

Evaluation Summary	
Design	Pilot evaluation

Achieve Together is an initiative working to improve the educational outcomes of children in low-income communities. Led by education charities Teach First, Teaching Leaders and Future Leaders, and funded by the Education Endowment Fund and JP Morgan, the pilot project, which will run over three years with an additional year for set-up, will focus on working with schools and other community organisations to ensure that no child's educational success is limited by their socio-economic background.

### Process Evaluation

NatCen Social Research proposes below an approach to the process evaluation for this exciting project.

### Surveying participants

In order for us to develop a picture of the schools in which the project will be taking place, such as their size, number of teachers, the geographic areas they cover, demographic make up of their pupils, we will need to collect data from each of the sites.

We presume that the Achieve Together team (the intervention providers) will already have much of this data and so to reduce burden on participants we will collect this data from them.

We propose that the schools complete a brief questionnaire setting out what they anticipate the outcomes, barriers and drivers of the programme implementation to be at the early stages of implementation.

### Depth interviews

In order to understand the experiences within individual schools and of individual stakeholders we propose carrying out face to face depth interviews. This will allow us to build up a clear picture of how the Achieve Together programme is working in schools.

We would carry out these interviews in 5 schools – which in effect would become our case studies. The schools to base this work in would be selected from the survey data provided to ensure we capture a range of settings, challenges and expectations. We propose purposively sampling two primary schools (out of the four participating) and three secondary schools (from the six participating).

### Year 1

Within each school we would talk to a range of staff participating, including one of each of the following:

- Headteacher
- TeachFirst placement teacher
- Future Leaders placement teacher

- Teaching Leaders placement teacher
- Achieve Together link staff member

Across the Bournemouth area we would also seek to speak to five key stakeholders (whether these be from local public services, voluntary organisations, or others involved in the 'wider community engagement' aspect).

We would presume that the Achieve Together programme team would provide us with the contact details of the appropriate staff in each of the selected for our interviews.

These face to face interviews would take place relatively early in the school year (January) to investigate the issues around implementation of the programme. The programme will have been operating for one term in schools and so these interviews will give us an early picture of how training, new staff and any changes to the structure of the school or staffing are taking shape. We will also collect data on

- expectations for the coming year
- progress of the programme
- any challenges that have been faced
- how these were dealt with.

This will allow us to explore the issues around implementing this programme as an area-based model.

We will follow these interviews up with telephone interviews just with the staff on the programme (either Teach First, Teaching Leaders or Future Leaders) in June. This will allow us to see how these issues change, if at all, over the first year, to capture any other issues arising and collect their experiences of the first year of the programme.

## Year 2

In Year 2 an additional cohort of staff will be recruited onto the programme. These will be extra staff in the same schools.

We propose to visit the same five schools at the same time in year 2 (January) to carry out interviews. We will speak to the same mix of staff as in year 1 as well as 3 additional 'new' programme participants (ie an extra member of staff recruited by Teach First, Teaching Leaders and Future Leaders). This will provide us with the longitudinal case studies from new staff who started in the previous year, as well as year 2 new staff who are joining an embedded programme.

Again these interviews will focus on what they believe the programme will bring to the school, staff, pupils and wider community. We will also collect data on any issues they feel will be a challenge. We will explore how the programme was implemented in the school and how, if at all, they see this changing with the additional cohort.

These face to face interviews will again be followed up by phone interviews just with the programme recruited teaching staff towards the end of the academic year (June).

## Year 3

The third year of the programme sees no additional staff being recruited to the programme, but allows an opportunity to explore with all staff how the programme has progressed over its course and for them to consider what lessons have been learnt that could be shared with others or inform any further roll out.

We would carry out a further set of interviews with the same mix of staff in the June of this final year of the programme. These interviews will look at

- how the programme has developed within the school
- what impact participants believe the programme has had on the school, pupils and wider community
- what worked well with the programme and challenges that were faced
- what suggestions they have for how the programme should be developed and how it could work on a wider scale

### **Contextualising**

We will work with IFS who will provide some contextual information on the trend in school attainment for those schools involved, in comparison to a suitable set of other schools. It will not be possible to interpret this as the causal impact of the pilot, but will hopefully feed into the process evaluation and our understanding of how the intervention is working within the area based model.

### **Outputs**

We would be happy to informally feedback to EEF as the project progresses and to provide summaries of our progress and key findings throughout Years 1 and 2. The final output will be written following the fieldwork in Year 3. This report will summarise the key themes from the area wide trial, in terms of how the programme worked across Bournemouth, how teaching staff felt about it, the experiences of the stakeholders from the wider community and the perceived impact on the school and education provision in the area. We would illustrate this with case studies of the schools studied, including how the processes varied over time. The final report will also include the findings from the quantitative data analysis carried out by the IFS.