

COMMISSIONING FUTURES: A GUIDE FOR SCHOOLS

SUMMARY REPORT



THE YOUNG FOUNDATION

About The Young Foundation

The Young Foundation finds new ways of tackling major social challenges by working alongside communities, using the tools of research and social innovation. We run a range of national and international programmes, and work in partnership with leading organisations, thinkers and policymakers to achieve this.

We have created and supported over 80 organisations including: *Which? The Open University, Language Line, Social Innovation Exchange, School for Social Entrepreneurs, Uprising* and *Action for Happiness*.

Find out more at www.youngfoundation.org



About The Young Academy

The Young Academy supports early-stage charities, social enterprises and mission-driven businesses working to improve educational opportunities for disadvantaged young people in England.

Organisations participate in a programme of workshops, mentoring and opportunities to test their ideas, supported by experts in education, impact measurement and business. As a result of the support, participants develop more effective solutions to educational disadvantage delivered by more sustainable organisations, which are better equipped to scale up by accessing further funding and investment.

Visit the Young Academy website at www.theyoungacademy.org to find out more.



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1 INTRODUCTION

Educational inequality is a persistent and entrenched problem in the UK. There remains a significant attainment gap between children from disadvantaged backgrounds and their peers. For example, a child from the richest 20% of communities is ten times more likely to attend a Russell Group university than a child from the poorest 20% of neighbourhoods.¹

While schools and teachers play a primary role in improving existing teaching and learning practice to address this, an end to educational inequality is only likely to happen if we also develop new ideas to make change. Many schools are spear-heading and developing innovative approaches to the challenge of educational inequality. However, as we outline in this guide, there is much that schools can gain from commissioning external services to work with them to improve student outcomes.

In our work with The Young Academy² since 2014, a support programme for education ventures, we have worked with 52 innovative organisations with the overall aim of tackling educational inequality. Through this experience and from our research, we have seen that more can be done to support schools in the commissioning process. **As a result, we have created this guide to support schools to more effectively engage with and commission services³ which improve outcomes for children and young people by tackling educational inequality.**

Who is this guide for?

This guide is for anybody who is thinking about how best to tackle educational inequality and improve the attainment and achievement of disadvantaged pupils in the English education system. In particular, it is likely to be useful to:

- Education professionals with budgetary decision-making power, such as headteachers, senior leaders, middle leaders, and governors.
- Academy chains, local authorities, education and learning trusts.
- Anyone with an interest in improving outcomes for children and young people and tackling educational inequality through effective commissioning of external services.

How will this guide help?

We know there are multiple and intense challenges facing schools at the current time, including budget cuts, staff recruitment and retention pressures, high workloads and accountability pressures. This guide has been designed to alleviate those pressures, not to add to them. In a nutshell, this guide will help you to understand:

- How working with external providers, particularly those offering innovative services, can help you address these challenges and tackle educational inequality in your setting;
- Identify sources of funding to enable you to commission services to tackle inequalities in your school;
- That the process of developing and/or bringing services into your school and working with them is essential to their success;
- The key principles and steps of effectively commissioning innovative services and how to implement them.

This guide explains **how to strategically commission the right services for your students**, in a way which deploys limited resources effectively, and can even help you access additional and new sources of funding. And in a way which benefits teachers and the school as a whole, as well as individual students.

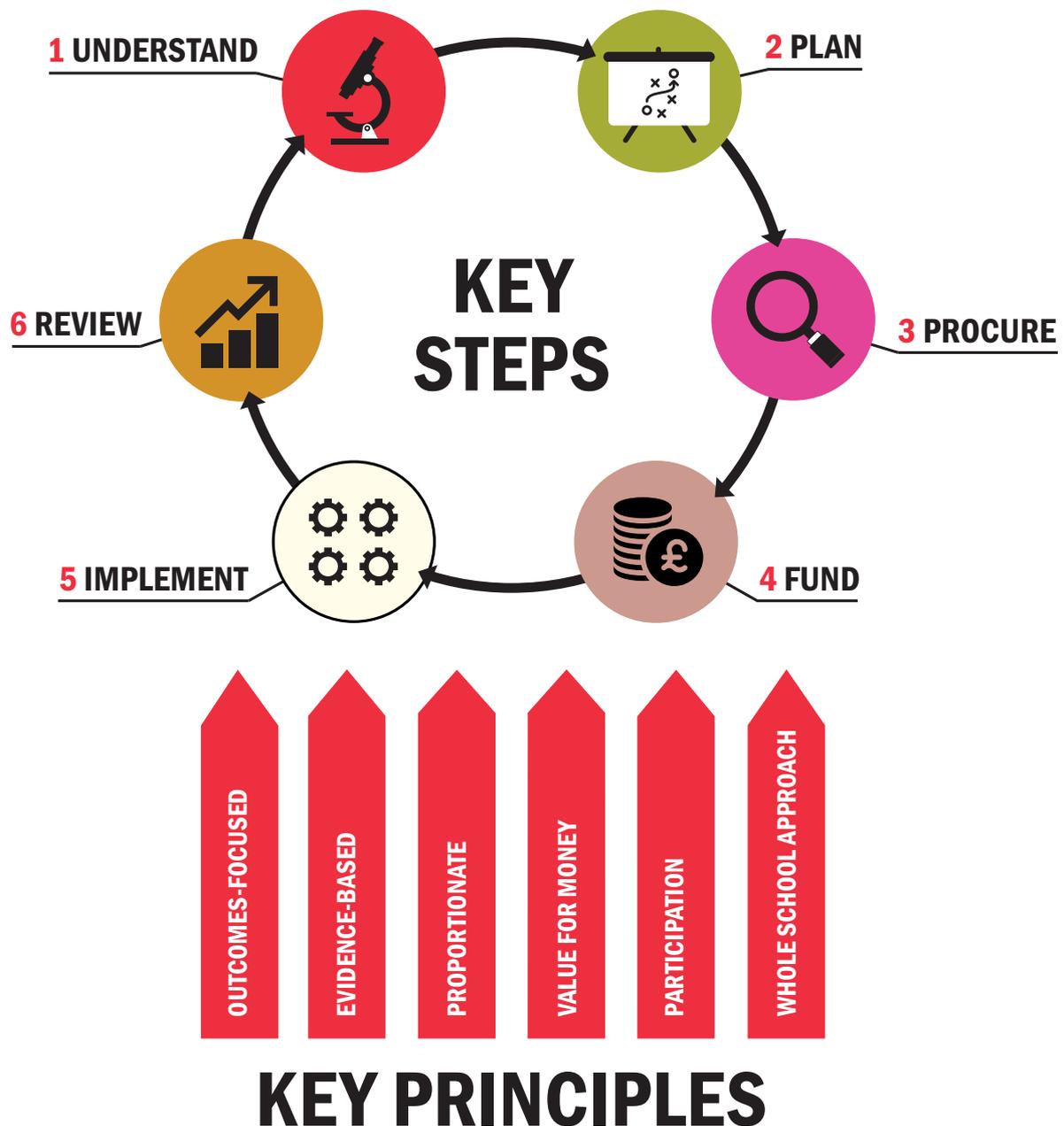
What is this guide based on?

We have developed this guide based on the views and experiences of headteachers, teachers, education innovations (or 'ventures'), social financiers, think tanks, charities and a range of other experts. It is also based on The Young Foundation's practical experience of supporting 52 organisations to grow new ideas for tackling educational inequality through The Young Academy. Once the guidance was drafted we tested it with headteachers and senior leaders. A detailed breakdown of our methodology can be seen at the end of this guide in Appendix 2.

2 SUMMARY OF GUIDANCE

In this guide we propose a six step approach to commissioning services to improve student outcomes, which is underpinned by six key principles, as shown in the diagram below.

Figure 1: The Young Academy commissioning model, including key steps and key principles



KEY PRINCIPLES

The following key principles for effective commissioning have been formulated on the basis of evidence of what works within education, as well as other sectors, such as health and social care. These are:

1 OUTCOMES-FOCUSED

A focus on outcomes throughout the commissioning process will facilitate an aligned and strategic process. The intended outcomes should be formulated in line with the ultimate goal – for example tackling educational inequality, which this guide is concerned with.

2 EVIDENCE-BASED

The collection, consideration and use of the best available evidence, from inside and outside of the school, in decision-making and planning. With highly innovative and early stage services, this is likely to require drawing on evidence and best practice principles from elsewhere to ascertain the likelihood of impact.

3 PROPORTIONATE

The level of time and resource that is invested in the commissioning process should be proportionate to the size and value (in terms of cost and likely impact) of the service being commissioned.

4 VALUE FOR MONEY

With limited – and in some cases decreasing – budgets, schools must seek to achieve value for money with their commissioning decisions.⁴ However, this does not mean commissioning the cheapest possible provider. Instead, consideration of value for money should take into account ‘wider social and environmental costs’ and benefits of service provision.⁵

5 PARTICIPATION

Involving key stakeholders, such as students and teachers, in the commissioning process is not only a more democratic approach to service delivery, but it can also help to make more effective commissioning decisions. This is because such an approach capitalises upon the expertise and experiences of those who are most closely involved in the change process we want to bring about. As we outline below, participation must be facilitated in a careful, ethical way and schools will have varying capabilities and capacities in relation to this.

6 WHOLE SCHOOL APPROACH

Commissioning innovative services should be part of a whole school improvement plan. In order to achieve this strategic alignment, commissioning plans and decisions should be overseen, if not made, by senior leadership. Services should be embedded within and communicated across the whole school. This will help to capitalise upon external innovative services within a school to create a wider culture of innovation.

KEY COMMISSIONING STEPS



1 UNDERSTAND

Overview

Any efforts to change, disrupt or improve practice and student outcomes should be underpinned by a deep exploration and understanding of need.

Implementation

- Schools should explore evidence of the extent and ways in which educational inequality is manifested in their context.
- Schools need to draw on a range of quantitative and qualitative data sources to explore barriers to learning to understand why some groups of students are underachieving relative to others.



2 PLAN

Overview

Schools' understanding of need should underpin plans to commission innovative services, which should be part of (or aligned to) the whole school improvement plans.

Implementation

- Schools should consider whether internal and/or external solutions are suitable to address identified needs. Key questions to consider include: capability, capacity and cost.
- External services may be an appropriate strategy in relation to: intractable problems, new problems, re-engagement and mediation, continuing professional development (CPD), and when specialist knowledge and expertise are needed.
- The commissioning plan should include a limited selection of outcomes that the school wants to bring about, which should determine the target audience, timescales, responsibility, budget, evaluation strategy and success criteria for the commission.
- To achieve strategic alignment with overall school improvement plans, senior leaders should oversee all commissioning plans and decisions.



3 FINANCE

Overview

Commissioning innovative services can open up new avenues of funding, be cheaper than alternatives and enable efficiency savings by 'doing more with less' and enable cost avoidance.

Implementation

- Sources of funding for commissioning innovative services include: Pupil Premium; state innovation funds; crowdfunding; charitable grants; trial grants for testing innovative approaches; and the use of social finance.
- Schools should consider which funding model is best suited to achieving their aims; while most schools commission outputs, increasingly schools are commissioning providers to deliver specified outcomes (a 'payment by results' model).
- Schools should seek value for money by negotiating with providers, seeking matched funding, and exploring the possibility of commissioning together with other schools to achieve an economy of scale.



4 PROCURE

Overview

Schools need to go beyond ‘word of mouth’ to scope options for commissioning external support.

Implementation

- We outline a framework to help schools decide which innovative service to commission: a ‘Confidence Framework’. It includes questions on service design, delivery, monitoring, impact and cost effectiveness.
- To help assess confidence in particular innovative services, schools can ‘try before they buy’, compare a range of options, seek ‘user reviews’, and involve the target audience in decision-making.
- All contracting should be aligned to UK and EU public procurement policy, including the principles of: value for money, non-discrimination, equal treatment, transparency, mutual recognition and proportionality.



5 IMPLEMENT

Overview

The role of the commissioner in implementation should be considered from the outset.

Implementation

- Schools should seek to collaborate and engage with providers to work together to define and reach an appropriate target audience, ensuring that services are integrated into timetables appropriately.
- Schools should balance the need to implement a service in a way which is faithful to its core design whilst tailoring and adapting its ‘surface features’ to a particular school context.
- Schools should implement fewer longer-term services which have sufficient time to build relationships and improve outcomes.



6 REVIEW

Overview

Innovative services must be robustly evaluated to assess impact, to identify areas for improvement, to understand student needs, to hold providers to account and ultimately to shape further decision-making. This is especially important with early stage innovative services for which there may be limited evidence of impact.

Implementation

- Schools and providers should work closely together to evaluate innovative services, especially through data sharing. Evaluation planning should begin early in the commissioning process, and be agreed as part of the contract.
- Schools should consider the options of external, school-led or venture-led evaluation and aim for the most robust approach to evaluation which is proportionate to the size and importance of the commission.
- In situations of limited resources, schools can encourage providers to lead much of the evaluation work, limiting the burden on the school itself, with oversight provided by senior leadership.
- Insights provided by evaluation should help schools to consider future commissioning decisions.

3 THE CASE FOR COMMISSIONING INNOVATIVE SERVICES

Educational inequality is a significant and intractable problem in the UK education system.⁶ In particular, income, geography and ethnicity are all key factors which are related to a child's educational performance and these trends can be observed over time. For example, we know that the link between low socioeconomic background and poor educational attainment in the UK is among the strongest observed in any developed country, across all levels of education from primary school to higher education.⁷ Educational performance also varies significantly across different ethnic groups and this is a significant factor in performance by the age of eleven, independent of socioeconomic background⁸ and the geographic area a child lives in has also become more strongly correlated with their performance at the age of 11.⁹

Against the backdrop of **persistent educational inequalities**, and a policy context of **increasing school autonomy**¹⁰ (which allows schools to make more independent decisions about how they spend their resources) and **real-term funding cuts**¹¹, it is more important than ever that we are, amongst other approaches, developing innovative thinking and practice, to address these challenges.

The value of innovative services

Research by the Organisation for Economic Co-operation and Development (OECD) suggests that countries with greater levels of innovation in the education system demonstrate improvements in certain educational outcomes, including more equitable learning outcomes across ability, higher mathematics performance at age 14, and more satisfied teaching staff.¹² Innovation is also highlighted by the UN's Education Commission as a key mechanism for challenging educational inequality.¹³

Our research also finds that engaging with innovative external services can help schools in their mission to tackle educational inequality. We have detailed below some of the ways in which this can happen:

- Improved and more equitable outcomes. Innovation in education is associated with improvements in certain educational outcomes, including more equitable learning outcomes and more satisfied teachers.¹⁴
- An outside perspective and fresh thinking. As in any organisation, embedded practices, norms and culture can be a barrier to change. Bringing innovators into a school can help to provide an alternative perspective and new ideas. This can help to create a more outward looking, engaged and innovative school culture.
- Specialist expertise. Schools cannot be specialists in everything. Bringing in external support and services provides the opportunity to engage with professionals and organisations which specialise in a range of areas, such as: continuing professional development; subject specialists (especially for primary schools); and social, emotional, psychological and behavioural specialists.
- The opportunity to do more, with less. As resources per pupil dwindle, if schools want to achieve the same or better outcomes, they cannot afford to do what they have always done. To an extent, engaging external services can enable schools to effectively share resources with other schools, especially if schools commission jointly.
- To solve new problems. As well as facing long-lasting entrenched problems such as educational inequality, the challenges faced by schools are ever changing and evolving. For instance, the issues of cyber-bullying and 'sexting' require new and innovative solutions to ensure that young people use technology in healthy and safe ways.

- To take advantage of new opportunities. The opportunities available to schools and students are also emerging and changing, such as increased understanding of ‘what works’ to improve student progress or the increasing availability and variety of technological tools and applications for learning. Innovative services can help schools to take advantage of these opportunities.
- To unlock new and alternative sources of funding. It is increasingly likely that schools will want to look for alternative sources of funding to complement or replace dwindling state resources; commissioning innovative services can be an avenue for gaining access to such funding.
- To offer children, young people, parents/carers, governors and teachers a dynamic and exciting education offer. Offering a dynamic and innovative range of opportunities for students and parents/carers, as well as to governors and teachers, is likely to help you to appeal to prospective students and teachers. It can also help to develop their capability for developing new ideas to social problems.

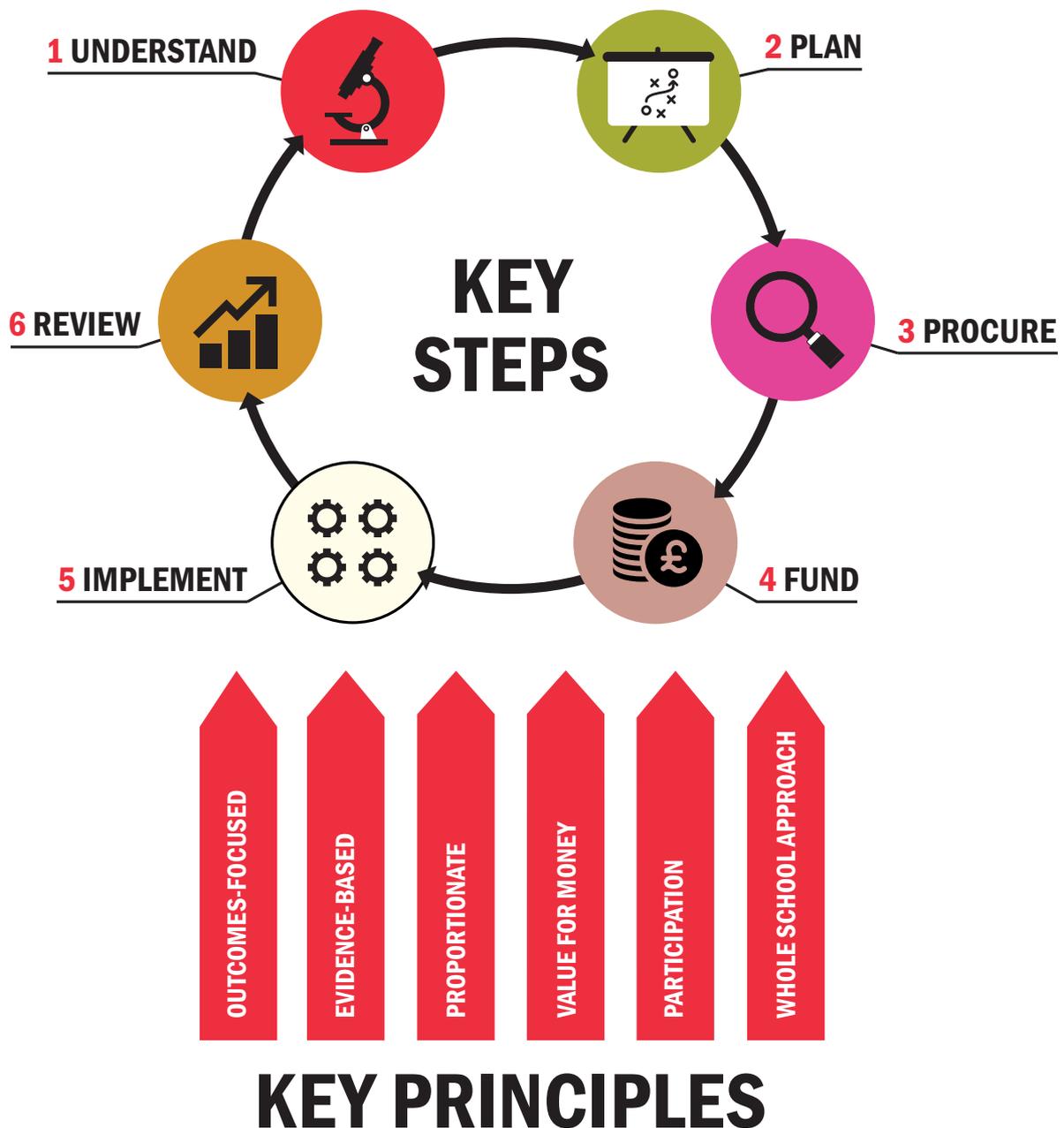
This guide focuses on innovative external services which schools can engage and commission. The process that is implemented to commission external providers can have a significant impact on the extent to which those services can bring about positive change. Our guidance for this process is outlined in the following section.



4 HOW TO COMMISSION TO IMPROVE STUDENT OUTCOMES

This section of the guide outlines the key steps and principles for effectively commissioning innovative projects, services and programmes, as summarised in Figure 2 below.

Figure 2: The Young Academy commissioning model, including key steps and key principles



KEY COMMISSIONING PRINCIPLES

The following key principles for effective commissioning have been formulated on the basis of evidence of what works within education, as well as other sectors, such as health and social care. These key principles should underpin each key step in the commissioning process:

1 OUTCOMES-FOCUSED

Outcomes are the changes that you want to bring about. A focus on outcomes throughout the commissioning process will help to facilitate an aligned and strategic process. They should ideally be specific, measurable, attainable, relevant and time-bound (SMART)¹⁵ and defined with the participation of a range of stakeholders, ideally including students. Ultimately, the intended outcomes should be formulated in line with your overall goal – for example tackling educational inequality, which this guide is concerned with.

2 EVIDENCE-BASED

The collection, consideration and use of the best available evidence, from inside and outside of the school, will help to inform decision-making and planning. In particular evidence should be used to:

- Understand need and identify intended outcomes
- Decide which service or model is most likely to affect those outcomes and should therefore be commissioned
- Assess how much innovation provider should be paid and whether it offers value for money
- Monitor and evaluate the impact of a service, how it can be improved, and whether it should be re-commissioned

The use of evidence by schools to aid decision-making is not always easy or straightforward.¹⁶ Key organisations exist to support schools to do this, most notably the [Education Endowment Foundation](#). With highly innovative and early stage services, which are unlikely to have robust evidence of impact, schools can draw on evidence and best practice principles from elsewhere to ascertain the likelihood of impact.

3 PROPORTIONATE

The level of time and resource that is invested in the commissioning process should be proportionate to the size and value (in terms of cost and likely impact) of the service being commissioned. For example, if a school is commissioning a one-off workshop to train teachers on how to use interactive white boards, it is unlikely to be necessary to complete a full needs assessment, commissioning plan, options analysis, and monitoring and evaluation process.

However, our research suggests that meaningful change in outcomes will usually require medium-long term interventions, the size and value of which is likely to warrant engagement with each of the key steps outlined in this guide.

4 VALUE FOR MONEY

In line with public procurement guidance and with limited – and in some cases decreasing – budgets, schools must seek to achieve value for money with their commissioning processes and decisions.¹⁷ However, this does not mean commissioning the cheapest possible provider. Instead, consideration of value for money should take into account wider social, economic and environmental costs and benefits of service provision.¹⁸ Schools can ask providers to evidence the value for money they offer.

5

PARTICIPATION

Involving key stakeholders in the commissioning process is not only a more democratic approach to service delivery, but it can also help to make more effective commissioning decisions because it capitalises on the expertise and experiences of those who are most closely involved in the change process we want to bring about.¹⁹

- There are a range of degrees of participation, from informing to sharing decision-making. Not all schools will be in a position to instigate shared decision-making and it will not always be appropriate or possible. However, schools should consider how they can meaningfully enable participation in commissioning beyond senior leaders wherever possible and work towards doing this on a more consistent basis.
- Participation must be facilitated in a careful, ethical way and schools will have varying capabilities and capacities in relation to this. Facilitating the participation of children and young people in commissioning requires specific and distinct strategies compared with participatory commissioning with adults. Such considerations are outlined in further detail in this [guide](#).

6

WHOLE SCHOOL APPROACH

Commissioning innovative services should be part of a whole school improvement plan; it should not happen in isolation or in pockets. This means that, if not already the case, it may be helpful for commissioning processes to be part of an overarching self-evaluation and improvement planning cycle within the annual school calendar. In addition, in order to achieve this strategic alignment, commissioning plans and decisions should be overseen if not made by senior leadership.

Services should be embedded within and communicated across the whole school, and the whole school should be encouraged to propose new ideas and models to senior leadership. This will help to capitalise upon external innovative services within a school to create a wider culture of innovation.

KEY COMMISSIONING STEPS



UNDERSTAND

Any attempt to tackle educational inequality by commissioning innovative projects, programmes or services should **begin with a clear and evidence-based understanding of the specific need or issue you are seeking to address**. There is ample evidence which shows that schools which most effectively tackle educational inequality do so through an evidence-based understanding of which pupils are underachieving and why, and use this knowledge to plan support and intervention strategies accordingly.²⁰

Identify the ‘gap(s)’ in your school

As shown by the statistics on educational inequality above, there are a range of ways in which educational inequality manifests in different contexts and school settings. Schools should explore evidence of the extent and ways in which some groups of students are systematically disadvantaged compared with other groups of students.

There are a range of tools, outlined in Figure 3 below, which you can use to develop this evidence-based understanding of need or ‘the gap’ as it manifests in your school, some of which schools will already be using. These tools mean that vast majority of the analysis is done for you; you simply need to interpret what it is telling you and identify your priorities.



Figure 3: Tools for exploring educational inequality in a school

Tools for exploring educational inequality in a school

- Your own internal school attainment, achievement, behaviour and attendance data, and any SIMS (School Information Management System) software you use.
- [Analysing School Performance](#) (formerly RAISEonline) – A DfE-provided platform which allows you to access detailed performance data and analysis.
- [The Families of Schools Tool](#) - Education Endowment Foundation provides this database of over 17,000 schools, each of which it clusters into small groups of schools working with similar pupils. It allows you to see:
 - Recent performance data for your pupils;
 - Attainment in your school relative to other similar schools;
 - The value added by your school (for PP and non-PP pupils) relative to other similar schools;
 - Predicted attainment of PP and non-PP pupils.

Understand why these gaps have emerged

As well as identifying what educational inequalities exist, schools also need to have an understanding of the barriers to learning that are creating these inequalities.

These may be internal, external, or a combination of internal and external barriers, as outlined in Figure 4 below.

Figure 4: Possibly barriers to learning

| Possible internal barriers | Internal/external barriers | Possible external barriers |
|---|--|--|
| <ul style="list-style-type: none"> • Inadequate teaching. • Inadequate subject leadership. • Inadequate pastoral support. • Culture of peer-to-peer bullying. • Low expectations. • Lack of behaviour management. | <ul style="list-style-type: none"> • Poor attendance. • Poor behaviour. • Lack of relationship between school and home. | <ul style="list-style-type: none"> • Home environment is not suitable for learning. • Parents are not supporting learning. • Episodes of going missing. • Substance misuse. • Mental health problems. |

How to explore barriers to learning

Schools can draw on a range of quantitative and qualitative data sources to explore barriers to learning to understand why some groups of students are underachieving relative to others.

Possible approaches are outlined below in Figure 5 and will depend on the nature of the ‘gap’ you have identified and on the capabilities and resources at your disposal for this task.

Figure 5: Possible approaches to exploring barriers to learning

Possible approaches to exploring barriers to learning

- **Teacher observations** as evidence of the performance of particular teachers and teams of teachers.
- **Student voice** such as student surveys, student interviews, student focus groups, and student council.
- **Parent voice** such as parent surveys, parent interviews, parent focus groups and parent governors.
- **Ofsted reports** as these draw on a range of data sources, including performance data, teacher observations and student/parent voice.
- **Local and national research** related to key factors enabling/inhibiting progress among particular groups of students or in particular subjects.²¹
- **Teacher knowledge of pupils** as an invaluable source of information about why individuals and groups of pupils may be underperforming.

Review your understanding of need

The evidence that you collect to understand need should be refreshed on an annual or more regular basis. Some of this information will be collected as part of the ‘Review’ step below, in that you will be collecting evidence on the needs and outcomes of the target audience through the process

of evaluating the service you’ve commissioned. In this way, the reviewing process should feedback into the processes of understanding need and planning impact, forming a cycle of commissioning.



PLAN

Once you have developed an evidence-based understanding of need and barriers to learning this should serve as a foundation for any plans to change, disrupt or improve practice and outcomes. These commissioning plans should be part of (or aligned to) the whole School Improvement Plan. This means that, if not already the case, it may be helpful for commissioning processes to be part of an overarching self-evaluation and improvement planning cycle within the annual school calendar. In addition, in order to achieve this strategic alignment and oversight, commissioning plans and decisions should be overseen if not made by senior leadership. The key aspects of how to plan your commissioning strategy are outlined below.

Internal and/or external solutions

Schools should consider whether an internal and/or an external solution is most suitable to address identified needs. Key questions to help in considering this include:

- **Capacity:** Do we have the capacity, in terms of staff time, to address this issue internally?
- **Capability:** Do we have the skills and ideas needed to address this issue internally?
- **Cost:** Is it cheaper and more efficient to develop an initiative internally or to bring in an external service?

Innovative external services may be a particularly appropriate strategy in relation to:

- **Intractable problems**
Where a school has already attempted to address student needs or barriers to learning and these attempts have been unsuccessful, new and fresh thinking and solutions may be necessary.
- **New problems**
Where entirely new needs or issues emerge, such as cyber-bullying and sexting, new solutions provided by professionals who have experience and understanding of the problem, are likely to be necessary.

- **Re-engagement and mediation**
Where the relationship between a student or a family and the school has deteriorated, an external professional or organisation can help to intervene, mediate and reengage.
- **Continuing professional development (CPD)**
In order to upskill and develop the whole staff body, external and 'new perspectives' are necessary to 'challenge existing practice'.²²
- **Specialist knowledge or expertise**
Where issues have been identified which are affecting student outcomes but which are outside of the school's expertise external initiatives may be necessary. For example, social, emotional and pastoral issues, such as child sexual exploitation, substance misuse, or gender inequality, are likely to require specialist intervention.

In most cases, it is likely that a combination of internal and external efforts will be needed to address the identified need and achieve the intended outcomes. Ultimately, as the evidence suggests, the commissioning of external services should only ever be to complement, rather than compensate for, internal school efforts to improve teaching and learning and address educational inequality.^{23 24}

Commissioning plan

If external provision is deemed to be the best option, the approach to commissioning should be planned. At its core, the commissioning plan should include a limited selection of outcomes that the school wants to bring about. It is important to prioritise fewer outcomes that you can realistically achieve, rather than seeking to achieve a multitude of outcomes. The difference between outcomes and outputs is outlined in the glossary.

The intended outcomes should then be used to determine all of the following aspects of the plan, as outlined in Figure 6 below. A template commissioning plan can be seen in Appendix 1.

Figure 6: Key aspects of a commissioning plan

| Aspect of plan | Related questions |
|--|--|
| Target audience | Who should participate in the intervention in order to achieve the intended outcomes? What are the eligibility criteria for participation? |
| Timescale | When should the innovative project begin work in your school and how long would they need to achieve the intended outcomes? |
| Budget, cost, resource | What is your budget for achieving these outcomes (in terms of financial resources as well as staff time)? Further guidance is provided in the 'Fund' section below. |
| Responsibility | Who should have responsibility for overseeing the project internally? Who is best placed to enable the project to achieve its intended outcomes? |
| Evaluation strategy and success criteria | How will we know if the intended outcomes have been achieved by the project and how are we going to find this out? Further guidance is provided in the 'Review' step below and is likely to best be determined once a service has been identified. |



PROCURE

Once a school has identified the need(s) it wants to address, the outcomes it wants to affect, and decided to commission an external provider to achieve those outcomes, there are several ways in which a school might go about procuring a suitable service. This section outlines best practice principles for effectively procuring innovative products, services or interventions in a way which is likely to realise the intended outcomes. As in the rest of this guide, we focus on how schools can best procure existing innovative services, rather than inviting new models and services to be designed.

Scoping the options

Firstly, schools need to scope the options for potential innovative services, products and interventions that could meet the identified needs. It is important to go beyond 'word of mouth' to scope options for external support to identify the best possible solution. Several online search platforms for education services exist to support with this. These may include:

Figure 7: Search platforms for education services and solutions

| Platform | Description |
|------------------------------------|--|
| Edukit | An online platform which offers online and analytical tools to help schools raise student attainment by making it easy to find appropriate support for students and to track the results, whether academic or behavioural. |
| Innovate my School | A website and online community which showcases, through a range of platforms, the 'best in education innovation' by teachers and industry experts from around the world. |
| Good CPD Guide | An online database and marketplace of school and college professional development services. Services can be filtered across a range of criteria, including target audience, evidence base and subject. |
| HundrEd | A website which documents and shares 100 of the more inspiring innovations in education from across the world. |

Weighing up the options

In Figure 8 below we outline a framework to help schools frame discussions with potential providers and to inform commissioning decision-making i.e. a 'Confidence Framework'. These criteria are adapted from the original Confidence Framework, which was co-developed by The

Young Foundation as part of the Realising Ambition programme²⁵, to provide clarity about what enables successful replication²⁶ of children and youth services²⁷.

A checklist of questions based on these considerations can be found in Appendix 1.

Figure 8: Key considerations for assessing the suitability of an external services

| Key element | Questions to help you weigh up your options |
|--|---|
| <p>Design A tightly designed service</p> | <ul style="list-style-type: none"> • Does the service have a strong and logical theory of change²⁸ in place? • Are the key components and activities of the service well defined? • Is the design of the intervention suitable to our school context? |
| <p>Delivery Effective delivery to those that need it</p> | <ul style="list-style-type: none"> • Does the service have a clear target audience which is aligned with mine? • Does the service have realistic delivery targets? • Do I have confidence that it can be delivered effectively? • Do I have confidence in the delivery staff e.g. are they motivated and well qualified? |
| <p>Monitoring Delivery and impact are monitored</p> | <ul style="list-style-type: none"> • Does the service routinely and robustly monitor its delivery? • Does the service routinely monitor its outcomes? • Does the service use evidence to improve delivery and outcomes? |
| <p>Impact The service is likely to achieve my intended outcomes</p> | <ul style="list-style-type: none"> • Are the intended outcomes of the service aligned with the outcomes that I want to affect? • Can the service provide evidence of their impact? • If not, which may be the case with highly innovative and early stage services, is there evidence from elsewhere that this type of intervention is likely to be effective (e.g. from EEF) and/or is it aligned with best practice and guidance?²⁹ • What, if any, is the risk that impact won't be achieved and is this tolerable? |
| <p>Cost effective The intervention is likely to be cost effective</p> | <ul style="list-style-type: none"> • Are the costs of the service fully understood and clear, including the internal cost incurred by the school to support delivery i.e. 'on costs'? • Do we have sufficient resources to support this service effectively? • Are the benefits of the service likely to outweigh the costs and does it offer value for money? • Can the service provide evidence of its cost benefit? |

To help answer these questions and assess confidence in particular innovative services, as well as discussing them with potential providers, schools can: ‘try before you buy’, compare a range of options, and seek ‘user reviews’ or references. The people that a service works with, likely to be students or teachers, will often have the best sense of whether it is likely to be effective. It is therefore wise to include them in some way in the decision-making process. This can also help to secure their ‘buy in’ and is in line with the key commissioning principle of participation.



Understandably given the current education funding climate schools are rightly concerned about expenditure, especially on anything which is seen to be ‘non-essential’. However, while innovative services are clearly not always necessary or financially possible, there are instances in which commissioning innovative projects can open up new avenues of funding, be cheaper than alternatives, enable efficiency savings by ‘doing more with less’ and enable cost avoidance.

This section outlines how innovative projects can be effectively and creatively funded to help schools achieve more or better outcomes with less.

Sources of funding

Pupil Premium (PP) funding³¹, totalling around £2.5 billion per year, is a key source of funding that schools can and do use to fund innovative projects to tackle educational inequality.³² PP is currently additional to per pupil core funding, and is focused on addressing educational inequality. As such, it is an ideal source of funding for investing in new and socially innovative approaches.

Schools are now expected to produce a pupil premium strategy, justifying why and how they intend to spend their pupil premium, and the principles for commissioning in this guide are aligned with best practice in spending pupil premium, for example the principle of regular review.³³

State innovation funds are specific public funds available for the commissioning of innovation. For example, [The Teaching, Learning and Innovation Fund](#) (worth £75 million) focuses on stimulating the supply and demand of innovative CPD, while the [Strategic School Improvement Fund](#) (worth £150 million) focuses on raising the performance of underperforming schools or schools at risk of underperforming.³⁴ Each fund has an application window cycle.

Fair and transparent contracting

Many of the contracts of innovative services, programmes and projects that this guide refers to are likely to fall below the thresholds at which EU Public Procurement Directives apply. Nevertheless, all contracting should be aligned to UK and EU public procurement policy, including the principles of: value for money, non-discrimination, equal treatment, transparency, mutual recognition and proportionality.³⁰

Charitable grants are available from the National Lottery and grant making trusts and foundations. [Grants4Schools](#) is a useful website providing up-to-date information on currently available grants, how and when to apply, and how to write a successful grant application.

Crowdfunding is a way of raising finance by asking a large number of people each for a small amount of money. This is a fundraising strategy which schools are increasingly turning to. Key platforms which schools can use include:

- [Rocket Fund](#) is a platform which enables schools to crowd fund up to £1500 to purchase technological innovations and to access corporate match funding. Around 30 schools have received funding through this platform already.
- There are a range of **generic crowdfunding platforms** that schools can use such as: [crowdfunder](#), [chuffed](#), [Just Giving](#) and [leetchi](#).

Trial grants such as [The Education Endowment Foundation](#) (EEF) offers funding to schools to test the impact of high-potential projects aiming to raise the attainment of children and young people, particularly those from disadvantaged backgrounds. Grants are given to collectives of four or more schools, but larger groups of schools trialling an initiative are favoured and grants of between £90,000 and £1.5 million are awarded.

Such funding is highly dependent on schools being willing to participate in a robust and independent evaluation of the intervention. It is particularly suitable for funding innovative projects and initiatives because it is precisely these novel approaches which need to develop an evidence base for impact (as explored further in the ‘Review’ section).

Social finance or investment is the use of repayable finance to help an organisation achieve a social purpose. In our 2013 report ‘Social Investment in Education’³⁵ we argued that there was real scope for increasing the role of social finance in education. Since then there has been a significant increase in social investment in education ventures, part of which has been brought about through the work of the Young Academy. However there has been less social investment directly to schools and this therefore remains an area for growth.

Consider the model of funding

Schools should consider which funding model is best suited to achieving their aims. Key models include the contracting activities/outputs, or payment-by-results:

- **Contracting activities or outputs.** Most of the time, schools commission activities and outputs (such as a specific number of workshops or mentoring sessions). The advantage of this approach is that the deliverable is clear, well understood and easily measured or accounted for. The disadvantage of this approach is that the contractual arrangement is not focused on the outcomes that are being sought and the funding is granted regardless of whether the intended outcomes are achieved.
- **Payment-by-results.** For this reason, some schools and innovative projects have begun to use outcomes-based financing and contractual models, such as payment-by-results (PbR). Key advantages of this approach are that schools can pay for what matters – the results or outcomes – rather than the means of achieving them. In addition, risk (of ineffective provision) is transferred from the school to the provider. However, there are also potential disadvantages of this approach, including: the contracting of hard and measurable outcomes, at the possible expense of more subjective ‘soft’ outcomes; possible disagreement about the extent to which intended outcomes have been achieved, especially if intended outcomes are not easily measurable; and the level of risk involved for service providers can be prohibitive for some.
- **Value for money.** Schools should seek value for money by asking providers for evidence of their impact and cost benefits. Value for money can also be achieved by negotiating with providers, especially early stage ventures, seeking other or matched funding (such as philanthropic donations), and exploring the possibility of commissioning together with other schools to achieve an economy of scale.



Implementation should be considered within the commissioning process. Schools need to actively and effectively support the implementation of the innovative services they commission, even when they are externally provided, in order to enable them to fulfil their potential impact on student outcomes. For a comprehensive guide to implementation, please see the [EEF's Guidance Report](#)³⁶. The key elements of effective implementation are outlined below.

Collaborative implementation

Schools should work collaboratively with providers to draw on their respective knowledge and expertise to implement innovation service effectively. To facilitate this collaboration, schools can:

- **Nominate a named member of staff** who has sufficient time and incentivise them to support the service and take ownership.
- **Communicate and share information with providers.** For example, before an intervention begins, information about the school and project target audience should be shared with the provider. During the project if there are any major changes being made to the school strategy or systems, these need to be communicated to the provider.
- **Communicate about the service** with relevant people across the whole school, including sharing information about its aims, activities, operation, and impact.

Co-defining and reaching target audience

A key aspect of implementation that schools and providers should work collaboratively on is defining and reaching an appropriate target audience. It is essential that eligible individuals in need are served by an appropriate intervention. This should be based on agreed intended outcomes and in line with the design of the service. Target audience could be:

- **Teachers, parents, students, or a combination of all three.** Although student outcomes are the ultimate goal, sometimes interventions (such as the CPD activities or family outreach workers) will need to work with teachers or parents in order to affect student outcomes.
- **The whole school:** Some interventions, such as Smart Schools Council, will need to work with the whole school to bring about change.



REVIEW

- **Targeted groups or individual students.** Many interventions, especially those which are seeking to address the educational inequality and therefore the underachievement of certain groups of students, should be targeted at particular groups or individual students. For example, such targeting is often likely to reflect eligibility for Pupil Premium, especially if Pupil Premium is paying for the project.
- In order to ensure that the right students engage in the right service at the right time, it is important to integrate commissioned services into student and/or teacher timetables.

Eligibility criteria

Eligibility criteria, and possibly relevant assessment tools, need to be developed to assess who is eligible to participate and possibly when people are no longer eligible to participate. For example, if a project is targeted at boys with low levels of confidence then mechanisms will need to be in place to establish which boys in a school have low levels of confidence (such as using a survey which measures confidence). Schools should check if providers have suitable tools and processes in place. It is also important that schools look across the full range of activities and interventions a student is participating in to ensure that they are complementary and not overly burdensome.

Thinking carefully about adaptation

Most often implementation of innovative projects is actually about replicating projects that have been delivered in other schools or settings in a new school or setting. Implementation requires a careful balancing of the need to implement a service in a way which is faithful to its core design (which makes it more likely that intended outcomes will be achieved) whilst tailoring and adapting its surface features to make it suitable a particular school context.³⁷ Schools should discuss this with providers prior to implementation.

Long term implementation

Almost all initiatives which are seeking to improve outcomes for children and young people will require a medium to long-term implementation commitment. This means that schools should prioritise intended outcomes and implement fewer longer-term services which have sufficient time to build relationships and improve outcomes. When considering short-term or one-off projects or programmes, schools are therefore encouraged to interrogate its reasons (or the provider's logic) for doing so particularly carefully.

Monitoring, learning from and evaluating innovative projects is absolutely crucial to improving student outcomes and tackling educational inequality. It should be treated as an integral element of effective commissioning of innovative projects, especially given that market of innovative education products, services and projects is highly unregulated.

The responsibility for monitoring, learning and evaluation lies with providers, as well as with schools, but schools play an important role in demanding that the organisations they commission provide this evidence and information with oversight provided by senior leadership.

Why monitor and evaluate

Monitoring, learning and evaluation serves a variety of key functions in the commissioning process, including:

- To *improve* and refine delivery so that outcomes are maximised.
- To highlight how an intervention might need to be *adapted* for a particular context.
- To assess and *prove* whether a project works, that is whether it achieves its intended outcomes, and to *share this learning* with the wider education community.
- To make *evidence-based decisions* about whether a project should be re-commissioned and if so on what basis; sometimes evaluation will show that projects should be decommissioned.
- To *assess the nature of student need* in a school, whether this has changed or stayed the same, to underpin future commissioning strategies.

How to evaluate impact

For an evaluation which is seeking to assess the impact of a project on students, most effective evaluations will include the steps outlined in Figure 9.

In order to facilitate these key steps it is important to begin discussing and planning the evaluation from the outset, at the point at which any project or service is contracted.

Figure 9: Key steps for evaluating impact

| Key step | Explanation |
|---|--|
| Agree the outcomes that you are intending to improve | In line with the ‘understanding need’ section of this guide, the foundation of evaluation should be to agree intended outcomes. Defining intended outcomes should be led by the school. This could be as part of a broader theory of change. |
| Agree evaluation methods and measures | <p>In many instances, existing school data can be used to assess the impact of an intervention, particularly if outcomes related to attainment, attendance, or behaviour are of interest. In such cases an information or data sharing agreement between the school and the provider may need to be agreed at the outset.</p> <p>For other (softer) outcomes, such as confidence, self-esteem or anger, questionnaires (impact tools) should be completed before (possibly during) and after the intervention. There are many existing impact tools available so schools do not need to spend time creating new ones.³⁸</p> |
| Decide on the timeframe for the evaluation | You will need to decide when the evaluation is going to take place. Usually in order to assess change over time, impact data should be collected before and after the intervention. |
| Agree who is responsible for the evaluation | In order to ensure that the evaluation is conducted, you need to name a responsible person within the school (most likely the project lead) as well a responsible person on the provider side. |
| Collect the data | Depending on the outcomes of interest and the methods chosen, the school and/or the venture may be responsible for collecting data. In any case, relevant data needs to be captured consistently and in a timely fashion. When and how this needs to be done should be planned from the outset. |
| Analyse and report | In most cases the provider will be responsible for analysis of data, although some schools may choose to do this themselves too. Evaluation reports should focus on evidence of impact on intended outcomes as well as lessons learned. |

Assessing causation

In order to assess causation, that is to ascertain if the intervention in question resulted in the observed change in outcomes, it is necessary to compare the outcomes of the intervention participants with the outcomes of similar people who did not participate in the intervention. This allows you to see what would have happened without the intervention.

This is the most robust approach to impact evaluation but it is also resource-intensive and not always possible. Key sources of support for this kind of evaluation include the Education Endowment Foundation, [Project Oracle](#) and [Inspiring Impact](#).

Reviewing to plan ahead

Evidence and insight gained through the review process should be used to feedback into exploring need and future improvement and commissioning planning. In this sense, the commissioning process can best be understood as an ongoing cycle.

5 CREATING A CULTURE OF INNOVATION

Commissioning innovative services is an opportunity to create a wider culture of innovation in a school, so that students, teachers, governors and parents/carers are empowered to create, source and propose innovative solutions to challenges they are facing.

Innovative services need to be embedded and woven into the fabric of the school to facilitate this which can in turn enable schools themselves to learn from innovative providers, and even deliver such models and programmes themselves.

This will help to ensure that the potential of everybody in a school community to innovate is recognised and enabled. As Ken Robinson, a leading education thinker, reminds us:

“The role of a creative leader is not to have all the ideas; it’s to create a culture where everyone can have ideas and feel that they’re valued.”⁵⁹

Collaboration and partnership between schools and providers of innovative services are key mechanisms to achieve this ‘culture of innovation’ in the education sector.



APPENDIX 1: TOOLS FOR COMMISSIONING

COMMISSIONING PLAN TEMPLATE

Before you have decided on a service...

| | |
|--|--|
| <p>Intended outcomes – what change are you hoping to bring about?</p> | |
| <p>Alignment with school improvement plan – how does this align with the school improvement plan?</p> | |
| <p>Target audience – amongst whom are you hoping to bring about a change?</p> | |
| <p>Timeframe – over what period of time do you want to bring about a change?</p> | |
| <p>Budget – what is your budget for achieving this change?</p> | |
| <p>Key contact – which member of staff will be the key contact for the service?</p> | |

Once you have chosen a service...

| | |
|--|--|
| <p>Responsible senior leader – which member of the senior leadership team will have responsibility?</p> | |
| <p>Evaluation strategy – who will be evaluating this and how?</p> | |

CHECKLIST: QUESTIONS TO ASK POTENTIAL PROVIDERS

| Key element | Questions to ask a provider | Questions to consider |
|---------------------------|---|---|
| Service design | <ul style="list-style-type: none"> • Please could we see your theory of change? Please could you talk us through it? • What is your intended impact and outcomes and how do you achieve these? | <ul style="list-style-type: none"> • Are the intended outcomes of the service aligned with the outcomes that I want to affect? • Is the theory of change plausible? • Are the elements well defined? • Is the design of the intervention suitable to our school context? |
| Service delivery | <ul style="list-style-type: none"> • What is the target audience of your service? • What are your service's delivery targets – what do you hope to deliver and when? • Who delivers the service? How well qualified are they? Are they volunteers or paid staff? | <ul style="list-style-type: none"> • Is this aligned with my target audience? • Do I have confidence in the delivery staff e.g. are they motivated and well qualified? |
| Service monitoring | <ul style="list-style-type: none"> • How do you monitor the quality of your delivery? • How do you monitor your outcomes? • How frequently and in what format do you report to the school? | <ul style="list-style-type: none"> • Are their monitoring processes robust? • Are their reporting processes robust? |
| Service impact | <ul style="list-style-type: none"> • Can you provide evidence of your impact? • If not, is the design of your service based on evidence or is there evidence from elsewhere that your service is likely to be effective? • What, if any, is the risk that impact won't be achieved? | <ul style="list-style-type: none"> • How robust is their evidence of impact? • If not, which may be the case with highly innovative and early stage services, is there evidence from elsewhere that this type of intervention is likely to be effective (e.g. from EEF) and/ or is it aligned with best practice and guidance?⁴⁰ |
| Cost effective | <ul style="list-style-type: none"> • What are the costs of your service? • How much teacher time do you usually need to support your service? • Are there any other resources that you need from the school to support your service? • Do you have evidence of cost benefits? | <ul style="list-style-type: none"> • Are the costs of the service fully understood and clear, including hidden costs? • Do we have sufficient resources to support this service effectively? • Are the benefits of the service likely to outweigh the costs and does it offer value for money? |

APPENDIX 2: METHODOLOGY

This guidance was developed with experts in education and innovation. A full list of partners and participants can be seen at the beginning of the guide. In line with participant preferences, we have ensured that quotations are not attributable to individuals.

We have instead noted whether the quote is attributable to a Young Academy venture, a headteacher/teacher or an 'expert'.

Figure 10 below presents a summary of our research methodology, our sources, methods and the number of participants involved.

Figure 10 Summary of primary research

| Source | Method(s) | Number of participants |
|---|---|--|
| Headteachers and teachers | Semi-structured interviews and focus groups Review of guidance and feedback | 21 |
| Young Academy ventures | Extended case study interviews | 6 |
| Education, innovation and commissioning experts | Semi-structured telephone and face-to-face interviews | 22 (9 of whom had previously been headteachers) |
| Existing evidence and guidance | A literature and best practice review related to best practice in commissioning | N/A |

APPENDIX 3: GLOSSARY

Throughout this guide, we use the following definitions of key terms:

Accelerator: a programme which provides support and training for the scaling up of businesses or ventures. These differ from incubators because they typically take equity in the business in return for their investment, and do not always involve a physical space. The Young Academy is an example of an accelerator programme.

Attainment gap: the systematic difference between the educational attainment of a particular group of students and their peers. For example, the difference in attainment between pupils receiving Free School Meals and their non-FSM peers.

Commissioning: the process of planning, procuring, delivering and evaluating services, particularly in the public sector. It is about ‘the most effective and efficient way of using all the available resources to improve outcomes for children, young people and their families’.⁴¹

Educational inequality: the unequal distribution of educational resources and outcomes across different social groups, whether by geography, ethnicity or class background etc. (see also attainment gap.)

Incubator: a service which provides support and/or training to entrepreneurs, often in the form of a physical working space.

Outcomes: the changes, benefits, learning, or other effects that result from what the organisation makes, offers, or provides.

Outputs: the amount and quality of activities that are delivered.

Payment-by-results: contracting and financing where payment to a provider is contingent on the evidenced achievement of intended results or outcomes.

Procurement: purchasing goods or services from an external provider, often through a tendering process.

Provider: the organisation or individual who provides an external service or innovation to a school.

Service: a project, programme, intervention or product which is provided externally to schools. Throughout this guide, we refer to ‘services’ as a term which includes the various types of external provision which may be commissioned by schools.

Social innovation: Social innovations are new solutions (products, services, models, markets, processes etc.) that simultaneously meet a social need (more effectively than existing solutions) and lead to new or improved capabilities and relationships and better use of assets and resources. In other words, social innovations are both good for society and enhance society’s capacity to act.⁴² Examples of Young Academy social innovations can be seen in the long guide.

Theory of change: a model or flow chart which specifies how a particular activity is believed to bring about a certain change. Key elements in this model often include: aims, outcomes, impact, outputs, activities, assumptions and target audience.

Venture: a new activity or undertaking, most often a business, which involves risk or uncertainty. A Young Academy venture is one that works in the education sector, usually as an innovative early-stage business, charity or social enterprise, which has also participated in the Young Academy accelerator programme.

ENDNOTES

¹Sutton Trust (2016a) Fast Facts: [Online.] www.suttontrust.com/about-us/us/fast-facts-research

²The Young Academy (2016). About. [Online.] www.theyoungacademy.org/about

³This guide is about how best to commission external services, programmes, solutions, products or interventions to improve student outcomes. For the remainder of the guide and for the sake of brevity, we use the term ‘service’.

⁴UK Government (2017). Public Sector Procurement Policy [Online.] <https://www.gov.uk/guidance/public-sector-procurement-policy>

⁵HM Treasury. (2013). The Green Book: appraisal and evaluation in central government. [Online.] <https://www.gov.uk/government/publications/the-green-book-appraisal-and-evaluation-in-central-government>

⁶Fair Education Alliance (2017). Report Card 2016/17. [Online.] www.faireducation.org.uk/s/FEA-Report-Card-2016-17.pdf

⁷Teach First (2017). What is Educational Inequality? [Online.] www.teachfirst.org.uk/why-we-exist/what-educational-inequality

⁸Social Market Foundation (2016). Educational Inequalities in England and Wales [Online.] www.smf.co.uk/publications/educational-inequalities-in-england-and-wales

⁹Ibid.

¹⁰Christ, C. and Dobbins, M. (2016). ‘Increasing school autonomy in Western Europe: a comparative analysis of its causes and forms’ European Societies. Volume 18.4. pp. 359-388.

¹¹The Independent (2017). School funding in England will have fallen nearly 5% in real terms by 2019, says IFS. 18th July. [Online.] www.independent.co.uk/news/uk/politics/school-funding-england-fall-5-per-cent-by-2019-ifs-fiscal-studies-education-justine-greening-a7846381.html

¹²OECD (2014). Measuring Innovation in Education: England System Note. [Online.] www.oecd.org/unitedkingdom/Measuring-Innovation-in-Education-England.pdf

¹³Education Commission (2016). The Learning Generation: Investing in Education for a Changing World. Available at: <http://report.educationcommission.org/report/>

¹⁴OECD (2014). Op cit.

¹⁵SMART: Specific, Measurable, Attainable, Relevant, and Time-bound

¹⁶Education Endowment Foundation (2017). Evidence for the Frontline: Evaluation report and executive summary. [Online.] <https://educationendowmentfoundation.org.uk/our-work/projects/evidence-for-the-frontline>

¹⁷UK Government (2017). Public Sector Procurement Policy [Online.] <https://www.gov.uk/guidance/public-sector-procurement-policy>

¹⁸HM Treasury. (2013). The Green Book: appraisal and evaluation in central government. [Online.] <https://www.gov.uk/government/publications/the-green-book-appraisal-and-evaluation-in-central-government>

¹⁹NEF and Action for Children (2009). Backing the future: Why investing in children is good for us all – A guide to commissioning children’s service for better outcomes. [Online.] www.actionforchildren.org.uk/media/3259/a-guide-to-commissioning-childrens-services-for-better-outcomes.pdf

²⁰Department for Education (2015). *Supporting the attainment of disadvantaged pupils: articulating success and good practice*. [Online.]

²¹For example, the Education Endowment Foundation’s Teaching and Learning Toolkit, available at: <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit>

²²Department for Education (2016). Standard for teachers’ professional development. [Online.] www.gov.uk/government/uploads/system/uploads/attachment_data/file/537031/160712-PD_Expert_Group_Guidance.pdf

²³Ofsted (2013). The Pupil Premium: How schools are spending the funding successfully to maximise achievement. [Online.] www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully

²⁴Department for Education (2015). Supporting the attainment of disadvantaged pupils: articulating success and good practice. Available at: www.gov.uk/government/publications/supporting-the-attainment-of-disadvantaged-pupils

²⁵Realising Ambition was a five year programme funded by the Big Lottery, providing grant funding and specialist support to organisations to refine and build the evidence base of their services aimed at preventing children and young people from entering the criminal justice system.

²⁶Replication is the delivery of a service into new geographical areas or to new or different audiences. Replication is distinct from scaling-up in that replication is just one way of scaling ‘wide’ – i.e. reaching a greater number of beneficiaries in new places.

²⁷Realising Ambition (2015). Programme Insight 1: Replication. [Online.] www.catch-22.org.uk/wp-content/uploads/2015/06/Realising-Ambition-Programme-Insight-The-Secret-Life-of-Innovation.pdf

²⁸A theory of change is a flow chart or diagram showing the mechanisms of change that an intervention or programme is believed to bring about. It should include the following aspects of an innovation: activities; inputs; outputs; outcomes; and impact, as well as assumptions. Further guidance on theories of change can be seen here: <http://diytoolkit.org/tools/theory-of-change/>

²⁹For example, CPD innovations should be compared with the DfE Standard for Teachers’ Professional Development, as previously cited.

³⁰Crown Commercial Service (2016). A Brief Guide to the 2014 EU Public Procurement Directives. [Online.] Available at: www.gov.uk/government/uploads/system/uploads/attachment_data/file/560261/Brief_Guide_to_the_2014_Directives_Oct_16.pdf

³¹Pupil Premium is additional per pupil funding given to schools to raise the attainment of disadvantaged and service children of all abilities and to reduce some of the inequalities outlined in the previous section of this document. Schools are given between £300 and £1900 extra per pupil per year.

³²Government (2016). Pupil Premium Information for Schools. [Online.] www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings

³³Ofsted (2013) The Pupil Premium: Analysis and challenge tools for schools. [Online.] www.gov.uk/government/publications/the-pupil-premium-analysis-and-challenge-tools-for-schools

³⁴Government (2016). New funding for school improvement. [Online.] www.gov.uk/government/news/new-funding-for-school-improvement-2

³⁵Loder, J., Rocyn Jones, G. and Norman, W. (2013). Social Investment in Education. London: The Young Foundation.

³⁶EEF (2017). Putting Evidence to Work: A School’s Guide to Implementation. Guidance Report. [Online.] <https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/Implementation/EEF-Implementation-Guidance-Report.pdf>

³⁷Realising Ambition (2015). Programme Insight 1: Replication. [Online.] www.catch-22.org.uk/wp-content/uploads/2015/06/Realising-Ambition-Programme-Insight-The-Secret-Life-of-Innovation.pdf

³⁸A library of impact measurement tools can be found here and can be filtered by sector, cost and format: <http://inspiringimpact.org/listings/>

³⁹Robinson, K. cited in Fast Company (2011), Ken Robinson On The Principles Of Creative Leadership [Online.] www.fastcompany.com/1764044/ken-robinson-principles-creative-leadership

⁴⁰For example, CPD innovations should be compared with the DfE Standard for Teachers’ Professional Development, as previously cited.

⁴¹Department of Education (2009). Good commissioning: principles and practice. [Online.] www.gov.uk/government/uploads/system/uploads/attachment_data/file/182307/good-commissioning_principles_and_practice.pdf

⁴²Caulier-Grice, J., Davies, A., Patrick, R. and Norman, W. (2012) Defining Social Innovation. A deliverable of the project: “The theoretical, empirical and policy foundations for building social innovation in Europe” (TEPSIE), European Commission – 7th Framework Programme, Brussels: European Commission, DG Research.

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