

PILOT STUDY PLAN

Lives Not Knives Educate

NatCen Social Research

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Pilot study plan for Lives Not Knives Educate

Evaluating institution: NatCen Social Research

Evaluators: Andi Fugard and Ellie Roberts

Project title	<i>Lives Not Knives Educate</i>
Developer (Institution)	<i>Lives Not Knives (LNK)</i>
Evaluator (Institution)	<i>NatCen Social Research</i>
Principal investigator(s)	<i>Andi Fugard and Ellie Roberts</i>
Evaluation plan author(s)	<i>Ellie Roberts, Molly Scott, Andi Fugard</i>
Evaluation setting	<i>School-based</i>
Target group	<i>10 to 14 year olds at risk of exclusion and offending behaviour</i>
Number of participants	<i>Approximately 84 for the targeted element and 104 for universal (total 188)</i>

Study plan version history

Version	Date	Reason for revision
0.91	13.08.2021	
0.92	15.09.2021	Added some responses to YEF comments on the initial draft
0.93	07.10.2021	Minor revisions to respond to YEF comments on the second draft, and clarifications provided by LNK about the intervention design and implementation.

Intervention

Overview and rationale for LNK

LNK Educate, delivered by Lives Not Knives (LNK), is one of a number of interventions being funded by the newly established Youth Endowment Fund (YEF) and is designed to reduce knife crime, serious youth violence and school exclusions. LNK Educate combines a whole school workshop approach with intensive mentoring for young people who are identified as being more at risk of being drawn into violence.

LNK's key purposes are to:

- Educate young people that crime has significantly adverse consequences for society, as well as themselves and their future.
- Demonstrate that knife crime and violence are not the norm.
- Offer a different pathway by modelling behaviours and providing strategies for crime and violence avoidance.
- Give young people a chance to aspire for a future absence of crime and violence, with positive experiences: improved school attainment, increased ability to maintain / sustain employment, better family relationships, the absence of grief, anger and better life chances / prospects.
- Ensure that the young person gets as much appropriate support as possible by working closely with the Police, MOPAC, the Gangs, Looked After Children and Drugs teams, local councils, Pupil Referral Units, schools and many community organisations supporting at-risk young people.
- Train teachers and school support staff to identify young people at highest risk of exclusion or involvement in criminal activity and to be able to better support them using the LNK resources.
- Support the family of at highest risk young people by offering drop-in sessions to share their concerns and learn strategies to help divert their child from a life of crime and violence.
- Develop a cohort of Youth Ambassadors who inform our work.
- Educate the local community about what they can do to support young people and prevent them getting into violence and crime.

Recruitment and delivery is focused on 10 to 14 year olds in the Croydon area. The intervention comprises:

- A **'Universal' element**: LNK will provide resources to schools and teachers will deliver one day workshops and regular lessons using these resources.
- A **'Targeted' element**: intensive mentoring sessions for young people most at risk, comprising one-to-one sessions once a week for up to 12 months, plus additional drop-ins if needed, at schools and LNK premises.

LNK Educate was funded by the Home Office in 2018, following 10 years of LNK youth workers delivering school roadshows to 10,000 young people aged 10-14 per year. LNK piloted the delivery of LNK Educate between January and March 2019. This involved a training workshop for 31 teachers and 80 youth workers, which aimed to promote the importance of adopting the whole school approach and support participants to identify and refer young people who are at-risk or already gang affiliated. This programme sought to bridge that gap and help schools refer young people identified as needing mentoring.

Delivery model

LNK will deliver resources about crime/violence prevention to teachers and support staff in schools with the highest rates of pupil exclusion to encourage a whole school approach to crime and violence reduction (universal element). Following this, LNK Mentors will provide mentoring to those young people identified as being at highest risk of school exclusion and getting drawn into crime and violence (targeted element).

The process of selecting pupils into the targeted element varies across schools, and does not adhere to fixed criteria. Teachers and LNK Youth Mentors usually work together to make the selection. They take into account observation of how pupils respond to the universal element, as well as their existing knowledge of the pupils and perceptions of who may benefit from the one-to-one mentoring the most. Other key figures within the school such as the safeguarding leads or Special Educational Needs and Disabilities (SEND) leads may also contribute to the decision.

Universal element:

- LNK staff provide a training to teachers, to equip them to deliver workshops to pupils using LNK resources. The resource package includes 5 videos. These videos tell the story of a mum whose son is in prison for stabbing a young boy to death and professionals discussing the consequences of knife crime (e.g., a trauma surgeon, a junior barrister, and a police officer).
- All young people aged 10 to 14 within the target schools are then invited to attend regular anti-crime and violence lessons from teachers and support staff who have been trained to use the LNK resources, using videos and worksheets to encourage pupil participation.

Targeted element: Pupils selected for mentoring receive:

- Intensive support consisting of one-to-one sessions once a week for up to 12 months (although in some cases this may be less, dependent on progress).
- Mentoring will take place within mainstream schools with a high rate of school exclusions during term time and group mentoring during school holidays at the LNK unit in Centrale Shopping Centre in Croydon.
- Mentoring sessions will include reflection on achievement of goals set at last session, what worked, what was a barrier, reviewing upcoming challenges, recommendations to try new strategies, help to express themselves and signposting to other support. They will also involve updating goal-setting, a positive review of distance travelled and reflection on ultimate goals and ambitions.
- Additional drop-in sessions with mentors available twice weekly, offering flexibility for additional support.

LNK logic model

A workshop with members of the LNK team to check assumptions around impact and programme theory took place in May 2021. The workshop generated much useful discussion to help develop a model to visually represent LNK Educate impact and programme theory. This is shown in Appendix 1.

Four outcome pathways are identified in the model:

- outcomes for the young people receiving the universal and, where applicable, the targeted elements;
- outcomes for the parents/guardians of the young people receiving LNK-Educate;
- outcomes for the schools delivering LNK-Educate; and,
- outcomes for the LNK-Educate intervention and staff.

All outcomes in the model denote a sense of change and are positioned sequentially to show how short-term outcomes can lead to medium and longer-term outcomes. There is an expectation that all outcomes contribute in some way to the overarching long-term goals of improved outcomes for young people, their families and communities.

Research questions

We have planned an evaluation that aims to understand how LNK Educate is delivered, whether it is being delivered as intended, and whether there is evidence of promise. The evaluation consists of:

- Qualitative research to explore early delivery, including interviews with key stakeholders and service users (the feasibility study); and

- Quantitative uncontrolled pilot study to identify pre-post change following both the universal and targeted interventions, and to establish the feasibility of a quasi-experimental comparison of universal and targeted outcomes.

More detailed research questions for each strand of the evaluation are discussed in turn below.

Feasibility study research questions

The feasibility study aims to explore the following research questions from the perspective of LNK staff, school staff and pupils:

1. How and why are schools recruited to the LNK Educate?
2. How is LNK Educate implemented in practice and what adaptations are made to delivery?
3. What are participants' experiences of the programme including key facilitators and barriers to implementation and delivery?
4. What are participants views on the perceived impacts of the programme?
5. What are the possible next steps and recommendations for delivery?

Pilot study research questions

The main objectives of the pilot are to investigate LNK's potential to reduce the risk of youth offending and identify appropriate primary outcome measures for the intervention. This will help shed light on the readiness of LNK for a future trial and provide insights into how such a trial could be designed.

Specifically, the pilot study will address the following research questions:

1. Are the validated primary outcome measures selected for the universal and targeted forms of LNK Educate acceptable and feasible to collect in a future efficacy trial?
2. What is the pre- and post-intervention change in these outcomes?
3. How can the pilot study inform decisions on sample sizes for a potential future efficacy trial of the LNK Educate? This will consider observed numbers of participants and the anticipated size of change in participant outcomes, as well as drawing on wider literature to inform future sample size calculations.

The first research question involves examining the likely feasibility of collecting the primary outcomes identified for the LNK Educate in a future efficacy trial of the programme. Collecting data on these measures during the pilot study will help us understand if they are found to be acceptable by schools and pupils, as well as assessing their psychometric properties and checking for any issues around missing data. The criteria against which we

will assess these outcome measures are described in the next section on Success Criteria. This evidence will help inform choices around whether high quality data on these measures can be collected again in an efficacy trial of the programme.

The second research question will involve measuring the primary outcomes through a pupil survey administered before and after the intervention. Calculating the pre- and post-intervention change in these outcomes will help to illustrate the 'distance travelled' after LNK; that is, whether there is evidence that outcomes change in the expected direction after the intervention. It is important to emphasise that the pilot study is not designed to identify the casual impact of LNK Educate and does not include any comparison group. This means we should not interpret any difference in outcomes as being directly attributable to LNK Educate, but instead as showing indicative evidence of promise.

The third research question will help ensure that the pilot study provides an opportunity to inform the sampling design of a future efficacy trial of the LNK Educate.

Success criteria and/or targets

The aims of the pilot evaluation can be summarised as examining evidence of feasibility, evidence of promise and readiness for trial. To achieve these aims, the pilot will need to meet the following success criteria:

Evidence of feasibility:

- Schools implement LNK Educate in full, with consistent delivery across schools in terms of the number of lessons, topics covered, and format used.
- Qualitative data suggests the intervention is acceptable and engaging across delivery staff and children.

Evidence of promise:

- Pupil pre-post survey data show mean improvement (e.g. improved wellbeing, reduced emotional and behavioural difficulties, increased resilience). This will need to be interpreted with some caution, for reasons discussed below.

Readiness for trial:

- Outcome measures show low attrition (e.g., at least 80% complete data at end point).
- There are no systematic issues with missing item data, e.g., large number of participants not answering particular items.
- Selected outcomes measures are internally valid (as determined by Cronbach's α and McDonald's ω ; Flora, 2020).

- Selected outcome measures correlate with each other in the expected direction, e.g., resilience is negatively correlated with emotional and behavioural difficulties
- Pilot indicates that it will be logistically possible to successfully recruit and retain schools, and that data collection processes proposed are acceptable and implementable within schools and to participants and their families.

Note that we will need to apply caution in interpreting the mean improvement in primary outcomes. If the LNK Educate intervention is effective, we will expect to see an improvement between the pre- and post-intervention outcomes. Yet, as noted above, since the pilot study does not include a comparison group, we cannot directly attribute any differences in pre- and post-outcomes to LNK Educate since any change could be due to many other factors including regression to the mean. In addition, the planned sample sizes are not sufficiently large to enable differences to be measured with statistical precision. This means that the presence of a mean improvement could in fact be an over-estimate of the ‘true’ impact of LNK. Similarly, if we don’t find any mean improvement, this will not automatically mean that the intervention is not effective. The results on mean changes in primary outcomes will therefore need to be interpreted alongside the findings from the qualitative feasibility study work.

Feasibility study methods

Data collection

We planned to complete the qualitative feasibility study research with stakeholders, staff and pupils in the final school term of the 2020/21 academic year. While efforts were made to do this, unfortunately we were not able to engage schools and participants as successfully as we had hoped. A range of reasons contributed to this, including the many pressures schools faced accommodating research activities during the Covid-19 pandemic.

A total of 28 encounters were planned to take place across schools for the feasibility study. Table 1 gives an overview of the data collected between June and July 2021; 15 encounters have been completed and 13 are still outstanding. We are currently in discussions with YEF about whether and how best to accommodate this fieldwork alongside the roll-out of the pilot study in the new academic year (from September 2021) and the impact this will have on reporting timescales for the feasibility study.

Table 1 Proposed qualitative encounters across LNK and the recruited schools		
Participant group	Proposed encounters	Completed encounters
LNK staff	<ul style="list-style-type: none"> • 2 paired depths with LNK strategic staff / management team • 2 paired depths with LNK Educate mentors 	<ul style="list-style-type: none"> • 2 paired depths with LNK strategic staff / management team • 2 paired depths with LNK Educate mentors

Table 1 Proposed qualitative encounters across LNK and the recruited schools		
Teachers	<ul style="list-style-type: none"> • 2 - 4 depth or paired depth interviews with SEND leads / <i>main LNK teacher contacts</i> at participating schools who have been working closely with LNK to implement and deliver the programme • 2 focus groups/ paired depths with teachers at participating schools trained in the universal element 	<ul style="list-style-type: none"> • 4 depth interviews with a main LNK teacher contact / teacher involved in lesson delivery
Youth mentors	<ul style="list-style-type: none"> • 2 - 4 paired depth interviews with LNK youth mentors delivering the targeted element 	<ul style="list-style-type: none"> • 2 paired depth interviews with LNK Educate mentors
Pupils	<ul style="list-style-type: none"> • 2 focus groups with children receiving the universal element • 16 depth interviews with children receiving the targeted element 	<ul style="list-style-type: none"> • 1 focus group with 4 pupils who had received the universal element • 4 depth interviews with pupils who had been mentored

Data analysis

All interviews and focus groups for the feasibility study have been audio-recorded (with participants' permission) and transcribed verbatim. We will use Framework in NVivo to facilitate thematic analysis of qualitative data (Ritchie. et al., 2014). This approach involves summarising data from each interview within an analysis matrix (where columns represent the key sub-themes or topics and the rows represent participants). This allows the data to be ordered systematically, and ensures the analysis is grounded in participants' accounts. Analysis will look for patterns, consistencies and inconsistencies in data collected from different participants to help answer the research questions.

Pilot study methods

Primary outcome measures

Will use the Strengths and Difficulties Questionnaire (SDQ, Goodman, 1997) and selected subscales of the Student Resilience Survey (SRS) as the primary outcome measures the pilot study.

We chose these measures following a desk review in which we investigated a range of available scales that have been used in other literature. We also reached out to two other organisations working in the area of reducing knife crime to better understand how they

monitor progress. During this desk review process, we appraised different candidate outcome measures in view of the following factors:

- Prior evidence on validity and reliability.
- The length of the questionnaires required to measure them.
- Their suitability for the target age group for LNK Educate.
- The relevance of different available measures to the LNK logic model.

We reached a decision on outcome measures in consultation with YEF. An important factor that guided our choice was a YEF requirement for all evaluations (where possible) to capture data on a consistent set of core measures. This helps fulfil wider YEF objectives around building a repository of data on a consistent set of measures, that can be linked to other criminal justice and education datasets to help understand the longer-term impact of interventions on offending behaviour.

SDQ is an emotional and behavioural screening measure for young people, covering five subscales: (1) Emotional symptoms, (2) Conduct problems, (3) Hyperactivity/ inattention (4) Peer relationships (5) Prosocial behaviour. Both self-report and parent and teacher-reported versions of the SDQ are available; we will use the self-report version consisting of 25 items. The SDQ is one of the YEF's core measures and has shown good psychometric properties including strong validity and reliability¹. In the interests of keeping the pupil survey to a manageable length we will not be administering the SDQ impact supplement, which collects more information difficulties the pupil may experience in different aspects of their life.

SRS is a multi-dimensional measure of resilience, which has also been previously validated.² It contains 12 sub-scales relating to different aspects of resilience³. For the pilot study we opted to focus on a subset of these subscales, to minimise the burden of questionnaire data collection. We chose the subscales that are most closely linked to the outcomes articulated in the LNK logic model for the targeted component. A mapping of the SRS subscales against the outcomes in the LNK Educate logic model is contained in Appendix 2. The sub-scales we have selected are:

¹ Note that the SDQ self-report version has been validated for 11-17 year olds. The minimum age of children in our study is 10 years old. The YEF Guidance on administering the SDQ (YEF, 2021a) notes that the SDQ developers have advised that the suitability of the SDQ is more closely related to the developmental life stage of children than their chronological age, and as such "*it may be suitable to use the 11-17 year old version with 10 year olds*" (YEF, 2021a, pg. 7). We have discussed this issue with the YEF in the preparation of this protocol and agreed that it is suitable to administer the self-report version of the SDQ for our cohort in this study, including 10-year-olds.

² Lereya, S.T., Humphrey, N., Patalay, P. *et al.* The student resilience survey: psychometric validation and associations with mental health. *Child Adolesc Psychiatry Ment Health* **10**, 44 (2016). <https://doi.org/10.1186/s13034-016-0132-5>

³ The 12 subscales of the Student Resilience Survey are: (1) Family connection; (2) School connection; (3) Community connection; (4) Participation in home and school life; (5) Peer relationship; (6) Participation in community life; (7) Peer support; (8) Communication; (9) Self-esteem; (10) Empathy; (11) Problem solving; (12) Goals and aspirations.

- Self-esteem.
- Empathy.
- Problem-solving.
- Goals and aspirations.
- Peer support.
- School connection.
- Participation in home and school life.

Note that we will use the version of the SRS tool proposed by Lereya et al. (2016), which adapted the original version questionnaire for use in English schools. This involved minor tweaks to the wording of four items, and the omission of one item.

The combination of SDQ and these subscales of the SRS will complement each other. While SDQ provides a more holistic measure of individual wellbeing, the subscales of SRS will help us observe changes in more specific aspects of individual resilience and wellbeing that the targeted element of LNK seeks to promote.

Our desk review could not identify any valid and reliable measure for assessing learning from the universal element⁴. We will therefore also complement our questionnaire data collection with additional qualitative evidence (delivered as part of wrapping up the feasibility study fieldwork). This will help supplement understanding of the universal element by exploring whether participants experienced any changes in their knowledge or attitudes around knife-crime after attending these sessions.

Sampling

Sampling schools

We will sample 6 schools for the pilot study. In all 6 sampled schools we will collect data to assess the targeted element, by inviting pupils selected for the one-to-one mentoring to

⁴ We had initially expected to use different primary outcome measures to assess the universal and targeted elements. This is because the LNK Educate logic model anticipates different outcome pathways for each one. The SDQ and SRS measures are more relevant for evaluating the targeted element, which focuses on improving individual's ability to understand and manage their emotions. They are less relevant measures for the universal element, which seeks to influence young people's understanding and perceptions of knife crime and awareness of their rights and responsibilities. However, after careful investigation through our desk review, we were not able to find any alternative validated measures that would have been a closer fit for the universal element. After discussion with YEF we have opted to use SDQ and SRS to assess both elements. This has the advantage of allowing us to investigate the feasibility of a quasi-experimental methodology for a future efficacy trial, based on comparing findings across the two groups. This would not have been possible if we used different outcome measures to assess each element.

complete questionnaires. In 2 out of the 6 schools we will also assess the universal element by carrying out additional data collection with pupils who weren't picked for the targeted mentoring. Altogether LNK is planning to work with 9 schools in the 2021–22 academic year. As there is no comparison group for the evaluation, we will sample our pilot schools from among these.

We have made a provisional selection of 6 schools for the pilot study fieldwork, using information shared by LNK about the characteristics of the schools where they plan to work in 2021–22. To draw the sample, we took account of the following considerations:

- **Previous exposure to LNK.** Ideally the evaluation would only include schools that had never previously been exposed to LNK. This would enable us to obtain a 'clean' measure of pupil outcomes before any experiences with LNK whatsoever, to compare with the change after implementation. In practice this is not possible as LNK has worked with many of the schools before, so we cannot rule out the possibility that some pupils may have seen LNK resources or participated in mentoring before. However, there is variation in how intensely, and for how long, LNK has previously worked with different schools. This gives us some scope to sample the schools with more limited exposure to LNK, to minimise the chance that pupils may have already experienced some effects of previous involvement with LNK. We prioritised the 2 schools with the least previous exposure to LNK for our sub-sample of schools where we will assess the impact of the universal element. One is a new secondary school that LNK will be implementing in for the first time this academic year (this is only entirely new school where LNK will be working). The other is a primary school where the school only received resources last year but did not start implementing LNK in earnest.
- **A mix of primary and secondary schools:** We aimed for a sample that included both primary and secondary schools, to reflect the mix of schools where LNK works. Our chosen sample contains 2 primary and 4 secondary schools.
- **A mix of other characteristics:** Finally, we aimed to include schools of different sizes and with varying levels of perceived need for the intervention. LNK provided information about perceived need and school sizes to help inform this choice.

Sampling pupils

LNK works with pupils from Year 5 to Year 9. For the pilot study we will focus on pupils in Years 6 to 9, since the SDQ measure is not validated for younger children in Year 5. In each school we will invite all pupils selected for the targeted element to complete questionnaires. The number of pupils selected for mentoring varies between 8 and 16 pupils per sampled school, depending on how many LNK Youth Mentors are lined up to work with each school.

For the 2 schools where we will also assess the universal element, we will invite one class per participating year group to complete the questionnaires. We anticipate that each class will have approximately 32 pupils, which would lead to a total of 128 students providing data. Note that some of these pupils will also have been selected for the targeted element, and already providing data for that. These pupils will be excluded from our assessment of the

universal element, which will focus on those who are exposed to the universal element only. Table 2 below summarises the sampling plan. **Table 3**

Table 2 Estimated sample size, by school and element evaluated				
School	Type	Element evaluated	Universal + Targeted	Universal
1	Primary	Targeted	12	
2	Primary	Universal + Targeted	8	24
3	Secondary	Targeted	16	
4	Secondary	Targeted	16	
5	Secondary	Targeted	16	
6	Secondary	Universal + Targeted	16	80
TOTAL:			84	104

Notes: The number of pupils per school is based on an estimate of the number of pupils per class and the numbers that will be recruited into the targeted intervention, provided by LNK. The total sample is $84 + 104 = 188$.

Recruitment of schools

After sampling schools, the next step will be to work with LNK to recruit the schools into the study. To do this we will provide sampled schools with an information sheet about the study. The LNK project manager will be responsible for sending this sheet to sampled schools. The information sheet will include details of the planned data collection, timescales, the information that participating schools will be asked to share with NatCen, and other key details such as the data archiving and linkage plans. The recruitment materials will also include NatCen contact details and a link to the study privacy notice on the Taking Part Page of our website.

Along with the information sheet, schools will be provided with a Memorandum of Understanding (MoU) that lists the requirements of taking part in the study. If schools are happy to participate, they will be asked to sign the MoU and return it to LNK. Schools will have an opportunity to ask any questions at this point, before signing the MoU.

LNK will send NatCen the list of schools who have returned an MoU via a File Transfer Protocol (FTP) folder. The signed MoU will include the name, work email and phone number of the LNK school lead who will be a single point of contact at the school.

Recruitment of pupils

Once participating schools have signed their MoU, we will work with the LNK team to distribute study information sheets to pupils and their parents or caregivers.

We will prepare different information sheets for pupils and for their parents. All information sheets will include information about:

- 1) Key research activities
- 2) The voluntary nature of taking part
- 3) Information of what will be shared with NatCen
- 4) Reassurances around confidentiality and anonymity
- 5) NatCen contact details and
- 6) A link to the study privacy notice.

The information sheet for pupils will be written in an age-appropriate way. The information sheet for parents and carers information sheet will, in addition to the above, include an accessible description of what data linkage will entail so that parents understand what will happen to the information collected from their children. Details about data linkage are covered in a later sub-section of this protocol.

LNK school leads/key contacts will be responsible for distributing information sheets to pupils and their parents/carers. After receiving information sheets, pupils and their parents/carers will then have two weeks to withdraw from the evaluation by contacting the LNK Educate lead at the school. If pupils withdraw from the study, questionnaire data will not be collected and neither the school nor LNK will share any information with NatCen about these pupils.

Note that the process of pupil and school recruitment into the pilot study is separate from the process of recruitment to take part in the LNK intervention itself. It is possible that schools or pupils can agree to take part in the intervention without participating in the evaluation.

We remain mindful of the fact COVID-19 may still be placing significant additional burden on schools and the programme as we enter the new school year. We will therefore take great care during the process of recruitment and in all communication about the evaluation to reiterate the voluntary nature of participation.

Data collection: pre- and post- questionnaire with children

Once recruitment has been completed, participating pupils will be invited to complete questionnaires at two time points: first before the LNK Educate intervention begins (baseline) and again at the end of the first year of intervention delivery (endpoint). The questions will collect information required to measure the primary outcomes outlined above, as well as a limited set of demographic information and information about participation in the intervention.

The questionnaires will be completed by pupils using pen and paper. Teachers and LNK Youth Mentors will be responsible for overseeing the data collection. Their role will involve distributing the paper questionnaires, giving pupils a brief introduction before they start to fill in the questionnaires, overseeing the completion of the questionnaires and collecting them up again at the end.

The introduction given to pupils by teachers and LNK Youth Mentors will explain the purpose of the exercise to pupils, emphasise that completion of the questionnaire is voluntary and that their responses will be kept confidential. The teacher or LNK Youth Mentor will also

reiterate that pupils should work quietly and not discuss their answers with others but may ask a question if something on the questionnaire is not clear. Teachers and LNK Youth Mentors will be responsible for noting any pupils who had previously opted out of participating in the study and making sure that they are not invited to fill out the questionnaire.

NatCen will generate a list of unique identifiers for teachers to assign to each pupil. These identifiers will be used to link pre- and post-intervention data for analysis. This process is described further in the section below on data linkage. The teachers and LNK Youth Mentors will therefore also be responsible for asking pupils to enter their assigned ID at the top of the questionnaire form each time the questionnaire is completed. This process is discussed further in the following sub-section on data linkage.

Teachers and LNK Youth Mentors will receive a short briefing by NatCen before the start of data collection to discuss the whole data collection process and clarify any questions.

The baseline data collection will be carried out as soon as possible after the start of the school term in September 2021, before LNK Educate is implemented. The questionnaire for pupils in the universal element sub-sample will be collected before the start of the first LNK workshop at the school, while the questionnaire for the targeted element will be carried out at the start of the first mentoring session. Endpoint data collection with the same pupils will take place toward the end of the 2021/22 school year, in summer 2022.

Before the endpoint data collection takes place, we will ask teachers and LNK Youth Mentors to share information about whether participating pupils attended universal and targeted sessions during the course of the year. We will collect this data through a simple form at each school.

Data collection for archive and long-term data linkage

It is a requirement of YEF projects that data collected is securely archived for future research purposes, where it will be linked with education and criminal justice data.

To facilitate this, we will ask sampled schools to share the unique pupil identifier (UPN), name, gender for each pupil participating in the study. We will do this by using a template similar to the mock-up example shown in Figure 1 below. This template serves two purposes; it provides a mechanism for assigning a unique project identifier for each participating pupil that can be used to link pre- and post-intervention outcomes together. Secondly, it allows us to collect UPNs for each pupil, which are required for data linkage.

To create this template, we will generate a random list of unique project-identifiers (LNK number) and pre-populate these into a blank table. We will send these templates to schools, who will use it to assign LNK numbers to each pupil before data collection and complete the rest of the information for each pupil. LNK will act as the gatekeeper for sending this template to schools and collecting it again, before securely transferring the completed templates to NatCen using the FTP.

Figure 1 Example template for assigning pupil identifiers and collecting UPNs

LNK Project pupil information - form for the submission of pupil data to NatCen Social Research (NatCen)

This information is needed for the evaluation of the LNK Project. Your school has signed up to this evaluation.

Instructions for completion of form

Please fill in the form below with all pupil information. List pupils against the LNK project identifier you have allocated for them. But please **do not include any information** for pupils who have opted out or whose parents have withdrawn them from the study

Instructions for sending the form back

- You will need to give each pupil their LNK number to fill in when they complete the pupil questionnaires.
- After the questionnaires have been collected, please return this form to LNK.
- If you have any questions, please contact the NatCen research team on 0808 168 1348 or LNK@natcen.ac.uk but do not send any confidential information such as pupil names to this email address.

No.	LNK number	Year group	First name	Surname	Gender	UPN
1	Y701101	Year 7				
2	Y701102	Year 7				
3	Y701103	Year 7				
4	Y701104	Year 7				
...	

Collecting data on participation in LNK activities

For all pupils in our sample (who did not opt out of the study), we will gather information on their participation in the universal and targeted elements of LNK during the 2021 – 22 school year and in in previous years. We will work with LNK to collect this information just before we carry out the follow-up pupil questionnaires in 2022, so that we can capture pupil exposure to LNK up until the period of the post-LNK outcome measure.

We envisage collecting this information through a form similar to the one above, that records for each pupil their attendance at universal and targeted LNK sessions.

Data analysis

Cleaning and data preparation

Questionnaire data will be cleaned before analysis starts. This will involve inspecting the data, investigating any logical inconsistencies or missing fields and ensuring the data is in the right structure and properly labelled ready for analysis. We will begin by producing some simple descriptive statistics to describe the key features of the sample, focusing on demographic characteristics and information about how many pupils participated in the intervention elements.

In the case of missing values in the pupil questionnaire data, we will conduct **mean imputation**. If a pupil has missed up to 20% of the items in an outcome measure, the mean of the observed item scores will be calculated and imputed for the missing items. If a pupil has missed more than 20% of the items in a questionnaire measure, the mean imputation will not be followed and the scores will not be calculated. For example, each subscale of the SDQ has 5 items - if a pupil has one missing item, the mean of the observed item score will be calculated and imputed for the missing item. If a pupil has two or more missing items in the subscale measure, the mean imputation will not be followed and the score will not be calculated.

Measuring pre- and post- changes in outcomes

We will then examine the distribution of the key outcome variables and calculate differences between the baseline and endpoint measurements. The key outcome measures will be constructed as follows:

- SDQ
 - Each subscale is made up of 5 items, resulting in scores of between 0 and 10 for each sub-scale.
 - We will also measure the 'total difficulties score' of the SDQ, which is a composite measure with a score of between 0 and 40.
- SRS
 - Each item is measured on a 5-point Likert scale and cores are constructed by adding the responses to each item. The range of possible scores for each subscale are as follows:
 - Self-esteem: 3-15
 - Empathy: 2-10
 - Problem solving: 3-15

- Goals and Aspirations: 2-10
- Peer support: 12-60
- School connection: 4-20
- Participation in home and school life: 4-20.

We will conduct simple analysis to calculate the differences in the pre- and post-intervention period in these outcomes. We will conduct this analysis both with and without adjustments for regression to the mean⁵. We will also report descriptive statistics to examine the levels of the outcomes and explore relationships between them.

Finally, we will explore whether student demographic characteristics and actual exposure to LNK activities helps to explain any of the variance in outcomes, by including these as covariates in our analysis. For example, the change in outcomes may be affected by whether or not pupils were exposed to LNK universal sessions or targeted mentoring in previous years. Adjusting for prior exposure to LNK can help provide a clearer picture of whether there is any change in outcomes for pupils experiencing LNK resources for the first time. Similarly, whether or not pupils did in fact participate in LNK activities in this year may also influence changes in outcomes. While all pupils in our sample will have been eligible for either the universal element only, or universal and targeted elements of LNK, in practice there may be some pupils who don't end up participating in LNK at all. This could happen due to absence from school on the day of activities, or some pupils may simply decide not to attend LNK activities. Adjusting for exposure could help to isolate changes that take place for students who were actually exposed to LNK during this academic year.

Comparing pupils who were selected for targeted mentoring with those who were not

We will also conduct some analysis to explore the feasibility of a possible quasi-experimental approach that could be implemented in a future efficacy trial of LNK. This would involve comparing pupils who attended only the universal element with those who received both the universal and targeted elements. In fully powered studies, this type of analysis would help us to understand the additional effect of targeted mentoring, over and

⁵ Regression to the mean is a common statistical artefact. In pre-post studies, it occurs when the test-retest reliability of a measure is less than 1 (i.e., usually), the pre-score mean is above the population mean (e.g., because participants have been selected for a targeted intervention because they have high scores), but there is no true change. Since the measure is not perfectly reliable, some variation is due to chance, and some scores that are particularly far from the mean are likely there due to chance. This means that the post score is more likely to be closer to the mean since scores closer to the mean are generally more likely. Failure to adjust for regression to the mean can lead to this statistical artefact being mistakenly attributed to intervention impact. We will use the adjustments proposed by Mee and Chua (1991). Note that this adjustment will not account for other non-intervention and non-regression sources of change.

above exposure to the universal sessions only. In this pilot, we will explore the feasibility of the approach to inform the design of a future efficacy trial.

This analysis would involve first dividing our sample into pupils who only attended the universal element in 2021–22, and those who were also exposed to the targeted element. As described in the sampling section above, we will have data on ‘universal-only’ pupils in 2 out of 6 schools and data the targeted element pupils in all 6 schools.

The idea would then be to use a matching technique to find pupils in the universal-only sub-sample who have similar pre-intervention outcomes and demographic characteristics to those in the targeted sub-sample and are in the same school year. This could be done using a distance matching technique such as Mahalanobis distance matching to do so. We would then compare the average change in outcomes between these two groups of similar pupils to gain some indicative evidence on whether we find stronger changes among those exposed to targeted mentoring.

Note that the pilot study is not sufficiently well-powered to enable this quasi-experimental assessment of programme impact to be implemented. However, we can use this opportunity to explore the possibility of conducting such analysis in future by assessing the degree to which there is likely to be common support (that is, overlap) in the variables that would be used for matching.

Assessing the suitability of outcome measures

Among the key research questions for the pilot study is to determine whether the selected primary outcome measures are suitable for use in a full efficacy trial. To do so, we will conduct analysis to report against the success criteria set out earlier in this report. This involves reporting on attrition in each outcome measure, missing item data, internal validity (as measured by Cronbach’s α and McDonald’s ω) and correlations between subscores (to see whether these arise in the expected direction).

Data management and analysis will be conducted using R.

Summary of analysis methods

Table 3 Summary of analysis methods			
Research question		Summary of methods	Success criteria (if applicable)
<i>Feasibility study</i>			
1.	How and why are schools recruited to the LNK Educate?	Qualitative interviews with LNK staff	Qualitative data suggests the intervention is acceptable and engaging across delivery staff and children

Table 3 Summary of analysis methods

Research question	Summary of methods	Success criteria (if applicable)
2. How is LNK Educate implemented in practice and what adaptations are made to delivery?	Qualitative interviews with LNK staff, youth mentors and teachers	Implementation will be judged as successful if schools implement LNK Educate in full, with consistent delivery across schools in terms of the number of lessons, topics covered and format used.
3. What are participants' experiences of the programme including key facilitators and barriers to implementation and delivery?	Qualitative interviews with teachers and pupils	N/A
4. What are participants views on the perceived impacts of the programme?	Qualitative interviews with teachers and pupils	We will judge there to be positive perceptions of LNK impact if feasibility study participants report observing progress towards the short-term outcomes for children, teachers, and mentors.
5. What are the possible next steps and recommendations for delivery?	Informed judgement of the evaluation team, drawing on evidence collected across the feasibility study.	N/A
<i>Pilot study</i>		

Table 3 Summary of analysis methods

Research question	Summary of methods	Success criteria (if applicable)
1. Are the validated primary outcome measures selected for the universal and targeted forms of LNK Educate acceptable and feasible to collect in a future efficacy trial?	<p>Desk review to identify possible measures and understand their attributes and prior evidence on validity.</p> <p>Discussion with YEF.</p> <p>Analysis of outcome measures captured from the baseline and endpoint data collected.</p>	<p>Outcome measures show low attrition (e.g., at least 80% complete data at endpoint)</p> <p>There are no systematic issues with missing item data.</p> <p>Selected outcomes measures are internally valid (as determined by Cronbach's α and McDonald's ω; Flora, 2020)</p> <p>Selected outcome measures correlate with each other in the expected direction, e.g., resilience is negatively correlated with emotional and behavioural difficulties.</p>
2. What is the pre- and post-intervention change in these outcomes?	<p>Analysis of changes in selected outcomes using pre- and post- pupil questionnaire.</p>	<p>We will judge LNK Educate to show evidence of promise if pupil pre-post survey data show mean improvement.</p>
3. How can the pilot study inform decisions on sample sizes for a potential future efficacy trial of the LNK Educate? This will consider observed numbers of participants and the anticipated size of change in participant outcomes, as well as drawing on wider literature to inform future sample size calculations.	<p>Sample size calculations.</p> <p>These will be informed by findings from the feasibility and study, for example to update expectations around the likely level of uptake into the intervention, attrition, and possible impact sizes.</p>	<p>N/A</p>

Outputs

We will produce a report at the end of this evaluation, covering:

- Findings of the qualitative research and recommendations for future delivery of LNK.

- Insights from the pilot study including an overview of relevant key child-level outcomes, outcome measures and available data sources, and findings on pre- and post-intervention change on primary outcomes(s) of interest.
- Data archiving for long-term data linkage. We have provided costs for outcome data collected during the pilot evaluation to be archived with the Office for National Statistics (ONS). A detailed procedure for this is yet to be developed by the YEF and shared with NatCen. Costs have assumed a similar process to the data archiving for Education Endowment Foundation projects that we carry out.

The evaluation report will go through peer review and publication as per YEF's commissioning guidance (Youth Endowment Fund, 2021c).

Ethics and registration

NatCen's Research Ethics Committee (REC) granted ethical approval for the feasibility study in 2020. Some of the key ethical considerations for the study include obtaining informed consent for all participants, participant safeguarding and welfare measures, reducing research burden and making sure participation is inclusive and accessible to a range of participant needs.

The team submitted a new application to the NatCen REC for approval of the pilot study in August 2021. The REC granted approval on the 27th August 2021.

Data protection

NatCen will be the data processor and data controller on this evaluation. Schools will be data controller for the pupil administrative data they each provide to LNK to then share with NatCen via NatCen's secure file transfer service for the evaluation. It is the responsibility of the data controller to decide on the legal basis for data sharing. At this stage we anticipate that the legal basis for data sharing is "Legitimate Interest".

NatCen will prepare a pupil-level quantitative data set including personal identifying data (e.g. name, date of birth, unique pupil reference number (UPN) etc), information on the intervention received (e.g. treatment status, fidelity assessments etc.), pupil's characteristics, and pre- and post-intervention test scores. This dataset will be securely transferred to the Department of Education (DfE). The DfE will match children to the records held in the National Pupil Database (NPD) using the personal data collected. After matching, the personal data will be deleted and replaced with their unique Pupil Matching Reference number (PMR) held in the NPD. The DfE will then release the pseudonymised data to the Office for National Statistics (ONS), where it will be held securely in the Secure Research Service.

All personal information, and any other data held, will be securely deleted from NatCen records a year after the study is completed (in July 2023).

Personnel

Table 4 Lives Not Lives Delivery Team	
Name	Title
Eliza Rebeiro	CEO
Monique Rebeiro	Co-founder and consultant
Tom Hodge	Project Manager

Table 5 NatCen Evaluation Team		
Name	Title	Role in evaluation
Ellie Roberts	Research Director	Principal investigator on feasibility study
Andi Fugard	Research Director	Principal investigator on pilot study
Molly Scott	Senior Researcher	Pilot study
Jenni Barton-Crosby	Senior Researcher	Pilot study
Jane Kerr	Senior Researcher	Feasibility study
Arjun Liddar	Researcher	Pilot study and feasibility study
Fazila Ismail	Researcher	Pilot study

Risks

Table 6 Risks		
Risk	Likelihood and impact	Mitigations
<p>COVID-19 related risks</p> <p>The Covid-19 pandemic may continue into the new academic year placing additional pressures on schools and children, (including school closures and remote learning) which may create additional risks for programme delivery and pilot evaluation. These include: increased risk of school withdrawal from the pilot; reduced school capacity to deliver the programme as intended; increased school absences reducing dosage; challenges to intended data collection e.g. in-person fieldwork; and completing the pupil survey in school.</p>	<p>High likelihood, high impact</p>	<p>COVID-19 has had major implications for usual school delivery since March 2020. We anticipate that school delivery will return to business as usual in 2021/22 but will remain alert to risks of further impact to schooling, intervention and pilot delivery, discussing issues and solutions at the earliest opportunity with schools, LNK and YEF.</p> <p>The evaluation team will take steps to minimise research burden on schools and pupils where possible. Many evaluation activities can be completed remotely if needed.</p> <p>Any changes to delivery and pilot activities will be agreed with YEF and transparently documented in the final report.</p>
<p>Unable to conduct the survey in new schools or with new cohorts of children</p> <p>LNK are still in the process of planning delivery in schools for the 21/22 academic year and selecting which schools to invite to participate in the survey. It is important that the survey (particularly the baseline data collection) is carried out with pupils who have not received any LNK intervention previously in order to measure distance travelled which may exclude some schools/ cohorts and make it more difficult to identify where data collection should be focused.</p>	<p>Medium risk, high impact</p>	<p>We will use the summer months to agree an effective engagement and comms strategy with schools selected for the pilot with LNK. This will involve information about when the pilot activities will need to commence in September, what they will involve from schools, parents and the children and when delivery of the intervention will be scheduled for. There is some concern among LNK that delivery of the intervention will need to be delayed to enable baseline data capture to be conducted, which will need to be carefully explained to schools and agreed with LNK. Sticking to the agreed timetable, will therefore be important.</p>
<p>High levels of pupil withdrawal / attrition</p> <p>It is possible that parents/carers may not want their child to participate in the pilot evaluation. There may be particular reluctance for child intervention information to be archived for future data linkage to police and education data. As a result, we may receive withdrawals within certain schools.</p>	<p>Medium likelihood, high impact</p>	<p>Parents/carers and pupils will receive pilot information and the opportunity to withdraw from the pilot (including data archiving) before consenting to participate. The information will outline the value of taking part and invite them to discuss concerns with schools or the evaluators.</p> <p>It may also be possible to oversample some year groups for the universal element, or cohorts of mentored pupils for the targeted element for participation in the survey, depending on how engaged schools are with the evaluation. We will explore this possibility with LNK.</p>

Table 6 Risks		
Risk	Likelihood and impact	Mitigations
<p>Missing pupil-level administrative data</p> <p>It is possible that teachers/schools do not comply with sharing of administrative data required for the pilot, including school name, Unique Pupil Number, pupil name and surname, gender, date of birth, attendance to intervention sessions. This will limit possible analysis options, and limit data archiving for the full intervention cohort.</p>	<p>Medium likelihood, medium risk</p>	<p>At the point of recruitment, schools will receive pilot information detailing all evaluation activities and data sharing requirements. Schools will sign a Memorandum of Understanding as a commitment to supporting all evaluation activities.</p> <p>Parents/carers and pupils can withdraw from the pilot (including data archiving). We will invite them to discuss concerns with schools or the evaluators.</p> <p>The evaluation team will work closely with LNK to make sure schools understand the requirement to gather and share data for the pilot and provide support as needed to enable this.</p>
<p>Non-participation in pre and post-programme pupil survey</p> <p>The pupil survey must be completed in school under staff supervision, due to the potentially sensitive nature of questions.</p> <p>There is a risk that schools do not complete the survey with all eligible pupils at the right time.</p>	<p>Low likelihood, high risk</p>	<p>The evaluation team will work closely with schools to complete the pre and post survey.</p> <p>The risk of non-completion will be addressed by clearly setting out the requirements for the pilot in the school information leaflet and highlighting the value of this data collection. All schools have previously taken part in the intervention and are accustomed to its administration.</p>

Timeline

Table 7 below shows the provisional timeline for the study. In the interests of enabling LNK Educate to begin implementation, we will make every effort to ensure that the baseline data collection (which must happen before implementation starts) occurs as early as possible in the school term. Meeting the timeline below will require close cooperation between NatCen, YEF, LNK and participating schools and teachers. Any delays in the recruitment and data collection processes may risk delaying LNKs implementation schedule.

Table 7 Timeline		
Dates	Activity	Responsible
<p>Aug/ early Sept 2021</p>	<p>LNK send NatCen a list of schools where they'll be working.</p> <p>NatCen select schools for the pilot</p>	<p>LNK, NatCen</p>
<p>Aug/ early Sept 2021</p>	<p>LNK share information sheets and MOUs with sampled schools.</p>	<p>NatCen, LNK</p>

Table 7 Timeline		
Dates	Activity	Responsible
Sept 2021	Schools return the signed MOUs to LNK LNK send NatCen the list of schools that signed MOU.	Schools, LNK
Sept 2021	LNK send schools info sheets for parents and pupils. Schools distribute these.	NatCen, LNK
Sept 2021	LNK sends schools pupil ID templates.	NatCen
Sept/Oct 2021	Schools send completed templates to LNK. LNK send these to NatCen.	Schools, then LNK.
Early Oct 2021	NatCen conducts briefing for teachers and LNK Mentors who will be overseeing data collection.	NatCen
Mid-Oct 2021	Data collection	Teachers and LNK Mentors
Nov – Dec 2021	Data preparation and analysis of baseline data	NatCen
May 2022	Preparation for endpoint data collection	NatCen, schools, LNK
June 2022	NatCen work with LNK and schools to gather information on pupil attendance at universal and targeted LNK sessions.	NatCen, LNK
June 2022	Endpoint questionnaire data collection	Teachers, LNK Mentors
July – Aug 2022	Data preparation, cleaning, analysis of linked data	NatCen
Sept 2022	Reporting	NatCen
Oct 2022	NatCen prepare data for archiving by linking the pupil identifiers and UPN with the questionnaire data. NatCen transfer this information to the DfE for archiving on the ONS Secure Research Service.	NatCen, DfE

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Appendix 1 – Logic Model

Overview of outcome pathways for young people, parents and guardians, schools and LNK-E

Young people (YP)

Outcomes for young people, include changes in understanding and knowledge, engagement, behaviours, wellbeing and skills with the aim of improving education, employment and crime-related outcomes

**Parents/
guardians (P/G)**

Outcomes for parents and guardians include changes in awareness, knowledge and skills to support their children

Schools

Outcomes for schools include changes in understanding, knowledge and skills to identify needs, safeguard and refer children to appropriate support

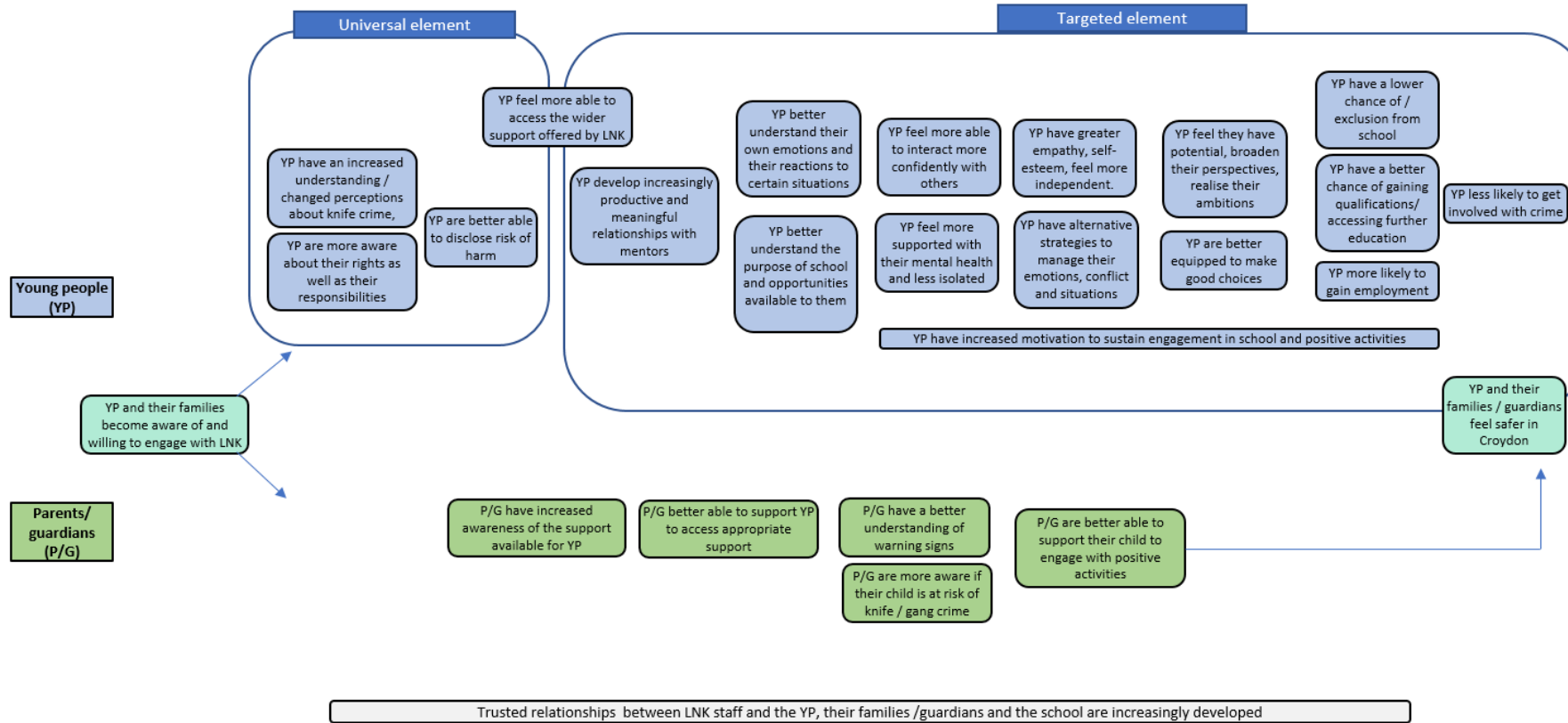
LNK-E

Outcomes for LNK-E include skills and capacity to deliver support as intended with appropriate tailoring and eventual expansion and sustainability of the programme

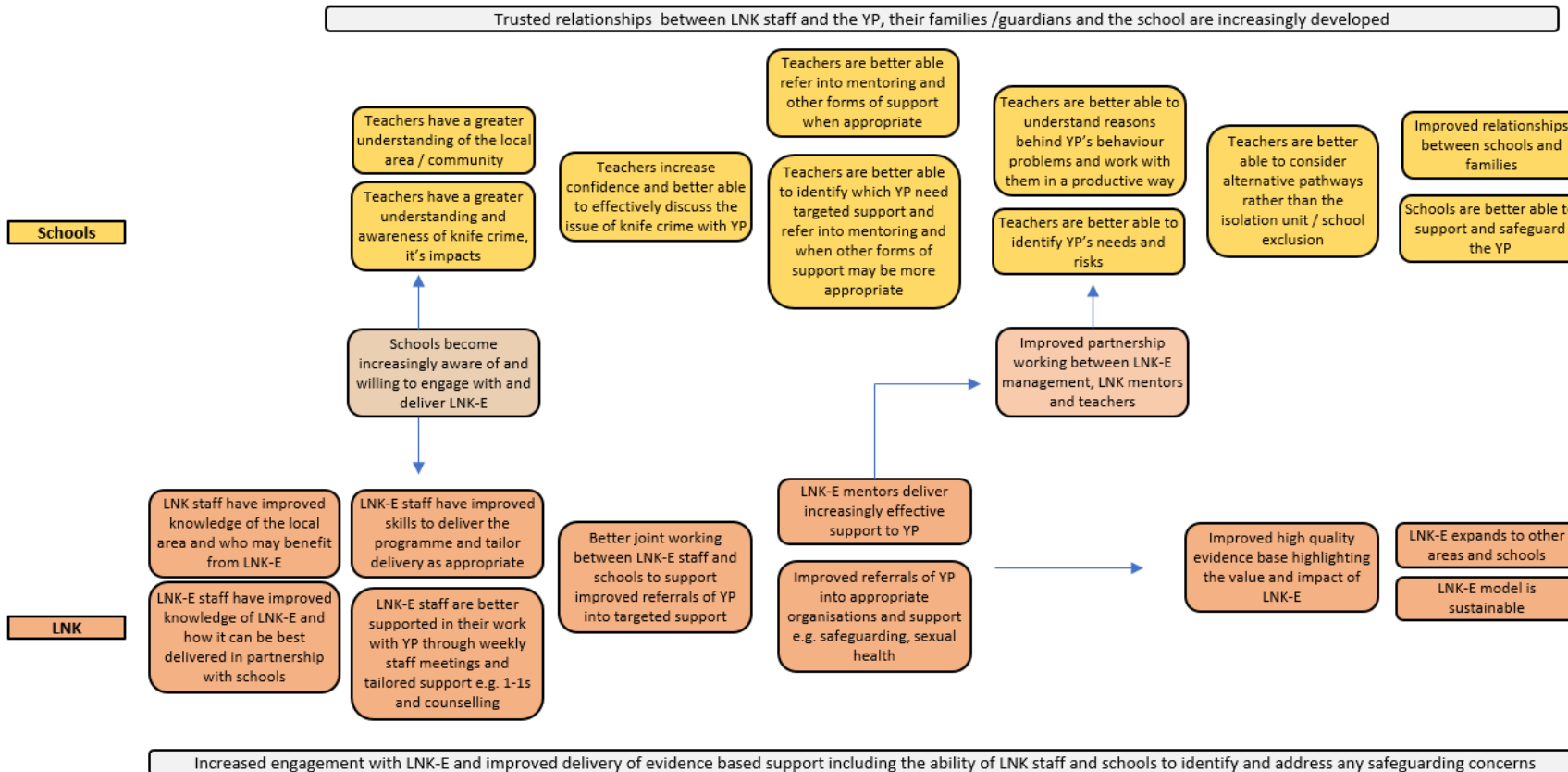
A whole school and community approach is adopted to support the prevention of knife crime

Improved outcomes for young people, their families and communities

Outcome pathways for young people and parents and guardians



Outcome pathways for schools and LNK



A whole school and community approach is adopted to support the prevention of knife crime

Improved outcomes for young people, their families and communities

Appendix 2 – Mapping the SRS sub-scales to LNK Educate logic model outcomes

Table 8 SRS subscale component questions		
	SRS sub-scale	Questions
1	Self-esteem	<ul style="list-style-type: none"> • I can work out my problems • I can do most things if I try • There are many things that I do well
2	Empathy	<ul style="list-style-type: none"> • I feel bad when someone gets their feelings hurt • I try to understand what other people feel
3	Problem-solving	<ul style="list-style-type: none"> • When I need help, I find someone to talk to • I know where to go for help when I have a problem • I try to work out problems by talking about them
4	Goals and aspirations	<ul style="list-style-type: none"> • I have goals and plans for the future • I think I will be successful when I grow up
5	Peer support	<p>Are there students at your school who would..?</p> <ul style="list-style-type: none"> • Choose you on their team at school • Explain the rules of a game if you didn't understand them • Invite you to their home • Share things with you • Help you if you hurt yourself • Miss you if you weren't at school • Make you feel better if something is bothering you • Pick you for a partner • Help you if other students are being mean to you • Tell you you're their friend • Ask you to join in when you are all alone • Tell you secrets
6	School connection	<p>At school, there is an adult who...</p> <ul style="list-style-type: none"> • Really cares about me • Tells me when I do a good job

Table 8 SRS subscale component questions

	SRS sub-scale	Questions
		<ul style="list-style-type: none"> • Listens to me when I have something to say • Believes that I will be a success
7	Participation in home and school life	<ul style="list-style-type: none"> • I do things at home that will make a difference (i.e. make things better) • I help my family make decisions • At school, I decide things like class activities or rules • I do things at my school that make a difference (i.e. make things better)
8	Community connection	<p>Away from school, there is an adult who...</p> <ul style="list-style-type: none"> • Really cares about me • Tells me when I do a good job • Believes that I will be a success • I trust
9	Communication	<ul style="list-style-type: none"> • I help other people • I enjoy working with other students • I stand up for myself
10	Participation in community life	<p>Away from school...</p> <ul style="list-style-type: none"> • I am a member of a club, sports team, church group or other group • I take lessons in music, art, sports or have a hobby
11	Family Connection	<p>At home, there is an adult who:</p> <ul style="list-style-type: none"> • Is interested in my school work • Believes that I will be a success • Wants me to do my best • Listens to me when I have something to say
12	Peer relationship	<p>My friends...</p> <ul style="list-style-type: none"> • Try and do what is right • Do well in school

Table 9 below maps the LNK Logic Model outcomes shown in Appendix 1 to the most relevant SRS subscales. We focus on the logic model outcomes relating to Young People (YP), who are the focus of the pilot study research. This mapping informed our decision of which SRS subscales would be the most relevant to capture in the pilot study.

Table 9 Mapping LNK Educate logic model outcomes to the SRS subscales		
LNK Educate logic model outcome	Link to SRS subscales	Comments
YP develop increasingly productive and meaningful relationships with mentors (<i>targeted</i>)		There is nothing within the SRS that picks up on relationships with mentors.
YP better understand their own emotions and their reactions to certain situations (<i>targeted</i>)	Problem-solving	
YP better understand the purpose of school and opportunities available to them (<i>targeted</i>)	School connection	
YP feel more able to interact confidently with others (<i>targeted</i>)	Peer support; Communication	We have opted not to include the Communication subscale, as this item is better captured by the Peer Support subscale.
YP feel more supported with their mental health and less isolated (<i>targeted</i>)	Peer support; Problem-solving; Community Connection; Family Connection	We have opted not to measure the Community Connection and Family Connection sub-scales, as this outcome is more relevant to the individual items in the Peer Support and Problem-Solving sub-scales.
YP have increased motivation to sustain engagement in school and positive activities (<i>targeted</i>)	School Connection; Participation in Home and School Life; Participation in Community-life	We have opted not to measure the Participation in Community Life subscale, as this outcome is better captured by the items in the School Connection and Participation in Home and School Life subscales.
YP have greater empathy, self-esteem, feel more independent (<i>targeted</i>)	Self-esteem; Empathy	
YP have alternative strategies to manage their emotions, conflict and situations (<i>targeted</i>)	Problem-solving	

Table 9 Mapping LNK Educate logic model outcomes to the SRS subscales

LNK Educate logic model outcome	Link to SRS subscales	Comments
YP feel they have potential, broaden their perspectives, realise their ambitions (<i>targeted</i>)	Goals and aspirations	
YP are better equipped to make good choices (<i>targeted</i>)	Problem-solving	
YP have a lower chance of exclusion from school (<i>targeted</i>)		Note that the more 'downstream' intended outcomes of LNK Educate (those around later education and employment outcomes) cannot feasibly be measured within the pilot study time horizon (and are not captured in the SRS).
YP have a better chance of gaining qualifications/ accessing further education (<i>targeted</i>)		
YP more likely to gain employment (<i>targeted</i>)		
YP less likely to get involved with crime (<i>targeted</i>)		
YP have an increased understanding/ changed perceptions about knife crime (<i>universal</i>)		Not measured in the SRS
YP are more aware about their rights as well as their responsibilities (<i>universal</i>)		Not measured in the SRS
YP are better able to disclose risk of harm (<i>universal</i>)	This may be correlated with the Peer Support and School Connection domains (although these measures are broader and not directly related to disclosures of harm).	
YP feel more able to access the wider support offered by LNK (<i>universal</i>)		Not measured in the SRS



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