Collective Impact In Practice 2016-2018
Our partner schools

Ark Bentworth Primary
Ark Brunel Primary
Ark Burlington Danes (Primary and Secondary)
Ark Conway Primary
Ark Swift Primary
Bevington Primary
Flora Gardens Primary

Harmony Neighbourhood Nursery
Kensington Aldridge Academy
Miles Coverdale Primary
Old Oak Primary
Oxford Gardens
Phoenix Academy
Sacred Heart High School
St Clement and St James C.E. Primary
St John XXIII Primary
St Mary’s Primary
St Thomas C.E. Primary
Wendell Park Primary
West London Free School
William Morris 6th Form

Acknowledgments

We are grateful to Impetus-PEF, Bridges Fund Management, the London Borough of Hammersmith and Fulham, the Royal Borough of Kensington and Chelsea, and all our funders listed on page 27.

With thanks to Freddie O’Farrell (WLZ Development & Commissioning Manager) for leading on this report.
Introduction

This report tells the story of the children and young people who participated in West London Zone between 2016-18. It also charts the development of our model and shares what we have learnt during this time.

West London Zone (WLZ) was designed by families, charities, local government and schools, who came together because of a shared experience. Everyone knew someone – friends, siblings, sons, daughters – whose lives had gone off track, and who might have taken a different path if the right support system had been in place.

We aim to change this narrative for an entire generation of young people, in one of the most unequal communities in the country. Our place-based model brings together opportunities already available and carefully introduces new assets from elsewhere, to support one young person at a time, in an intensive and highly personalised way, over the long term. We believe that if we can empower enough young people to define and achieve their goals, they will break the cycle of generational inequality and our whole neighbourhood will benefit in the long-run.

After a successful pilot project, West London Zone was formally launched in September 2016, in partnership with 132 children and families, 3 schools and 12 charities. Today, 700 children and young people are participating in our programme, across 21 nurseries, primary and secondary schools in North Hammersmith and North Kensington. The vast majority of these children are aged 5-18, and we are also piloting an Early Years project with the support of the Big Lottery Fund.

In the summer of 2018, we won an in-principle offer from the Life Chances Fund to expand across our ‘Zone’ (see map), and support 3,000 children by 2023. This funding is only released if further local authorities, schools, and philanthropists join us.

Early intervention is common sense. Investment can produce huge social benefits and save money in the future – but it requires patience. Regular elections and changing governments do not favour a long-term perspective, and current public sector budget constraints make funding preventative work a huge challenge. We would like to extend our immense gratitude to the organisations and individuals that have supported us, especially in our very early stage of development, and encourage many more to partner with us to realise our vision.

“Children don’t grow up in a vacuum... They need hope. Above all they need to be seen as a whole person. They need consistent support, not fleeting encounters with a disconnected, underfunded bureaucracy. That is the insight behind West London Zone.”

Jenni Russell, The Times

Roman numerals refer to footnotes; numbers refer to endnotes.

i. We conducted our Pilot Year in 2015-16, with 118 children across three settings. For more information, see our Pilot Implementation Study: https://westlondonzone.org/pilot-implementation-study/

ii. This is a central government ‘top up’ fund, run by the Department for Culture, Media and Sport and Big Lottery, which aims to tackle complex social problems by incentivising local authorities to commission ‘outcomes-contracts’.
Our Mission

We serve children and young people (aged 3-18) with a number of related, unmet needs, who are at risk of negative outcomes, such as social isolation, unemployment, and poor mental health. Due to chronic inequality, there is a core group of children in most of the 108 Zone schools who could benefit from additional support, regardless of how ‘good’ that school is seen to be.

Increased demand for children’s services (27%) and reduction in funding (57%) are the two most significant sources of financial pressure for local authorities.

Why We Are Needed

1. 59,000 children and young people (aged 3-19) live in our Zone. Nearly 1 in 5 of them – approximately 12,000 – are at risk of negative outcomes, such as social isolation, unemployment, and poor mental health. Due to chronic inequality, there is a core group of children in most of the 108 Zone schools who could benefit from additional support, regardless of how ‘good’ that school is seen to be.

2. Increased demand for children’s services (27%) and reduction in funding (57%) are the two most significant sources of financial pressure for local authorities.

3. Charities, schools, and statutory services tend to work in isolation, not always with those who could benefit most, and do not always provide the right support at the right time.

4. ‘Disadvantaged children’ in the UK are among the unhappiest in the OECD, with only 15% of disadvantaged students in the UK feeling ‘socially and emotionally resilient’.

5. By the time they take their GCSEs, the gap that exists between these children and their peers is equivalent to over two years of learning.

Our Values

Collaborative
Local
Evidence-led
Accountable
Relationship-driven

Theory Of Change

If every child and young person is flourishing in four key areas – with good emotional and mental wellbeing, building positive relationships, confident and aspirational for the future, and making good progress at school – then they are ‘on track’ to become happy, independent adults. WLZ will achieve this for children in our place who are struggling in these areas, with a long-term programme of support and opportunities, tailored to each individual, guided by a ‘trusted adult’ Link Worker, carefully phased and managed over time.
Our Zone is a model of the modern city – densely populated, diverse, defined by extreme inequality. Around 59,000 children and young people (aged 3-19) live here. In some areas, more than 50% of children live below the poverty line. Yet their neighbours live on the most expensive streets in Britain.

West London Zone aims to empower every child to grow up into the adult they want to be. We believe the best way to do this is to bring the whole community together to provide joined up, highly personalised support over the long-term, guided by a trusted adult, and with the child at the centre of their own programme.

In developing our model, we have blended and built on two ideas from the US: the Harlem Children’s Zone and Collective Impact. Our first inspiration was Harlem, which famously aimed to provide ‘cradle to career’ support to end generational poverty in one community (President Obama’s ‘Promise Neighbourhoods’ – rolled out across 20 states – were an explicit effort to replicate the children’s zone model in different contexts).

However, we do not need to build new services from scratch, as was required in Harlem. We need to join up and complement what already exists (in a fragmented way) in our Zone.

This context – inequality of opportunity, but not a lack of opportunities – is what led us to our second inspiration, Collective Impact and in particular, its ‘five conditions of collective success’: These state that a Collective Impact initiative must: establish a common vision for change; share measurement systems; plan and deliver mutually reinforcing activities; ensure continuous communication; and be supported by a ‘backbone’ organisation.

I am often asked if we needed to adhere to all of these principles or whether it is ‘enough’ to apply one or two. My answer is always the same: we had to focus on all of them, all of the time. We may have executed some better than others, but we had to ensure we never lost sight of all five when we were first designing, piloting and implementing our model. I wrote these five principles on a post-it note, stuck it to my computer screen, and considered them every day.

“Collective impact is not just a fancy name for collaboration... [it] represents a fundamentally different, more disciplined, and higher performing approach to achieving large-scale social impact”

Collective Impact In Practice
Welcome from Louisa Mitchell, Chief Executive

Our ‘Zone’ is a single community in West London, roughly three square miles covering parts of Hammersmith, Kensington, Westminster, and Brent. It is home to 340,000 people.
To ‘make theory real’ and achieve our mission, we have created an intensive, highly-structured, direct delivery model that embraces all five principles.

- **Common vision**: families, schools, charities and local councils work together to empower every child to define and achieve their goals.
- **Shared measurement**: all parties are working towards a shared outcomes framework, encompassing wellbeing, relationships, confidence/aspiration, and progress at school.
- **Mutually reinforcing activities**: all parties participate in every child’s Individual Support Plan, developing skills and strengths, and addressing needs.
- **Continuous communication**: non-stop, proactive, deliberate at all levels, driven by our Link Workers.
- **Backbone**: West London Zone is the independent organisation managing multiple stakeholders, ultimately accountable for success or failure.

The key to our model is putting the child at the centre. We don’t bring groups of children to programmes; we bring the right programmes to individual children. This process is made possible by our Link Workers, who are directly responsible for a cohort of children and work side-by-side with the school. At first, this role was conceived as simply ‘organising services’, but over time it has developed into a powerful ‘trusted adult’ role empowering children to define and achieve goals, supported by their families. This model enables schools to provide early intervention that budgets no longer allow, using our deep local knowledge and presence to do so. It also supports specialist charity partners to deliver their service the best they can for every child as part of a comprehensive package. The development of the Link Worker role is a good proxy for the journey of West London Zone as a whole, from coordinating infrastructure to being at the heart of it.

To truly drive Collective Impact, we had to consider the way that money tends to work – flowing from multiple sources to multiple projects, without a common end goal. Our funding model brings together local public and private money around a shared set of outcomes – as explained in Chapter 5 – to ensure that local resources are working in concert without a common end goal. We do not operate in the US philanthropy environment (from which Harlem Children’s Zone benefitted), so we have had to be more creative and diverse about funding, and make it relevant to our delivery.

As a new initiative that can be perceived from different angles – our partnership, our personalised approach to early intervention, our outcomes-based pooled funding structure – we hope there is much to be learnt from our experience. We aim to be open, so we do not shy away from being honest about our challenges and our learnings. Preventative work takes time, and whilst this report articulates the positive results we have seen with the children we have worked with so far, we have a long journey ahead of us to achieve the community-level change we want to see. Progress so far means we are excited by the potential of our model and we welcome input and ideas from readers to help us further improve.

Louisa Mitchell, Chief Executive
Our Components of Collective Impact

**Link worker**
- Trusted adult relationship with child and family
- Empowers child to achieve goals
- Manages and delivers specialist support

**Statutory services**
- Early Help, school and West London Zone jointly identify children
- The West London Zone programme is based in school

**Family**
- Co-designs and reviews support plan
- Supports delivery throughout
- Mobilised to build on progress after programme ends

**Community**
- Specialist support delivered by charities
- Local public and private funding aligned around individual children
- Whole community ambition

**Two Years**

- **Emotional and mental wellbeing**
- **Positive relationships**
- **Progress at school**
- **Confidence and aspiration**

**Review and refine plan**
West London Zone is a ‘place-based’ model. This means we seek local solutions to longstanding social problems. And though we have big ambition, we are focused on one community.

West London Zone first emerged from a local criminal justice charity, Only Connect. From 2012-2014, Only Connect had groups of young people interview other young people and residents interview families to understand how they use services. In 2014, we initiated a formal ‘Steering Group’ process, bringing together over 40 representatives from charities, community organisations, schools, children’s centres, local government and foundations. This group designed the West London Zone model, addressing the need to bring together multiple stakeholders around each individual child and work towards a shared set of outcomes.

As it exists today, this model is more of a direct delivery ‘frontline’ model than we first anticipated. We facilitate a two-year ‘Individual Support Plan’ for each child, with specialist services delivered by our partnership of charities. We also lead in the delivery of that plan, with our Link Workers building and maintaining a trusted relationship with each child and family, managing and delivering specialist support alongside our partners, and empowering each child to set and achieve personal goals. Our emphasis is on deep relationship work combined with a focus on goals and outcomes. In 2017, we started a strategic partnership with Impetus-PEF, which has helped to drive significant refinements to the model.

“A big barrier for us is the issues that the children bring to school that stop them making the progress they should make, or engage with or trust the school. WLZ has worked at a level it’s impossible for teachers to work at.”

Oli Knight, Phoenix Academy Head, quoted in The Guardian

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1. We proactively identify children who could most benefit

Traditionally, charities rely on ‘referrals’ – where people are directed to support by others or even seek help voluntarily. Yet this approach has a longstanding limitation, raised repeatedly by our Steering Group: often, the people who need support the most may not be the ones actually accessing it. To overcome this problem (more acute for an early intervention service than for others, given it addresses emerging problems, not immediate ‘crises’), we have developed a method to proactively identify children and young people who could benefit from participating in a West London Zone programme – outlined below. This data-and relationship-driven process is completed in partnership with the school and the council’s Early Help team. Places are limited, so we use both qualitative and quantitative to make sure that we work with the children and young people who could benefit most from additional support. Then we want to make sure that there is no stigma associated with participation, so establishing a trusted relationship with a Link Worker is a key part of this process.

Analyse data

Generate a ‘long list’ of children, rank by counting number of key risks (at least two):

- Pupil Premium/Free School Meals (prioritised)
- School attendance below 96%
- English attainment below age-related expectations
- Maths attainment: below age-related expectations

Teacher input

Using teacher judgement, we understand additional risks in:

- Wellbeing
- Parental involvement (or other ‘trusted adult’ networks)

Verify and finalise

We look for children who are at risk in at least three of the six areas listed in stage 1 and 2:

In partnership with schools, we verify the final list using data collected via ‘My Voice’: The WLZ Survey (taken by each child), focusing on:

- Anxiety/depression
- Peer relationships
- Conduct/hyperactivity
- Parental engagement
- Emotional and mental wellbeing

This comes from measures in ‘My Voice’, such as the Strengths and Difficulties Questionnaire, Communities That Care, and the Warwick Edinburgh Mental Wellbeing Scale – validated measures with large datasets behind them and which thus contain ‘risk thresholds’.

Build relationship

Link Worker approaches families, using positive language of ‘opportunities’:

- Family and child give consent to participate by end of first term.
- Discuss strengths, needs, and goals with their Link Worker.
- Co-design child’s Individual Support Plan.

Note that this process differs slightly for children in primary school, and again for Early Years. E.g. English is split out into reading and writing in primary.
Who were our first children and young people?

Last year 53% of our cohort were male and 47% were female.

The vast majority of our cohort live in a deprived area, with 64% living in areas defined as the most deprived in the UK (top 10% according to the Income of Multiple Deprivation 2015;...
2. The Individual Support Plan

With Link Workers in school from September, their first job is to approach families, describe the programme using the positive language of ‘opportunities’ and ‘benefits’ (rather than the potentially negative language of ‘support’ or ‘needs’), and explain that the family will be involved every step of the way. From these initial conversations emerges each child’s ‘Individual Support Plan’ (ISP) – the core of each child’s two-year programme, with four key components:

Two-year plan, specific to every child

<table>
<thead>
<tr>
<th>Informal engagement</th>
<th>Delivery partner specialist support</th>
<th>Developmental support</th>
<th>Formal engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build trusted relationship; review short-term goals</td>
<td>Expert partners targeting WLZ outcomes</td>
<td>Link Worker support targeting WLZ outcomes</td>
<td>Review of medium and long-term goals; review of Individual Support Plan</td>
</tr>
<tr>
<td>Regular ‘check ins’ with child, perhaps at lunch or after school; regular communication with family</td>
<td>Needs-based: E.g. counselling, literacy/maths support</td>
<td>Developing a ‘growth mindset’; Facilitating small group sessions where children pursue own development and learning, e.g. growth mindset, Reading-wise, Mathletics</td>
<td>Scheduled 1:1 sessions with Link Worker; collaboration with child and family, and school</td>
</tr>
<tr>
<td></td>
<td>Strengths-based: E.g. debating, football, dance</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Widening horizons: E.g. trips, career workshops</td>
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</tbody>
</table>

The ISP is reviewed and refined on a half-termly basis (at least), based on feedback from the child, family, and school, and informed by the data we constantly collect on attainment, school attendance, and wellbeing/relationships. Throughout the two years, we aim for each family to become increasingly engaged with their child’s progress and development – so that when the programme comes to an end, they can help their child continue to flourish.

“‘It’s kind of unprecedented for some to engage with an adult in this way. Once they start developing a trusting relationship, they’re more open to other opportunities.’

Link Worker, quoted in *Children and Young People Now*”

The ‘Core Commitment’ we make with every child

I will see my Link Worker every week to check in on how I am getting on

I will meet formally with my Link Worker to review progress every half term

I will receive at least six hours of specialist or developmental support towards my goals every term

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v. The identification process takes the better part of the first term in a school to complete. Families are required to participate in West London Zone – and meaningful relationships take time to build. To date, we have had a low decline/dropout rate as a result of this patient ‘set-up’ period. See Chapter 2: Our Impact.

vi. Emily Rogers, ‘The Cradle to Career Neighbourhood Project’, *Children and Young People Now*, July 2018
Our Partners

Farial Missi has been based in one of our secondary schools since our Pilot in 2015. This school had multiple changes of leadership in this time; Farial has been a consistent, ‘trusted adult’ presence for WLZ children throughout, helping them set and achieve personal goals, and managing additional opportunities delivered by our partner charities.

Having grown up in this community, Farial attended this school herself. Children and young people in this area see Farial as one of their own. In return, they have made remarkable progress. Among those who have completed a two-year programme at this school, 93% of children improved or met their targets in English. 87% improved their mental wellbeing. In fact, the average SDQ score (how we measure wellbeing) more than halved from 16 to 7 – well below the threshold for being at risk of a mental health crisis.

As a testament to Farial’s dedication to the children and families she works with, she received a major award in 2017 (Leap: Confronting Conflict’s ‘Inspirational Adult of the Year’), and came runner-up in Hammersmith and Fulham Young People’s Achievements Award in 2018.

Farial is now managing a group of new Link Workers, using her experience to ensure West London Zone makes a similarly strong start in our new schools.

West London Zone’s specialist support is delivered through a partnership of charities, giving our children access to opportunities they might not otherwise have.

“"The communication and relationship with the Link Workers is very valuable and allows us to best prepare for the support we deliver with the young people”"
How we work with partners

Because of the bespoke nature of our programme, each child who participates in West London Zone will have a slightly different experience and each school will have a programme specifically designed to flex and complement what they already offer. However, the basic framework of each plan is the same for every child: a Link Worker, based in a school or nursery, who manages each child’s support programme for two years. This includes specialist services delivered by our partnership to address needs, develop skills, build on strengths, and widen experiences.

<table>
<thead>
<tr>
<th>Working to WLZ Outcome Area(s)</th>
<th>Aligned with WLZ Theory of Change in:</th>
<th>Sourced via WLZ Quality Framework</th>
<th>WLZ Quality Assurance</th>
<th>WLZ Impact monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional and mental wellbeing</td>
<td>Design</td>
<td>Research</td>
<td>Observation</td>
<td>Engagement</td>
</tr>
<tr>
<td>Positive relationships</td>
<td>Delivery</td>
<td>Impact Report</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engagement and aspiration</td>
<td>Monitoring</td>
<td>Meetings</td>
<td>Feedback from Child, Family, Link Worker, School</td>
<td>Attendance</td>
</tr>
<tr>
<td>Progress at school</td>
<td>Benefit</td>
<td>Observation</td>
<td>Review meetings (two per annum)</td>
<td>Outcomes</td>
</tr>
<tr>
<td></td>
<td>Sustainability</td>
<td>Testimonies</td>
<td>Annual ‘health check’</td>
<td></td>
</tr>
</tbody>
</table>

“[West London Zone] has allowed us to work collaboratively with local schools and several of the young people have since attended other activities at our centre”

Delivery Partner
3. How do we ensure we are having an impact?

We have a bespoke data system, which enables us to track the outcomes we work to every day. Our Link Workers collect data on the frequency, length and content of every interaction they have with a child. Our partners record each child’s attendance and engagement at every session. These data are automatically displayed on visual ‘data dashboards’. This gives us an idea of how well each child is engaging with their programme, allowing the Link Worker to quickly follow up if a child has not attended or engaged at school or at a support session. To understand how each child is progressing towards their four outcome areas, our partners measure their impact on the outcome area they are delivering to at regular intervals and we repeat the same process we use for identification annually – using data from the school, qualitative teacher input, and ‘My Voice’, our survey which we designed for this purpose with Dartington Social Research Unit.

### Outcomes Framework

<table>
<thead>
<tr>
<th>Primary school</th>
<th>End of Two Year Programme</th>
<th>End of primary school</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strengths and Difficulties Questionnaire (SDQ)</td>
<td>SDQ peer relationship sub-scale</td>
</tr>
<tr>
<td></td>
<td>‘I feel good about myself’</td>
<td>‘I get on fine with others’</td>
</tr>
<tr>
<td>Secondary school</td>
<td>End of Two Year Programme</td>
<td>End of secondary school</td>
</tr>
<tr>
<td></td>
<td>SDQ: Warwick Edinburgh Mental Wellbeing Scale</td>
<td>SDQ peer relationship sub-scale; Communities That Care</td>
</tr>
<tr>
<td></td>
<td>‘I am confident and want to do well’</td>
<td>‘I have progressed well at school’</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Progress at school</th>
</tr>
</thead>
<tbody>
<tr>
<td>On track to meet age-related expectations by the end of primary school*</td>
</tr>
<tr>
<td>KS2 results ‘expected standard’ in Reading, Writing and Maths</td>
</tr>
<tr>
<td>On track to achieve age-related expectations by the end of secondary school**</td>
</tr>
<tr>
<td>Level 4 GCSE in English and Maths; enrolled in full-time Education, Employment or Training</td>
</tr>
</tbody>
</table>

*Note that Early Years Outcomes Framework is still in development, though it is influenced by the Early Years Foundation Stages.

**Quantitative projection according to baseline and end of programme measurement, or teacher assessment.
In late 2018, we finalised the outcomes data for our Cohort 1. We also analysed the ‘mid-point’ data for our Cohort 2, who are one year through their two-year programme. The table below shows both sets of results, but they are not directly comparable as explained below:

We improved the programme during the delivery for Cohort 1, with support from Impetus-PEF. While Cohort 1 made good progress, Cohort 2 are already benefitting from these refinements. Our children have multiple, connected, unmet needs which is why our programme lasts for two years – it takes time to build the necessary relationship with the Link Worker, and it is usually necessary to address emotional wellbeing, relationships and engagement with school before beginning an intensive literacy programme, maths tutoring or study skills. As such, we do not necessarily expect progress to be visible in the data only one year through the programme, so it is encouraging and affirming of our model improvements that Cohort 2 midpoints are that much stronger than Cohort 1 end-of-programme-outcomes.

“Before I started going to my Link Worker, I was always fighting, messing about, but ever since I started I’ve been concentrating more on my lessons. She’s really good at getting people on the right path.”

Child, 12

Chapter 2 Our Impact

<table>
<thead>
<tr>
<th>Outcome area</th>
<th>Cohort One (2016-2018) Results: End of Two-Year Programme</th>
<th>Cohort Two (2017-2019) Results: Mid-point of Two-Year Programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional and mental wellbeing</td>
<td>65%</td>
<td>85%</td>
</tr>
<tr>
<td>Positive relationships</td>
<td>53%</td>
<td>61%</td>
</tr>
<tr>
<td>Confidence and aspiration</td>
<td>48%</td>
<td>66%</td>
</tr>
<tr>
<td>Progress at school: English</td>
<td>71%</td>
<td>68%</td>
</tr>
<tr>
<td>Progress at school: Maths</td>
<td>55%</td>
<td>69%</td>
</tr>
</tbody>
</table>

Percentage of children previously ‘at risk’ who improved or met target
“She [Link Worker] understands us on the level, because you know how she’s kind of young, and she knows where we come from and that... For her to win an award is kind of amazing. I respect her for that.”

Child, 12, re. Link Worker winning the 2017 Inspirational Adult Award, at Leap: Conflicting Conflict’s Lighting the Fire awards

We focus on improving each outcome for each individual child, rather than concentrating on raising averages across the cohort. We also only measure our success based on improving the results of those who were at risk in each outcome area at the start of the programme. In addition to the baseline, mid-point and end of programme metrics shown in the table above, we also plan to measure longer-term outcomes when each child leaves their current school setting (see outcomes framework on p.14). This will allow us to see how their progress has been sustained, giving a strong indication of whether they are still on track to flourish in adulthood.

“"I’m just so appreciative and excited about the fact that my son can even take part in West London Zone, what you guys have been doing is already great”

Parent, secondary school child

<table>
<thead>
<tr>
<th>Cohort 1 Delivery Metrics (Jan 2017 – Sept 2018)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each child interacted with their Link Worker</td>
</tr>
<tr>
<td>Each child participated in partner support</td>
</tr>
<tr>
<td>Only <strong>9%</strong> of children and families declined WLZ after they were approached. This number is decreasing all the time as we develop a track record</td>
</tr>
<tr>
<td>Only <strong>6%</strong> of children dropped out of the programme – most when they changed school</td>
</tr>
</tbody>
</table>

905 children so far supported (or being supported) including Pilot

| Children so far supported (or being supported) including Pilot | **905** |

| Parent, secondary school child |
|--------------------------------|"I’m just so appreciative and excited about the fact that my son can even take part in West London Zone, what you guys have been doing is already great” |

“"I’m just so appreciative and excited about the fact that my son can even take part in West London Zone, what you guys have been doing is already great”

Parent, secondary school child
Samir, age 14: After 2 years with WLZ

- **Emotional and mental wellbeing**: Top 10% most at risk of mental health issues
- **Progress at school**: Bottom third in English and Maths
- **Positive relationships**: Lonely, vulnerable. Hung around with children who were truanting
- **Confidence and aspiration**: Always distracted at school, lacked confidence. Attendance at 94.9% (but this is misleading because he would sign in and then truant)

Samir from WLZ

Link Worker: Fatral

- **Emotional and mental wellbeing**: Bottom 10% at risk
- **Progress at school**: Top third in English and Maths
- **Positive relationships**: Made friends, became a role model for younger children
- **Confidence and aspiration**: School attendance up at 95.5%. Wants to go to University and become a banker

Alice, age 8: After 1 year with WLZ

- **Emotional and mental wellbeing**: At risk of mental health crisis (SDQ score of 17); difficulty regulating emotions
- **Progress at school**: Top third in English and Maths, but not Reading
- **Positive relationships**: Made friends through after-school ‘circus skills’, improved self-esteem
- **Confidence and aspiration**: Attendance at 95% (below statutory threshold)

Alice from WLZ

Link Worker: Juanita

- **Emotional and mental wellbeing**: Huge improvement, with low risk of mental health problems (SDQ = 3)
- **Progress at school**: Achieving ‘above’ age-related expectations in Maths, and Writing but not Reading. Not yet achieving her target and more work to be done.
- **Positive relationships**: Asked her LW to support with peer relationships; self-identified as low confidence
- **Confidence and aspiration**: Attendance is now 98% - above threshold. 100% attendance at partner support
Chapter 3 Collective Impact Bond

“At a time when funding for local services has never been tighter – with huge pressure on budgets for children’s and young people’s services – West London Zone has created a brilliant new model to make our money go further.”

Leader, Local Authority

This funding model drives our delivery model

Part of our mission at West London Zone is to ensure that no child ‘falls through the cracks’. To ensure we achieve this, we have designed a blended financial model with revenue from diversified public and private sector sources, with a significant portion on ‘outcomes payments’ for individual children. This means:

• We cannot give up on any child, no matter how challenging the work.
• We can provide more support than any of these parties could afford on their own.
• We are not reliant on one source of funding alone.

We call this a ‘Collective Impact Bond’, because it is a form of Social Impact Bond (an outcomes-based commissioning structure where the initial working capital is provided by a social investor, in our case Bridges Fund Management*) yet it unusually brings together multiple local stakeholders around each individual child. Under this model, funding follows each child from their local council, their school, and philanthropy, topped up by a central government fund, with each child supported by multiple charities and stakeholders, all bound by the same ‘whole-child’ outcomes framework (See p.14).

“West London Zone provides a local and sustainable model of delivery unlike any other.”

Director of Commissioning for Children’s Services in the Tri-Borough

Our commissioners pay us in instalments over the course of a child’s two-year programme, when we provide evidence of each individual’s engagement with the programme and their progress at the end. This is called ‘outcomes-based’ commissioning, according to the payment schedule on page 20. According to a ‘rate card’, we can be paid for a range of different outcomes at the end of the two years, up to a maximum of three, according to a ‘rate card’: 1) Reading (primary) or English (secondary); 2) Maths; 3) Writing (primary) or School Engagement (secondary); 4) Emotional Wellbeing; 5) Relationships; 6) School Attendance; 7) Parental Engagement.

xi. Currently this is the Commissioning Better Outcomes fund, run by the Big Lottery Fund.

* Tri-Borough service sharing agreement (Hammersmith & Fulham, Kensington & Chelsea, and Westminster City Council) came to an end in 2018.

x. Because payment is in arrears, Bridges Fund Management provided WLZ with a loan at the beginning of the contract (hence the term ‘social investor’) to deliver the work. Bridges also ‘shares the risk’ in case we underperform, in which case they would receive less payment.
“Rather than just writing a cheque and hoping for the best, we wanted to give in a way that makes the project more likely to succeed. Projects like the West London Zone are the future of philanthropy.”

Philanthropic funder

Collective Impact Bond: Structure

**Social Investor**

Bridges
Fund Management

£550k loan direct to WLZ

*Commissioning Better Outcomes fund (Cabinet Office/Big Lottery Fund).

**Lead Organisation**

West London Zone

Delivery partners contracted to deliver specialist support to children in collaboration with West London Zone Link Workers

**Commissioner Payments**

- Central Government* top-up
- Local authorities
- Schools
- Private
- Additional philanthropy

Total contract value: £3.8m
## Payment schedule

<table>
<thead>
<tr>
<th>Free</th>
<th>Payment 1: Sign Up (Autumn Term Year 1)</th>
<th>Payment 2: Engagement (Spring Term Year 1)</th>
<th>Payment 2: Engagement (Spring Term Year 2)</th>
<th>Payment 4, 5, and 6: Outcomes Achieved (Summer Term Year 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child is identified as eligible for support</td>
<td>Child/family gives consent to participate</td>
<td>Sufficient interactions with LW and attendance at partner support</td>
<td>Maintained interactions and attendance</td>
<td>Three final payments from a possible ‘rate card’ of 7 (see p.18) at end of 2-year programme, and only if one engagement payment has been met, so as to link attribution</td>
</tr>
</tbody>
</table>

### Collective impact bond payment metrics: Cohort 1 (2016-2018)

- **Sign up**: Target 100%, Actual 110%
- **Engagement**: Target 75%, Actual 85%
- **% Max Outcomes Achieved**: Target 70%, Actual 74%

### Collective impact bond payment metrics: Cohort 2 (2017-2019)

- **Sign up**: Target 100%, Actual 106%
- **Engagement**: Target 75%, Actual 89%
- **% Max Outcomes Achieved**: Target 74%

- Released Summer 2019
Establishing our Collective Impact Bond required perseverance and flexibility. We needed to (i) involve families, school, and charities and find key supporters in each group; (ii) partner with a social investor, Bridges, who shared our vision; (iii) agree a payment mechanism that balanced performance incentives with risk; and (iv) involve our Link Worker team every step of the way, so that they were ready to take on the challenge from the outset.

<table>
<thead>
<tr>
<th>Benefits</th>
<th>Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovation has helped to generate interest and get us where we are today</td>
<td>Complexity can be off-putting, but we are trying to simplify all the time</td>
</tr>
<tr>
<td>Drives a high-performance culture and gets results</td>
<td>Multi-commissioner approach is time-consuming</td>
</tr>
<tr>
<td>Provides transparency and accountability in a challenging funding environment for early intervention</td>
<td>Danger of an ‘over’ focus on targets generating inflexibility in the model</td>
</tr>
<tr>
<td>Diversity of revenue sources is important for long-term sustainability – multiple local commissioners to draw on in the long term rather than just one Local Authority (as is the case for most Social Impact Bonds).</td>
<td></td>
</tr>
<tr>
<td>Enables smaller, local organisations to access social investment and requires them to measure impact (essential to claim payment).</td>
<td></td>
</tr>
</tbody>
</table>

**Early Intervention Saves Money**

We intervine early because it is the best way to ensure every child can have the future they want. But there is also a strong financial argument in favour of investing earlier in a child’s life. For each child, a tailored WLZ support programme costs just over £3,000 a year to provide, on average. According to the Early Intervention Foundation, a one-off hospital admission for mental health costs £42,236. A permanent school exclusion including alternative school provision can cost up £87,890, a person aged 18-24 not in education, employment, or training costs the state an average of £3,507 every year.... the list could go on.13

We think we will prevent many of these things from occurring and over time we will be able to prove that. But it will take time. There is no quick fix. In the meantime, every time we prevent just one of these things for one child, we have already saved the state money in the long-run.

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Three quarters of lifelong mental health problems are established by age 18.13

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• **Scope:** Collective Impact lends itself to ‘mission creep’. We have learned to be disciplined and deliberate about who we work with, what we do, and what we aim to achieve – and not be apologetic about what we don’t do.

• **Relationships:** Multi-stakeholder models are complex, labour-intensive and time-consuming. Relationships based on trust require intensive effort and constant communication to a level that cannot be underestimated.

• **Schools:** Our model works best when we invest the time to understand every school we partner with, building deliberate relationships up and down the staff body, being flexible to each environment, anticipating problems and fixing them before they escalate. Our Link Worker model in every school enables this kind of focus in every school.

• **Partnership:** For us this does not mean simply ‘talking’ about collaboration. It means joint ‘doing’ – shared frontline delivery and accountability for every child.

• **Individual child focus:** When there is a partnership ‘issue’, focusing on the individual child nearly always gets to a solution.

• **Data:** To our own detriment, collective impact encourages some unnecessary data collection. We have had to rethink our measurement, decide what was truly necessary, and be strict about collecting only that.

• **Localism:** We have learnt not be purists when it comes to the question of place and local resources. We always work with local assets when we can, but we fill gaps by bringing in necessary people and programmes from elsewhere and carefully integrating them using our deep local presence, so that they are accepted and effective.

• **People:** ‘Orchestration’ of services is not enough. A trusted adult needs to be at the centre of all the structures in a child’s life to hold everyone and everything together.

• **Parents:** A planned and deliberate strategy for engaging parents is essential to ensure maximum and sustained impact.

• **Money:** Our collective funding model drives our collective delivery model, forcing us all to work to a shared outcomes framework. Money follows the child and payments are only made on evidence of quality and success – ensuring transparency and accountability in an age of austerity.

• **Innovation:** Unfortunately, early intervention is not a priority for policymakers. The innovation of our multi-stakeholder Collective Impact Bond was necessary to grab attention and get adequate funding – and yet finding money for preventative work still remains a major challenge.
• Get Zone-wide: we plan to expand across our whole Zone in the coming year, working across multiple schools in north Hammersmith, north Kensington, north Westminster and south Brent. This is our community – our ‘place’ – and would be the first step towards testing our place-based ambition. We aim to support 3,000 children and young people by 2023.

• Grow steadily: to achieve our vision of transforming the life chances of a generation (and permanently change the story for children and young people in this area), we need to become truly embedded across this whole community. This means steady growth year-on-year from now to 2023 to get embedded across our place:
  – 700 active children at once to 1,300;
  – 23 schools to 50;
  – 40 employees to 65.

• Improve impact: we aim for better results every year as we constantly sharpen our delivery model and never stop the cycle of learning and refining. We look forward to continuing the valuable work we have been doing with Impetus-PEF in this area.

• Evaluate our ‘place-based’ impact: our unit of success is the child, and we have learned how to determine our impact on each individual we work with. Now we need to determine how to evaluate our impact on our community. Key questions include:
  – How do we define community-wide impact?
  – How many children do we have to work with to achieve that definition?
  – What data and analysis are required to demonstrate it?
  – How long will it take and how do we sustain it once we achieve it?

• Replicate: there are different approaches to collective impact and different models emerging for children’s zones, hubs and communities. Ours is just one approach, of which some elements will be portable and replicable, with adjustments always made for local contexts:
  – Our methodology for proactively identifying children;
  – The Link Worker role holding the relationships and all components of the intervention;
  – Our approach to partnership;
  – Our shared outcomes framework;
  – The principles of the funding structure that drives shared accountability (not necessarily the same sources and proportions of funding).

• We have an ambition for replication in other urban areas in the UK, but we believe that the way to drive future replication is to focus on proving our model works in West London. That is the immediate priority, whilst constantly learning about and reflecting on the potential for the future.
<table>
<thead>
<tr>
<th>Academic year</th>
<th>Chronological year</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>Year 0-1</td>
<td>Co-design with local people</td>
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<tr>
<td>2015-2016</td>
<td>Year 0</td>
<td>Pilot project</td>
</tr>
<tr>
<td>2016-2017</td>
<td>Year 1</td>
<td>Start of commissioned delivery</td>
</tr>
<tr>
<td>2017-2018</td>
<td>Year 2</td>
<td>Model refinement and plan for getting Zone wide</td>
</tr>
<tr>
<td>2018-2019</td>
<td>Year 3</td>
<td>Roll out improved model and set-up for getting Zone wide</td>
</tr>
<tr>
<td>2019-2020</td>
<td>Year 4</td>
<td>Zone-wide operations and start of five-year evaluation</td>
</tr>
</tbody>
</table>
Number of children participating in WLZ per year: Historic actuals and future projections

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</tr>
</thead>
<tbody>
<tr>
<td>Schools/LW per school</td>
<td>3</td>
<td>5</td>
<td>15</td>
<td>21</td>
<td>26</td>
<td>32</td>
<td>41</td>
<td>50</td>
</tr>
</tbody>
</table>

2. Estimate based on research on West London, regarding the impacts of poverty on children in urban areas and on analysis of children in schools we are already working in. We applied a high/medium/low need formula to the relative need of all schools in the Zone, using what we know about our current schools as a starting point. This supports the figure produced by academic research, which estimates that around 20% of children and young people are at risk of negative outcomes later in life. E.g. Paul Marshall (2013), The Tail: How England’s Schools Fail One Child in Five - and What Can be Done, Profile Books Ltd; Caspi et al (2016), ‘Childhood forecasting of a small segment of the population with large economic burden’, Nature Human Behaviour Vol. 1, Article 5.

3. The majority of schools in the Zone are rated as ‘Good’ or ‘Outstanding’ by Ofsted. Yet there is a core group of children in almost every one of these schools with additional needs. Among the ‘persistently disadvantaged’ (to use the terminology of the Education Policy Institute, Education in England: Annual Report, 2018), there has been no closure in the attainment gap since 2011. This is also true at the Local Authority level e.g. – 81% of ‘non-disadvantaged’ young people in Hammersmith and Fulham will achieve a Grade 4 or above in their English & Maths GCSEs. Yet in one of our partner schools, just 35% of disadvantaged pupils will achieve this benchmark. Indeed, as inequality increases, data which relies on the ‘average’ between two extreme poles becomes misleading – the average in this case would be 58%. ‘Disadvantaged’ is defined as those who were eligible for free school meals at any time during the last 6 years and ‘looked-after’ children.


11. Bronfenbrenner, U. (1979), The Ecology of Human Development. Cambridge, MA: Harvard University Press. Bronfenbrenner stressed the importance of different ‘ecological systems’ to understand child development. A child typically finds themselves in different ecosystems, from home life moving outward to the larger school system and the most expansive system which is society and culture.


13. Early Intervention Foundation (2016), permanent school exclusion is calculated by total cost of permanent school exclusions divided by recorded cases in 2016-17. The EIF sometimes includes Pupil Referral Unit costs, and sometimes does not. We have included them here, though not every child who is excluded will go on to a PRU.
Our Funders

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