



Sheffield SAFE Taskforce: Annual Report: Year 2

This report provides an overview of the Department for Education's SAFE programme in Sheffield and covers the period from October 2023 to September 2024.

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1. Introduction

This report details the continued progression of the SAFE initiative in Sheffield during the 2023-2024 academic year. It includes an evaluation of impact and highlights any changes to practice. The report should be read in conjunction with the Year 1 Evaluation report* which provides a detailed description of the development and implementation of the project from its inception. In Year 2, we retained all our existing providers.

2. Key changes

The timeline for Year 2

Year 1 ran from January 2023 until September 2023, i.e. two terms. The project is funded until 31 March 2025. There were several different options available for the length of the second and final year of the project. These were:

- **End Year 2 at end of June 2024 / Start Year 3 in July 2024:** This would make Year 2 around 32 weeks / Year 3 around 33 weeks
- **End Year 2 at May half-term / Start Year 3 in June 2024:** This would make Year 2 around 28 weeks / Year 3 around 36 weeks
- **Run Year 2 from October for the duration of the academic year / Start Year 3 in September 2024 (with the possibility of an extension to Year 3):** This would make Year 2 around 35 weeks / Year 3 around 26 weeks

The decision was put to the taskforce in January 2023, and they elected for the final option on the basis that this provided at least one whole (academic) year of intervention for pupils. Year 3 would remain at two terms of intervention and would mirror the support provided in Year 1. Having three terms of support in Year 2 would also provide a comprehensive data set on which to evaluate the impact of the interventions. In addition, any move to bringing Year 3 into the summer term of the 2023-2024 academic year would have excluded Year 7s from support (as they would have still been in their primary schools).

The options process

We ran an indicative options process in July 2023 and a final options process in early September. The process in July helped us to ascertain potential demand for different interventions and allowed us to have discussions with providers about changing the scale of the interventions. The process in early September factored in these changes in capacity. All schools received their choices or their reserve choice.

ImpactEd Surveys

We commissioned an external company, ImpactEd (www.impactd.org.uk) to carry out pupil-level attitudinal surveys for the duration of the programme. In Year 1, the survey comprised of 44 questions. Some other information (first name initial, surname initial, date of birth, gender, in receipt of FSM or not) was also captured to help tracking and analyses. Each of the main questions were rated on a 1 to 5

* <https://www.learnsheffield.co.uk/Projects/documents/Sheffield-SAFE-Taskforce/Sheffield%20SAFE%20Taskforce%20-%20Year%201%20Evaluation%20Report.pdf>

scale. Following some initial feedback, a second shorter version of the survey was also created. This was to better meet the need of some pupils who might not be able to access the full survey.

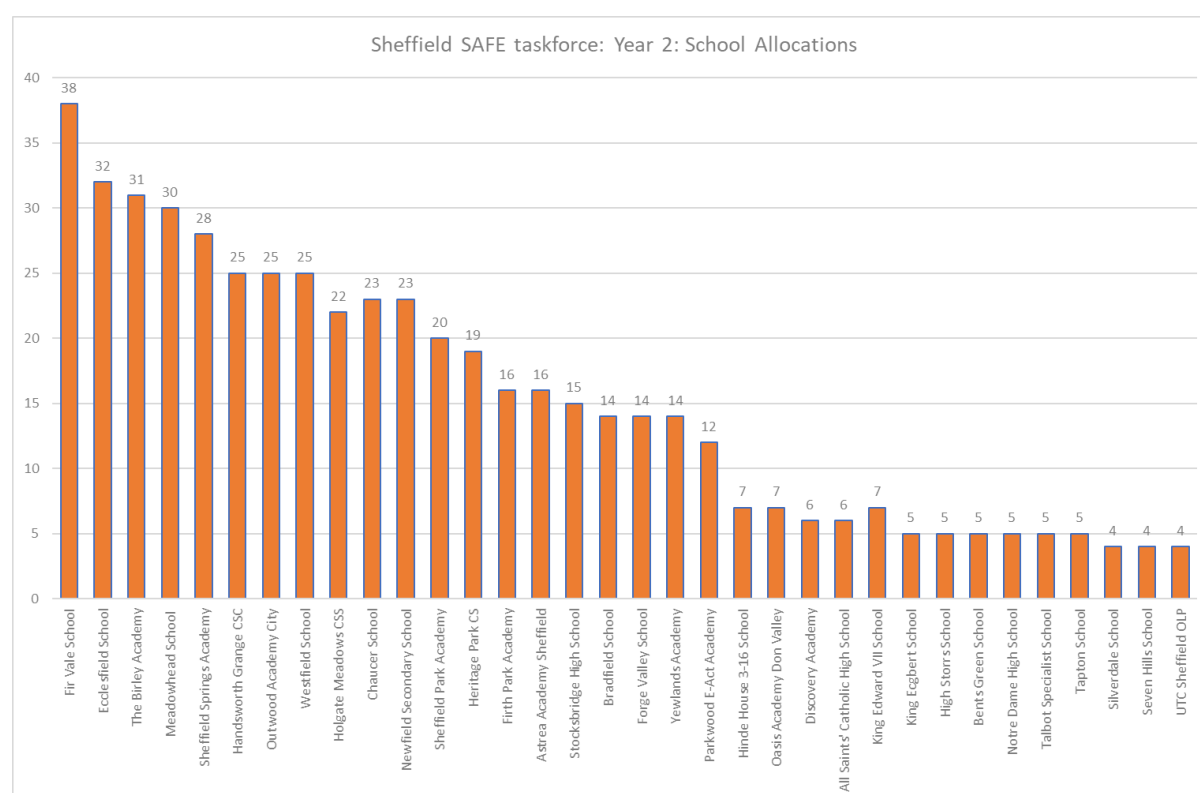
In Year 1, we had an unacceptably low number of matched responses to the survey. In total, there were 50 matched responses to the long survey and 88 matched responses to the shorter survey. This rendered the analyses as being not statistically significant. This was identified in the evaluation of Year 1 as an area for improvement.

In Year 2, we streamlined the survey (and only had one version of it). It comprised of 28 questions (eight of which were contextual questions). We instigated a more robust system of tracking the completion rates of surveys in the autumn term and this was shared with providers on a weekly basis. 638 pupils completed the baseline survey and 340 completed the endpoint survey. In all, we had 312 matched responses. This represents a significant improvement on the previous year and provides a viable dataset for analysis. Further discussion of the ImpactEd surveys is provided in section 5 of this report.

3. Identifying the pupils

School allocations

In June 2023, we updated the pupil-level data in our regression model and used this to identify need in the city. We ran this model based on 500 pupils being supported in Year 2. Initial school allocations were then adjusted to ensure that all schools involved in the programme had a cohort of at least four pupils. The rationale for this was efficiency, i.e. a mentor attending a school to support one pupil for one session was more expensive than supporting multiple pupils in the same setting on the same day. This was approved by the taskforce. The initial allocation to schools is shown below.

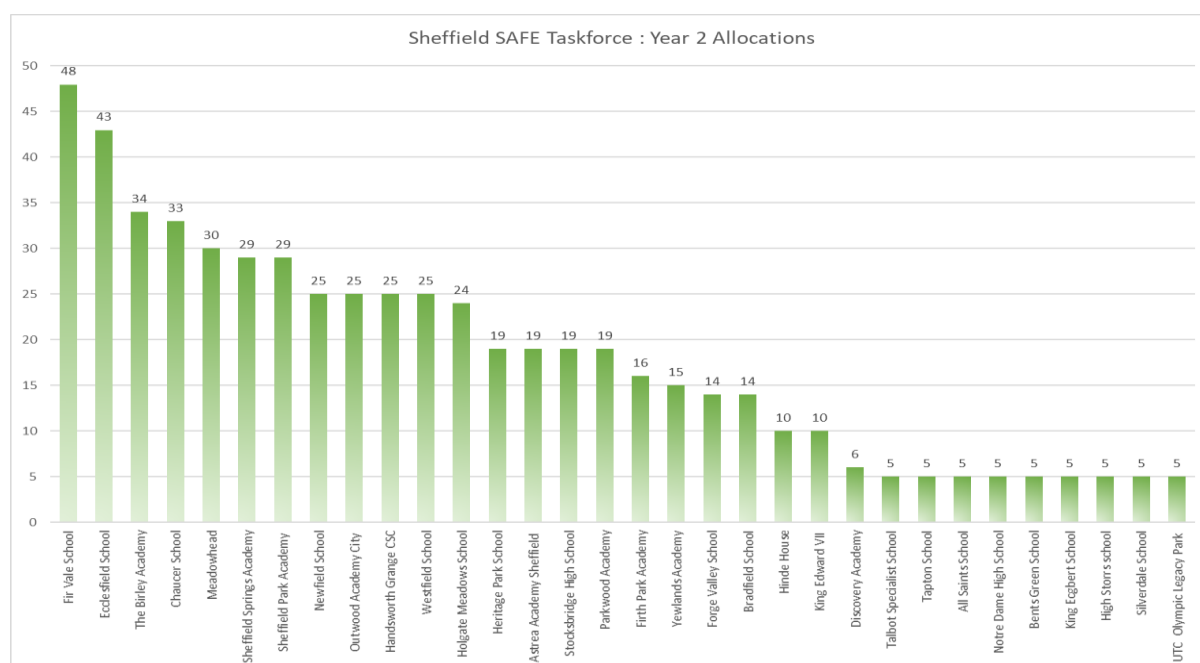


The funding mechanism was then changed by the Department for Education (DfE); taskforces were now allowed to smooth the remaining funding between Year 2 and Year 3. This allowed a more pragmatic approach to how we were able to spend funding, i.e. less in Year 3 and more in Year 2.

We had carried out an initial options process in the summer of 2023 to ascertain potential demand for different interventions. This, and the quality assurance visits carried out in Year 1, showed that demand for Adventure Expeditions significantly outstripped supply. Adventure Expeditions indicated that they would be able to increase their supply, and we took the decision to expand their quota by seven additional cohorts of pupils. This translated to an increase in available places on Adventure Expeditions from 126 to 224 per year. The taskforce was consulted on how these additional places should be allocated and decided that this should be based on need rather than a lottery-type process.

We increased the allocation on our regression model to reflect the additional cohorts. Seven schools (Fir Vale School, Chaucer School, Sheffield Park Academy, Ecclesfield School, The Birley Academy, Sheffield Springs Academy, and Parkwood Academy) were provided with an extra cohort of Adventure Expeditions. This meant that some schools had multiple cohorts of pupils on Adventure Expeditions.

Three schools with an allocation of four pupils were also increased to five pupils. The updated allocations are shown below. In Year 2, the planned reach of the programme totalled 576 pupils across 32 schools.



4. Measuring impact: the mechanisms

Quality assurance visits and meetings

In Year 2, we continued with the quality assurance processes used in Year 1. Further information on these can be found in the Year 1 report. Quality assurance comprised of a baseline analysis of those receiving interventions, visits to schools (including pupil feedback), and meetings with providers. In a deliberate change, sessions were not routinely part of the school visits. This reflects our learning from Year 1; it was not appropriate to observe some one-to-one sessions, and little information was gleaned from observing a short part of one session in a year-long programme. The visits to schools did include questions to Champions about the Year 1 cohort.

Data collection through AnyComms

As in Year 1, schools were required to record their SAFE cohorts for Year 2 on the AnyComms system. This provided a secure means of recording this sensitive information and access was limited to our data analyst only. Recording this information, and that of any pupils who swapped into the programme, allowed us to track the pupils over time. This information, and that contained on other pupil databases, allowed us to monitor key information such as attendance, suspensions, exclusions, and involvement with other agencies. Key metrics relating to the Year 1 cohort were re-analysed.

Pupil level surveys (ImpactEd)

As described previously, we used the services of ImpactEd to better understand some attitudinal indicators of young people in the city. ImpactEd developed a streamlined survey based on a range of different measures. Further information on the types of questions in the survey are provided in Appendix 1.

The survey comprised of 28 questions including some personal information (first name initial, surname initial, date of birth, gender, in receipt of FSM or not) was also captured to help tracking and analyses. Each of the main questions were rated on a 1 to 5 scale.

5. Measuring impact: our findings

Quality assurance visits

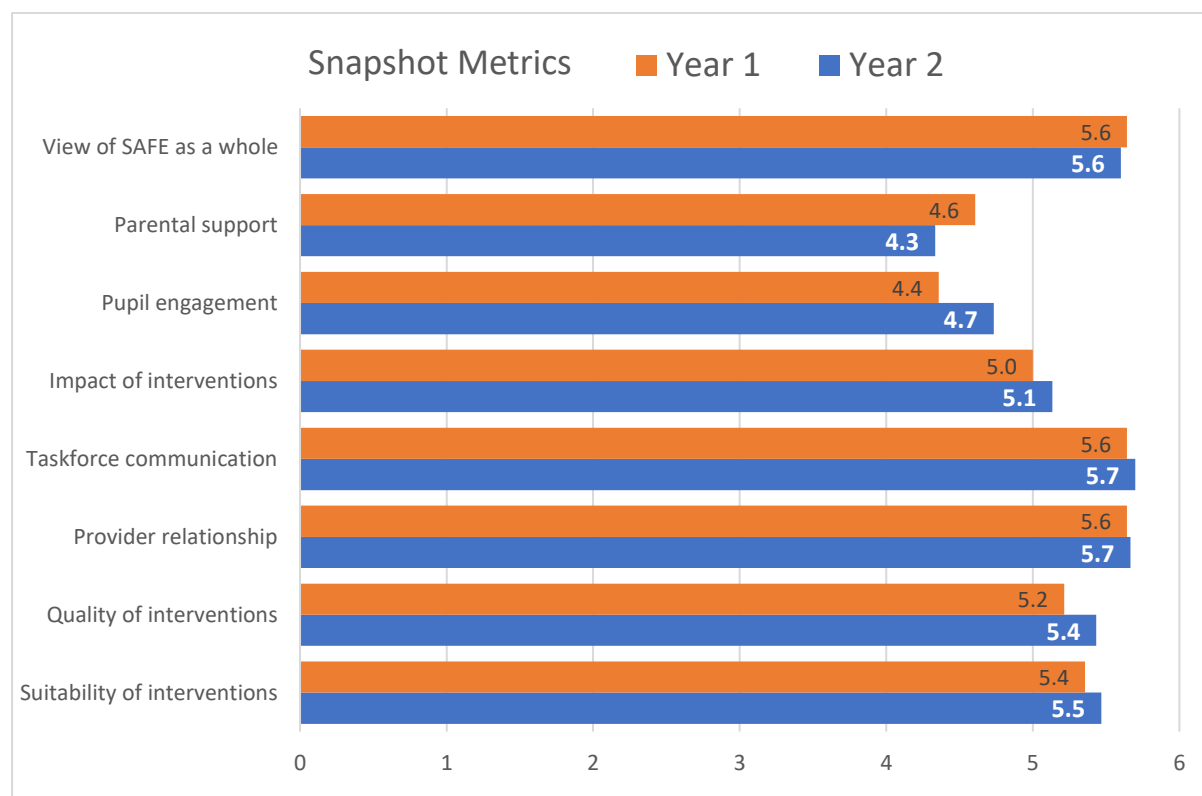
By the end of July 2024 nearly every school involved in the programme had had a quality assurance visit. Key observations and learning from these visits reflected many of the same features identified in Year 1:

- **Strong leadership through the SAFE Champion:** The programme has the greatest impact when the SAFE Champion took a proactive role in the implementation and monitoring of the programme. This helped to raise the profile of the programme with pupils and staff. Conversely, the programme has stalled when there had been a change of Champion with a poor handover process.
- **Communication and continuity:** Effective and regular communication between the providers and schools is key to the success of the programme. In several schools, mentors are seen as part of the main staff body and worked autonomously. This was aided by a significant degree of continuity in schools, i.e. the same mentors working in the same schools.
- **The quality of provision:** SAFE Champions were positive about the quality of the provision and felt that it had improved. Schools had a better understanding of the interventions, and this helped them in the placing of different pupils for different interventions. The quality assurance by providers had improved and the variation in quality of delivery had reduced.
- **Impact:** Champions spoke positively about the impact of interventions. Some had carried out their own analyses of impact and these showed significant improvements in behaviour and suspensions. The raw data on attendance showed less of an improvement. Another point raised during the quality assurance visits was that of how many pupils *hadn't* been excluded because of the interventions. This raises an interesting question about how such impact can be measured and captured.
- **Attendance to sessions and engagement:** This remained variable and was a function of the type of pupils chosen for intervention. Those with at the highest risk of entering into serious violence (previously termed 'Tier 1' pupils) were often those with the lowest attendance to school and

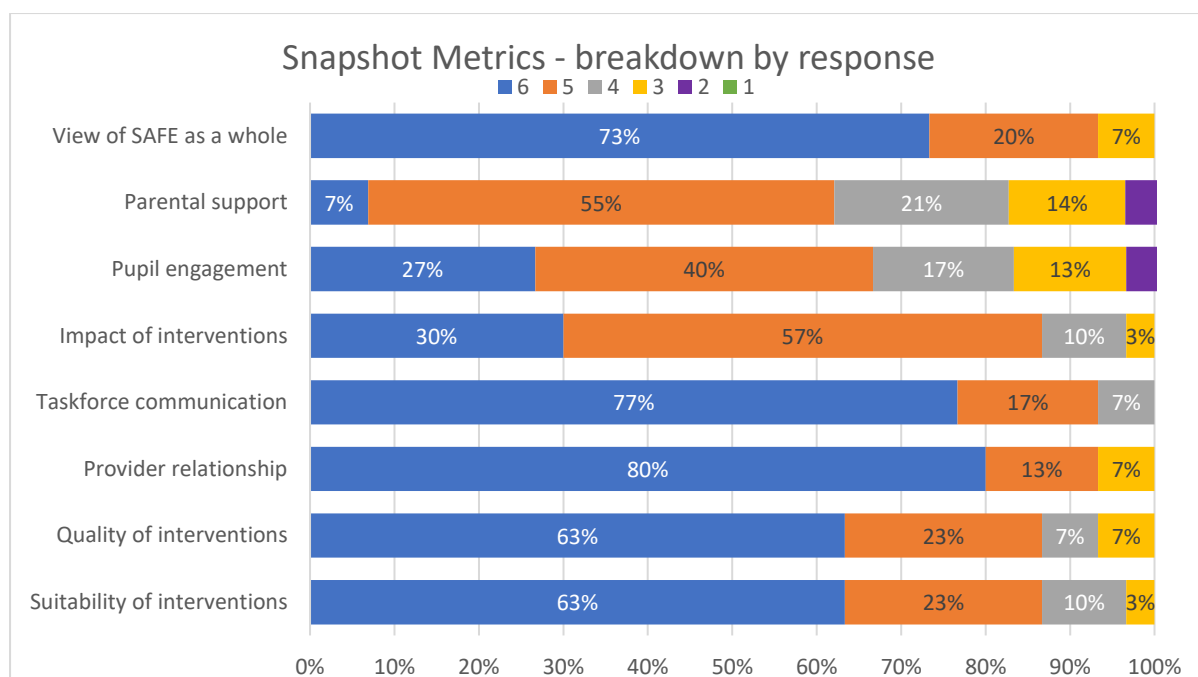
the most challenging behaviours. This meant that they were often not in school to attend sessions, be it through poor whole-school attendance or through being suspended (or indeed excluded). For this particular cohort, this limited levels of engagement and attendance, and consequently the impact of interventions.

Snapshot metrics

Part of the quality assurance visits asked Champions to give their view on a range of different areas. This simple subjective survey provides some additional insights into the programme. The output from this (with a comparison to Year 1) is shown below.



The above chart shows the average response to the questions. Further analysis of the responses is shown on the next page (6 was represents the most positive option and 1 the lowest).



The headline figures for Year 2 are very similar to those of Year 1. The largest gain was in pupil engagement; Champions feel that pupils have engaged more in Year 2 than in Year 1. The more detailed breakdown of responses shows some interesting changes when compared to Year 1. The table below shows the differences in responses for each snapshot metric (between Year 1 and Year2):

	Grading	Suitability of interventions	Quality of interventions	Provider relationship	Taskforce communication	Impact of interventions	Pupil engagement	Parental support	View of SAFE as a whole
Difference in responses between Year 1 and Year 2	6	▲ 20%	▲ 28%	▲ 12%	▲ 9%	▲ -2%	▲ -5%	▲ -11%	▲ 2%
	5	▼ -27%	▼ -30%	▼ -15%	▼ -12%	▲ 14%	▲ 26%	▲ 19%	▲ -1%
	4	▲ 3%	▲ 0%	▲ -4%	▲ 3%	▲ -8%	▼ -12%	▼ -15%	▲ -7%
	3	▲ 3%	▲ 3%	▲ 7%	▲ 0%	▲ -4%	▲ 6%	▲ 3%	▲ 7%
	2	▲ 0%	▲ 0%	▲ 0%	▲ 0%	▲ 0%	▼ -15%	▲ 3%	▲ 0%
	1	▲ 0%	▲ 0%	▲ 0%	▲ 0%	▲ 0%	▲ 0%	▲ 0%	▲ 0%

The data shows improvements in the suitability and quality of interventions, the relationship between schools and providers and communication from the project team. There have also been improvements in the perceived impact and engagement of pupils and parents in the interventions.

Whilst these judgements are subjective, they suggest that the interventions are having a greater impact; the programme is now well established and embedded in schools. Another point of consideration is that schools are now more skilled in placing the right pupils for the different interventions; perhaps more 'Tier 2' pupils have been placed on interventions than in Year 1. Feedback from Champions suggests that there were around 25% fewer swaps in Year 2, again suggesting greater pupil engagement. These factors would help to account for all the uplifts shown in the data.

This highlights a key challenge of the aims of SAFE; those most in need of support are often those that are least likely to engage with interventions or indeed attend school. As outlined previously, this has resulted in some schools thinking about a slightly different cohort for the remaining years of the programme.

We have continued to showcase examples of strong evaluation by schools in our Champions meetings, and our quality assurance visits would suggest that more schools are now carrying out their own detailed data analyses.

The quality assurance visits would also suggest that there is less variation between different providers and the data supports this. The 'quality of interventions' metric shows an increase in the top grade from 36% in Year 1 to 63% in Year 2.

Pupil feedback

Each quality assurance visit included speaking to pupils. A sample of their views is shown below:

"Yes, it helps me get things off my chest and I go back to lessons a bit calmer. I'm in less trouble. I can control my anger a bit better. The strategies I've learnt have become a habit."

"Yes, because it's helping me understand my emotions and getting them all out. It's helping me speak about it more. It made things better at home because I don't argue with my mum as much - I know how to say things without shouting."

"It helps me control my emotions, I used to get really angry, but now I can control my emotions a little more. It means I'm getting in less trouble, and out of school its making a difference - I don't scream at my mum any more, instead I help her."

"It's good, he's been showing us different ways to stay safe. He helps us with things that other teachers wouldn't be able to help us with. I can relate more with him, I sometimes don't feel safe talking to other teachers - I trust him."

"She's been terrific, I think I'll have developed more confidence from working with her."

"It's easier to manage when I have a panic attack."

"Sometimes we learn about new techniques like grounding techniques or breathing techniques. We sometimes play games and talk whilst we do that. I think she's very kind to people."

"We get to talk about problems, and things that would do me in. She speaks about things I can do and I cannot do, and it just gives me a reshaped mindset."

"I used to always get in trouble, but not anymore - the sessions taught me that if I don't be good I won't have anywhere to go in the future, when I'm older."

"He tells me what to do and not to do, and what to do in certain situations. He's a pretty calm dude, but sometimes he grills you and gets the message in - he can tell you off but not like a teacher does - he doesn't shout which is nice."

"Yeah, I feel they've helped me in many different ways. So on the internet, I've seen what might come up and been able to deal with it. It's helped me control myself and know when there's a limit, when to stop and when to carry on."

"Yes, cause its like she asks me what's on my mind and I feel that I can just tell her - and she's not going to tell anyone what I'm thinking. She's changed how I view things. She makes me enjoy school more - have a better mindset."

"The sessions are helping me to calm down and I use these in lessons - things like breathing and other exercises. It means that I'm getting in less trouble, and I get on

with people better. I used to get really angry at little things, but I'm now doing much better. I'm happier in school."

"My behaviour last year was bad, but this year things have improved. Part of this is due to the support and my also my head of year. I now feel better, and don't get a detention every day. My parents are happy about the changes."

"It's helping me concentrate more, it helps me focus on stuff - it blocks out the other stuff - I focus on the lesson. It's helped with my friendship groups - it fixed things with friends."

"Yes, it's made a massive difference to me - before I used to get in lots of arguments with teachers but now I have ways of dealing with that - I'm now in less trouble."

"Yes, I get to talk about my feelings and what's been going off. In a fight situation, I don't hit back. I'm able to control my emotions a bit more. I think about the consequences now. I enjoy school more."

"I've been in quite bad states in terms of my mental health, and its brought me up - I'm a bit happier. I enjoy school a bit more now."

"It is making me not think about bad things and have good thoughts. Its making me more confident. It's changed my behaviour around school 100%."

"It's helped with friendships - I get along with them more and want to find out what they're interested in."

"Yes, before him, I'd have a panic attack everyday - my attitude was really bad, and he helped me. It's helped at home. If it weren't for him I'd have been expelled."

"Yeah, I stay in lessons a lot more, I listen to teachers. I'm not in as much trouble as before. I open up to staff more and talk to them. Yes, before I had anger issues - and now I can concentrate more. I'm now in less trouble. Its created stronger bonds with other people."

"I think they help a lot. I don't have to worry about things that happen at school - I can wait until I see her. She talked to me about breathing techniques - this has helped at home - since I've been seeing her, me and mum haven't argued half as much."

"I'd say it's really helpful and sometimes I've not wanted to go but on the long run its definitely improved my mental health and is definitely something that works."

Data analysis of Year 2 using AnyComms data (Internal)

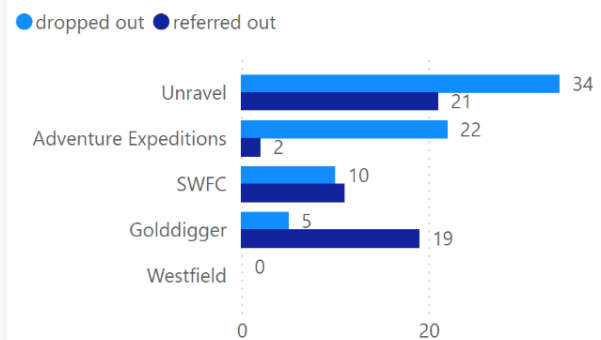
Cohort overview

The total allocation across all school in Year 2 was 576 pupils. As in Year 1, schools were asked to identify a cohort for interventions prior to the options process, and to record this on AnyComms. Of the original pupil allocation, 403 of these young people ended up starting an intervention. 118 pupils who started an intervention either dropped out or were referred out (this was lower than in Year 1).

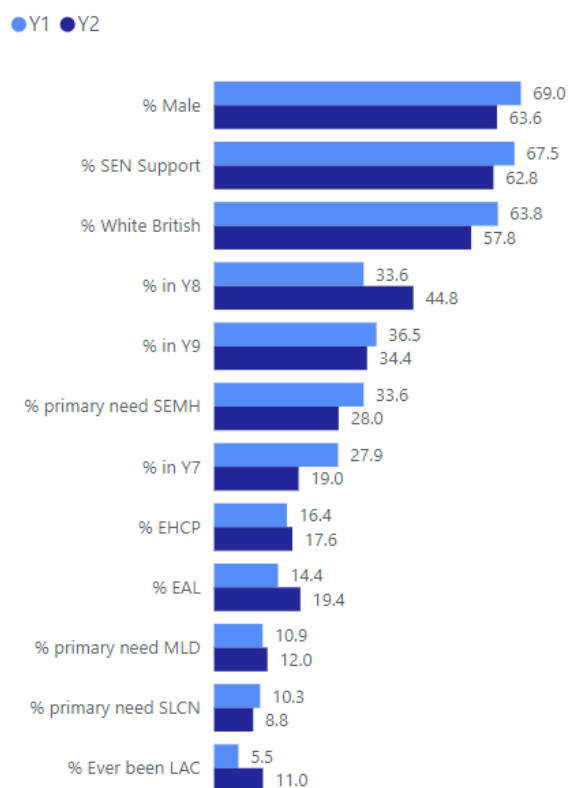
Through the year, some pupils were either referred out of the programme or were deemed to have successfully completed an intervention. In all, 701 pupils started a SAFE intervention in Year 2, and 500 of these were deemed to have engaged successfully with the intervention (i.e. they attended six or more sessions and did not drop out or get referred out). The remainder of our evaluation in this section is focussed on these 500 pupils.

Our rationale for this is linked to uncertainties in how to interpret the data for those that failed to engage with interventions. For example, if a pupil attended two sessions during an academic year and then decided they did not wish to continue with the support, it is unclear then if their attendance was 100% (2/2) or 6% (2/35). Either of these would skew the overall average attendance. Focussing on those that engaged with the interventions (6 sessions or more) provides the basis for more meaningful evaluation.

Number dropped-out and referred out



Cohort characteristics

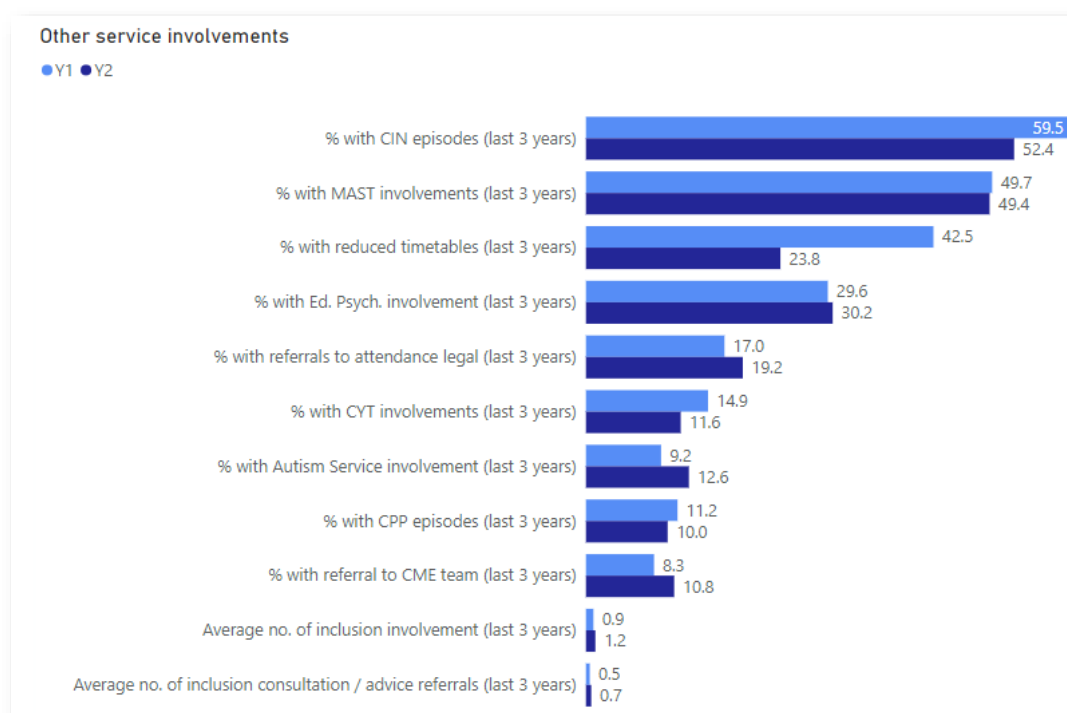


The chart on the left shows the characteristics of pupils who participated in SAFE interventions in Year 1 and Year 2 (in both cases this only includes pupils who attended 6 or more sessions).

Overall, the Year 1 and Year 2 cohorts were quite similar. Some differences are:

- A slightly lower percentage of males in the Year 2 cohort (-5.4%)
- A slightly increase of EAL pupils in the Year 2 cohort (+5%)
- A slight decrease of SEND in Year 2, particularly those with SEMH as a primary need (-5.6%).
- The percentage of pupils who have ever been looked after in Year 2 is twice the rate in Year 1.

The chart below shows involvements with other services prior to the start of SAFE interventions for pupils who participated in SAFE interventions in Year 1 and Year 2 (in both cases this only includes pupils who benefitted from a SAFE intervention).

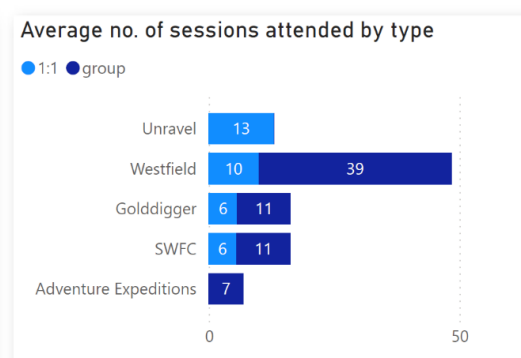
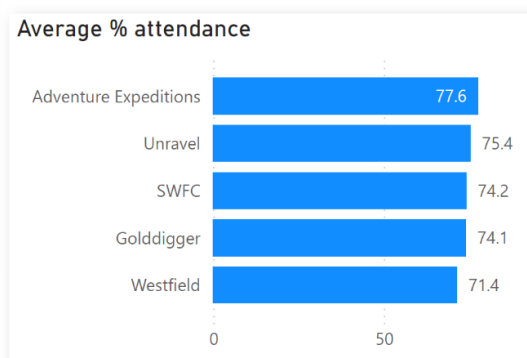


In both years, around half of the cohort had a CiN or MAST involvement in the three years prior to the programme commencing. The largest difference between Year 1 and Year 2 is a proportion of young people with a reduced timetable (42.5%).

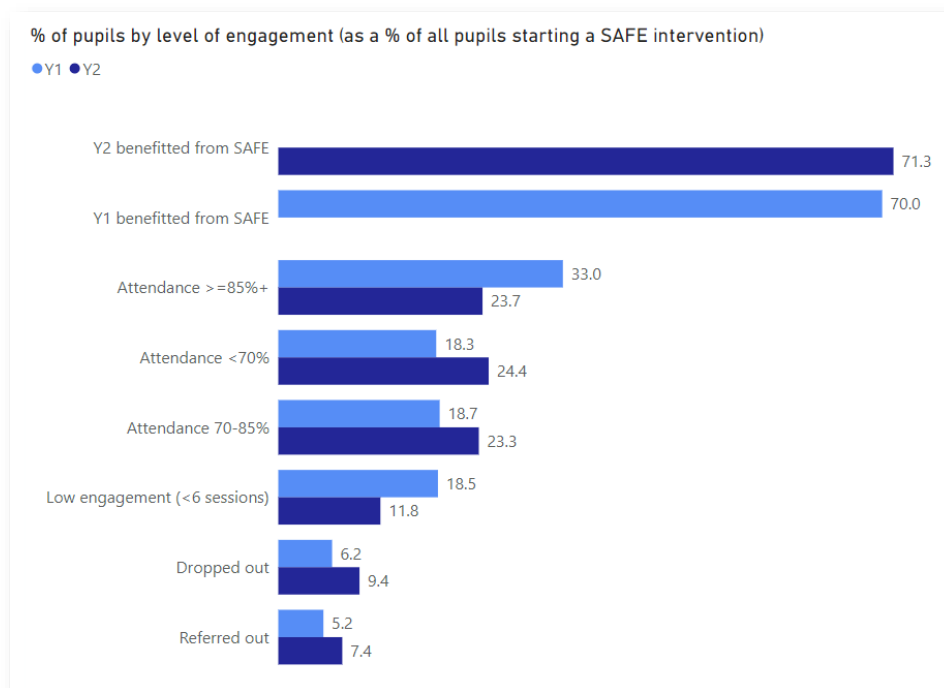
This data illustrates the vulnerability and challenges faced by the SAFE cohort. This is a cohort characterised by complex circumstances and multi-agency support; SAFE represents only part of the interventions they may receive.

Session attendance

The average attendance (attended sessions / possible sessions) was higher in Year 2 (75.4%) compared to Year 1 (71%). This ranged from 71% (Westfield School) to 78% (Adventure Expeditions). Different providers work in different ways, i.e. some work solely with individual pupils, some work with solely with groups, and others work with a combination of these.



The chart below shows the level of engagement in Year 1 and Year 2. Pupils have been split into categories according to their level of attendance at SAFE interventions. This shows that a slightly higher percentage of all pupils starting a SAFE intervention engaged with the programme ('benefitted from SAFE') in Year 2 compared to Year 1. The percentage of young people with low engagement was lower in Year 2 (12%) than in Year 1 (19%).



Methodology and key findings

The aim of our analysis was to understand if a range of outcomes had improved following the SAFE interventions. As in Year 1, we analysed a range of factors prior to the start of the intervention ('pre-SAFE') and compared these to outcomes in a similar timeframe following the intervention. The 'pre-SAFE' period covered the six months prior to the interventions starting (2022/23 academic year). This 'post-SAFE' period began three months after the start of the intervention to allow time for the intervention to demonstrate impact and accounts for the last 6 months of 2023/24 academic year. Again, only those who attended six or more sessions form part of this analysis.

Some young people had interventions in Year 1 and Year 2. Young people who had most of their sessions in Year 1 are not included in the Year 2 cohort, this included those who started sessions in Year 1 and finished in September or October 2023. Young people who had interventions in Year 1 and Year 2 (finishing after October 2023) were included in the Year 2 analysis, but the analysis of their session attendance excludes sessions prior to September 2023.

The table on the next page shows several measures for pupils who started an intervention (and did not drop-out or get referred out) in the pre- and post- intervention time periods.

Outcome	Pre-SAFE	Post-SAFE	Change
% attendance (3 HTs)	85.07	79.16	◆ -5.915
% unauth. absence (3 HTs)	9.45	14.28	◆ 4.834
% sessions suspended (3 HTs)	1.87	3.07	◆ 1.199
Avg. no of serious violence offences	0.018	0.006	● -0.012
Avg. no of other offences	0.025	0.008	● -0.018
Avg. no. of referrals to attendance legal	0.020	0.091	▲ 0.072
Avg. no. of inclusion consultation / advice referrals	0.072	0.160	▲ 0.087
Avg. no. of inclusion involvements	0.303	0.220	● -0.083
Avg. no. of involvements with Autism Service	0.057	0.043	● -0.014
Avg. no. of involvements with Ed. Psych.	0.196	0.115	● -0.081
Avg. no of reduced timetables	0.082	0.060	● -0.022
Avg. no of MAST involvements	0.110	0.109	● -0.001
Avg. no of CIN episodes	0.170	0.171	▲ 0.001
Avg. no of CPP episodes	0.033	0.025	● -0.008
Avg. no. of involvements with CME team	0.010	0.019	▲ 0.010
Avg. no of CYT involvements	0.031	0.054	▲ 0.023

A number of outcomes do improve (number of offences, number of inclusion and attendance involvements and MAST / social care episodes). However, outcomes get worse across the key measures of attendance, unauthorised absence and exclusions. This reflects the findings for the Year 1 evaluation.

As described in the Year 1 evaluation report, the problem with this approach is that we do not know what would have happened to attendance if the pupil had not received an intervention. We recognise that attendance for all young people is worsening nationally, and that attendance tends to decline with national curriculum age and over the course of each academic year. This suggests that there are other factors at play.

In Year 2, we have used the same methodology as in Year 1. We created a control group of those pupils who did not receive a SAFE intervention. To maintain a similar context in terms of the cohorts, we used the young people who were part of the original allocation and those who dropped out or were referred out to create a control group.

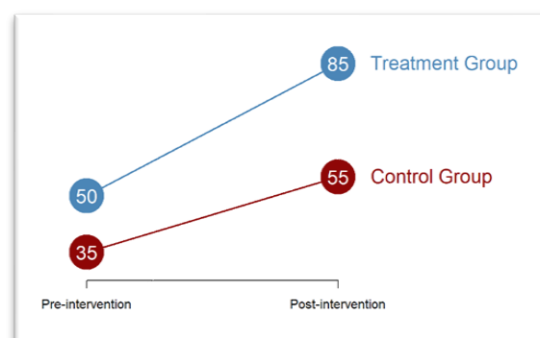
The first three columns of the table on the next page show how the characteristics of the control group compare to the characteristics of the SAFE cohort in the pre-intervention time period. The two groups are similar across most characteristics, but the control group has notably lower attendance, higher unauthorised absence and higher exclusions.

A technique known as propensity score matching was used to create weightings for the control group; this meant that young people who are more like the SAFE cohort get a higher weight and those who are less like the SAFE cohort get a lower weight. After applying the weightings, generated using propensity score matching, the characteristics of the SAFE cohort and control group were more evenly matched (see the last two columns of the table on the next page).

Outcome (pre intervention)	Control (unweighted)	SAFE	Difference	Control (weighted)	Difference
Avg. current NCY	9.19	9.19	0.00	9.17	-0.02
% Male	64.04	63.60	0.44	62.03	-1.57
% EAL	10.62	19.18	-8.56	19.83	0.65
% EHCP	20.89	17.81	3.08	19.33	1.52
% SEN Support	75.34	63.01	12.33	61.24	-1.77
Avg. no of PX	0.034	0.022	0.013	0.016	-0.005
% attendance (3 HTs)	73.90	85.07	-11.17	84.09	-0.99
% unauth. absence (3 HTs)	17.04	9.45	7.60	9.78	0.33
% sessions suspended (3 HTs)	4.07	1.87	2.21	2.11	0.24
No. of FX in primary	1.363	1.068	0.295	1.078	0.010
Avg. no of other offences	0.017	0.025	-0.008	0.016	-0.010
Avg. no of serious violence offences	0.007	0.018	-0.011	0.005	-0.013
Avg. no. of referrals to attendance legal	0.055	0.020	0.035	0.022	0.003
Avg. no. of involvements with Autism Service	0.082	0.057	0.025	0.053	-0.004
Avg. no. of involvements with Ed. Psych.	0.243	0.196	0.047	0.195	-0.001
Avg. no. of inclusion consultation / advice referrals	0.178	0.072	0.106	0.082	0.010
Avg. no. of inclusion involvements	0.455	0.303	0.152	0.307	0.004
Avg. no of reduced timetables	0.144	0.082	0.062	0.105	0.023
Avg. no of MAST involvements	0.147	0.110	0.038	0.095	-0.014
Avg. no of CIN episodes	0.250	0.170	0.080	0.167	-0.003
Avg. no of CPP episodes	0.058	0.033	0.025	0.037	0.004
Avg. no of CYT involvements	0.075	0.031	0.044	0.030	-0.001
Avg. no. of involvements with CME team	0.017	0.010	0.007	0.010	0.000

This allowed us to analyse the change in outcomes for the control group in the pre- and post-intervention periods and compare this to the change in outcomes in the SAFE cohort.

The approach of comparing an outcome in a pre- and post-intervention period is known as ‘difference-in-difference’ analysis. The graphic below illustrates how this works. In the example the improvement in the treatment group is 35 and the improvement in the control group is 20. This suggests that the treatment group would have seen an improvement of 20 regardless of the intervention. The actual improvement that can be attributed to the intervention is $(35-20) = 15$.



The table below shows the results of the difference-in-difference analysis across all outcome measures. Results that are statistically significant are highlighted blue and bold in the final column of the table.

Outcome	Control (weighted) before	Control (weighted) after	Change in control (1)	SAFE before	SAFE after	Change in SAFE (2)	Difference-in-difference (2-1)
% attendance (3 HTs)	84.09	70.21	-13.87	85.07	79.16	-5.92	7.96
% unauth. absence (3 HTs)	9.78	18.96	9.18	9.45	14.28	4.83	-4.35
% sessions suspended (3 HTs)	2.11	5.85	3.74	1.87	3.07	1.20	-2.55
Avg. no of serious violence offences	0.005	0.002	-0.003	0.018	0.006	-0.012	-0.009
Avg. no of other offences	0.016	0.004	-0.012	0.025	0.008	-0.018	-0.006
Avg. no. of referrals to attendance legal	0.022	0.062	0.040	0.020	0.091	0.072	0.032
Avg. no. of inclusion consultation / advice referrals	0.082	0.251	0.169	0.072	0.160	0.087	-0.082
Avg. no. of inclusion involvements	0.307	0.244	-0.063	0.303	0.220	-0.083	-0.020
Avg. no. of involvements with Autism Service	0.053	0.038	-0.015	0.057	0.043	-0.014	0.001
Avg. no. of involvements with Ed. Psych.	0.195	0.122	-0.072	0.196	0.115	-0.081	-0.009
Avg. no of reduced timetables	0.105	0.107	0.002	0.082	0.060	-0.022	-0.024
Avg. no of MAST involvements	0.095	0.167	0.071	0.110	0.109	-0.001	-0.072
Avg. no of CIN episodes	0.167	0.152	-0.015	0.170	0.171	0.001	0.016
Avg. no of CPP episodes	0.037	0.033	-0.004	0.033	0.025	-0.008	-0.004
Avg. no. of involvements with CME team	0.010	0.016	0.007	0.010	0.019	0.010	0.003
Avg. no of CYT involvements	0.030	0.063	0.033	0.031	0.054	0.023	-0.009

The data shows that, although attendance worsened for the SAFE cohort following SAFE interventions, the attendance was 8% points higher than it would have been in the absence of the intervention. Similarly unauthorised absence was 4% points lower. The attendance of the SAFE cohort decreased less sharply than a similar cohort that did not receive interventions. Similarly, unauthorised absence was 4% points lower.

The percentage of suspensions is also 3% points lower than expected. Although the rate of suspensions increased slightly for the SAFE cohort, this was significantly lower than the increase in suspensions in the control group. There was also a statistically significant reduction in the number of MAST involvements for SAFE pupils. All these findings are statistically significant.

This shows some evidence of impact. The attendance of SAFE cohort declined only marginally when compared to the control group (-5.92% compared to -13.7%). These figures are averages only and mask some real improvements in attendance of some individual pupils (as cited by SAFE Champions).

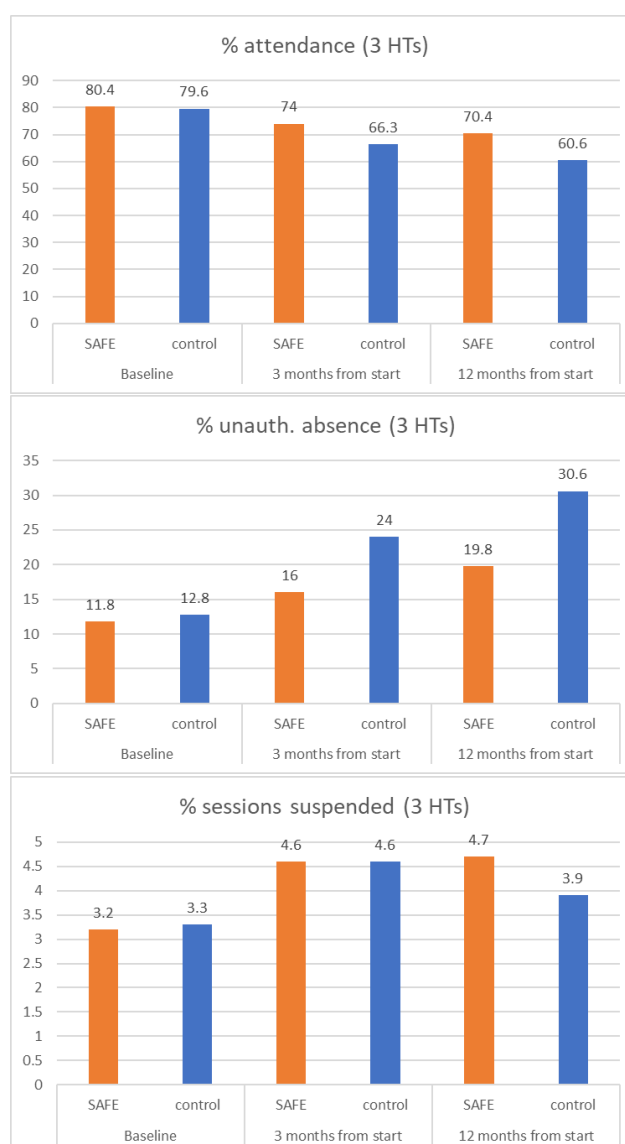
Another area of interest would be to try and better understand the characteristics of pupils for whom SAFE interventions had the greatest impact. This would help to better target resource in the future and expands the idea of targeting Tier 2 pupils as opposed to Tier 1 pupils. To do this, the difference-in-difference analysis was repeated for each group based on level of engagement, the results are presented in the table below. Results that are statistically significant are blue and bold.

Level of engagement (Y2 cohort)	Impact on % attendance (HT4-6 2023/24)	Impact on % suspensions (HT4-6 2023/24)
Low engagement (< 6 sessions)	+3.3 % points	-3.8 % points
SAFE attendance <70%	+2.7 % points	-1.3 % points
SAFE attendance 70-85%	+9.2 % points	-3.2 % points
SAFE attendance 85%+	+11.6 % points	-2.6 % points

The impact on attendance is largest for young people whose attendance at SAFE interventions was 70% or greater. It is worth noting that these results may not be as reliable as the evaluation of the whole

cohort as the control group is possibly not so well matched to pupils who had high levels of attendance at SAFE interventions.

We have also carried out some analysis on the Year 1 cohort. This compared attendance and suspensions six months prior to the intervention with those 12 months after the interventions. The charts below show the change in attendance and suspensions from the baseline period (6 months prior to the start of SAFE interventions), 3 months after the start of interventions, and 12 months after the start of interventions. Typically, this would be December 2022 (baseline), April 2023 (after 3 months of intervention), and January 2024 (after 12 months of the start of the intervention).



Attendance has worsened over time for both the SAFE and control groups; however, the attendance of the SAFE group has not declined as much and unauthorised absence rates have not increased as much. Overall attendance for the SAFE cohort was 9% points higher 12 months post intervention than would have been predicted without the SAFE intervention. Similarly, unauthorised absence was around 10% points lower than would be expected 12 months post intervention. Both findings are statistically significant.

The picture is slightly different for suspensions where the SAFE cohort have a slightly higher rate of suspension than the control group. The difference is not statistically significant and may be related to

the SAFE cohort having higher attendance in school and therefore having more opportunity to receive a suspension.

Data analysis of Year 2 using ImpactEd data (External)

Cohort information (Sample size)

The ImpactEd analyses included only matched pupils in the data analysis (i.e., those who took both the baseline and endline scores), as the matched data allows change over time to be measured. The table below shows the sample size of matched pupils by subgroup.

	All pupils	Female		Male		Eligible for PP		Non-Eligible for PP	
Overall	312	116	38%	190	62%	162	70%	69	30%
<i>Adventure Expeditions</i>	101	24	24%	76	76%	60	73%	22	27%
<i>The Golddigger Trust</i>	63	32	53%	28	47%	35	75%	12	25%
<i>SWFCCP</i>	20	4	20%	16	80%	8	47%	9	53%
<i>Unravel</i>	109	48	45%	59	55%	48	67%	24	33%
<i>Westfield School</i>	18	8	44%	10	56%	10	83%	2	17%

Features of the sample group to be considered when interpreting results are:

- A larger percentage of pupils (who completed both the baseline and endline survey) is male (62%) than female (38%).
- 0.05% of the pupils responded 'other', 'non-binary' or 'prefer not to say' for gender. These pupils are included in the overall analysis but not in the gender subgroup analysis due to the small sample size.
- One pupil was excluded from the 'by intervention' analysis because they participated in two interventions.

The size of the sample for each intervention has a bearing on the statistical significance of the subsequent analyses.

Methodology and key findings

To create a robust and practical evaluation of the key outcomes, the focus of the surveys was on measuring single key constructs or outcomes, rather than using a composite measure, as it was felt that this approach was more likely to capture the varied set of outcomes linked to each intervention. Appendix 1 shows the tools used to measure each outcome.

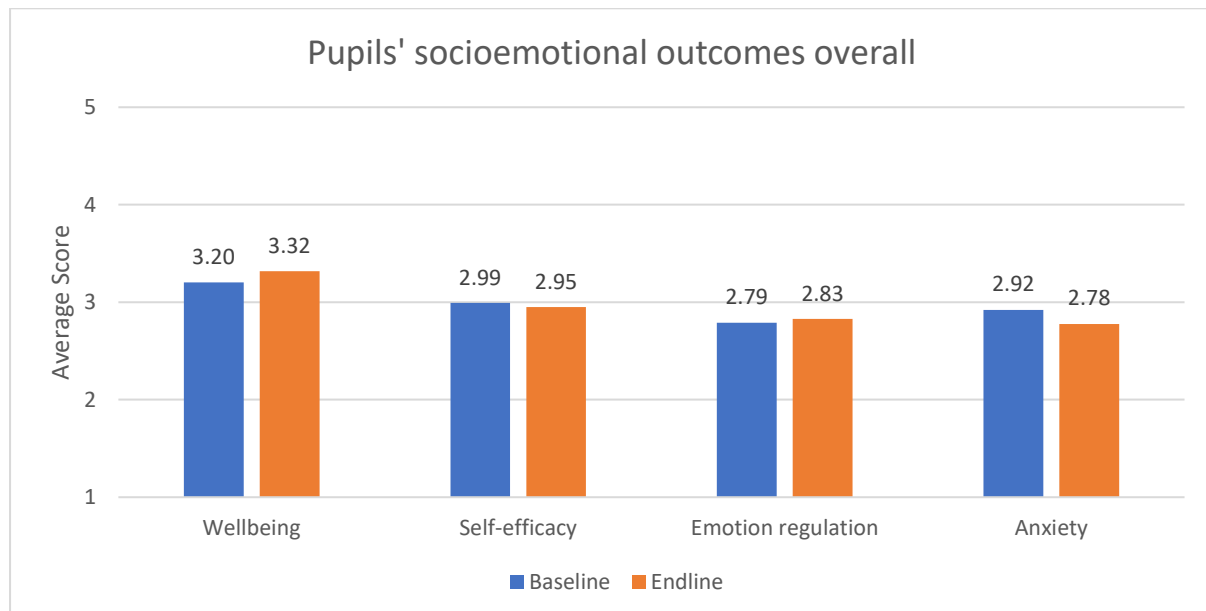
Pupil surveys were matched between baseline and endline timepoints. Average baseline and endline scores were produced for each outcome and percentage point changes were calculated. Statistical significance testing was conducted for each outcome overall and by intervention, where the sample sizes were 20 or higher. Parametric paired-t-tests or Wilcoxon Sign-Rank tests were used.

There are some important limitations with this evaluation that should be considered when assessing its findings:

- **For some interventions and subgroups, sample sizes were relatively small:** Some participant subgroups included 3 people or fewer. Whilst these small subgroups are included in overall analysis, they are omitted as appropriate in subgroup analysis.
- **Lack of additional data:** Since we only collected one type of data (i.e. self-reported surveys completed by pupils), we cannot triangulate the findings with other forms of data such as qualitative interviews or other stakeholder surveys.
- **No control group:** We do not have a comparison group of pupils with similar characteristics and needs. The lack of a control group limits the degree to which results can be attributed to the interventions as opposed to external factors (e.g., school environment, world events, etc).

Two of the five interventions achieved statistically significant results in several of the key outcomes: Adventure Experiences (n=101) and Unravel (n=109). The statistical significance of trends is likely due to the higher sample size of participants in these two interventions. Three of the interventions did not achieve statistically significant results: Sheffield Wednesday Football Club (n=20), The Golddiggers Trust (n=63), and Westfield School (n=18).

Overall, pupils' wellbeing improved and their anxiety decreased, while their self-efficacy and emotional regulation remained broadly the same.



Wellbeing

- Pupils saw a 2.8 percentage point increase in their wellbeing levels, a statistically significant result. Females increased by 3.7 percentage points and males increased by 2.4 percentage points.
- Pupils who took part in the Adventure Expeditions and Unravel interventions saw statistically significant increases in their wellbeing levels (3.3 and 7 percentage points respectively).
- Wellbeing levels of pupils eligible for Pupil Premium (PP) increased by 4.2 percentage points, whilst those of pupils not eligible for PP increased by 2.4 percentage points, suggesting that pupils with Pupil Premium benefited more from the programmes than those without.

Self-efficacy

- Pupils saw a 1.0 percentage point decrease in their self-efficacy scores, but this result was not statistically significant. Only pupils who took part in the Unravel and Westfield School

interventions saw their levels of self-efficacy increase in 2023-2024 (0.6 and 2.4 percentage points respectively). None of the self-efficacy results from any of the interventions were statistically significant.

- Female pupils' self-efficacy decreased less (-0.6 percentage points) than that of male pupils (-1.5 percentage points).
- Self-efficacy levels of pupils not eligible for PP decreased by 1.4 percentage points, whilst self-efficacy levels of pupils eligible for PP decreased by 0.9 percentage points.

Anxiety

- Overall, pupils saw a 3.6 percentage point decrease in their anxiety levels, a statistically significant result. Pupils who took part in the Adventure Expeditions, Golddigger Trust, Westfield School, and Unravel interventions saw their anxiety levels decrease, whilst pupils who took part in the SWFC intervention saw their anxiety levels increase. The most notable of these was Unravel, with an 8 percentage point decrease in anxiety.
- Female pupils' anxiety levels decreased by 5.5 percentage points, whilst male pupils' anxiety levels decreased by 2.8 percentage points. It is interesting to note that female pupils' anxiety decreased more than male pupils' anxiety, whilst female pupils also showed a greater increase in their wellbeing scores than male pupils.
- Pupils not eligible for PP saw a 5.7 percentage point decrease in their anxiety levels, whilst PP-eligible pupils saw a 2.9 percentage point decrease in their anxiety levels.
- It is worth noting that pupils participating in Adventure expeditions and SWFC had the lowest anxiety scores at both baseline and endline timepoints, perhaps suggesting that pupils may be selected for these programmes on the basis of having lower anxiety levels, i.e. they were not selected for intensive therapeutic support etc.

Emotional regulation

- Overall, pupils saw a 0.9 percentage point increase in emotion regulation levels. Pupils who took part in the Golddigger Trust and Unravel interventions saw their emotion regulation scores increase (3.3 and 4.5 percentage points respectively), whilst pupils who took part in the Adventure Expeditions, Westfield School, and SWFC interventions saw their emotion regulation scores decrease.
- Emotion regulation scores slightly increased for both male and female pupils (1.2 and 0.4 percentage points respectively).
- Emotion regulation levels of PP-eligible pupils increased by 1.3 percentage points, whilst emotion regulation levels in pupils not eligible for PP decreased by 4.8 percentage points. This represents a difference of 6 percentage points between the two cohorts.

The analyses show that pupils receiving interventions saw a statistically significant improvement in wellbeing and anxiety. There was also a positive impact on emotional regulation, but this was not statistically significant. Apart from those receiving interventions from Unravel, (and to a smaller degree, Westfield School) pupils did not see an improvement in self-efficacy.

The ImpactEd analyses also show that the effect of interventions is similar for both PP and non-PP pupils. Indeed, PP pupils' wellbeing scores improved significantly more than their peers, and their anxiety levels decreased more than their peers. The same was true for emotional regulation. This suggests that the inequalities that exist in other outcome measures are not reflected in the SAFE interventions.

Summary

The data shows that the SAFE interventions are having an impact. There are positive changes to attendance and suspensions when compared to a control group. Similarly, there is evidence of a positive impact on wellbeing and levels of anxiety. Whilst there are some positive instances of improvement in self-efficacy and emotional regulation, these are less compelling.

The data also shows differences in outcomes between different providers. This is of interest because they all have a different approach to supporting young people and indeed cater for different groups within the SAFE cohort. That said, clear conclusions are not possible due to the low number of matched responses to the pupil survey for some providers.

The data does support the notion that pupils need to engage over a sustained period for the interventions to have an impact; those that engaged for 70% or more of the time experienced the greatest benefit.

The analyses illustrate the many complexities involved in trying to evaluate the impact of the SAFE programme. Both the internal and external analyses, whilst useful, are based around averages, and this masks individual success stories. Discussions with Champions on some of the quality assurance visits suggests some remarkable transformations in the cases of individual pupils and this is supported by quantitative data on attendance and behaviour.

Both analyses are focussed on the immediate impact of the programme; the long-term impact will only be evident in levels of serious violent crime in the city over the coming decade. The scope of the analyses also illustrates the need for greater resource in this area. There are numerous improvements and refinements that could be included, for example the creation of control groups for each type of intervention, or the linking up of external and internal data, but each of these increases the range of possible analyses (the results of which may emerge to be not statistically significant due to low sample sizes).

Quality assurance also highlights the limitations of quantitative data. Comments from Champions talked about several pupils that had not been excluded from school because of the support they had received through the SAFE programme. 42% of all prison inmates have been excluded from school and so preventing exclusions will have an effect on reducing criminality. Whilst the link is then clear, its very difficult to ascertain what didn't happen (i.e. who didn't get excluded) because of the SAFE interventions.

We also need to appreciate the complex lives of many of the pupils targeted by the SAFE programme. The data shows that a significant proportion of these have additional needs or are involved in work from other agencies. There is little evidence to suggest the effective co-ordination and alignment of different strategies of support, and in any case, many do not link to supporting outside of the school environment. Some may have an unidentified need, such as speech and language difficulties, and these can mean that they find learning difficult. They are not able to access the curriculum effectively, and their engagement wains, and this often manifests itself in poor behaviour. This then leads to suspensions, and the lost learning gives rise to gaps in the learning, which makes accessing the curriculum even harder. From the quality assurance visits, we know that some pupils missed interventions through being suspended, and the data shows that this will have a detrimental impact on the effectiveness of interventions.

6. Our Learning

Things we are proud of in Year 2

- **Impact:** Our analyses shows that the SAFE interventions are having a positive impact on a range of different measures. The level of impact is a function of engagement with the programme; the more a pupil attends sessions, the higher the impact.
- **Data capability:** Our data capability continues to be a strength and has improved in Year 2. We successfully gathered a dataset about attitudinal and other qualitative factors. We have refined our thinking on how to interpret the data and this is helping us to begin to understand what works.
- **The scale of our interventions:** In Year 2, the programme successfully engaged over 500 pupils from October 2023 to July 2024. Combining this with Year 1 data and Year 3 data means that we will have supported over 1,500 pupils over the course of programme. We feel that this compares favourably to other SAFE taskforces.

Things we need to work on in the future

- **Our model of engagement:** We know that pupils benefit most when they engage with the sessions. We need to now prioritise engagement and access to sessions. This is particularly pertinent to Year 3, which will only run until 31 March 2025. We need to advocate greater flexibility for those pupils that are suspended (e.g. virtual sessions or coming into school specifically for a session).
- **Pupil surveys:** In Year 3, close to 90% of pupils completed the baseline survey. We need to ensure that as many pupils as possible complete the endpoint survey in March 2025 so that we have a suitably sized dataset for all providers.
- **Further analysis on 'what works for who':** We recognise that the interventions do not work for all pupils – and their engagement in the programme and attendance at sessions is vital (which is a function of their attendance at school). An area of further research would be to better understand not only the characteristics of those pupils who the interventions benefit most but also on which type of support works best for different cohorts.
- **Sustainability and the legacy of SAFE:** We need to use our learning to shape and influence future practice in the city. We need to consider a more integrated and aligned model of support for the most vulnerable young people in the city. This needs to include working with SEND and inclusion, alternative provision and mental health agencies.

Appendix 1

Outcome / Measure	Rationale	Example statements
Self-efficacy Motivated Strategies for Learning Questionnaire (MSLQ) - Self-Efficacy Subscale.	Self-efficacy is correlated with positive life outcomes such as higher academic achievement and persistence, and lower levels of crime (Gutman & Schoon 2013, DeWitz et al. 2009).	• I'm certain I can understand the ideas taught in my lessons • I expect to do very well in this school • My study skills are excellent compared with others in my Year group
Wellbeing Warwick Edinburgh Mental Wellbeing Scale	Well-being refers to contentment and overall sense of purpose as well as day-to-day happiness. Wellbeing is associated with a range of positive outcomes, including improved academic performance (Davidson, 2004; Stewart-Brown, 2005).	• I have energy to spare • I've been thinking clearly • I've been interested in new things
Anxiety Generalised Anxiety Disorder Assessment (GAD-7)	Research shows that young people at risk of becoming involved in serious violence often show signs of anxiety. The measure we are using assesses the severity of generalised anxiety disorder (GAD). Mossman et al., (2018) found that this measure may be used to assess anxiety symptoms and to differentiate between mild and moderate GAD in adolescents.	• I've felt nervous, anxious or on edge • I've been easily annoyed or irritable • I've felt afraid as if something awful might happen
Emotion Regulation Emotion Regulation Questionnaire	We are using this scale to measure the two main components of emotion regulation: (1) Cognitive Reappraisal (changing the meaning of evocative stimuli), and (2) Expressive Suppression (controlling response to evocative stimuli).	• When I want to feel happier, I think about something different • When I'm stressed, I make myself stay calm • I control my feelings by changing the way I think about the situation