that children felt better about themselves and better equipped to make decisions, but the evaluation lacked quantitative data and no reductions in risky behaviours were reported. The number of schools who had continued with the programme after the initial 12 months was also currently unknown.

A review of the programme material with the Principal of the London Academy took place to assess deliverability in her school as part of the PSHE school curriculum. The Principal believed that the programme could be successfully delivered with minor adaptations to grammar and UK data supplanting the current US data in the materials.

Approval was given by the project board to move forward with the development of a delivery plan for implementing LST and Triple P in the London Academy and the creation of a financial model to assess potential return on investment.

6 Delivery model and implementation planning

The potential delivery models for LST and Triple P in both the London Academy and wider borough were assessed and developed to identify the most sustainable way for the programmes to be rolled out in Barnet. Detailed engagement with the LST Vice President has taken place to ascertain: -

- The training required to deliver LST in the UK
- The costs of materials including shipping from the US
- Wider implementation opportunities – including ‘Train the Trainer’ training
- The adaptation of the current materials to fit with UK children – including language and data amendments

Further engagement also took place with the London Academy principal, through weekly face to face meetings to review:-

- The delivery of the LST by teaching staff as part of the school curriculum
- The number of teachers who would require training in LST
- The timetable for training and implementation
- The tracking and review of effectiveness in the school
- The training of pastoral staff to co-deliver Triple P
- The identification of parents to attend the Triple P Course
- The resources necessary to support more detailed implementation planning and management

6.1 LST Delivery Model

The recommendation is for LST to be delivered to all Year 7 pupils at the London Academy from September 2013. All Year 7 teachers would undertake training in LST delivery in July 2013, delivered by US LST trainers in the UK with some pastoral staff also undertaking the training to embed the approach in the wider school environment.

Once initial training has taken place, LST can be delivered to every new Year 7 group with guidance material and additional training support available on the internet. Whilst packs will need to be purchased for each new Year 7 cohort, on-going delivery costs remain low if the delivery occurs as part of the school curriculum by existing teaching capacity.

The number of pupils in Year 7 is approx. 215 with numbers expected to rise to 240 in 2015. Materials will be purchased to cover 240 students initially rising to

270 by 2015 to cover future pupil increases. Whilst the main set of LST sessions occur in Year 1, booster sessions take place in Years 2 and 3. Materials will be purchased that include Year 1 sessions and Year 2 and 3 booster sessions.

6.2 Triple P Delivery Model

As Triple P is currently already run within LBB there is already a pool of trained professionals in Children's Services. To embed the delivery of Triple P in the school and support the identification and engagement of parents who would most benefit from this course, it is proposed that 3 pastoral staff at the London Academy will be trained to co-deliver the Triple P course in the school. It is further proposed that a member of the Family Focus Team from Children's Services acts as the lead deliverer of 2 Triple P courses in the London Academy from September 2013.

Two Triple P courses will be delivered each year with materials purchased each year to cover 30 parents. Evaluation should occur at the start and end of the course (using the evaluation questionnaires provided by Triple P) to support the assessment of impact of the course on parents who have attended.

Implementation support will be required to roll out the delivery of these programmes at to:-

- Work with the school and LST to order materials,
- Confirm training arrangements, dates and attendees
- Book accommodation in the UK for US trainers
- Liaise with Triple P programme lead regarding training and materials
- Book in Triple P training and confirm Barnet resource to co-deliver
- Update Data/Benchmarking for the London Academy
- Engage with Barnardos regarding their implementation, lessons learned etc
- Assist with school curriculum planning for September 2013 delivery
- Support Communications/marketing of programmes
- Set up data analysis matrix for tracking and measurement
- Assist in identifying roles and responsibilities in implementation (i.e. school lead/data responsibility)

6.3 Future Primary/Secondary Transitions Delivery

During the final stages of the project and the creation of a high level implementation plan, discussions took place with the headteacher of Deansbrook Junior School to assess the viability of the LST programme being delivered in the final year of 'primary schooling' with booster sessions delivered in the first two years of secondary schooling at the London Academy. Such a delivery would support the project board's desire to focus on transitions between primary and secondary schooling.

Programme content has been reviewed by the headteacher at Deansbrook who has said he would like to be involved with this project if wider roll out is supported. The delivery of LST in Deansbrook Junior School could potentially begin in May 2014. Having the programme delivered in just one feeder primary school to the London Academy initially would give the project a relatively straightforward randomised control group. Outcomes of children who received the programme in year 6 could be measured against those who don't receive it. This would add to the evidence base and direction of travel indicators being developed by the school.

6.4 Risks and Mitigation

A number of potential risks have been highlighted which will need to be monitored as part of the detailed implementation planning. These include:-

6.4.1 Turnover of staff and losing capacity to deliver

Within the implementation planning it has been assumed that turnover could be up to 20%. The modelling of future roll out of LST delivery has been forecast on a 'Train the Trainer' model which will enable additional training to take place to teachers at a low cost. The modelling of the roll out to further schools across the borough also assumes some spare places for each training session to cover any staff turnover.

The model for Triple P delivery has included 3 pastoral staff to be trained to deliver these programmes. Only 2 staff are required to facilitate each session therefore this model builds in spare capacity

6.4.2 Troubled Families Parenting Class Delivery

As part of the troubled families initiative LBB are also running an additional set of parenting classes for parents of secondary age children. There is a risk that parents may perceive the EI&P project and the troubled families work as one and the same and feel that they are being labelled a 'chaotic family' if they were to engage in Triple P support.

In order to mitigate this risk a clear and comprehensive communications campaign will need to be run during the implementation stage of this project with branding of the course carefully considered. This has been built into the implementation planning.

6.4.3 Data Protection

Specific data about individual children at London Academy will need to be collected to assess impact of these programmes.

The Data Protection Act requires that when personal data is shared, there be either the individual's consent or a legal basis (statutory obligation) for doing so. In this case the legal basis condition is satisfied under the following acts. Full details can be found in the draft Information Sharing Agreement, which can be found in Appendix 7:

- The Children Act 2004
- Local Government Act 2000
- Local Government Act 1972
- Education Act 2002
- Education Act 1996
- Crime and Disorder Act 1998

6.5 Implementation Plan

A high level implementation plan is included overleaf.

High Level Implementation Plan

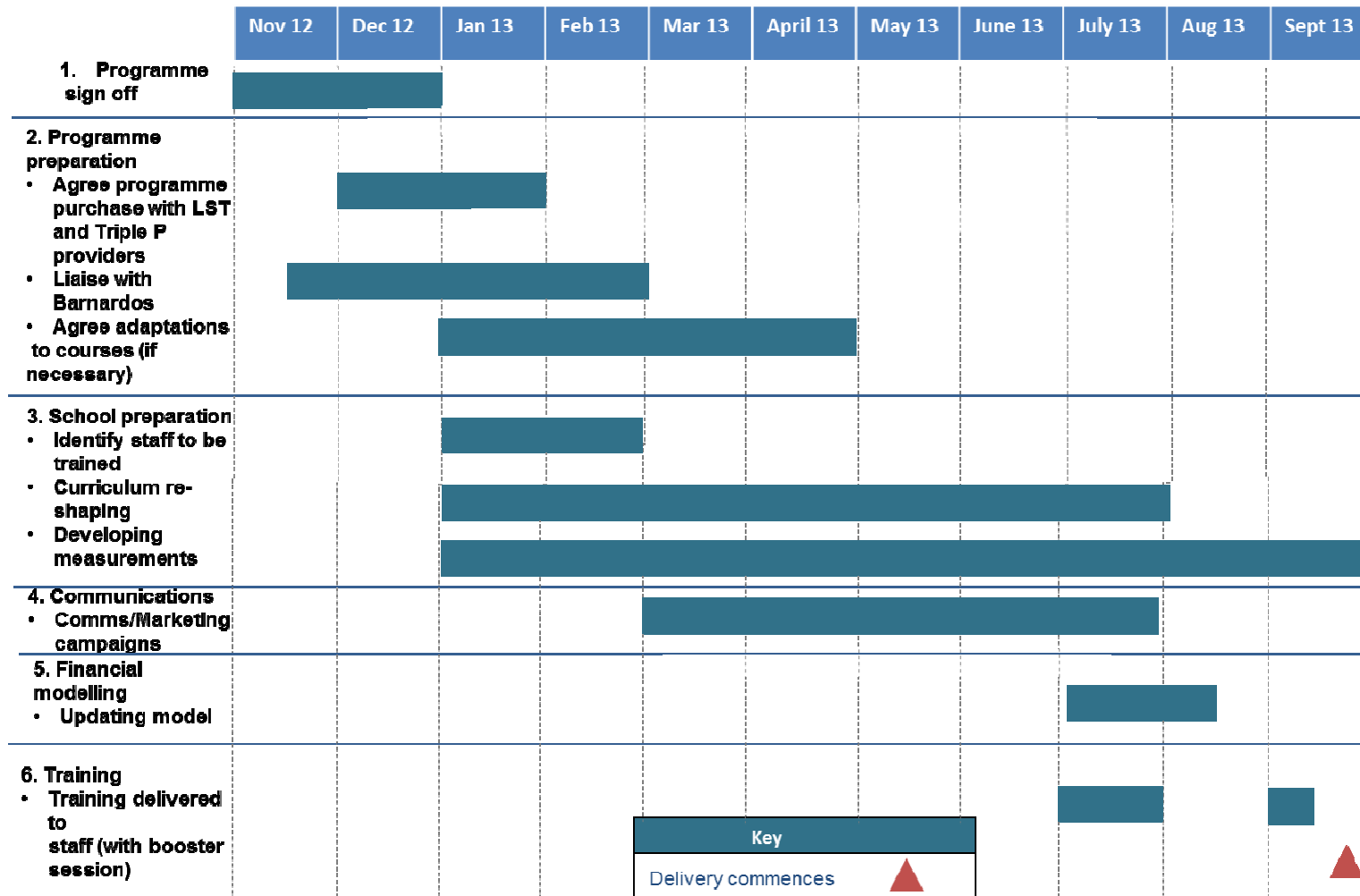


Figure 1 – High level implementation plan

7 Benefits Case - Introduction

Whilst the driving objective of this project is to improve outcomes for children and young people in Barnet, the scope of this work has included the assessment of any potential financial benefits to both the Council and its partners through the roll out of evidenced based programmes delivered in or by schools. iMPOWER have worked alongside the Council's Strategic Finance team to develop a financial model to identify potential future cost benefits after implementation with the scope and findings detailed below.

7.1 Delivery through schools

The focus of current national policy has been to free schools from the 'control' of the Local Authority, with schools becoming Academies or 'free' schools in ever larger numbers. This change to the education landscape has the potential to reduce the collaborative relationship between schools and local authority services that is required to enable young people to achieve a successful transition to adulthood. One of the goals of this project has been to strengthen that relationship and seek to work more closely with schools who have strong, trusting relationships with families in their localities.

The shape and implementation of this project has been co-produced between the Council, iMPOWER and the London Academy with a number of face to face discussions and workshops to test the viability of these programmes. The Principal has been integral to driving this forward and is committed to improving broader outcomes for children in her school.

Whilst the work of this project has focused on the London Academy as a preliminary roll out for these programmes, the project has also sought to project wider benefits should these programmes be adopted across the borough. Such roll out would require the London Academy acting as a champion for this work, engaging other principals in the debate about early intervention and prevention and supporting this further development. The principal has been committed to this during this project and has already had initial discussions with one of her feeder primary school principals, at Deansbrook, about the potential for delivery to cross over from primary to secondary to support transitions.

If successful, the potential for the authority to work differently with schools to commission other preventative services – either directly or indirectly – provides a unique opportunity for changing the landscape of current public sector provision, building on the Council's revised commissioning approach.

Schools are well placed to engage with vulnerable children and families and act as the 'gateway' for more targeted provision. Their standing with parents and the trust and relationships with vulnerable groups that they are able to engender provides them with a unique opportunity to deliver additional services to help reduce need. Their profile as a community hub with the facilities that they possess also allows this possibility.

Importantly, schools are also well used to demonstrating improvements and tracking progress of pupils which will be extremely important in helping to demonstrate the case and impact of prevention activities over time. If this project is implemented and successful we believe early thought should be given to developing schools as the provider of local, early intervention and targeted services for their communities. This is certainly an avenue the London Academy is keen to explore and they have seen impact in this area when they have co-located other services on their premises previously such as CAMHS and targeted substance misuse provision.

7.2 Non-financial benefits

There are a number of other potential benefits that are likely to be realised from the implementation of these programmes which have not been quantified in financial terms. These include:

- Improved outcomes for a significant number of children and young people who attend the London Academy – and wider if roll out is adopted across the Borough.
- More confident children and young people who are less likely to engage in ‘risky behaviours’ leading to better opportunities for education and employment post school.
- Strengthened relationships between the Local Authority and the London Academy / the wider school network with a shared commitment to this work.
- Improved resilience of young people as they enter the secondary school environment with the potential for reducing problems that can arise from transitions including:
 - Improved attendance
 - Improved behaviour
 - Improved attainment³
- Enhanced relationships between the parents of children attending the London Academy and the school leading to greater engagement in supporting the education and life readiness of children.

More detail about these benefits can be found in appendix 4.

³ Though outside of the scope of this project we believe an improvement in wider outcomes for young people will also lead to an improvement in attainment)

7.3 Financial benefits

The approach taken to calculate the delivery costs of implementing these programmes and the potential financial benefits associated with their successful delivery are outlined below and in greater detail in appendix 5.

7.3.1 Identification of financial benefits

The identified programmes have been chosen because of their evidence base with a number of research studies having assessed their impact – both initial and longer term. Life Skills Training has been found to have impacts up to 6 years after initial delivery.

The two programmes have certain recorded impacts on children and parents and we have used specific measures related to these impacts to assess financial benefits. These impacts can be quantified at a high level as:-

- a) Reductions in the initiation and use of substances – namely cigarettes, alcohol, cannabis, polydrug use and methamphetamine
- b) Reductions in violence, aggression and delinquency
- c) Reductions in maltreatment and neglect by parents

To equate this in financial terms, a number of baseline measures were taken from the school, to which assumptions have been modelled. The data we have used is detailed in the table below. The actual data – in terms of actual numbers of children – have not been included due to their sensitive nature, though they are detailed in the overall financial model for tracking purposes. The measures have been collected for the whole of the London Academy and for the wider borough to assess impact in the London Academy itself, and more widely if further roll out occurs.

We are aware that reductions in the above are likely to also provide cost avoidance benefits for Health and the Police. However, as there is no evidential link between the programmes and reductions in crime or improvements in health outcomes, no attempt has been made to model these benefits at this time.

Table 5 - Programme, outcomes and measures

High level outcome	Measures used to quantify financial impact	Programme
Reductions in Substance Misuse	Number of young people accessing substance misuse services - both targeted and specialist	LST
Reduction in aggression, violence and delinquency	Number of young people accessing the London Academy Learning Support Unit Number of young people permanently excluded Number of young people in the Pupil Referral Unit	LST
Reduction in maltreatment and neglect	Number of Initial Assessments for secondary age children (11 – 16) Number of Core Assessments for secondary age children (11 – 16)	Triple P

The potential financial benefits of the programmes have been modelled on three levels – High, Medium and Low, as the LST has not been delivered in the UK previously.

7.3.2 Key assumptions

A number of assumptions have been made to scope the potential benefits. These have been tested with the Operation Lead, the School, the Council’s Strategic Finance team and internal iMPower colleagues.

Reductions in the initiation and use of substances – namely cigarettes, alcohol, cannabis, polydrug use and methamphetamine

The research into the effectiveness of *Botvin Life Skills Training* identifies a reduction in overall substance misuse by young people engaged in the programme by 70%. The financial model therefore assumes this reduction will equate to a reduction in the number of young people accessing targeted and specialist substance misuse services in Barnet by between:-

- HIGH 70%
- MEDUIM 50%
- LOW 25%

Reductions in violence, aggression and delinquency

The research into the effectiveness of the LST programme has also shown a significant reduction in violence, aggression and delinquency displayed by young people – by up to 40% who go through the programme.

The financial model therefore assumes this reduction will equate to an improvement in young people's behaviour and a reduction in the number of young people having to attend the London Academy Learning Support Unit. We have also assumed that there will be a similar reduction in the number of young people being excluded and therefore the number who also have to access the Pupil Referral Unit. The model assumes these reductions could be:-

- HIGH 40%
- MEDUIM 30%
- LOW 20%

Reductions in maltreatment and neglect by parents

The research into the effectiveness of the Triple P programme has shown a significant reduction in maltreatment by parents by up to 35% who go through the programme. The indicators used to show progress for the programmes are often qualitative (based on pre and post course questionnaires completed by parents) or specifically focused on the parents themselves rather than on the impact they have on young people. Predicting potential benefits from these courses is therefore more complicated with the clearest measure being the number of young people likely to be referred to social care services reducing due to the reduction in maltreatment by their behaviour.

The financial model therefore assumes the reduction in maltreatment will lead to a reduction in referrals to social care and a similar reduction in the number of Initial and Core Assessments taking place as a result, The model assumes these reductions could be:-

- HIGH 40%
- MEDUIM 30%
- LOW 20%

Life skills training

- The course will be delivered as part of the standard school curriculum by existing teachers with no additional teaching staff required.
- Further roll out of the LST across the borough will be through a 'Train the Trainer' approach led by teachers initially from London Academy.

Parenting

- Delivered in London Academy by existing pastoral staff with support from Family Focus team in Children’s Services to co-facilitate.
- Similar approach across other schools.

Roll-out

- The Life Skills course is delivered to Year 7 pupils from September 2013.
- After five years, all 11-16 year olds in the school will have gone through the programme
- The Triple P course is delivered twice a year to a total of 30 parents from Year 7 groups.
- For the purpose of this work, we have assumed that the roll out across the borough will occur in the following way:-

Table 6 - London Academy Rollout

Year 1	London Academy only	1 school total
Year 2	40% of secondary schools	9 schools total
Year 3	80% of secondary schools	17 schools total
Year 4	100% of secondary schools	22 schools total
Year 5	100% of secondary schools	22 schools total
		Total 22 secondary schools across the borough

Assumptions have been made in terms of cost, delivery and potential benefits with a summary of these assumptions detailed in appendix 6.

Substance misuse contract savings

- Reduction in the number of young people requiring support from targeted and specialist substance misuse services may allow the authority to reduce the contract value of this service in future years.
- Such a reduction could take place from year 3 once sustainable impact has been maintained.

Reductions in teaching support required at the LSU

- A reduction in behavioural incidents in the London Academy will lead to less young people accessing the LSU for ‘time out’

- Efficiencies in this area would result from requiring less teacher capacity to manage this unit with such a reduction only realisable once 3 less pupils attend the unit.
- Similar benefits have not been assumed for the wider roll-out, as we do not know if other schools have a similar LSU.

Reductions in administration for exclusions

- The administration costs for exclusions have been taken from a national report and is likely to be attributable to education welfare and school admissions time – which is currently needed to find excluded young people alternative provision.
- This efficiency is unlikely to be seen in real terms and will most likely be a ‘cost avoidance’ with the impact of these programmes supporting a reduction in increasing exclusion numbers allowing current activity to be maintained in this area.

Reductions in PRU capacity

- Reducing the number of young people excluded from school will impact on the volume of provision necessary at the Pupil Referral Unit.
- Efficiencies in this area are based on a lower number of students at the PRU in the future and have been calculated on the basis of each student’s unit cost. It may be possible to achieve staff reductions as a result of lower referrals; however the full financial benefits are likely to be realised in real terms in year 8, when all children in all schools have gone through the programme.

Reductions in social work capacity

- The effects of Triple P are assumed to impact on parental capacity and lead to a reduction in initial and core social work assessments arising from this group of parents.
- At present, Children’s Services across the country are expecting continued growth in demand due to the impact of the economic downturn. This efficiency is again likely to be seen as a ‘cost avoidance’ with the authority seeking to maintain current staffing numbers in this area rather than having to increase these.

Demographics

- Standard school admissions (from Children’s Service) growth forecast for pupil numbers in the London Academy and wider borough have been used.

7.3.3 London Academy Rollout - Investment Required

To deliver the LST and Triple P programmes in the London Academy will require initial investment in training and materials followed by continued annual investment in materials for future children and parents. The investment costs and

potential benefits, if the **medium forecast impact** of the programmes was seen is as follows: -

London Academy – Investment and Projected Savings – Medium						
Year	1	2	3	4	5	
Costs	32,085	5,770	6,288	6,288	6,288	56,720
Total Savings	1,258	2,300	16,429	82,457	87,881	190,325
Total Net Savings	(30,827)	(3,471)	10,141	76,169	81,593	133,605

7.3.4 Conclusion – London Academy Rollout

The findings from the financial model demonstrate a significant opportunity for financial benefits ranging from approximately **£45,000 at the low end of the scale to over £250,000 if the impact is high**. The base data therefore suggests that the programmes should be rolled out in the London Academy with close monitoring to assess direction of travel in the early months of delivery taking place. The breakdown of savings by agency shows a benefit in all models for the local authority and the school in particular, though the impact for the authority is most felt if the high impact assumption is achieved.

Full scenario is shown in appendix 5.

7.3.5 Whole Borough Rollout – Investment Required

To deliver the LST and Triple P programmes to all secondary schools across the Borough will require investment in training and materials every year. The investment costs and potential benefits, if the *medium forecast impact* of the programmes is seen is as follows: -

Whole Borough – Investment and Projected Savings - Medium									
Year	1	2	3	4	5	6	7	8	Totals
Costs	65,980	73,728	117,391	102,616	105,722	107,793	110,899	113,488	797,617
Total Savings	1,258	10,018	35,112	101,322	220,817	246,707	338,919	612,400	1,566,553
Total Net Savings	(64,722)	(63,710)	(82,279)	(1,294)	115,094	138,914	228,020	498,912	768,936

7.3.6 Conclusion – Whole Borough Rollout

The model has assumed that the roll out will occur gradually, with 9 schools delivering the programmes in Year 2, 17 schools in Year 3 and all 22 schools delivering in Years 4 and 5. The financial benefits will start to be realised in Year 6 if there is whole school takeup, as shown in the table below.

Whole Borough – Investment and Projected Savings - Medium									
	1	2	3	4	5	6	7	8	
Costs	65,980	73,728	117,391	102,616	105,722	107,793	110,899	113,488	797,617
Total Savings	1,258	10,018	35,112	101,322	220,817	246,707	338,919	612,400	1,566,553
Total Net Savings	(64,722)	(63,710)	(82,279)	(1,294)	115,094	138,914	228,020	498,912	768,936
Cumulative savings	(64,722)	(128,432)	(210,711)	(212,005)	(96,911)	42,003	270,023	768,935	

The projected impacts of the whole borough roll out show a financial benefit over five years only if the highest impact is achieved across the borough through the delivery of these programmes. There are a number of reasons behind this:-

- a) Full impact is not achieved until end of Year 8
- b) The financial impact of Triple P is not as clear as LST and so assumptions are conservative
- c) Other benefits (such as Learning Support Units in other schools) are not currently known or categorised – but savings or cost avoidances in this area are likely to be substantial.

Once fully rolled out, by 2021, the programme is **forecast to deliver annual savings of £498,912** if the medium impact were achieved.

It should be noted that if the roll out were to occur in this way, the non-financial effects across the borough will take longer to be realised as all children will not go through the programmes until the end of Year 8 (2020/21). Therefore the full non-financial effects of the impact of these programmes across the borough would be realised in 2021.

Given the amount of funding required and the length of time taken for the full impact of these programmes to be felt across the borough, we would recommend that a review of the initial pilot is considered before a decision on full borough roll out is made. This may include an initial report at the end of the first school term after the first LST programme has been delivered to assess its delivery, impact and fit within the London Academy,

8 Funding and Sustainability

The initial investment in rolling out the LST and Triple P courses to the London Academy are not substantial – but will become more so if the programmes are rolled out across the Borough. The project has focused particularly on the delivery of the programmes once initial training has taken place, with a view to this occurring in a sustainable way to become ‘business as usual’ wherever possible to reduce future costs.

The delivery of the LST has been assumed as occurring through the school curriculum, delivered by existing teaching professionals with no additional costs. Investment is required therefore in the training of teaching staff and regular purchase of LST materials, though we believe significant negotiation should be available with the provider if larger scale roll out were to occur. Successful implementation in Barnet of the LST programme would represent significant commercial opportunities for Botvin which should be considered by the authority.

Similarly the delivery of Triple P in the London Academy has been assumed to occur through existing pastoral staff, supported by an experienced member of the ‘Family Focus’ team of Barnet Children’s Services. Again, future delivery costs will be minimised through such an approach.

8.1 Funding options

A number of potential funding options have been considered which can be categorised under the following headings:

8.1.1 Internal

Re-direction of PSHE funding

As part of the project implementation we have worked with the London Academy to review their current PSHE programme. The principal is keen that the delivery of LST will complement existing PSHE content. Further analysis of the school curriculum will be undertaken by the principal early next year to assess the ability for it to be delivered in existing teacher time. We believe that the potential for re-directing any funding used to deliver PSHE in schools in Barnet to support LST implementation should be considered, though this cannot be categorised until the school curriculum analysis has taken place. Whilst schools are not given a designated PSHE funding pot, schools currently use an element of their funding to provide this activity. If the LST programme is proven to be more successful in improving outcomes in this area, LBB could work with schools to consider diverting any PSHE funding they have to deliver this programme instead.

Triple P co-ordinator from Children’s Service

It has been assumed that the delivery of the Triple P Parenting Programmes will be a joint arrangement between the School and the Council. Discussions have taken place about the potential of an existing Parenting Practitioner from Children’s Service facilitating Triple P courses with London Academy staff in

the school. Whilst there may be some backfill required to fund this staff member, it will be relatively small and will enable an assessment of the impact of the course on the parents who attend.

LST delivery through existing teacher capacity in school curriculum

The delivery of the LST has been assumed to be as part of the school curriculum with teaching staff delivering LST instead of other PSHE activity, rather than as additional lessons. This delivery model therefore assumes that additional delivery costs will not be required, supporting the sustainable roll out of this programme in the London Academy once initial training costs have been covered.

8.1.2 Partnership

Community Budgets

Community budgets are being used by the Council for the delivery of Troubled Families. The complexity of these budgets has been the clear categorisation and demonstration of financial benefits to partners.

The financial modelling completed as part of this project has evidenced potential financial benefits to the Council, the London Academy and Department of Health. A significant number of outcomes for young people attributed to these programmes support the priorities of Public Health. With the movement of Public Health into the local authority from 1st April 2013, exploration of shared investment in the roll out of these programmes should take place. Unfortunately it has not been possible to engage in this way with Public Health during the timescales for this project. However the implementation planning should include this engagement before full implementation occurs.

8.1.3 Grants

Lottery Bid

The Big Lottery Fund has a number of awards available for projects such as the implementation of Life Skills Training. A significant bid was awarded to Barnardos for their implementation of LST in Merseyside. Whilst the specific fund that Barnardos successfully applied for has now closed, the 'Big Lottery Fund' provides funds of between £300 and £10,000 for projects which improve the life chances of young people.

Schools are eligible to apply for this fund, providing one of more of the following outcomes is met:-

- People have better chances in life - with better access to training and development to improve their life skills.
- Stronger communities - with more active citizens working together to tackle their problems.

- Improved rural and urban environments - which communities are better able to access and enjoy.
- Healthier and more active people and communities

The application process is relatively simple with decisions made within a 6 week period. We would recommend that London Academy is supported by the implementation partner to apply for this fund. This will support the initial investment in training and materials required at the start of implementation. The implementation partner would complete the detail of the bid which would then be submitted by the school.

Graham Allen Early Years Foundation

During this project contact was made with Graham Allen MP regarding the implementation of LST in Barnet. Graham Allen was awaiting confirmation of funding for his Early Intervention Foundation from central government – but if successful, potential funding for pilot prevention areas may be available. Contact should be maintained with Graham Allen to assess the opportunity for Barnet to be a pilot for this work. This would provide funding and national publicity for the focus on new evidence based prevention programmes.

8.1.4 Sustainable Funding – Invest to Save

The financial model built for this project has illustrated the potential for the initial investment to be paid back by year 3 with savings made to the authority in future years. Any initial investment should be paid back with this project becoming self-sustainable if the impacts found in America are seen in UK delivery.

8.1.5 Covering initial costs for London Academy Pilot

The financial model assumes that Year 1 costs for the roll out of LST and Triple P to the London Academy will be approx. £32,000 covering materials and training. The costs of implementation are forecast to be £61,305. The implementation may include:-

- Liaison with LST and Triple P providers to confirm total costs, book in training, order materials etc
- Further funding exploration and completion of Big Lottery Fund application
- Further Data/Benchmarking of the London Academy and potentially Deansbrook Junior School
- Liaison with Barnardos to share lessons on implementation, scope potential future collaboration
- Close working with the school to support the identification of teachers to deliver programme and assisting with school curriculum planning
- Comms/marketing support and planning
- Setting up data analysis matrix to assess progress of project

- Assisting identify roles and responsibilities (i.e. school lead/data responsibility and children's services)
- Overseeing and helping to coordinate training
- Support financial model updating with LBB finance lead

In addition, Council programme resource costs are estimated to be £61,305 for this pilot phase.

Total costs are therefore assumed as: -

Delivery costs (training and materials)	£32,000
Council programme resource costs	£61,305
Total	£93,305

We would recommend that the Council agree to support these implementation costs, with the view that if successful this will be repaid over the course of the project. The implementation project team will actively source other opportunities for funding including the Big Lottery Fund and the Graham Allen pilot (as part of his Early Intervention Fund). The Big Lottery Fund has grants of £10,000 available for projects of this nature which will be actively pursued in implementation planning.

The business case suggests that this initial investment will be repaid over the course of the 5 year roll out to the London Academy.

As the LST programme has not been delivered in the UK previously we would recommend that the ***pilot is reviewed to assess impact throughout the first year of implementation***, with an initial findings report completed by the end of the schools' first term (Dec 2013). This report should help to inform the potential for wider roll out across the borough and inform future funding required and options for this. It is expected that responsibility for the completion of this report would sit with the Commissioning Group or One Barnet.

9 Recommendations and Conclusions

This final section outlines the recommendations and final conclusions that have arisen from this project and the next steps that need to be taken to ensure the programmes can be rolled out from September 2013.

The research undertaken by this project has identified a number of outcomes that we believe should be the focus of early intervention activity. The analysis of both the LST and Triple P shows a strong evidence base for their delivery – strengthened further by a financial model that shows initial investment being returned with the opportunity for further savings being realised over 5-8 years.

Given the strength of the research into these programmes and the potential financial and non-financial benefits that have been forecast, we recommend:-

1. The following outcomes should be the focus of early intervention activity:-
 - Young people are better able to cope with challenges and change at home and in school
 - Increased numbers of young people abstain from risky behaviours – specifically substance misuse, unsafe sexual practices and anti-social/criminal behaviours
 - Young people have improved resilience factors improving their emotional wellbeing
 - Parents feel more confident in their parenting abilities with a wider variety of techniques at their disposal to affect change at home
 - Young people are able to form appropriate and positive relationships with peers & adults at home, in school & the community
2. Botvin LST and Triple P should be implemented by the London Academy from September 2013, with funding provided to ensure deliverability
3. The impact of these programmes should be closely monitored with 6-weekly, quarterly and yearly reporting taking place to assess direction of travel and overall outcome improvement
4. A review of the roll-out plan for the whole borough should take place once initial findings from the London Academy can be analysed to assess the potential for wider roll out across the borough
5. The financial model should be updated before delivery continues to ensure accuracy and further updates should take place as more schools begin to deliver the programmes
6. Specific implementation resource should be secured to support the initial delivery of the programmes in the school including co-ordinating with the

LST and Triple P providers, booking training, ordering course materials, creating a performance framework to monitor effectiveness and updating the financial model with LBB finance colleagues

7. Part of the implementation should include a further review of external funding sources and the completion of bids to the Big Lottery Fund with the London Academy to help cover initial implementation costs.
8. An exploration of potential options for increasing collaboration and engagement between schools and the LBB should take place with consideration given to the possibility of an LBB manager forming part of the schools management team or LBB services being delivered in the school.

Implementation costs for London Academy Pilot

Total costs are therefore assumed as: -

Delivery costs (training and materials)	£32,000
Council programme resource costs	£61,305
Total	£93,305

The Council will need to agree to support these implementation costs, with the view that if successful this will be repaid over the course of the project. The implementation project team will actively source other opportunities for funding including the Big Lottery Fund and Graham Allen pilot (as part of his Early Intervention Fund). The Big Lottery Fund has grants of £10,000 available for projects of this nature which will be actively pursued in implementation planning.

The business case suggests that this initial investment will be repaid over the course of the 5 year roll out to the London Academy.

As the LST programme has not been delivered in the UK previously we would recommend that the ***pilot is reviewed to assess impact throughout the first year of implementation before further roll out is considered***, with an initial findings report completed by the end of the schools' first term. This report should help to inform the potential for wider roll out across the borough and inform future funding required and options for this.

A significant amount of partner engagement has taken place to drive this project, with strong relationships built with the London Academy and momentum established for the potential implementation of LST and Triple P in September 2013. There is a danger that delivery will slip if this momentum is not maintained and we would recommend that implementation resource is secured if the recommendations in this report are accepted to ensure that detailed implementation planning can begin in January.

Whilst this has not been built into the cost/benefit model, we would estimate that the costs for this implementation would be approximately £61,305. If agreement is reached to progress with this work, detailed workpackages and costs will be developed. The financial model shows that implementation costs will be repaid by both London Academy delivery and wider borough roll out.

10 Appendix 1 – Outcome Evidence

10.1 External Evidence

10.1.1 Dartington Social Research Unit

Dartington Social Research Unit (Dartington) is the leading researcher within the UK and is internationally renowned for its research into improving the lives of children in Europe and North America. Dartington's work is grounded in high quality evidence and helps to shape national and international policy and practice. A review of Dartington's research findings was a key resource to shape initial thinking and guide hypothesis development in which outcomes would be best to focus on for a project within a school. A variety of publications and resources were reviewed that outline a number of outcomes that EI&P activity can be focussed on. Dartington also has a comprehensive database of evidence based programmes and the positive outcomes associated with individual programmes.

10.1.2 Social Development Research Group – University of Washington

The Social Development Research Group is recognised within the US and internationally as a leader in the field of prevention research and has contributed to the development of a number of evidence based effective interventions. One of their published papers⁴ sets out a number of key themes as indicators of future success in young people.

The key themes they identify as indicators of future success in young people include:

- Life skills.
- Good physical health.
- Healthy family and social relationships.
- Good psychological and emotional wellbeing.

A number of outcomes found via other resources also aligned to these themes and provided a clear way to present specific outcomes and measures

10.1.3 C4EO

C4EO is established as a 'best practise hub' for what works in children's services with key evidence, resources and local practise being gathered by the organisation to help local authorities and other agencies make best use of the information available. The website contains a wealth of research reports and

⁴ Successful young adult development': A paper to the Gates Foundation

briefings. Key reports⁵ provided detailed information about key measures, including the importance of using qualitative measures such as reflection surveys, and information on the importance of schools as part of a wider solution for improving outcomes. Reports from this site reinforced the hypothesis around schools in the borough leading prevention activity and allowed for further refinement of the initial long list of outcomes.

10.1.4 Department for Education⁶

The Department for Education website contains a number of reports and publications that outline key outcomes and measures for children and young people to succeed. It is also a key source for a comparison of evidence based parenting programmes. Evidence of improved outcomes for parents and families were included in the parenting programme reviews and was used to develop outcomes under the 'parenting and relationships' theme.

10.1.5 The Graham Allen Review

The Graham Allen Review is a key source of information about what works in EI&P. Despite the focus on the early year's age group it provided key information about schemes and programmes that had been undertaken abroad and how they had improved outcomes for children and young people. The review specifically discussed outcomes and programmes related to decreasing substance misuse in children and young people through intervention programmes. This information provided the basis for developing outcomes under a 'risky behaviours' theme. The review also reaffirmed that general EI&P work for children of secondary school age was a significant gap in current service delivery.

⁵ C4EO "Grasping the Nettle" and "Youth: Final Recommendations"

⁶ www.education.gov.uk

11 Appendix 2 - Ensuring Measurability and Tracking Benefits

11.1 Themes, outcomes and suggested measures to track impact

Measures will be finalised in the next phase of the project. In addition to the table below, ways of measuring increases in academic attainment will be developed with the school, as it is believed this will be a powerful way of convincing other Head Teachers and Principals to invest time and resources into delivering these programmes.

Theme	Outcome	Suggested Measures
Life Skills	Young people have greater awareness of their abilities and are better able to cope with challenges and change at home and in school environment	x% of incidences of timeouts/detentions in the school environment decrease Perception measures – possible survey of young people x% of parents report lower incidences of arguments/fights at home over xmonth period x% of children requesting extra support around... homework/interactions/support or clarity x% of year 7 pupils displaying lower levels of 'change' issues* (behaviour/attendance primary and secondary)
Life Skills and risky behaviour	Increased numbers of young people abstaining from risky behaviours specifically substance misuse, unsafe sexual practices, anti-social/criminal behaviours	% using cigarettes, alcohol or cannabis (Self completion survey – build on any current school survey) % accessing STI/sexual health clinics and lower reported numbers of infections % reduction in ASB and reduction in % YP offending/entering CJS. % of teenage pregnancies
Resilience	Young people have improved resilience to factors affecting their emotional wellbeing and are more confident and comfortable in themselves (health self-image)	Reduction in number of Eating Disorders Reduction in Bullying incidents % change in number of young people requiring CAMHS support (note this could increase if more need is identified or decrease over longer term) Reduction in self harm incidents Perception of self image – subsets for feel healthy, look good etc – Yr 6 and 7
Parenting	Parents feel more confident in their parenting abilities and are able to use a variety of	% parents helping with homework % parents attending parents evening Lower % of parents having to be engaged by the school due to child's negative

Theme	Outcome	Suggested Measures
	techniques to affect change at home	behaviour
Relationships	Young people are able to form appropriate and positive relationships with peers and with adults in the home, school and community	x% reduction in bullying (Youth homeless) x% YP engage in more external activities Perception survey – how good you think your relationships are with peers & adults

11.1.1 Assessing longer term impact – Year 11 Benchmarking

Collection of baseline data has been sourced for the current Year 11 cohort at the London Academy against the following measures:

- Attendance
- Behavioural incidents (including timeouts and exclusions)
- Academic Achievement

It is proposed that the same data is collected in 5 years' time once the current Year 7 pupils have been through the identified programme to assess longer term impact.

11.1.2 Assessing longer term impact – qualitative measures

In addition to the above, qualitative measures will be developed in the next phase of the project to capture the more “intangible” longer-term impacts of the programmes on the children. This may be based upon the Chaos Index used by Community Coaches, if it is found to provide suitable measures for children.

11.1.3 Six weekly and annual quantitative data reporting

A number of measures are already collected by the school and/or council which will help to demonstrate improvements against the chosen outcomes. These measures include:-

- The number of timeouts and detentions in the school,
- Reported bullying incidents,
- Crime and anti-social behaviour in the local area and
- Number of parents attending parents evening.

The review and analysis of this data will support the project in assessing the impact of the chosen programme on the school and family environment enabling 'direction of travel' to be assessed more regularly

11.1.4 Annual qualitative analysis

As some of the outcomes relate to young people's self-image and confidence, we propose that an annual perception survey takes place to assess impact in a more qualitative way.

Schools currently undertake a number of questionnaires and surveys which could be adapted to support the analysis of the chosen outcomes and to track changes in perception over time once the programmes have been delivered.

12 Appendix 3 - Summary of Programme Content and Focus

12.1 Botvin Life Skills Training

LST, as referenced in the Graham Allen review, is grounded in 30 years of academic research and has demonstrated significant reductions in risky behaviours such as substance misuse and delinquency in a number of studies in the US.

LST (middle school programme) is delivered to children aged 11-14. The programme itself comprises of three levels delivered over three years.

The first level is the core element of the programme consisting of 15 sessions focussing on personal self-management skills (enhancing self-esteem, managing anger and reducing stress and anxiety), general social skills, (building relationships, communication skills) and substance resistance skills.

The additional levels contain 15 booster sessions delivered over the following 2 years. The content of LST closely matches topics covered in the PSHE school curriculum and it can be delivered as a weekly session within the school as has been the model used in the US.

The evidence underpinning the programme shows a significant reduction in substance misuse including smoking and aggressive behaviour. The programme can also be delivered by teachers in school as part of the normal teaching day. As it is delivered this way and requires no co-facilitation by external sources it supports sustainable implementation and delivery and can be run continuously at no additional cost once teachers have been trained.

During discussions with the LST Vice President, it was established that although the programme had not been delivered in the UK, it is currently being translated into Danish and Spanish for delivery in the EU and there was confidence in the replicability of the programme outside of the USA. The course itself was able to be adapted both in terms of language and socio-cultural elements and this could be built into the preparation and implementation planning.

Though the programme supports the majority of the desired outcomes from this workstream, the one gap in the programme is a parenting element. Although there is a LST parenting course it does not have a substantial evidence base and therefore was not considered suitable to implement as part of this project.

12.2 Triple P (Teen) Parenting

Triple P (Teen) Parenting programme is a universal programme aimed at parents of children aged 11-16 who may be displaying low level disruptive behaviour. Triple P Parenting was developed by the University of Queensland, Australia and is underpinned by 30 years of research. It has been implemented across the UK,

including in Barnet, and has been given the highest rating by the Department for Education in terms of evidence base and effectiveness.

The course is delivered over 8 weeks via a series of group sessions and one to one telephone calls. It is supplemented by course questionnaires before, during and after the course to assess impact.

Although the course can be delivered by teaching staff traditionally it has been delivered by social workers and other support staff.

Triple P introduces parents to 17 core child management strategies. Ten of the strategies are designed to promote children's competence and development, while seven of the strategies aim to decrease negative or unwanted child behaviour .Triple P also helps parents plan strategies for anticipating and managing difficult situations.⁷

⁷ DfE – “Triple P Parenting Programme: Intervention Information”

13 Appendix 4 - Non-financial Benefits

This appendix provides further detail non-financial benefits

13.1 Strengthening the relationship with parents

Though there has been an increase in universal and early targeted services centred around the needs of communities, there are still concerns that the right families are not accessing and benefiting from the services that could improve their outcomes.

Often parents receive services only when problems have escalated to crisis point and are referred by particular settings – sometimes without their consent due to child protection concerns. Establishing trusting relationships to enable supportive intervention and lasting change is more complex in these instances.

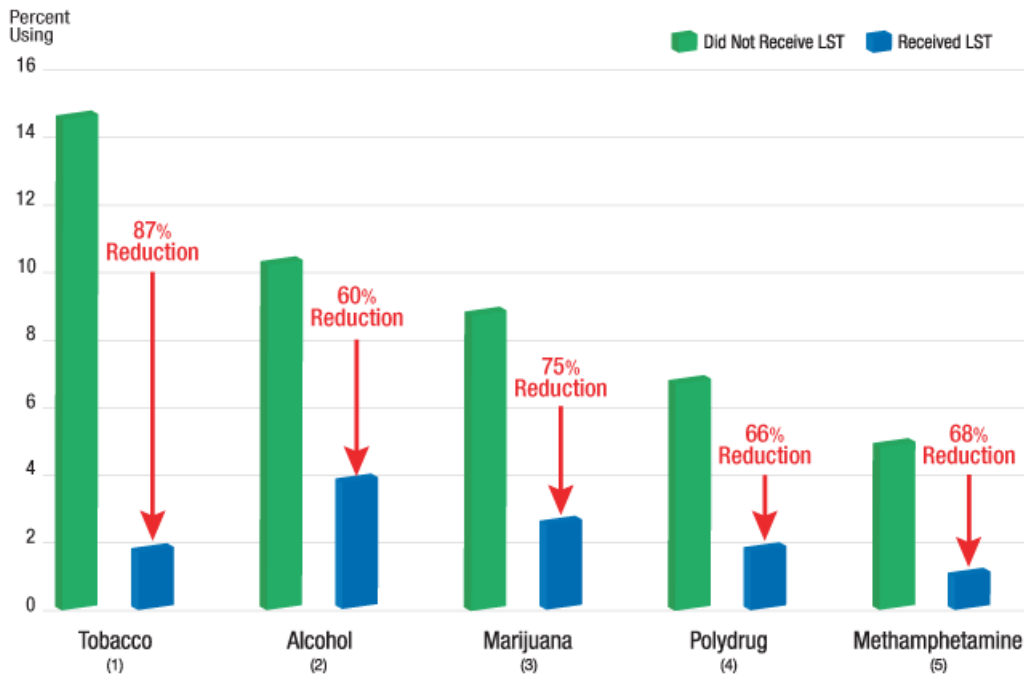
Schools are well placed in both identifying families in need and supporting and persuading them to access and engage in additional support as early as possible. The London Academy is committed to working in this way. Over 95% of parents attending parents' evenings in the school, and the school employs a number of pastoral staff to cement the relationship between education at school and in the home.

13.2 Benefits for pupils

The identification of the possible programmes to be delivered in this project has been focused on the achievement of the outcomes set out in section 2. The evidence base of the programmes chosen, particularly *Botvin Life Skills Training*, has shown significant reductions in the use of substances by young people. In addition, significant improvements in behaviour have been shown and maintained over time.

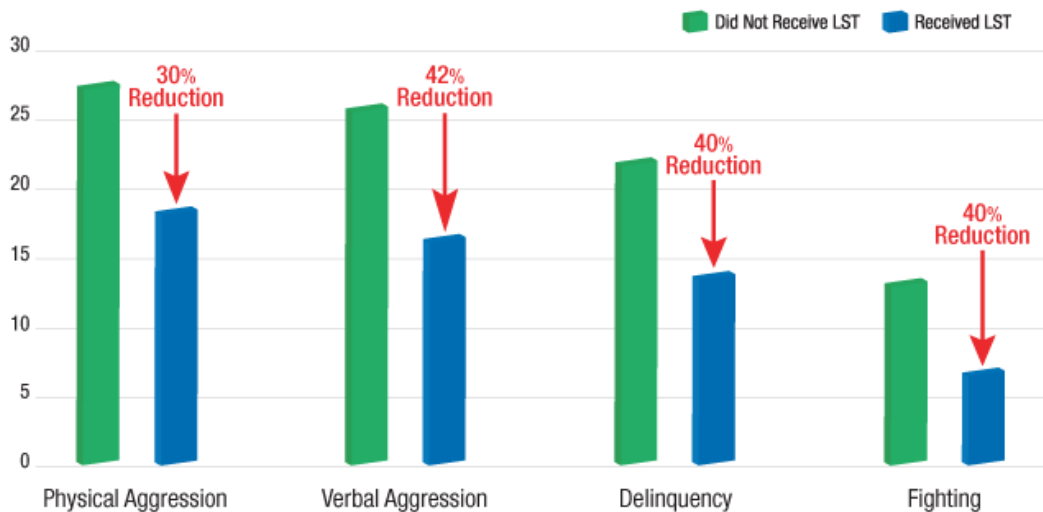
Below is a visual summary of the impacts of these programmes, demonstrated in the research underneath each table. Whilst the next section will focus on the potential financial benefits arising from these programmes, the impacts on children and young people are significant in terms of their physical health, emotional wellbeing, resilience and behaviour. Whilst PSHE is currently delivered by the school, this is not delivered in a structured way focusing on social skills, dealing with stress and anxiety and making positive life choices. If the US evidence of the LST programme is replicable in the UK, the personal benefits for the children will be very high.

Substance Misuse Prevention



Sources: (1) Journal of Behavioral Medicine (1983), (2) Journal of Studies on Alcohol (1984), (3) Journal of Consulting and Clinical Psychology (1990), (4) Journal of the American Medical Association (1995), and (5) Archives of Pediatric & Adolescent Medicine (2006).

Violence and Delinquency Prevention



Source: Preventing youth violence and delinquency through a universal school-based prevention approach. Prevention Science, (2006).

13.3 Benefits to Parents

A key finding of our early research in this project was the impact of positive parenting on the outcomes of children and young people. A significant percentage of families who access social care or intensive family intervention services are found to have parental needs specifically; poor parental routines; attachment issues and a lack of successful techniques to manage children's behaviours.⁸

A significant number of referrals to social care occur during teenage years, with parents feeling unable to cope with escalating behavioural issues. Indeed some researchers have questioned the benefits of some social care activity during this age with a significant proportion of young people who enter care during their teenage years seeing a decline in their academic attainment, significant sums spent on their care with no demonstrable improvements and a return to the family home several years later.⁹

Where children's behaviour is poor and unable to be contained, the impact on parental mental health and wellbeing is high. Improving parental capacity and confidence in appropriately challenging and controlling their child's behaviour will have significant impacts on parents' well-being, and family functioning as a whole.¹⁰

⁸ DfE "Children's Needs, Parenting Capacity"

⁹ 11th Australasian Conference on Child Abuse and Neglect (ACCAN) keynote address by Michael Little (Co-director, Dartington)

¹⁰ M Saunders, Triple P Parenting Programme, Clinical Child and Family Psychology Review (1999)

Source: Preventing youth violence and delinquency through a universal school-based prevention approach. Prevention Science, (2006).

14 Appendix 5 - Investment Costs

This appendix provides further detail on the investment costs required to implement the programmes

14.1 Cost – Programme Materials

We have broken down the costs of these programmes into two areas - the costs of the materials themselves and the costs of their delivery, with overall costs then summarised.

14.1.1 LST

The LST programme is delivered in 15 sessions over the course of a specific year group, with booster session delivered over the following two years (years 2 and 3). It is possible to buy the initial 15 session intervention and then consider purchasing the booster sessions in subsequent years. However the research demonstrates improved long term benefits if booster sessions are delivered in years 2 and 3. Therefore the costs for the programme materials have been worked out through the purchasing of a full pack of materials for each pupil covering:-

- ➔ Year 1 – 15 sessions
- ➔ Year 2 – 10 booster sessions
- ➔ Year 3 – 5 booster sessions

London Academy

The current capacity of the London Academy has approximately 215 young people entering the school in Year 7. Packs can be purchased individually or collectively in packs of 30. To ensure sufficient coverage including any lost materials, costs have been calculated for Year 1 as 240 packs being purchased.

As part of the financial modelling, we have sought to assess the potential rise in pupil numbers that may occur at the school over the next 5 years. Whilst this figure cannot be gauged to 100% accuracy, the Principal believes there may be an increase in Year 7 pupil intake by 25 in 2015/16 (Year 3 of the programme delivery) which would continue in subsequent years (future Year 7 size would become 240).

Costs have therefore been adjusted in Year 3, 4 and 5 to reflect this increase. The costs for purchasing LST materials for the London Academy are detailed in the table below: -

LST Costs – Materials London Academy						
	Y1	Y2	Y3	Y4	Y5	Total
Materials (£)	3,100	3,100	3,488	3,488	3,488	16,663
Shipping costs (£)	1,042	1,042	1,172	1,172	1,172	5,599
Totals (£)	4,142	4,142	4,659	4,659	4,659	22,261

Whole Borough

To calculate the costs of materials required for the whole borough requires a number of assumptions to be made. These have been tested with Strategic Finance, Jay Mercer (Deputy Director of Children’s Services) and colleagues in Barnet who project potential future pupil numbers across the Borough

The exercise to model costs and benefits across the borough is to provide some indication of the possible benefits that could be seen if wider roll out of the LST and Triple P were to occur. Further analysis of these assumptions would need to take place if delivery is widened including the timeline for this roll out to occur.

For the purpose of this work, we have assumed that the roll out across the borough will occur in the following way:-

Year 1	London Academy only	1 school total
Year 2	40% of secondary schools	9 schools total
Year 3	80% of secondary schools	17 schools total
Year 4	100% of secondary schools	22 schools total
Year 5	100% of secondary schools	22 schools total
		Total 22 secondary schools across the borough

The demographics of the borough are changing so we have worked with colleagues in school admissions to forecast potential numbers of children who will be entering the first year of secondary school across the borough over the next 5 years.

To identify the costs of required materials, we have worked out the average number of Year 7 pupils per school using the projected admissions data for each of the 5 years from 2013 onwards. This has then been spread across the years based on the roll out assumption in the table above – namely one school delivering in Year 1, 9 schools in Year 2 etc.

The forecast costs of materials, if the roll out occurs in the way projected would be approximately: -

LST Costs Whole Borough roll out						
	Y1	Y2	Y3	Y4	Y5	Total
Materials	3,100	19,375	37,975	49,988	52,313	162,750
Shipping costs	1,042	6,510	12,760	16,796	17,577	54,684
Total Costs	4,142	25,885	50,735	66,783	69,890	217,434
Schools delivering LST	1	9	17	22	22	

14.1.2 Triple P

London Academy

The delivery of Triple P involves parents attending 10 sessions at the school, with delivery provided by a number of trained practitioners. Given the preparation needed to secure parental engagement on these courses, we have assumed that two courses will be delivered throughout a year with 30 parents in total completing the Triple P course in each school.

Currently, the costs of these packs are not forecast to change, though we would recommend that, if these programmes are implemented, this information is updated and confirmed next summer (2013), before implementation begins.

The materials for Triple P cost £10.30 per parent attending the course. The overall costs of materials for parents attending courses at the London Academy are therefore forecast as: -

<i>Triple P Costs - London Academy</i>						
	Y1	Y2	Y3	Y4	Y5	Total
Materials	309	309	309	309	309	1,545
Number of parents	30	30	30	30	30	150

Whole Borough

The costs of materials for Triple P roll out have also been modelled on the same take up as that of LST, namely London Academy delivering in Year 1, 9 schools delivering in Year 2, 17 schools in Year 3 and 22 schools in Years 4 and 5. We are assuming the same number of parents (30) will be accessing these courses in each school. The costs of the materials required for roll out across the borough are as follows: -

<i>Triple P Costs - whole borough roll out</i>						
	Y1	Y2	Y3	Y4	Y5	Total
Total Cost of Materials	309	2,781	5,253	6,798	6,798	21,939

Total no of Schools delivering Triple P	1	9	17	22	22	
Total no of parents engaging in Triple P	30	270	510	660	660	

14.2 Cost – Delivery

14.2.1 LST

London Academy

A key rationale for investigating the viability of delivering *Botvin Life Skills Training* in Barnet was the ability for this to occur during the school curriculum. Discussions with the Principal have included her adapting her school curriculum for 2013/14 so that LST can be delivered as part of the standard timetable. Given the focus of the programme content, the delivery would be ideally suited to the PSHE scheduling.

The London Academy does not deliver PSHE at regular intervals, therefore the Head will not know if this is possible until next year. We have therefore modelled two options for the delivery of LST: -

- I. The course will be delivered as part of the standard school curriculum by existing teachers with no additional teaching staff required - or
- II. The course is delivered as part of the school curriculum but some backfill will be required to cover elements of teacher time taken up by the delivery of this course

However, for the purposes of this report we will be forecasting costs based on option I. with the expectation that the course will be delivered as part of the school curriculum in both Barnet and more widely if the programme is rolled out across the borough.

Training

The LST programme will be delivered by teachers in the school environment and they will need to attend a two day training programme to enable them to deliver the content successfully. As this programme originates from the USA, the trainers will need to come into the UK to deliver the course and therefore the costs of the trainer's time has been factored in along with potential costs for flights and accommodation.

The training can cover 20 people and it is envisaged this will involve all teachers from the Year 7 group as well as a number of pastoral staff (such as school employed Social Workers and the Parent Support Advisor).

Further roll out of the LST across the borough will require further training of teachers in each additional school the LST is delivered in. The most cost-effective way of delivering this roll out is for the staff from the London Academy to engage in ‘Train the Trainer’ workshops at the end of Year 1. These staff would then be able to train additional schools across the borough. These costs have been factored in to Year 1 costs for the London Academy school.

The total costs for the delivery of the LST in the London Academy, including materials – have therefore been scoped as:-

<i>LST Costs at London Academy</i>						
	Y1	Y2	Y3	Y4	Y5	Total
Training Workshop	4,650	-	-	-	-	4,650
Train the Trainer	18,050	-	-	-	-	18,050
Materials – pack costs	3,100	3,100	3,488	3,488	3,488	16,663
Materials Shipping cost	1,042	1,042	1,172	1,172	1,172	5,599
Option 1 LST Total	26,842	4,142	4,659	4,659	4,659	44,961

Whole Borough

There are a number of different options for rolling out LST across the borough but it is assumed that the delivery method will continue to be by existing teaching staff through the school curriculum. In the financial model we have modelled three different options for the training of additional staff, based again on the roll out involving London Academy in Year 1, 9 schools in Year 2, 17 schools in Year 3 and 22 schools in Years 4 and 5.

The options that were investigated were: -

1. Train the Trainer

Staff from London Academy engage in ‘Train the Trainer’ training at the end of Year 1 and deliver training to other schools in the borough – therefore building a pool of people trained locally. This option includes costs for ‘train the trainer’ course in Year 1 and a further course in Year 3 to widen the pool of available trainers further than simply London Academy staff. This will support the sustainability of this intervention being delivered across the borough

2. Further training from the US

The financial model has worked out the cost of further training being delivered by the US trainers to other schools. The costs for this model are significant and do not support a sustainable approach. It is therefore assumed that this option would not be employed

3. Use of other UK based trainers – Barnardos

Our research into potential programmes has found that Barnardos are currently seeking to roll out the LST programme in Merseyside early next year. We have modelled the potential costs for Barnardos to deliver some of the further training to support roll out across the borough. At present the true costs of Barnardos delivering this training cannot be known as Barnardos have not delivered the programme or attended the further training necessary to train other practitioners, therefore we have not included this in our cost and benefit projections below. However we would recommend that this be investigated further if these programmes are implemented next year as this may prove a worthwhile partnership with Barnardos in future delivery.

For the purposes of this report we have therefore used option 1 to model potential training costs and benefits for full borough roll out. Our assumptions are that each school will need to train approx. 15 staff for this to be successful and this has been built into the model:

<i>LST Costs for the whole Borough over 5 years</i>						
	Y1	Y2	Y3	Y4	Y5	Total
Training Workshop	4,650					4,650
Train the Trainer	18,050		18,050			36,100
Teacher Backfill (Training)	4,974	4,264	2,843			12,081
Materials	3,100	19,375	37,975	49,988	52,313	162,750
Shipping	1,042	6,510	12,760	16,796	17,577	54,684
Total	31,816	30,149	71,627	66,783	69,890	270,265

14.2.2 Triple P

London Academy

Triple P programmes need to be delivered by practitioners who have undertaken set training from Triple P staff. There is no option for Triple P to attend and engage in ‘train the trainer’ to roll this out more widely.

For the delivery of Triple P in the London Academy, the Principal has a number of pastoral staff who she believes could support the delivery of the programme to parents. They would need to be trained to enable them to do this. To support this approach, it is proposed that an experienced practitioner, who has already delivered a number of these programmes in Barnet, be located in the London Academy to support the delivery and facilitation of these programmes.

The costs of delivery are therefore based on the costs of training 3 additional practitioners from the London Academy, and the unit cost of one existing worker from the Family Focus team in Barnet co-facilitating the delivery of two Triple P programmes each year (assuming backfill to cover this post).

These costs are outlined below, including the cost of materials as detailed in the earlier section: -

<i>Triple P Costs at the London Academy</i>						
	Y1	Y2	Y3	Y4	Y5	Total
Practitioner Delivery	1,320	1,320	1,320	1,320	1,320	6,599
Training	3,615					3,615
Materials	309	309	309	309	309	1,545
Triple P Total	5,244	1,629	1,629	1,629	1,629	11,759

Whole Borough

The delivery of Triple P across the borough has been modelled on the same basis as that of the London Academy – namely that 3 pastoral staff will be trained in each school, with the support of an experienced Family First worker who has already delivered a number of Triple P courses. In essence this could become a dedicated worker for the 22 secondary schools in Barnet who would deliver courses in each of the schools with school pastoral staff. We have assumed that there will be some additional time required outside of the core delivery hours to prepare for each session and have modelled this as 10% of overall delivery time costs.

The total costs of Triple P roll out across the borough, including training, Family Focus facilitation support and materials is outlined below – on the basis again that in Year 1 this is delivered in 1 school (London Academy), 9 schools in Year 2, 17 schools in Year 3 and 22 schools in Years 4 and 5.

<i>Triple P Costs – whole borough including training, materials and Children's Service staff member</i>						
	Y1	Y2	Y3	Y4	Y5	Total
Practitioner Delivery	1,320	11,878	22,436	29,035	29,035	93,703
Training	32,535	28,920	18,075			79,530
Materials	309	2,781	5,253	6,798	6,798	21,939
Total	34,164	43,579	45,764	35,833	35,833	195,172
Total no of Schools delivering Triple P	1	9	17	22	22	
Total no of parents engaging in Triple P each year	30	270	510	660	660	

14.3 Total Cost for LST and Triple P delivery over 5 years

The total costs for the delivery of both LST and Triple P in the London Academy and for wider borough roll out over 5 years are shown in the tables below.

LONDON ACADEMY

<i>LST Costs</i>						
	Y1	Y2	Y3	Y4	Y5	Total
Training Workshop	4,650	-	-	-	-	4,650
Train the Trainer	18,050	-	-	-	-	18,050
Materials	3,100	3,100	3,488	3,488	3,488	16,663
Shipping	1,042	1,042	1,172	1,172	1,172	5,599
LST Total	26,842	4,142	4,659	4,659	4,659	44,961
<i>Triple P Costs</i>						
	Y1	Y2	Y3	Y4	Y5	Total
Practitioner Delivery	1,320	1,320	1,320	1,320	1,320	6,599
Training	3,615					3,615
Materials	309	309	309	309	309	1,545
Triple P Total	5,244	1,629	1,629	1,629	1,629	11,759
Grand Total	32,085	5,770	6,288	6,288	6,288	56,720

WHOLE BOROUGH

<i>LST Costs</i>						
	Y1	Y2	Y3	Y4	Y5	Total
Training Workshop	4,650					4,650
Train the Trainer	18,050		18,050			36,100
Teacher Backfill (Training)	4,974	4,264	2,843			12,081
Materials	3,100	19,375	37,975	49,988	52,313	162,750
Shipping	1,042	6,510	12,760	16,796	17,577	54,684
Total	31,816	30,149	71,627	66,783	69,890	270,265
<i>Triple P Costs</i>						
	Y1	Y2	Y3	Y4	Y5	Total
Practitioner Delivery	1,320	11,878	22,436	29,035	29,035	93,703
Training	32,535	28,920	18,075			79,530
Materials	309	2,781	5,253	6,798	6,798	21,939
Total	34,164	43,579	45,764	35,833	35,833	195,172
Grand Total	65,980	73,728	117,391	102,616	105,722	465,437

14.3.1 Total Cost for LST and Triple P Delivery Over 8 Years (Whole Borough)

The total costs for the delivery of both LST and Triple P in the London Academy and for wider borough roll out over 8 years are shown in the tables below.

<i>LST Costs</i>									
	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Total
Training Workshop	4,650								4,650
Train the Trainer	18,050		18,050						36,100
Teacher Backfill (Training)	4,974	4,264	2,843						12,081
Materials	3,100	19,375	37,975	49,988	52,313	53,863	56,188	58,125	330,925
Shipping	1,042	6,510	12,760	16,796	17,577	18,098	18,879	19,530	111,191
Total	31,816	30,149	71,627	66,783	69,890	71,960	75,067	77,655	494,947
<i>Triple P Costs</i>									
	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Total
Practitioner Delivery	1,320	11,878	22,436	29,035	29,035	29,035	29,035	29,035	180,807
Training	32,535	28,920	18,075						79,530
Materials	309	2,781	5,253	6,798	6,798	6,798	6,798	6,798	42,333
Total	34,164	43,579	45,764	35,833	35,833	35,833	35,833	35,833	302,670
Grand Total	65,980	73,728	117,391	102,616	105,722	107,793	110,899	113,488	797,617

15 Appendix 6 – Assumptions on Benefits Realisation

This section details the unit cost assumptions and projected benefits on a high, medium and low projection for the London Academy and wider borough.

We have based our calculations on data provided by the school and Children's Services. It is not possible to publish the numbers involved as although anonymised, the project team has been advised that this may lead to the identification of particular individuals.

High level outcome	Measures used to quantify financial impact	Programme
Reductions in Substance Misuse	Number of young people accessing substance misuse services - both targeted and specialist	LST
Reduction in aggression, violence and delinquency	Number of young people accessing the London Academy Learning Support Unit Number of young people permanently excluded Number of young people in the Pupil Referral Unit	LST
Reduction in maltreatment and neglect	Number of Initial Assessments for secondary age children (11 – 16) Number of Core Assessments for secondary age children (11 – 16)	Triple P

15.1 Impact and benefits (including baseline)

The London Borough of Barnet has been investigating whether investing in early intervention and prevention will lead to future improvements in outcomes, and the possibility of future cost reductions or cost avoidance. This project is focused on the London Academy Secondary School in Barnet, delivering a number of evidence based programmes to improve outcomes for children and families in the school. The financial model seeks to quantify potential efficiencies arising from the implementation of these programmes, both for the London Academy specifically and for the borough more widely if the initial pilot was to be rolled out to more schools. The assumptions utilised within the financial model are derived from research data (qualitative and quantitative) on the two chosen programmes, LBB and London Academy Data, as well as iMPower's previous experience of working with other Local Authorities past and current.

15.2 Unit Costs

Significant work has taken place in the authority already to calculate unit costs for a range of indicators for the Troubled Families Work. Where possible we have used the same unit costs for these indicators to ensure alignment across the council.

Other unit costs have been worked out by finance colleagues in the authority and are detailed below.

15.3 Impact

The impact of the programmes has been modelled on three levels – High, Medium and Low, as the LST has not been delivered in the UK previously.

The identified programmes have been chosen because of their evidence base with a number of research studies having assessed their impact – both initial and longer term. Life Skills Training has also been found to have impacts up to 6 years after initial delivery.

15.4 Learning Support Unit (LSU)

Unit costs for the LSU have been modelled by Strategic Finance from data provided by the London Academy. At any one time there are approximately 16 pupils in the Learning Support Unit, with a staffing ratio of 3 pupils to one staff member. The unit cost for this provision has therefore been worked out by identifying the costs of a full time member of staff in the unit and totalling this for all staff who are present.

15.5 PRU

The unit costs for the PRU have been modelled by Strategic Finance by reviewing the total spend on the PRU against the total number of pupils who can attend to give a unit cost for each child.

15.6 Exclusions

Unit costs for individual exclusions have been taken from the national report 'Every Child a Chance Trust Report'. Whilst these appear quite low, these are based on the administrative costs of excluding a child and the report estimates that the lifetime cost of a child being excluded can be as much as £63,000.

15.7 London Academy

Using the cost data detailed above and assessing the potential benefits using the modelling described in this report, the summary of the potential benefits to the London Academy are detailed below.

It should be noted that the effect of these programmes is cumulative as more children and parents go through the programmes – with all children ages 11-16 having gone through the LST programme by Year 5. The tables show the potential benefits on a high, medium and low basis with a summary of which agencies are likely to benefit financially from this impact.

HIGH: London Academy

London Academy – Projected Savings – High						
Year	1	2	3	4	5	TOTAL
Total Costs	32,085	5,770	6,288	6,288	6,288	56,720
Total Savings	1,675	3,350	68,456	95,807	149,513	318,800
Total Net Savings	(30,411)	(2,421)	62,168	89,519	143,225	262,080

Breakdown of savings split by agency

Year	1	2	3	4	5	TOTAL
Net Savings Split (Total)	(30,411)	(2,421)	62,168	89,519	143,225	262,080
LBB	(30,929)	(3,457)	13,895	40,210	45,126	64,845
LA	0	0	46,200	46,200	92,400	184,800
DofH	518	1,036	2,072	3,109	5,699	12,435

MEDIUM: London Academy

London Academy – Projected Savings – Medium

Year	1	2	3	4	5	
Total Costs	32,085	5,770	6,288	6,288	6,288	56,720
Total Savings	1,258	2,300	16,429	82,457	87,881	190,325
Total Net Savings	(30,827)	(3,471)	10,141	76,169	81,593	133,605

Breakdown of savings split by agency

Year	1	2	3	4	5	
Net Savings Split (Total)	(30,827)	(3,471)	10,141	76,169	81,593	133,605
LBB	(31,197)	(4,211)	8,661	27,749	31,322	32,323
LA	0	0	0	46,200	46,200	92,400
DofH	370	740	1,480	2,221	4,071	8,882

LOW: London Academy

London Academy – Projected Savings – Low

Year	1	2	3	4	5	Total
Total Costs	32,085	5,770	6,288	6,288	6,288	56,720
Total Savings	521	888	9,446	21,948	70,043	102,845
Total Net Savings	(31,565)	(4,882)	3,158	15,659	63,755	46,125

Breakdown of savings split by agency

Year	1	2	3	4	5	TOTAL
Net Savings Split (Total)	(31,565)	(4,882)	3,158	15,659	63,755	46,125
LBB	(31,750)	(5,121)	2,681	14,944	16,243	(3,003)
LA	0	0	0	0	46,200	46,200
DofH	185	239	477	716	1,312	2,928

Potential efficiencies breakdown

Whilst the financial modelling that has taken place to support this project has demonstrated there could be financial impacts in future years, it is important to be clear about where these impacts would be realised. The model makes a number of assumptions and the key financial impact will be felt by realising a reduction in future staffing numbers – or re-investing such staff elsewhere, rather than simple ‘cashable savings’ arising from a reduction in service costs. The breakdown and categorisation of potential efficiencies is summarised as follows: -

I. Reductions in the substance misuse contract

The model assumes that there will be a reduction in the number of young people requiring support from targeted and specialist substance misuse services. Such a reduction would allow the authority to reduce the contract value of this service in future years. As a contract is in place for this work, the ability to reduce this contract would need to be assessed and it is unlikely such a reduction could take place until year 3 once sustainable impact has been maintained.

II. Reductions in teaching support required at the LSU in the London Academy

The model has assumed that a reduction in behavioural incidents in the London Academy will lead to less young people accessing the LSU for 'time out'. Currently the LSU is staffed on a ratio of approx. 1 staff member for 3 pupils. Efficiencies in this area would result from requiring less teacher capacity to manage this unit with such a reduction only realisable once 3 less pupils attend the unit.

III.Reductions in administration for Exclusions

The administration costs for exclusions has been taken from a national report and is likely to be attributable to education welfare and school admissions time – which is currently needed to find excluded young people alternative provision. This efficiency is unlikely to be seen in real terms and will most likely be a 'cost avoidance' with the impact of these programmes supporting a reduction in increasing exclusion numbers allowing current activity to be maintained in this area.

IV.Reductions in PRU capacity

Reducing the number of young people excluded from school will impact on the volume of provision necessary at the Pupil Referral Unit. Similar to the modelling of the LSU reductions, efficiencies in this area are based on smaller staffing levels being required at the PRU in the future. Only once such levels have reduced, will the impact be realised in financial terms.

V.Reductions in social work capacity

The effects of Triple P are assumed to impact on parental capacity and lead to a reduction in initial and core assessments arising from this group of parents. At present, Children's Services across the country are expecting continued growth in demand due to the impact of the economic downturn. This efficiency is again likely to be seen as a 'cost avoidance' with the authority seeking to maintain current staffing numbers in this area rather than having to increase these.

15.8 Whole Borough Impact

The model has assumed that the roll out will occur gradually, with 9 schools delivering the programmes in Year 2, 17 schools in Year 3 and all 22 schools delivering in Years 4 and 5.

If the roll out were to occur in this way, the effects across the borough will take longer to be realised as all children will not go through the programmes until the end of Year 8 (2020/21). Therefore the full effects of the impact of these programmes across the borough would be realised in 2021.

The whole borough model is designed to provide a potential overview of the potential benefits of further rolling out the LST and Triple P programme as detailed in this report. This model would need to be updated at regular intervals if future roll out were to occur, including updating the number of schools delivering the programmes in each year and the total number of pupils in place at each school delivering these programmes (as these have been assumed by averaging total pupil numbers for this model).

In addition, the London Academy model assumes an impact on their Learning Support Unit (LSU) which has not been forecast for other schools it is not clear if all schools follow this model – or if the staffing levels are the same. If other schools also follow such a model, the potential financial benefits would be higher.

The tables below show the potential benefits on a high, medium and low basis for whole borough roll out.

HIGH: Whole Borough

Whole Borough – Projected savings over 5 years – HIGH

Year	1	2	3	4	5	TOTAL
Total Costs	65,980	73,728	117,391	102,616	105,722	465,437
Total Savings	1,675	13,978	49,103	139,751	301,168	505,675
Total Net Savings	(64,305)	(59,749)	(68,288)	37,135	195,446	40,238

Breakdown of Savings Split by Agency

Year	1	2	3	4	5	Totals
Net Savings Split (Total)	(64,305)	(59,749)	(68,288)	37,135	195,446	40,238
LBB	(64,823)	(63,612)	(79,103)	14,346	156,435	(36,757)
Schools	0	0	0	0	0	0

Year	1	2	3	4	5	Totals
DofH	518	3,862	10,815	22,789	39,011	76,995

MEDIUM

Whole Borough – Projected savings - MEDIUM

Year	1	2	3	4	5	TOTAL
Total Costs	65,980	73,728	117,391	102,616	105,722	465,437
Total Savings	1,258	10,018	35,112	101,322	220,817	368,527
Total Net Savings	(64,722)	(63,710)	(82,279)	(1,294)	115,094	(96,910)

Breakdown of Savings Split by Agency

Net Savings Split Total	(64,722)	(63,710)	(82,279)	(1,294)	115,094	(96,910)
LBB	(65,092)	(66,469)	(90,004)	(17,572)	87,229	(151,906)
Schools	0	0	0	0	0	0
DofH	370	2,759	7,725	16,278	27,865	54,996

LOW: Whole Borough

Whole Borough – Projected savings – LOW

Year	1	2	3	4	5	TOTAL
Total Costs	65,980	73,728	117,391	102,616	105,722	465,437
Total Savings	521	4,941	19,166	58,530	132,067	215,223
Total Net Savings	(65,459)	(68,787)	(98,225)	(44,086)	26,344	(250,214)

Breakdown of Savings Split by Agency

Net Savings Split (Total)	(65,459)	(68,787)	(98,225)	(44,086)	26,344	(250,214)
LBB	(65,644)	(70,167)	(102,088)	(52,225)	12,412	(277,712)
Schools	0	0	0	0	0	0

DofH	185	1,379	3,862	8,139	13,932	27,498
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The projected impacts of the whole borough roll out show a financial benefit, only if the highest impact is achieved across the borough through the delivery of these programmes.

There are a number of reasons behind this:-

1) Full impact is not achieved until end of Year 8

The current model has been forecast until Year 5 for both the London Academy and the whole borough roll out. To fully assess the whole borough impact, a longer term analysis is required to attempt to show full impact by 2021. Longer term analysis is more unpredictable and therefore future modelling should be updated regularly to assess the impact on an annual basis.

However, if the impacts of the programme are replicable, future cumulative benefits should continue as wider roll out occurs.

2) The financial impact of Triple P is not as clear as LST

The impact of the *Botvin Life Skills Training* is easier to assume given the research and evidence base behind the programme. If the assumptions for this programme are realised, the benefits of the LST would outweigh the costs across the borough by Year 5 if the medium or high impact of the programme was realised.

The financial assumptions for Triple P delivery are based on a reduction in social care Initial and Core Assessments alone which are less cost effective as a unit than a reduction in children attending the Pupil Referral Unit or accessing specialist substance misuse services. The financial case for Triple P delivery is therefore poor.

However research and practice in children’s social care demonstrates the significant impact that positive parenting can have on children’s life chances. It is likely that more positive parenting will also have an impact on crime, anti-social behaviour and future employment – though we are unable to categorise these savings in this model. A further impact is likely to be felt by improved attendance at school which would also reduce the demand for higher cost services.

3) Other benefits (such as Learning Support Units in other schools) are not currently known or categorised

The model for the London Academy includes the current costs and use of their Learning Support Unit. The whole borough roll out has assumed that these are not in place in other schools as this was out of the scope of this work. If other schools do staff such internal units, the opportunities for greater financial impacts are higher.

However if the model is progressed to Year 8 – savings range from £942,048 to £2,135,965 – representing **net savings of £144,431 to £1,338,348**.

16 Appendix 7: Draft Information Sharing Agreement

DRAFT
Information Sharing
Agreement
London Borough of Barnet

London Borough of Barnet
London Academy
Impower Ltd

NB for Council: All new Information Sharing Agreements must receive sign-off from both Legal Services and the Data Protection Officer

Document Control

Document Description	Information Sharing Agreement between London Borough of Barnet London Academy <i>To be read in conjunction with and in accordance with the LBB Information Sharing Protocol</i>		
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Authorisation	Name	Signature	Date
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Checked By			

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Version number	Date	Author / Editor	Reason for New Version
V0.1	Sept 12	Linda Spiers	Initial draft for review
V0.2	Sept 12	Lucy Wicks	Governance review and comments
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Purpose and scope

Specific business need/objective for the sharing of personal data

As part of the Council's Early Intervention and Prevention project, the London Academy (LA) and the London Borough of Barnet (LBB) are investigating the business case for implementing a formal early intervention and prevention programme for children and families, delivered by the school. Within the Early Intervention and Prevention project this is known as Workstream 2.

LBB has appointed Impower to carry out work on its behalf, in a safe and secure way. Impower must observe the Council's and Data Protection Act's data security requirements, as set out in its contract with the Council.

The workstream has two overarching aims; the first is to increase resilience in children. It is believed that if their ability to deal with change and any difficult circumstances they face or will face in their lives is improved, then their overall life chances are greatly increased. In addition to building happier and healthier individuals and communities, this should also save the public sector significant amounts of money as it will reduce the pool of sick, needy, dysfunctional or criminal adults in society.

The second aim is to explore how LBB can work with schools in the borough to deliver additional early intervention and prevention initiatives to children and their families, in addition to the pastoral care and support they already provide.

In order to examine the financial and non financial case for this work it is necessary to baseline where the school is now in terms of the number of children at serious risk of leading chaotic lives, against a number of known indicators. These include anonymised information on and figures for:

- leavers not in education, employment or training (NEET) over the last 12 months and from 2009/10
- disposals for children with a record of criminal and antisocial behaviour over the last 12 months
- teenage pregnancies over the last 12 months
- exclusions and referrals to PRU over the last 12 months
- substance misuse over the last 12 months
- data on the school's behaviour, progress and attendance measures for Year 11 over the last school year.

The above list is not exhaustive.

Relevant information will be obtained from:

- Children's Service
- Community Safety Team
- London Academy

Objectives and benefits

The project will be able to establish whether or not there is a case for carrying out this work. Without this information the project will be unable to proceed, or to proceed on the basis of adequate evidence.

Legislation and guidance

LBB's Information Sharing Protocol defines three levels of data, requiring different levels of security and care. The data to be shared is level 2 (depersonalised data) in that it is anonymised. However, as the numbers of children involved is so small, it is recognised that it may be possible for someone to work out who these children are. This means that the data is potentially level 3, personal data, and includes information deemed "sensitive".

Commitment / responsibilities of parties involved

Each party to this agreement are Data Controllers in their own right and as such must ensure they are appropriately registered with the Information Commissioner's Office.

Each party must adhere to the requirements of the Data Protection Act 1998 ("DPA") and adopt appropriate security measures in protecting all personal data processed.

Each party must ensure that any staff subject to this agreement are appropriately trained in regards to their responsibilities under the DPA

It is recognised by each party that every individual working for the organisations listed in this Agreement:

- is personally responsible for the safekeeping of any personal data they obtain, handle, use and disclose
- knows how to obtain, use and share personal data they legitimately need to do their job
- upholds the principles of confidentiality, will follow the guidelines set out in the Information Sharing Protocol and seek advice when necessary.

The information being shared

The data to be shared is described in section 1 of this document.

The data will be used to calculate current costs to LBB and the public sector, to estimate potential savings, and to baseline the school against the new programme of work. The data gathered and exchanged will be the minimum amount necessary for these tasks.

Legal basis / power for the share

A public authority must have some legal power entitling it to share the information.

Information sharing for Workstream 2 of the Early Intervention and Prevention Project will be achieved under the following legislation:

The Children Act 2004

Under Section 11 of the Children Act 2004, Local Authorities with responsibilities for Children's Services, and all partner agencies, have a responsibility for making arrangements to ensure their normal functions are discharged having regard to safeguarding and promoting the welfare of children in their area.

Section 10 of the Act places a duty on each children's services authority to make arrangements to *promote co-operation* between itself and relevant partner agencies to improve the wellbeing of children in their area in relation to:

- Physical and mental health, and emotional wellbeing
- Protection from harm and neglect
- Education, training and recreation
- Their positive contribution to society
- Social and economic wellbeing

The Section 11 duty does not give agencies any new functions, nor does it override their existing functions, it simply requires them to:

- Carry out their existing functions in a way that takes into account the need to

safeguard and promote the welfare of children.

- Ensure that the services they contract out to others are provided having regard to that need.

In order to safeguard and promote the welfare of children, arrangements should ensure that:

All staff in contact with children *understand what to do and the most effective ways of sharing information* if they believe a child and family may require targeted or specialist services in order to achieve their optimal outcomes.

Local Government Act 2000

The Local Government Act 2000 aims to improve the wellbeing of people and communities.

Section 2

Gives local authorities 'a power to do anything which they consider is likely to achieve any one or more of their objectives':

- To promote or improve the economic wellbeing of their area
- To promote or improve the social wellbeing of their area
- To promote or improve the environmental wellbeing of their area

It has been argued that Section 2 (1) provides a wide basis for sharing information wherever that information is required to enable the local authority to fulfil its functions, which promote the well being of people [including children] within its area. It is of particular relevance because it is designed to ensure that service delivery is coordinated in ways which minimise duplication and maximise effectiveness.

Section 2 (5) makes it clear that a local authority may do anything for the benefit of a person outside their area, if it achieves one of the objectives of Section 2 (1).

However, the actual disclosure of any information to achieve these objectives must be conducted within the framework of the Data Protection Act and the Human Rights Act and give due consideration given to the Common Law Duty of Confidence. It is also subject to any express prohibition in legislation.

Local Government Act 1972

Section 111(1) Local Government Act 1972 enables a local authority, subject to the provisions of any other enactment, to do anything which is conducive or incidental to or calculated to facilitate the carrying out of its functions.

Education Act 2002

Section 175 of the Education Act 2002 on Local Education Authorities and the governing bodies of both maintained schools and further education institutions to make arrangements to carry out their functions with a view to safeguarding and promoting the welfare of children and follow the guidance in 'Safeguarding Children in Education (DfES 2004).

Proprietors of Independent Schools also have a duty to safeguard and promote the welfare of pupils at the school under **Section 157 of the Education Act 2002 and the Education (Independent Schools Standards) Regulations 2003.**

Education Act 1996

Section 13

An 'LEA' shall (so far as their powers enable them to do so) contribute towards the spiritual, moral, mental and physical development of the community, by securing that efficient primary and secondary education is available to meet the needs of the population of the area. Details of the number of children in the local authority's area and an analysis of their needs is required in order to fulfil this duty so there may be an implied power to collect and use information for this purpose.

Section 434(4)

Provides for regulations containing implied powers for LEA to obtain information about school attendance.

Crime and Disorder Act 1998

Section 17 applies to a local authority (as defined by the Local Government Act 1972); a joint authority; a police authority; a National Park authority; and the Broads authority. As amended by the Greater London Authority Act 1999 it applies to the London Fire and Emergency Planning Authority from July 2000 and to all fire and rescue authorities with effect from April 2003, by virtue of an amendment in the Police Reform Act 2002.

Section 17 recognises that these key authorities have responsibility for the provision of a wide and varied range of services to and within the community. In carrying out these functions, section 17 places a duty on them to do all they can to reasonably prevent crime and disorder in their area.

The purpose of section 17 is simple: the level of crime and its impact is influenced by the decisions and activities taken in the day to day business of local bodies and organisations. Section 17 is aimed at giving the vital work of crime and disorder reduction a focus across a wide range of local services that influence and impact upon community safety and putting it at the heart of local decision making. Section 17 is a key consideration for these agencies in their work in Crime and Disorder Reduction Partnerships, Drug Action Teams, Youth Offending Teams, Children's Trusts and Local Safeguarding Boards.

Section 37 Sets out that the principal aim of the youth justice system is to prevent offending by children and young people and requires everyone carrying out youth justice functions to have regard to that aim.

Section 115 provides a power but not an obligation for disclosure of information sharing to responsible public bodies (e.g. police, local and health authorities) and with cooperating bodies (e.g. Domestic Violence Support Groups, Victim Support Groups) participating in the formulation and implementation of the local crime and disorder strategy.

The police have an important and general power to share information to prevent, detect and reduce crime. However, some other public organisations that collect information may not have had the power previously to share it with the police and others. Section 115 clearly sets out the power of any organisation to share information with the police authorities, local authority, Probation Service and Health Authority (or anyone acting on their behalf) for the purposes of the Act.

This enables information to be shared for a range of purposes covered by the Act e.g. for the functions of the Crime and Disorder Reduction Partnerships and Youth Offending Teams, the compilation of reports on parenting orders, antisocial behaviour orders, sex offender orders and drug testing orders. Section 115 was amended by the Police Reform Act 2002 to include parish councils and community councils, therefore enhancing the benefits to share information with partner agencies.

Human Rights Act – Article 8: The Right to Respect for Private and Family Life, Home and Correspondence

There shall be no interference by a public authority with the exercise of this right except such as in accordance with the law and is necessary in a democratic society in the interests of national security, public safety or the economic well-being of the country, for the prevention of disorder or crime, for the protection of health or morals, or for the protection of the rights and freedoms of others.

Article 8 of the Human Rights Act is satisfied by:

In pursuit of a legitimate aim:

Preventing the commission of offences and reducing crime and disorder and anti-social behaviour are the legitimate aims of both Workstream 2 of the Early Intervention and Prevention project and signatory agencies under both common and statute law by way of section 115 of the Crime and Disorder Act 1998. In addition promotion of the welfare and wellbeing of children and families by virtue of S.11 of Children Act 2004.

Proportionate:

Information to be shared through this agreement shall be limited to that required to support the work of Workstream 2 of the Early Intervention and Prevention project.

Data Protection Act: Schedule 2

The first data protection principle requires that at least one of the conditions in Schedule 2 of the Data Protection Act (DPA) be met before personal data can be processed fairly and lawfully. The condition that is met in this case is:

Condition 5 will be satisfied as the sharing is necessary for the exercise of functions conferred under statute

Condition 6 will also be satisfied as the processing is necessary for the purposes of “legitimate interests” pursued by the Data Controller or by the third party or parties to whom the data are disclosed.

Without this information the project will be unable to establish whether programmes of work will be effective or successful. This could lead to the implementation of inappropriate schemes. The project could find it impossible to get authorisation to implement effective and helpful programmes due to being unable to evidence the opportunity. This in turn will mean that we will not be able to effectively help children in the Borough achieve more of their potential.

Data Protection Act: Schedule 3

Although names are not given, the data does include information on physical or mental health, sexual activity, the commission or alleged commission of offences, and any proceedings for any offence committed or alleged to have been committed, the disposal of such proceedings or the sentence of any court in such proceedings.

Whilst the data is anonymised, in the hands of the data controller it can be identifiable and therefore constitutes sensitive personal data. Data is also of a small volume which may lead to identification of individuals.

The conditions relevant in this case are:

Condition 7 will be satisfied as the sharing is necessary for the exercise of functions conferred under statute

Purpose: Process of Data Share

Wherever possible, data should be anonymised.

Data will be saved on network directories accessible only by members of the project team. Under no circumstances will data in any format (including emails) be stored on the hard drives of PCs, laptops, or other electronic devices, unless that device is encrypted.

Information will only be stored by, accessed and sent to and between members of the Early Intervention and Prevention Workstream 2 project team and project board, as defined in the project initiation document (PID).

How the information will be used

See section 1 of this document. Findings against these figures will be generalised at the highest level in any public report. Any detail required to support findings will be exempt from publication.

Regularity of the share

Data sharing will be a one off arrangement for the strategic outline case stage of the project.

Data Retention and Disposal

Retention

Data will be retained in order to compare progress against the baseline. It is the project’s ambition to try to collect longitudinal data, if possible. The length of time has yet to be decided but will be at least five years.

LBB

LBB will retain the data until the end of the longitudinal study.

London Academy

The London Academy will retain the data in accordance with its own data retention policies and for the period of the longitudinal study.

Disposal

LBB

LBB will dispose of the data by instructing its IT department to delete it from the Wisdom file structure, following the period of the longitudinal study. Any data stored on individuals’ H:\ drives will be deleted at the end of the SOC period.

No paper file will be made of this data.

London Academy

The London Academy will dispose of the data in accordance with its own data disposal policies following the period of the longitudinal study.

No paper file will be made of this data.

Risk Assessment

Project risk no	11
Description	In order to baseline the financial and non financial costs of not expanding early intervention and prevention provision in schools it is necessary to collect data on the most troubled children attending the London Academy. As this is a very small dataset, in spite of the fact that the data is anonymised, it would be possible for individuals connected with the school or Children's Service (in particular) to work out who these children are if they accessed the data collection. In the process, this person might be able to deduce additional sensitive personal information relating to these individuals.
Controls	<p>This Information Sharing Agreement and the data security measures described therein to be signed off and implemented by the London Borough of Barnet and the London Academy.</p> <p>No data beyond the highest level of description, possibly percentages only, to be included in any public report.</p> <p>The distribution of collated descriptive data will be heavily proscribed and exempt from any publication. This data is extremely sensitive - it includes criminal records and sexual behaviour and requires Level 3 security. The Council has had issues with the leaking of exempted reports in the past. Advice will be sought from senior staff in Children's Service and Governance as to whether or not to only convey this information to politicians and others using exempted presentations only, avoiding a leakable paper record (CAFT have previously advised that most security leaks are generated from paper documents).</p>
Cause and consequence	<p>Cause: Very small data sets where individual children are likely to appear on multiple short lists are published, or are accessed by non-authorised persons.</p> <p>Consequence: Distress or worse to individual children and their families. Legal action and heavy financial sanctions against LBB, Impower Ltd and the London Academy.</p>
Rating	<p>Probability: Rare</p> <p>Impact: Major</p>

Security and data management

One Barnet and Impower staff will adhere to the One Barnet Data Security protocol and all Council information governance policies and procedures.

London Academy staff will adhere to London Academy data security policy and procedures.

Specific security requirements are:

- All data must be stored on secured servers and be accessible only (via an encrypted pc or laptop) to those staff actively working on the project.
- **Under no circumstances** can data from the partner organisations be stored on the hard drive of a laptop or other portable device, unless encrypted.
- No paper files of the collated data are to be made or kept. Paper copies of individual data sets must either be shredded or stored in a locked cabinet when not in use.

Data Protection Breaches

Breaches will be handled in accordance with individual corporate processes and in accordance with the Information Commissioners' *Guidance on Data Security Breach Management*.

Any breach in connection with this project data must be reported to each partner who will escalate to their organisation's Data Protection Officer. In addition, the following individuals must be informed.

- Jay Mercer, Deputy Director of Children's Service and
- Angela Trigg, Principal, London Academy

Complaints process

Should a complaint regarding Information Sharing be received in relation to this Agreement it will be escalated to:

- Ed Gowan, Assistant Director One Barnet or
- Angela Trigg, Principal, London Academy

dependant upon the organisation subject to the complaint. This organisation will address the complaint in line with its internal complaints procedures and inform the relevant complaints managers within the partner organisations.

Assessment and Review

This agreement will last for the SOC stage, for any subsequent project and longitudinal study, as described above.

The agreement will be reviewed at the start and close of any subsequent project, or annually, whichever is most frequent. The review will include an evaluation of the success of the agreement and address any concerns or issues.

The review must ensure that the Data Subjects are still the focus and beneficiaries of the data sharing arrangement.

Termination of Agreement

The partners cannot terminate this agreement without withdrawing from the project.

If a partner withdraws from the project before it closes, it is obliged to securely delete all child-related data held on its systems that has been sent to it by other partners.

Signatures

For and on behalf of the London Borough of Barnet:

Name	_____ Jay Mercer
Role	Deputy Director, Children's Service and Operational Lead, Early Intervention and Prevention Project
Date	_____

For and on behalf of the London Academy:

Name	_____ Angela Trigg
Role	Principal, London Academy
Date	_____

LBB Legal Review by:

LBB Data Protection Review by: Lucy Wicks