

# **FROM LOCAL LEARNING TO NATIONAL AMBITION**

**Together, every child and  
young person can flourish**





AllChild offers holistic support for children, helping those who too often fall through the cracks. The challenge is great, but I believe AllChild will help to shift the dial. I hope this great work will serve as a blueprint for London, Greater Manchester and beyond.

**DAME RACHEL DE SOUZA**  
CHILDREN'S COMMISSIONER FOR ENGLAND



So many of the principles that we believe in as a new government are embodied by this incredible project at AllChild. The belief that you can't change things alone, that it takes a movement, it takes a village to raise a family and to raise a child. And that's what you're creating here: a whole village that is standing behind the child, walking alongside them as they seek to achieve their ambitions, not to have their ambitions imposed on them by others.

**RT HON LISA NANDY MP**  
SECRETARY OF STATE FOR CULTURE, MEDIA AND SPORT

— Both speaking at the AllChild Wigan launch event, 11 Nov 2024



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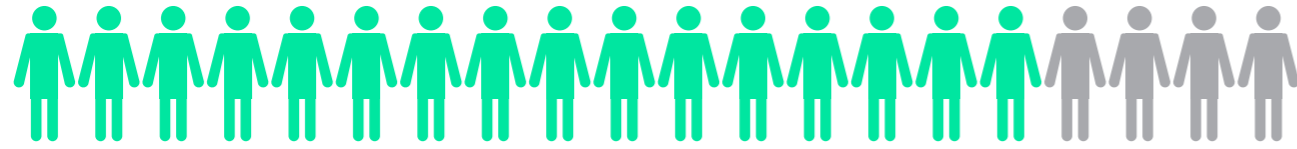
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# IMPACT: WITH CHILDREN AND YOUNG PEOPLE



**8/10**

**of children and young people improve their social-emotional wellbeing**

of those considered at risk in social-emotional wellbeing at start. Nearly 7/10 improve so much they move out of risk, according to our measurement tool (Strengths & Difficulties Questionnaire).

**6/10**

**improve academic attainment**

of those below age-related expectations (ARE) at start. 5/10 improve so much they are back on track to achieve ARE by end of school.

**7/10**

**of persistent absentees improve attendance**

43% improve so much they are no longer persistently absent (from <90% to >90% school attendance).



When I would get sent to the internal suspension room and I felt like it was the end of the world, [my Link Worker] would put it into perspective and show me that I am more than an attendance percentage, and more than referrals and detentions. We all want to try to do well in school, but sometimes outside noise gets too much and it's easy to throw your goals away... Now I am opening up those goals with the hope of thriving and not surviving.

**ALLCHILD YOUNG PERSON**  
YEAR 10, PIMLICO ACADEMY

# IMPACT: WITH THE WIDER SYSTEM OF SUPPORT



There is no doubt that AllChild prevents escalation to higher tier services.

**JAYNE VERTKIN**

Regional Adviser to London Councils

## Preventing the need for higher tier services

Longitudinal data sharing of AllChild cohort pathways post-programme have shown that:

- **Only 2-5%** of AllChild young people previously known to Children's Services re-escalate following the AllChild programme
- 35-40% of our young people are on school's SEN Support register, yet **less than 1%** escalate to an EHCP post programme
- **75%** of school leaders say that AllChild has contributed to avoiding the need for external intervention.



We have just entered our sixth year working with AllChild, with over 1,000 children and young people participating so far. The key for us is the added value of the AllChild model that maximises our investment and allows those children who wouldn't ordinarily get help access to it. There is also a benefit for our whole system – such as the investment in local voluntary organisations and collaboration on the ground across different sectors. I know every school I've been to visit who works with AllChild has been overwhelmingly positive.

**NIGEL CHAPMAN**

Corporate Director for Children and Young People, Brent Council

## Connecting families, schools and communities

- We 'linked' children and families to support in their local communities **6,000 times in 2023-24**.
- **97%** of families said they were more aware of local opportunities and support since their child started working with AllChild. 90% of school leaders felt more connected to opportunities and support.
- **92%** of families say AllChild has helped improved their relationship with their child's school.
- **83%** of school leaders say that AllChild has a significant, positive impact on engagement for the whole classroom.

## Towards a new system of 'positive investment' in children and young people

**£1.3m**

total funding directed by AllChild to voluntary, community and social enterprises in 2023/24 – to work with AllChild children and young people both in and out of school

**100%**

of AllChild's partner charities say their services are more impactful as part of a long-term, holistic package of support

# A NATIONAL VISION FOR LOCAL SYSTEMS

Nearly ten years ago, AllChild was established as a local solution to a local problem – with a delivery and funding model that was co-designed with our north Hammersmith and north Kensington communities back in 2015. We still believe that the solution has to be local. But we now know that the problem is national. And so, we have a new ambition to be a local charity creating a national blueprint for change.

In these ten years since conception, we have lived through six prime ministers, the Grenfell Tower fire, a pandemic, and now an environment for young people that is the most challenging it has been in decades.<sup>1</sup> Our organisation has grown from a tiny team and a handful of partners operating out of a youth club and community centre to a £7m organisation with 120 employees and hundreds of partners working across two cities and five local authorities, operating out of many youth clubs and many community centres. **We have raised £31m in income and delivered £340m in economic value** (see footnote on p.11). So when we say that we have never felt what we feel now – which is an opportunity for transformational change across the entire support system for children and young people – we really mean it. Moments

like this are rare, because two conditions need to be met: first, the change itself needs to have been tried and tested, and second, the context needs to be right. We believe that AllChild is the right idea at the right time. This report aims to show you why.

We are optimistic that the current ‘support’ system for children and young people can shift focus to be one of positive investment, which builds on their strengths, asks about their future or where they are struggling – and responds immediately. We are optimistic that we can build a national movement which emphasises the opportunities which already exist in and which are trusted by communities. And we are optimistic that, together, we can build genuinely proactive, preventative ecosystems of support and opportunity in our communities. This is all closer than it might feel, because we don’t need lots of new initiatives or major restructures directed from the centre. We just need to make better use of what already exists.

Since launching in 2016,<sup>2</sup> AllChild has worked with c.6,000 children and young people, in over 60 primary and secondary schools, with around 200 charity partners (including 50 as formal delivery partners). We have raised **£18m**



**Louisa Mitchell MBE**  
Chief Executive Officer, AllChild

of private income, which we have used to leverage a further £13m from public commissioners (schools, local authorities, and central government) to align stretched



**WE BELIEVE THAT ALLCHILD IS THE RIGHT IDEA AT THE RIGHT TIME. THIS REPORT AIMS TO SHOW YOU WHY.**

and fragmented services, and to build on them, via a single trusted relationship for every child. We have learned we can break down barriers, reduce complexity and streamline support for families – so that they can have a more coherent human experience and their children can access the support and opportunities they need to flourish. The children and young people

identified by AllChild are mostly not known to Children’s Services (data suggests about a third have been previously ‘known’ in some way<sup>3</sup>), yet each child has an average of four risks across social, emotional and academic areas. This means they are struggling with their mental health, their relationships with their peers, their behaviour, and are falling behind at school.

But after working with AllChild:

- **80% improve their social-emotional health** (two-thirds move out ‘out of risk’ completely).<sup>4</sup>
- **Nearly 60% improve academically** (half are ‘back on track’ to achieve age-related-expectations by the end of school).
- **And nearly 70% of persistent absentees** – children who miss at least one school day in every ten – **improve their attendance**, with 43% no longer persistently absent (i.e. attendance moves above 90%).

In the words of one of our Year 10 students, (see p.4), these young people are ‘thriving not surviving’ – and now on a trajectory to positive outcomes in later life. **We know that less than 5% of our cohort ever escalate to the council’s Early Help, Child in Need or Social Care status. And only 1% ever access an Education Health Care Plan from their council and school, despite the fact that 40% of our young people are on the school’s Special Educational Needs register.** This is

highly significant in a world where Local Authorities are struggling with deficits driven by unprecedented demand for high needs spending (Isos, LGN, CCA, 2024).

We have not got everything right – and this report aims to share some of what we have learned – but increasingly we see the national potential of our highly local way of working. As such, we have a new name<sup>5</sup> and a new vision that aims to translate our way of working

**WE AIM WITH THIS REPORT TO SHOW THAT INCREDIBLE THINGS CAN HAPPEN WHEN EVERYONE WORKS TOGETHER.**

to more places, further build our evidence base (both in terms of children’s outcomes and in terms of impact with wider communities and systems) and ultimately create a national blueprint to transform the way children and young people are supported in this country.

This ambition is aligned to the new ‘mission-led’ Government, but the challenges we face are significant. We aim to demonstrate that our model can help resolve some of those challenges – and help break the deadlock between ambition and action. Our Collective Impact funding model can leverage strategic philanthropy alongside

public commissioning to address the lack of public sector resources available for preventative services; our AllChild Link Workers, using a single trusted relationship, can help families navigate the institutional complexity which make public services feel narrow and detached from real lives; our local listening and co-design approach can bridge the gap between local communities and national policy.

But we need to show it can be done – in new and different places – and we can’t do it alone. We now have a ten-year vision to deliver self-sustaining local systems of support and opportunity in ten places across five regions in England, building our evidence-base and sharing our learning along the way, with the ultimate goal of creating a national blueprint for change. This can offer a path towards longstanding ambitions for public services: more prevention, more partnership, more trust, more simplicity.

As this report shows, incredible things can happen when we work together, but it really does take all of us – schools, local and central government, charities and community groups, philanthropic partners. This is the AllChild network – everyone with a stake in children growing up well.

**In the past ten years, our AllChild network has demonstrated that we can deliver this way of working. In the next ten, we want to show that you can too.**

<sup>1</sup> The attainment gap is at its widest since 2011 (Social Mobility Commission, 2024), 1 in 5 children have a probable mental health disorder (NHS England, 2023), and almost a quarter of secondary school students are persistently absent, i.e. missing one school day in every ten (DfE, 2024). Early intervention spending now accounts for less than one-fifth (18%) of total spending on children’s services, down from over one-third (36%) in 2010-11 (Pro Bono Economics, 2024).

<sup>2</sup> Community co-design and pilot project in 2015, hence ten years.

<sup>3</sup> E.g. assessed and not taken forward, case closed, etc. ‘Active’ cases while also working with AllChild are rare.

<sup>4</sup> Measured using Strengths and Difficulties Questionnaire.

<sup>5</sup> Known as West London Zone from 2015-2024 (a name partially inspired by the Harlem Children’s Zone).

# WHAT WE DO

**Vision:**

**TOGETHER, EVERY CHILD AND YOUNG PERSON CAN FLOURISH IN THEIR SCHOOL AND COMMUNITY.**

**Mission:**

AllChild identifies children and young people at a tipping point of need, and mobilises communities to deliver a connected ecosystem of support and opportunity to enable them to build the social, emotional, and academic skills they need to flourish. Through this ecosystem we mobilise wider positive impact across families, schools, communities and council Early Help systems.

Our approach has a demonstrably positive impact on the children and young people with which we work, as well as their families, their schools, and their communities. It has five key characteristics:

## 1. COMMUNITY CO-DESIGN

Our place-based approach involves deep partnership with local stakeholders to co-design programmes of support that are rooted in local context and need. This approach drives programme relevance, operational partnership, and long-term community empowerment and resilience.

## 2. TARGETED, EARLY ACTION

We use a unique, evidence-driven approach to proactively identify children who don't yet require crisis intervention, but have a range of risk factors that could lead to negative outcomes and the need for more serious intervention later.

## 3. A TRUSTED ADULT

We have a team of dedicated Link Workers who work in schools to build a direct, trusted relationship with child, family, and school, while designing and delivering a two-year 'Impact Programme' (overview provided to the right on p.9) for each child, tailored to provide the right social, emotional, and academic opportunities.

## 4. JOINED-UP COMMUNITY SUPPORT

Our Impact Programmes are a carefully sequenced collection of activities and services, facilitated by our Link Workers. We connect children and their families to the right school and community services in the right way at the right time, and 'micro-commission' specialist partners wherever gaps or barriers exist.

## 5. COLLECTIVE IMPACT FUNDING

Our mixed public/private funding model connects all parts of a local community with an interest in the health and success of children. Contributions from public services (schools and local authorities), central government, local businesses, and philanthropy enable our whole system of support and drive collaboration across all parties for better short-term impact and greater long-term community connectedness. Our public commissioners pay us on outcomes achieved, not activities delivered, which empowers us to flex our support for every child and family as needed.



**Wigan Council is known for co-production, but this was the strongest co-production we have ever done.** We particularly liked that the voice of children and young people and the communities that support them were included in the design process. There was great care and attention placed on this important aspect by the team at AllChild.



**COLETTE DUTTON**  
Director of Children's Services,  
Wigan Council

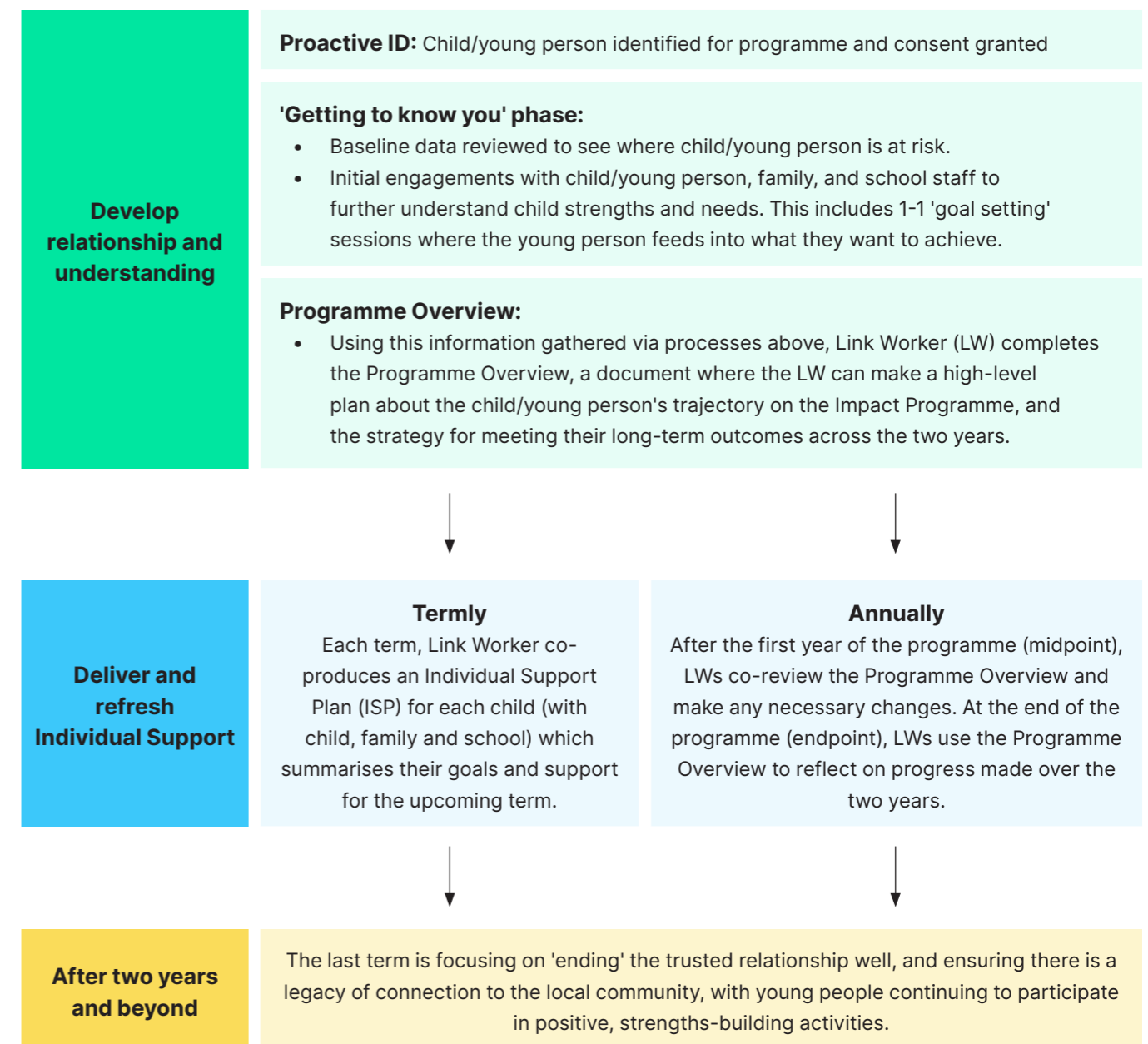
# IMPACT PROGRAMME

## A personalised plan of support and opportunity for every young person

The diagram below outlines the different stages of the Impact Programme over the two-year cycle. This plan is highly personalised to every child or young person, and involves regular input from young people, families, and schools, with formal termly reviews scheduled as a minimum and more informal programme flex possible throughout. AllChild has been developing this 'core' programme since our inception; these refinements have driven incremental improvements

to outcomes year-on-year. From a systems-change perspective, Impact Programmes are key to 'get going' in a place, build relationships with young people, families and relevant partners, as well as working in and between systems to ensure they are effectively finding and supporting this specific cohort of young people (those at a 'tipping point' of need, with multiple risk factors but not experiencing acute crises).

## Impact Programme Overview



# FIVE YEAR PLAN

Young people today are growing up in the most challenging social and economic context for generations. A fundamentally different approach is needed. Our ten-year vision will build a movement for a new way of investing in children in this country. In the next five years, we will:

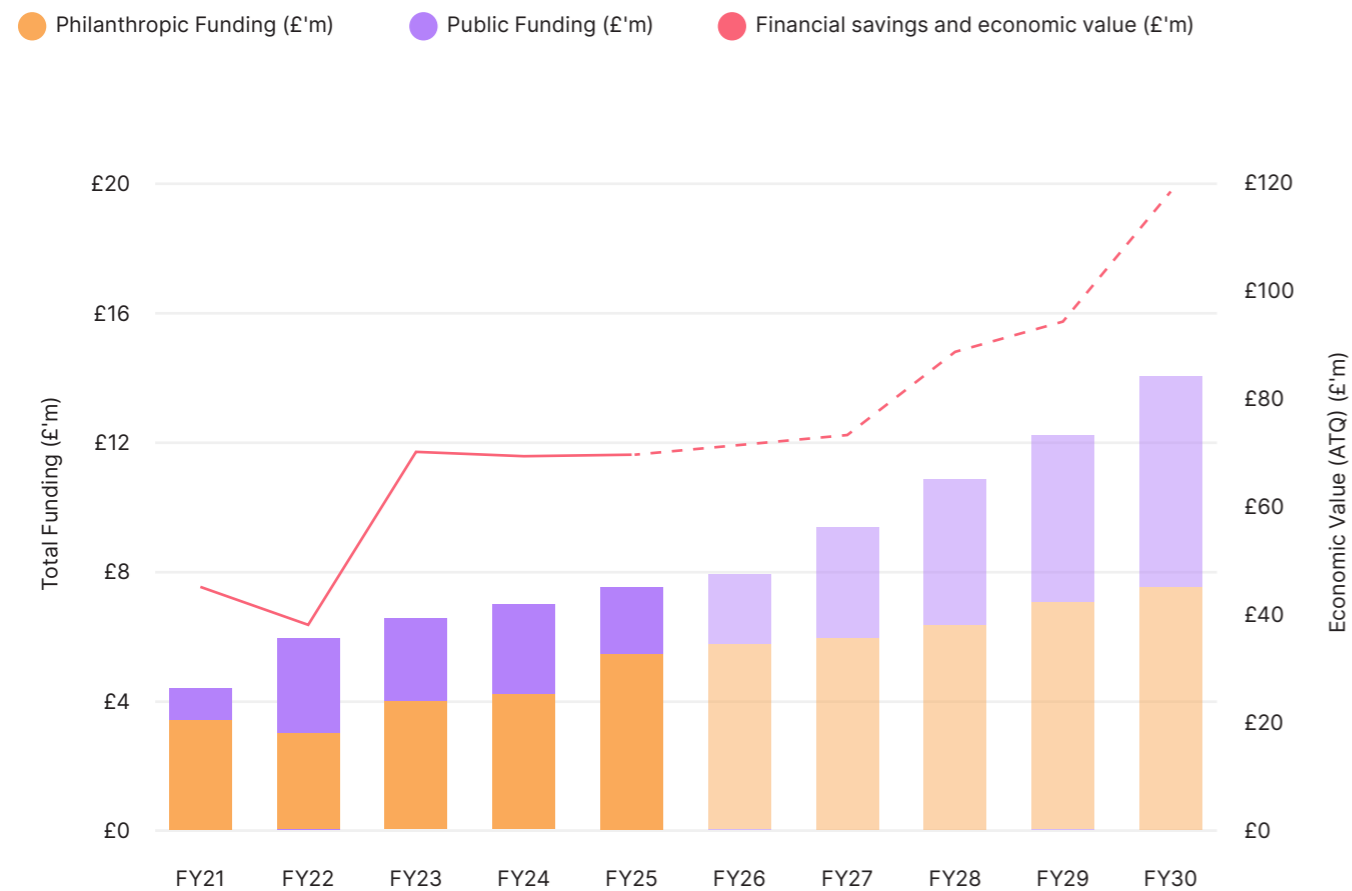
- **Work in up to ten places across five regions** to improve social, emotional and academic outcomes with thousands of children and embed connected systems of support and opportunity for families in our communities.
- **Develop a blueprint for change** based on our learning and evidence of impact in multiple places that can be adopted by national, regional and local government and by communities around the UK.

## Focusing on areas of development

We know that to meet community needs and achieve our ambition we will have to develop new skills and ways of working. In the next five years we are focused on:

1. **Using technology to embed the tools that communities need** to identify at-risk children early and learn more about how best to offer support and opportunity.
2. **Deepening local networks** to sustain effective networks of support and opportunity for the long term.
3. **Establishing an approach to advocacy** that ensures every child's voice is heard and that enables us to share learnings and insight as we build a movement for change

## A Funding Model That Delivers Collective Impact



## Leveraging philanthropy and delivering outcomes

### Social Outcomes Partnerships:

AllChild brings together funding from schools, local authorities, public health, central government, local businesses and philanthropic organisations, in a way that drives collaboration and accountability for delivering shared outcomes. By bringing multiple partial payers together we are able to invest in innovative and preventative work even in a low-resource environment. AllChild co-designs a place-based outcomes framework with local stakeholders and payment is only made on evidence of outcomes achieved, **reducing risk for commissioners and empowering practitioners. By focusing on outcomes instead of inputs, we are able to retain flexibility and tailor our work to each child, family and community.** The Social Outcomes Partnership model was made possible by social investment provided Bridges Outcomes Partnerships.

**Philanthropy:** We ensure philanthropy is used efficiently and strategically, aligned with local and national policy priorities and is more accountable to impact, by aligning it around individual child level outcomes alongside public money. AllChild have a successful track record of leveraging philanthropy, and each year we aim to raise 45% of the upcoming year in advance. By strategically leveraging philanthropy, **AllChild effectively maximises resources in the system for prevention** and makes public money go further, whilst making philanthropy more impact-led and accountable.

**AllChild appeared in Better Society Capital's 2024 report 'Outcomes For All - Redefining Public Service Delivery'** as a successful Social Outcomes Partnership improving public service delivery and delivering savings to Government.

**AllChild featured as a case study in Demos' 2024 report 'Total Place+ A Liberated Approach to Funding Public Services'** as a successful funding model for a more relational, more community-based and more cohesive vision of liberated public services.

**AllChild appeared in Child of the North/ Centre for Young Lives' 2024 report 'Building the foundations of a new Sure Start'** as a charity successfully joining up fragmented systems whilst being led by the community.

**AllChild appeared in NPC's 2024 report 'Closing the Gap'** as a charity working in a cross-system, coordinated, and collaborative way to reduce the impacts of child poverty.

### DCMS Life Chances Fund (LCF):

AllChild received £4.6m over five years from this Social Outcomes Partnerships fund, leveraging the funding to incentivise four west London local authorities into a commissioning contract with us. £16.3m of philanthropy was leveraged over this period (2019-2024), part of an overall £25m, since 2015. AllChild **overachieved against the LCF contract with 83% of available outcomes achieved** against a target of 70%. 93% of children achieved at least one outcome, with 72% achieving three outcomes (the maximum number of outcomes per-child under the LCF contract).

**Return on Investment:** The current crises in children's mental health, school attendance and poverty are serious concerns for the

government's ambitions for economic growth and productivity (Future Minds, 2025). AllChild delivers wider macroeconomic benefits through early intervention programmes with at-risk children that can help unlock future economic potential, as well as direct financial savings. According to independent analysis (ATQ Consultants, 2023), **AllChild generates an estimated £81,000 in financial savings and wider economic value per child**, through benefits such as reduced demand for high needs services like CAHMS and social care (savings that can accrue directly commissioners) as well as broader economic value to the individual through things like improved qualifications and lifetime earnings. We estimate that AllChild can turn every £1 invested into at least £11 of economic value. Our proposal for ten places could deliver nearly £1bn of economic value within ten years.<sup>10</sup>

<sup>10</sup> Using the ATQ analysis of economic returns arising from outcomes achieved by AllChild's past cohorts, we calculate that future economic value (net present value) of outcomes achieved in 10 place based partnerships will be £972m (within 10 years). From ATQ Consultants 2023 report on AllChild financial savings in London Borough of Brent, modelled on 500 children and based on historic 'real' risk levels and success rates.

# MEET JOHN



**Nine-year-old John lived with his mother (with whom he shared a bedroom), older brother, grandparents, uncle, and two lodgers. His father was serving a long sentence in prison.**

John exhibited a range of problematic behaviours and academic difficulties, frequently engaging in physical aggression and spending most of his days in detention or the headteacher's office. He never asked for help when needed, and never completed homework. He often fell asleep in the classroom and his attendance rates were very low.

positive feedback on his targets and progress. She too started engaging more with the school. In one of their meetings, and after John had been involved in another fight at school, his mum agreed for John to start art therapy. This work helped produce a breakthrough.

John's attitude towards school was improved and he worked for two terms with an academic delivery officer to build his confidence and motivation. After his mother shared that she struggled to support John with homework, John was encouraged to join an after-school homework club, run by Anta. Here he developed a routine and experienced a sense of accomplishment. Moreover, he built strong relationships with the other children in the club.

John started enjoying school more and his attendance improved significantly. Anta encouraged him to participate in school activities such as the Christmas play and the football team and, over time, these opportunities led to significant

improvements in John's behaviour, emotional regulation, and academic performance. John spent less time in detention and more days on a positive behaviour record. He achieved good scores in his SATs, something that he thought was impossible before he began the programme.

After their last session, John's art therapist said: 'It has been an amazing journey... to be a witness to John's growth and vulnerability in the therapy room. I will remember our sessions close to my heart.'

**“I REALLY LIKE YOU AND ALL THE PEOPLE THAT WORKED WITH ME. YOU WERE ALWAYS THERE WHEN I NEEDED YOU AND WHEN I WAS HAVING A HARD TIME.”**

**John, 9**



Through daily contact, his Link Worker Anta built a trusted relationship and provided a safe space where he felt supported. Anta arranged for a weekly session with an occupational therapist where they worked on anger management and emotional regulation. Anta also engaged with John's mother, frequently updating her with

## RESPONDING TO THE CHALLENGES BEING FACED BY CHILDREN AND YOUNG PEOPLE



As an educator, it is an immense pleasure to see the journey of a young person who demonstrated all the potential to be successful in their academic career but needed that extra support to allow their true self to shine through. Thank you for being that consistent adult for Jasmine.

**JASMINE'S ASSISTANT PRINCIPAL**



It was her Link Worker that helped her see her potential so thank you so much and keep up the amazing work you do because the children need you.

**JASMINE'S MUM**

## GROWING UP IN POVERTY

With one of the highest rates of childhood poverty among developed countries and a persistent attainment gap (which is now worse than it has been in decades), many children in the UK are living in poverty and falling behind, experiencing challenges to their development, wellbeing, and long-term prospects.

Nearly **two-thirds of AllChild's secondary students on pupil premium experience social challenges** including bullying, social isolation and exposure to criminal activity, and **73% are below age-related expectations in reading or Maths** upon enrolment.

But living in a low-income household does not have to mean poor life chances. Evidence is clear that with the right support, delivered at the right time, every child and young person can flourish.

### What is driving our impact?

- Nearly 90% of AllChild children are on free school meals or living in one of the most deprived areas in England (top 30%).
- Last year, children on pupil premium received over 17,000 hours of support from AllChild.
- 94% of schools agree AllChild contributes positively to changing the trajectory of children's lives.
- **Supporting the whole family.** Navigating support systems requires resources that families living in poverty are less likely to have access to. AllChild facilitates parents and carers to access support for their own needs as well as their child's, including food support and mental health services.
- **Providing opportunity.** AllChild proactively identifies gaps in enrichment opportunities and supports each child to access these, including school holiday trips and breakfast clubs free of cost to families.
- **Practical support.** AllChild supports families in poverty to navigate practical challenges including through food bank referrals, support with housing and uniform.
- **Strengthening communities.** Research calls for the need to change the systems that determine individual level outcomes for children in poverty. AllChild drives place-based change by listening and co-designing our Impact Programmes to local context, and working with and between systems to embed ongoing collaboration - including education, social care, the voluntary sector, and local funders.

# MENTAL HEALTH AND WELLBEING



How confident both my girls are now and how much better they are doing in school. I'm very thankful to [our Link Worker] about this. She is fantastic.

## PARENT

of child on AllChild programme

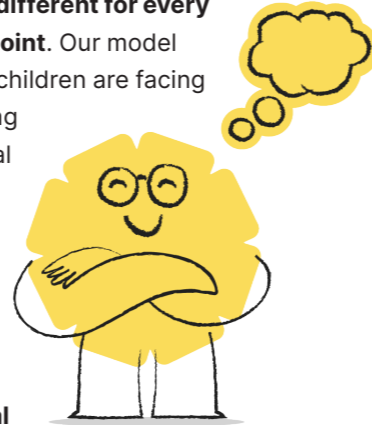


Almost one in five children aged 8-16 have a probable mental disorder (NHS England, 2023) and the mental health support system is at breaking point. Referrals are at historic highs, and children are waiting for years to receive support. And beyond more acute mental health there is the broader issue of life satisfaction – which for British 15 year-olds is the lowest in Europe (The Children's Society, 2024).

**Mental health means something different for every child - this is AllChild's starting point.** Our model

reflects the fact that, while four in five AllChild children are facing difficulties in their emotional wellbeing, including anxiety, confidence issues, and probable mental disorders, no child's experience of 'mental health' is the same as another's.

With **two-thirds of AllChild's secondary students experiencing social challenges**, including bullying, isolation, and exposure to criminal activity, and nearly **40% having special educational needs (SEN)**, AllChild holistically focuses on social and academic development, alongside emotional wellbeing, to ensure every child has the best possible chance to lead a happy and healthy life.



# SCHOOL ABSENTEEISM

Nationally, one in five children are persistently absent – meaning they are missing at least one school day in every ten (attendance <90%). This increases to one in three for children from low-income households (DfE, 2024).

**Absenteeism is a symptom, not a cause, and we cannot solve a problem by only treating the symptoms.** To reduce absenteeism, efforts must be directed at the various overlapping root causes:

disengagement, mental health issues, family life, and a range of others, dependent on knowing the individual's circumstances well.



It built my confidence, bravery and showed me I shouldn't give up. I have a place where I can go to talk about my feelings and that's what I love about AllChild.

## ALLCHILD YOUNG PERSON

### AllChild Impact

- 83% of young people at risk have improved their emotional and/or social wellbeing.
- 65% of at-risk young people moved out of emotional wellbeing risk.
- 89% of school leaders say AllChild has a significant impact on children experiencing, or at risk of experiencing, mental health challenges.
- Nearly three-quarters of school leaders say that AllChild has contributed to avoiding the need for external intervention and escalation down the line including CAMHS.

### What is driving our impact?

- **A constant, trusted presence.** Link Workers see children every day, developing a trusted relationship, identifying root causes of their challenges and delivering direct interventions including goal-setting, tuition, and breakfast clubs.
- **Early identification.** AllChild employs a unique methodology to proactively identify children who might otherwise fall under the radar for targeted support.
- **Bringing in expert support.** AllChild brings in specialist mental health support and practitioners to work with the children that may not be able to access these normally.
- **Developing children's protective factors.** AllChild looks to develop strengths and protective factors including improving self-regulation, peer engagement, and academic achievement.
- **Joining up systems.** AllChild links families to support and breaks down barriers to access - these are not cold referrals but 'linkings' based in consistent relationships. AllChild surfaces needs that haven't been identified elsewhere and organises a coordinated response with other services including health, education, and social care.

### AllChild Impact

- In children with an attendance rate below 80%, four in five had improved after the programme.
- 43% of persistently absent children were no longer persistently absent after the programme.
- 75% of young people say that they now feel more encouraged to go to school.
- 83% of school leaders say that AllChild has achieved a significant impact on children that were experiencing, or were at risk of experiencing, low engagement in class.

### What is driving our impact?

- **Trust and understanding.** Link Workers see the children every day and develop a strong understanding of each child's barriers to attendance. They identify root causes and deliver direct interventions to get them engaged in school including breakfast clubs.
- **Personalised, targeted plans.** Link Workers work with each child and family to design Individual Support Plans, including Attendance Action Plans, agreeing goals and delivering the unique programme of support needed to improve their attendance and outcomes.
- **Working with the whole family.** Link Workers have trusted relationships with parents and carers, helping them access support for their own needs and effect change where attachment issues and parental attitudes are keeping children home. As an organisation independent from the school or social services, AllChild helps to rebuild broken relationships and trust between parents and schools.
- **Addressing negative school experiences.** Through a trusted relationship with their Link Worker, joining fun group activities with charity partners and having 1:1 tutoring and academic support, AllChild ensures children enjoy being in school.

# SUSPENSIONS AND EXCLUSIONS

Levels of school suspensions and exclusions are at record highs and children from disadvantaged backgrounds are especially affected – these are the children and young people that AllChild supports, including the 67% on Free School Meals and 40% with SEND, who are much more likely to be suspended than their peers. The long-term impacts of children being excluded or suspended can include falling behind in their English and Maths, facing social exclusion, developing mental health challenges, and being more likely to be unemployed.

**We know that 37% of secondary school students on the AllChild programme have experienced suspensions.** We support children to re-engage with school following a suspension, as well as providing preventative interventions to those at risk of exclusion via our Impact Programme. Given that young people generally receive more suspensions as they get older, suspensions can be a useful indicator when identifying

risks of exclusion, but do not capture the whole picture when measuring progress over time. To understand this impact, we also need to look at how we are supporting children and young people to make progress in correlating ‘risk areas’ which have been evidenced as areas of preventative impact, such as mental health and emotional wellbeing, peer and adult relationships, parent engagement and behaviour issues (Social Finance 2020, YEF 2023, The Difference 2024).



Without AllChild we would have no capacity to offer the support that the child needs. Bringing AllChild in to meet those needs continues to be essential.

**VICE PRINCIPAL**  
Kensington Aldridge Academy

## AllChild Impact

- 72% of school leaders say that AllChild has significant impact on children experiencing, or at risk of experiencing suspensions and/or exclusions.
- 83% of school leaders say that AllChild has achieved a significant impact on children that were experiencing, or were at risk of experiencing, low engagement in class.
- Nearly 70% of school leaders say AllChild has significant impact on children experiencing, or at risk of experiencing, classroom misbehaviour.
- Nearly three-quarters of school leaders say that AllChild has contributed to avoiding the need for external intervention and escalation down the line including via Alternative Provision.
- For the children we know had one or more suspensions prior to joining us, 93% were still in school by the end of the programme.

## What is driving our impact?

- **Understanding root causes.** As an independent presence in schools, Link Workers work with pupils to develop an understanding of the reasons behind their behaviour, their context inside and outside of school, and plan together for positive change.
- **Collaborating for change.** Link Workers are embedded in schools, enabling them to work closely with school staff to help them understand situations and bring them in as part of solutions. Link Workers can help shift school perceptions, support positive teacher- student relationships, and align approaches between the school, family and young person.
- **Consistency during transitions.** Link Workers continue the important trusted relationship once a pupil is suspended: if a child is in Alternative Provision (AP), Link Workers visit them where possible to continue engagement and maintain consistency, as well as working with the AP and school to support the transition and reintegration back into school.
- **Targeted programmatic support to prevent escalations -** Direct support by Link Workers and specialist Delivery Partners addresses underlying risk factors whilst targeting outcomes that have the most potential to prevent pupils from being suspended or excluded, including school connectedness, grades, bullying and behavioural difficulties.

# MEET SARAH



**Because our Link Workers focus on building trust first and foremost, we often uncover why a young person might be struggling and can then ensure a joined-up response.**

Sarah had very low attendance rates (71%), poor punctuality, and a lack of engagement with school. Joyce learned from Sarah’s mum that the family was living temporarily in a budget hotel while the council carried out repairs on their home. Joyce could see how Sarah’s living situation was making daily routines a challenge. She immediately secured a laptop from school on which Sarah could do her homework, and prioritised giving her space at school to catch up and open up about how she was feeling.

She then invited Sarah to take part in sessions with AllChild partner Element, which support students to express emotions through art. In these sessions Sarah built strong friendships and grew in confidence. Sarah also worked with Joyce on her resilience and growth mindset using the You Are Awesome journal. This provided Sarah and Joyce with the opportunity to discuss topics such as “developing a positive mindset” and “what to do when we feel worried”. Sarah found this

journal beneficial and mum began noticing a difference to Sarah’s previously challenging behaviour.

Despite being connected by Joyce to Citizens Advice, Sarah and her family became officially homeless during the summer and started staying with friends. Joyce encouraged Sarah’s mum to request support from Brent council as well as the various Brent Family Hubs and made sure to stay connected with her to offer emotional and practical support.

At the start of the new school year, Joyce ensured that all appropriate school staff including the DSL were aware of the family’s situation. This enabled Sarah to be pardoned for late arrivals, as well as incomplete homework. The next priority was improving Sarah’s attendance. Taking part in London Sports Trust boxing gave her the chance to bond well with her peers as well as with her coach and find her confidence again to step out of her comfort zone.



At the beginning of the spring term, Sarah began taking part in LEAP, a partner which focuses on resolving conflict. Among her peers, Sarah was able to learn about and reflect on her emotions as well as how to safely express how she was feeling. She built some strong peer relationships and even after the sessions ended the group would connect around school and support each other.

Sarah’s emotional wellbeing improved as well as her attendance. At the end of spring term, Sarah’s attendance was 86%. As the programme came to an end, Sarah was a more confident and resilient young person, who had formed supportive relationships with peers, giving her the chance to make the most of opportunities that came her way.

# OUR JOURNEY

## FROM CHILDREN'S ZONE...

### 2015

Listening and community co-design with families, young people, schools, charity and Early Help leaders, and initial pilot project in three schools

### 2016-2019

Design and early work in West London



### 2020-2024

Completion of LCF contract with 83% of total outcomes achieved compared to a target of 70%

### 2024-2029

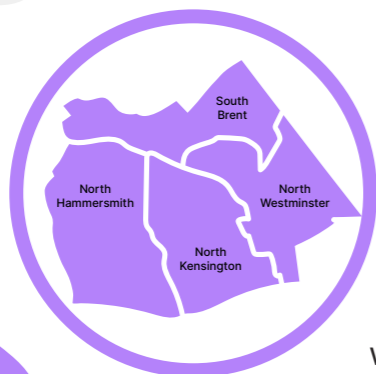
New brand and five-year plan, including a 'national vision for local systems' to work in 10 places across five regions in the next 10 years

ALLCHILD



# 2015

# 2029



Life Chances Fund (LCF) scale up - now working across four boroughs with significant support from central government, private outcomes commissioners like Bank of America and social investment from Bridges Outcomes Partnerships

### 2019

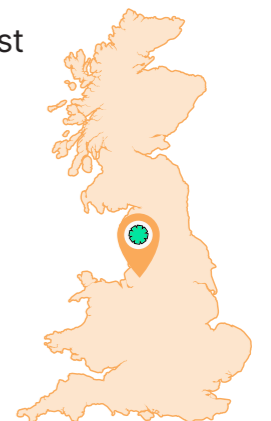
Covid-19 pandemic: AllChild able to respond quickly and effectively due to its flexible and trust-based delivery model

### 2020



Launch in Wigan, first out-of-London site

### 2024



Listening and co-design with Wigan and scoping process with other interested Local Authorities

### 2022-2024



## ...TO ALLCHILD

# KEY LEARNINGS: 2015-2025

**We have been constantly refining our work as we go, and so we sometimes find it hard to put our learnings in writing. Aiming for a summary can lead to generalisations and clichés; deep detail is information overload. This section aims for a middle ground - learnings that, over the years, have become more like core principles. We hope these can be prompts for more in-depth conversations with us.**

**Phasing and planning support over the long-term is an art, not a science.** Understanding each child and their context is key to ensuring they get the right support at the right time, delivered in the best way for them. In our early days, in a hurry to try to 'fix' academic problems, we ran some after-school tuition for a group of children who were very behind academically, right at the start of their AllChild programme. It didn't go well – attendance and engagement levels were low, and it actually made it more difficult for Link Workers to build relationships. This is why the craft of 'co-design' is so important. Of course children need to be involved in their plans, and this works to ensure greater engagement, but some also require a longer 'journey' leading up to the point that they understand that particular support they need is a good idea and worth their time. The trusted relationship with the Link Worker is key to this journey – meaning that when tuition does happen, children are ready to really make progress.

**This continuity of co-design is required not only at the child-level but also the system-level.** Local priorities, service provision, assets and challenges can change over time, and it is important to maintain relationship and dialogue with local commissioners. The service that we co-design at the start of a partnership will necessarily be refined and adapted to fit with local needs. This means flexibility in delivery partner strategy, impact tracking and outcomes review/refinement is crucial to stay relevant to communities over the long term.

**Diversity is needed in evaluation methodology.** Finding a 'counterfactual' for our impact model remains challenging. Due to the holistic and person-centred nature of our delivery, our children are not undertaking a single 'intervention' in the traditional sense. For example, while some positive impact was identified at points by our UCL study, there were no clear patterns seen under this method across the full evaluation when comparing participants in the AllChild programme to comparison group children. It is hard to

say exactly why this is, although the methodological challenges in finding a suitable comparison group are likely a significant factor. UCL said: "Overall, AllChild's approach of prioritising socio-emotional support laid a foundation for improvements in other areas, including academic performance and personal development. This holistic impact suggests the programme's effectiveness in addressing the diverse needs of the participants". We remain committed to developing new ways of evaluating our work but also to the diversity of methods – both qualitative and quantitative.

**Both delivery and evaluation should consider 'wider impact'.** The main focus of our core Impact Programme has always been individual children – and working with families, school leaders and Early Help/VCS professionals 'around' each child is a key feature of our delivery model. However, anecdotal evidence from these stakeholders has given us a new understanding of our wider 'place-based' impact. Developing this and more explicitly driving it over time will be a key focus for the future in every place – as ultimately, for children to flourish, we need to consider the wider environment they live in as well as their immediate challenges. Our learning partnership for Wigan (with Coram Impact and Evaluation) will consider these questions. However, system-level outputs like improved connectivity and local convening are best delivered once trust has been established through successful direct work with young people and families.

## Adapting to local context in every place: early flex in Wigan

**1. Focus on attendance, behaviour, exclusions and mental health and programme phasing.** AllChild's two-year Impact Programme drives positive social, emotional and academic outcomes. In London these run concurrently; in Wigan, the local community felt the principal challenges were around attendance,

behaviour, exclusions and mental health referrals. As such it was decided that the first year of the programme would focus on improving young people's social and emotional wellbeing, attendance, and engagement and behaviour at school, with academic support brought in during the second year.

**2. Whole family working approach and closer integration with statutory services.** There was a drive from Wigan Early Help to ensure the programme was closely aligned with their Supporting Families agenda. This has led to both a more explicit focus on whole-family working, as well as a deeper systems integration with Early Help/Social Care teams and their management information. AllChild Link Workers can benefit from the additional information shared through the system, as well as sharing their own insights – meaning a greater join up between services around each family. This systems integration can also provide the basis for future impact tracking.

## Partnership in funding and accountability structures enables partnership on the ground

**Funding models have to create the right conditions for the kinds of services we want to deliver.** Lack of strategy and cohesion in funding passes along that chaotic feeling to the people who actually use services. In contrast, joined-up funding (and associated strategies, reporting etc) can simplify and humanise the experience of accessing services.




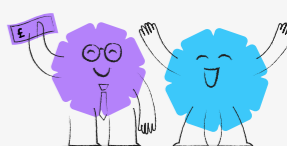
**National funders are most impactful when 'orchestrating' local partnerships.** Only major national funders have the power to incentivise new ways of working at the local level. For AllChild, the initial 'nudge' of Cabinet Office/DCMS/Lottery was essential in creating the space for shared, visionary, systems-led thinking.

**Rather than prescribing or delivering services.** There are some things that the community simply does best, such as delivering the more positive, 'pro-social' activities that have huge preventative benefits (such as sports or arts), getting through to the most 'hard-to-reach' families (as a result of higher levels of trust), and knowing people best over the long-term, enabling young people and families to have more of a say in the type of support they participate in.

**Therefore a trusted local backbone is essential.** Public systems can be slow to respond to changing needs; a Collective Impact approach to funding pools accountability in an independent organisation like AllChild who is known and trusted by the community, and can quickly and flexibly deliver (and coordinate, signpost, etc) what families need, at the right time in the right way.

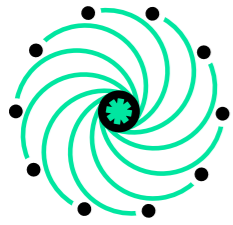
Outcomes-based funding mechanisms are key for onboarding cash-stripped local commissioners, but to create lasting change, **these need to be co-designed and 'owned' by communities** – rather than creating more obligations to the centre. When done well, outcomes-based funding can empower practitioners, leading to greater autonomy and thus more person-centred support, and drive greater transparency and accountability for public funds via shared data. This is not only about funding; it also about creating the right conditions in communities to address systemic problems in public and voluntary services.

**Collective Impact Funding: Key Features**

 <p><b>All local</b> By pooling funding via independent organisation, known and trusted by families, AllChild truly embeds support in the community — whilst still helping to drive a shared strategic vision for the place.</p>	 <p><b>All together</b> By giving all stakeholders (schools, Early Help, Government) a seat at the table as 'partial payers', AllChild enables targeted and meaningful collaboration between services on the ground — and provides a 'joined-up' experience for families.</p>	 <p><b>All in</b> By strategically leveraging philanthropy, AllChild maximises resources in the system and makes public money go further (also making philanthropy more transparent and accountable).</p>	 <p><b>All agreed</b> By co-designing a place-based outcomes-framework, AllChild aims to encourage and embed local system change; payment is only made on evidence of outcomes-achieved, reducing risk for commissioners and empowering practitioners.</p>
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# NATIONAL AMBITION: A BLUEPRINT FOR CHANGE

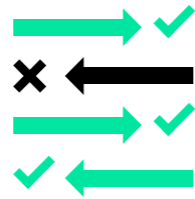
In the next five years, we can deliver...



**10x10**  
year Social Outcomes Partnerships



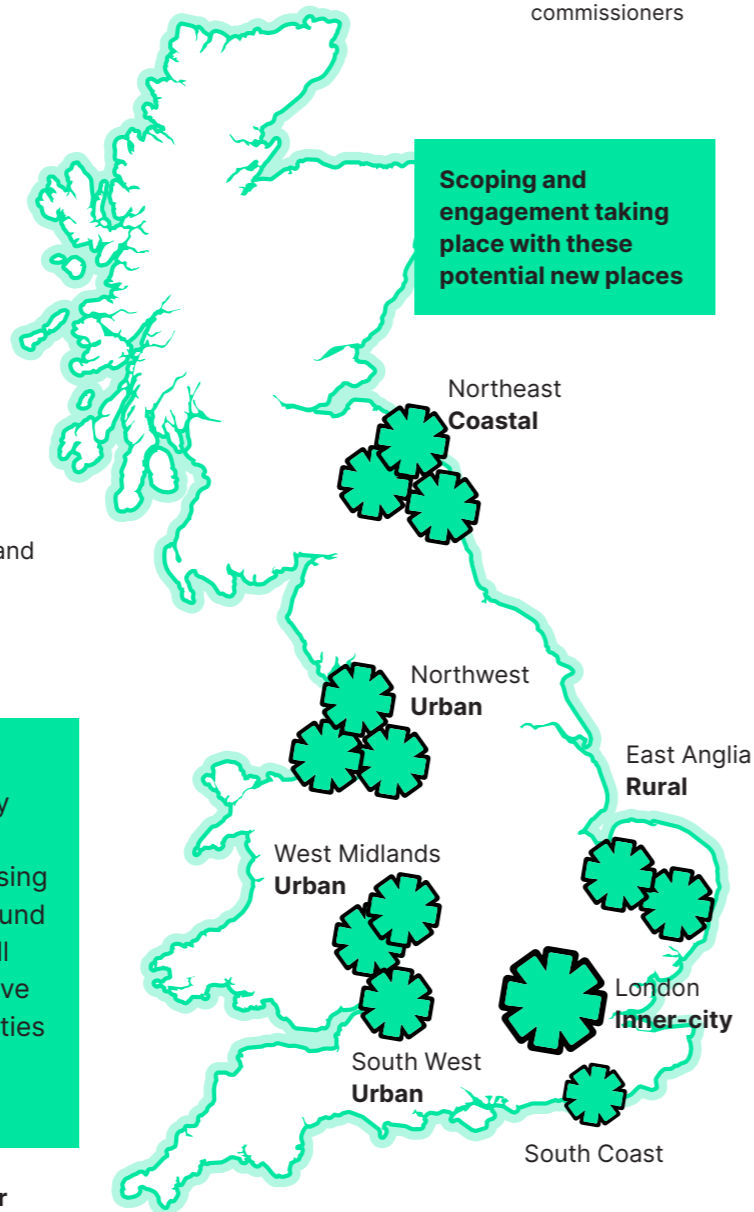
**Stronger communities** (investment in VCS Partners) and **increased school workforce capacity** (Link Workers)



Toolkit, guidance and support for **national movement**



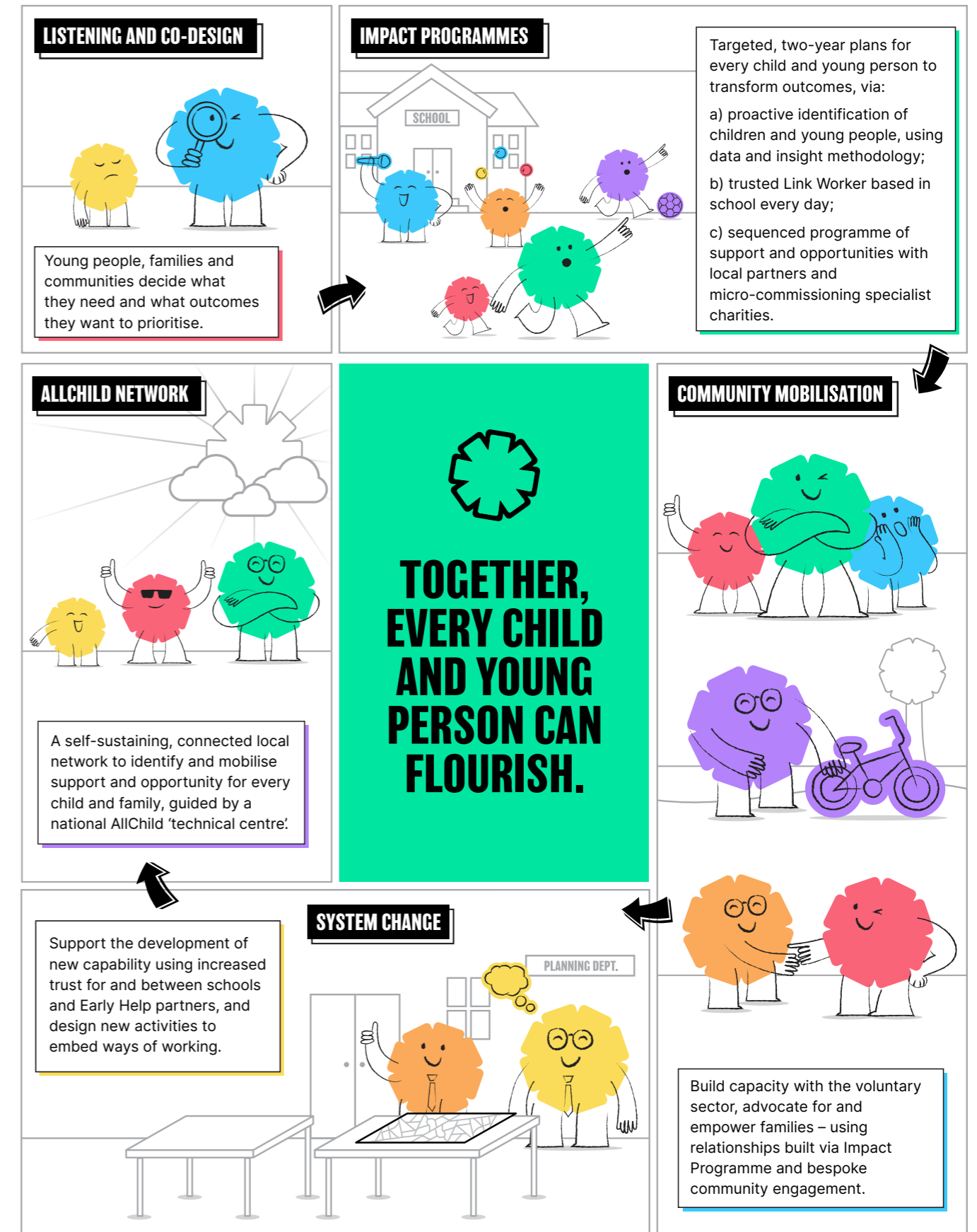
- The new Government has made its ambition clear: to deliver a new era of child-centred government by empowering young people, families and communities, 'building back' prevention, and transforming youth outcomes.
- AllChild is well-placed to support these ambitions with its proven, high-impact, cost-effective model which mobilises communities to change the way they come together to identify and positively support children and young people, preventing the need for crisis intervention.
- By 2029 we can deliver national change for young people and their families by working in up to ten places across across five different regions of England and provide a blueprint for national policy change.



We know that a 'whole person' approach led by local communities is the most effective way of creating positive change. We are excited to welcome this new partnership with AllChild, using a child-centred model that provides wrap-around care to children and families in Wigan. This will use the strengths of the local community to give children and young people here the opportunities and skills they need to flourish.


**ANDY BURNHAM**  
Mayor of Greater Manchester

# LOCAL AMBITION: OUR PLAN FOR PLACES




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Scan the QR code to watch a short video about our work in West London and Wigan.

