

1 Introduction

This technical appendix presents the data analysis conducted as part of the Newham Covid-19 Over-Represented Children Pathfinder (“the Pathfinder”). All data analysis tables are presented here. The most relevant and interesting analysis is also included in the main report, along with commentary on findings.

2 Summary of Pathfinder’s reach

Figure 1 Overview of Pathfinder activities (shaded orange according to how intensive and targeted the support is)

Level	Intervention/activity	Provider	No. reached
Whole family interventions			
Targeted, intensive support	One-to-one, whole family mentoring	Get Real Youth Service (GRYS)/ Pathfinder programme staff	176 children ¹ 143 parents
Interventions and activities with children			
Group-based support in schools	Transition support sessions in schools for children in Year 6 and from Year 10/11	Paradigm Project, My Next Steps	Seven schools 383 children ² 18 staff
	Self-esteem group work	Pathfinder programme staff	Seven schools 192 children 18 staff
Universal support	Wellbeing roadshows in schools	Pathfinder programme staff	15 schools, 5 community centres 1,803 children

¹ 73 of these children also received diversionary activities during mentoring support and 29 of them received diversionary activities after mentoring support.

² 15 of these children were also involved in follow-up consultation to inform a revised transition support offer.

Level	Intervention/activity	Provider	No. reached
			43 staff
Activities with parents			
Universal support	DICE training, parents webinars and trauma workshops for parents	Newham Council partners	DICE training: 52 parents Trauma workshops: 38 parents Parent webinars: 80 parents
Work with system stakeholders			
N/A	Cultural humility training	Paradigm Project, Mindset Matters	181 staff
N/A	Cultural sensitivity training	Power The Fight	139 staff

3 Methodology

3.1 Overview

We received data on children, parents, and staff who had been involved in the Pathfinder. This was collected during the Pathfinder programme between March 2021 and April 2023.

This included data on 870³ children who were offered either targeted, intensive support (mentoring) or group-based support in schools. This means that the dataset does not include children who received universal support (e.g. who attended Wellbeing Roadshows).

These can be divided into the following groups:

1. 176 who received 1-to-1 mentoring.
2. 383 who received transition support.
3. 192 who received self-esteem group work in schools.
4. 119 who received 'None', i.e. had not yet been assigned to a mentor or other support at the time of data collection or declined mentoring.

Data on children included:

- **Support and activity data:** referral source and date, referral status; other support received at time of referral, information on whether the child was known to Children's Services at time of referral, information on education, training and employment status;

³ 5 children who had received 'Other' support type were excluded from the dataset, as this sample was too small for meaningful analysis and risked identifying the children. 2 additional children in the dataset aged 20 and 24 were also excluded, as they did not meet the eligibility criteria and therefore did not receive support.

support type and number of sessions received, start and end dates of support, information on whether/why support was declined.

- **Needs and demographics data:** age, gender, ethnicity, needs at time of referral.
- **Outcomes Star data:**⁴ collected at Time 1 (start of support) and Time 2 (end of support) for children who received mentoring, transition support and group work in school.
- **Offending data:** information on those who had contact with police in the two years prior to the Pathfinder (see section 7).

Other data included:

- **Demographic and support data for 256 parents who were involved in mentoring alongside their children, who received training or who were signposted to other support:** gender, ethnicity, support received.
- **Survey data:** feedback surveys relating to mentoring (from mentors, mentees and parents), trauma workshops, Wellbeing roadshows and cultural humility training.

Thanks go to the Pathfinder programme lead for his work collating this substantial amount of high-quality data.

3.2 Structure and presentation of analysis

We have presented the data analysis by intervention type, given the independent nature of each Pathfinder intervention. This means we have ordered the data by those who received mentoring, transition support, and group work in schools.

We have provided a total (n=) for each data type presented to indicate the sample size. In cases of missing data, we have excluded these from analysis and given further explanation in footnotes.

3.3 Limitations

The data analysis encountered the following limitations:

- **Ordering analysis by support type.** We have presented the data analysis by intervention type, given the independent nature of each Pathfinder intervention. Those with support types 'Other' and 'Employability support' were excluded (n=5), as the sample size was too small for meaningful analysis and the analysis risked becoming identifiable. Those over the age of 20 were also excluded (n=2), given that the Pathfinder age criteria goes up to age 18 and they were therefore not eligible for and did not receive support.

⁴ Outcomes were measured quantitatively using 'My Star: Outcomes Star', a tool that asks children to rate eight outcome areas (e.g. Physical health, Where you live) on a scale from 1 (lowest) to 5 (highest). Children are asked to complete the tool at the start of support and again on finishing support, which means any change in score can be recorded and assessed. See 'My Star' at <https://www.outcomesstar.org.uk/>.

- **Some instances of missing data.** The data was generally high quality and complete. However, there were some minor instances of missing data. In these cases, as noted above, we have excluded these from analysis.
- **Small subgroups limited Outcomes Stars analysis.** We intended to produce analysis by ethnicity breakdown and by intervention. To have confidence in findings and allow for statistical significance testing, we would ideally conduct analysis with a minimum sample size of 30. This meant we were only able to produce this analysis for the two largest ethnicity subgroups. The Asian/Asian British demographic subgroup for children who received mentoring was n=28. We decided to include this subgroup, given that it was close to the cut-off of n=<30. However, we could not conduct analysis on other ethnicity subgroups, as they had too few data points.
- **Small survey sample sizes.** Some surveys received limited responses. Examples include the roadshow feedback survey (n=10), and the parents trauma workshop (n=25). Similarly, for the Power The Fight feedback surveys, many respondents only provided data pre- or post- sessions. We were only able to include those who provided data at both points, resulting in a small number of overall data points (n=33). In these cases we have presented the findings in this appendix, but we recommend that conclusions are not drawn on wider impact based on this relatively small sample.

4 Demographic profile

4.1 Children demographic profile

Please note: the total possible sample size for analysis in this section is 870, which represents all children who were referred for targeted, intensive support or group-based support in schools.

4.1.1 Gender

Figure 2 Gender breakdown of children (n=870)

Gender	Total cohort (n=870)		Mentoring (n=176)		Transition support (n=383)		Group work in schools (n=192)		None (n=119)	
	No.	%	No.	%	No.	%	No.	%	No.	%
Female	380	44%	64	36%	177	46%	91	47%	48	40%
Male	490	56%	112	64%	206	54%	101	53%	71	60%
Total	870	100%	176	100%	383	100%	192	100%	119	100%

4.1.2 Age at time of data collection

Figure 3 Age breakdown of children (n=870)

Age	Total cohort (n=870)		Mentoring (n=176)		Transition support (n=383)		Group work in schools (n=192)		None (n=119)	
	No.	%	No.	%	No.	%	No.	%	No.	%
6-8	32	4%	23	13%	0	0%	0	0%	9	8%
9-11	502	58%	30	17%	275	72%	174	91%	23	19%
12-14	181	21%	76	43%	48	13%	13	7%	44	37%
15-17	149	17%	43	24%	60	16%	5	3%	41	34%
18+	6	1%	4	2%	0	0%	0	0%	2	2%
Total	870	100%	176	100%	383	100%	192	100%	119	100%

4.1.3 Ethnicity

Figure 4 Detailed ethnicity breakdown of children (n=870)

Ethnicity		Total cohort (n=870)		Mentoring (n=176)		Transition support (n=362)		Group work in schools (n=192)		None (n=119) ⁵	
		No.	%	No.	%	No.	%	No.	%	No.	%
Asian/ Asian British	Bangladeshi	213	24%	26	15%	113	30%	49	26%	25	21%
	Chinese	1	0%	0	0%	1	0%	0	0%	0	0%
	Indian	73	8%	11	6%	31	8%	24	13%	7	6%
	Pakistani	102	12%	9	5%	52	14%	27	14%	14	12%
	Any other Asian background	46	5%	5	3%	3	3%	8	4%	8	3%
	Total	435	50%	51	29%	227	59%	108	56%	49	41%
Black/ African/ Caribbean/ Black British	African	129	15%	48	27%	45	12%	21	11%	15	13%
	Caribbean	53	6%	22	13%	10	3%	5	3%	16	13%
	Any other Black/ African/ Caribbean background	47	5%	6	3%	21	5%	16	8%	4	3%
	Total	229	26%	76	43%	76	20%	42	22%	35	29%
Mixed/ Multiple Ethnic Group	White and Asian	10	1%	0	0%	5	1%	3	2%	2	2%
	White and Black African	11	1%	7	4%	4	1%	0	0%	0	0%
	White and Black Caribbean	26	3%	12	7%	6	2%	2	1%	6	5%
	Any other Mixed/ multiple ethnic background	39	4%	12	7%	9	2%	12	6%	6	5%
	Total	86	10%	31	18%	24	6%	17	9%	14	12%

⁵ Children listed as 'None' received no support, either due to having declined support or because this was pending assignment at the time the data was received.

Ethnicity		Total cohort (n=870)		Mentoring (n=176)		Transition support (n=362)		Group work in schools (n=192)		None (n=119) ⁵	
		No.	%	No.	%	No.	%	No.	%	No.	%
White/ White British	English/ Welsh/ Scottish/ Northern Irish/ British	7	1%	3	2%	3	1%	0	0%	1	1%
	European	47	5%	0	0%	36	9%	11	6%	0	0%
	Gypsy or Irish Traveller	2	0%	2	1%	0	0%	0	0%	0	0%
	Irish	2	0%	1	1%	0	0%	1	1%	0	0%
	Any other White background	32	4%	8	5%	9	2%	1	4%	7	6%
	Total	90	10%	14	8%	48	13%	20	10%	8	7%
Other ethnic group	Arab	12	1%	2	1%	1	0%	3	2%	6	5%
	Any other ethnic group	14	2%	0	0%	6	2%	1	1%	7	6%
	Total	26	3%	2	1%	7	2%	4	2%	13	11%
Prefer not to say	Prefer not to say	4	0%	2	1%	1	0%	1	1%	0	0%
	Total	4	0%	2	1%	1	0%	1	1%	0	0%
Overall total		870	-	176	-	383	-	192	-	119	-

4.2 Parent demographic profile

Please note: the total possible sample size for analysis in this section is 256, which represents all parents included in the data shared by Newham Council.

4.2.1 Gender

Figure 5 Parent gender breakdown (n=256)

Gender	Total cohort	
	No.	%
Female	206	80%
Male	50	20%
Total	256	100%

4.2.2 Ethnicity

Figure 6 Parent ethnicity breakdown (n=256)

Ethnicity (grouped)	Ethnicity (not grouped)	Total cohort (n=256)	
		No.	%
Asian/ Asian British	Bangladeshi	40	16%
	Chinese	17	7%
	Indian	25	10%
	Pakistani	1	0%
	Any other Asian background	11	4%
	Total	94	37%
Black/ African/ Caribbean/ Black British	African	56	9%
	Caribbean	24	5%
	Any other Black/African/Caribbean background	13	9%
	Total	93	36%
Mixed/ Multiple Ethnic Group	White and Asian	1	0%
	White and Black African	4	2%
	White and Black Caribbean	10	4%
	Any other Mixed/multiple ethnic background	9	4%
	Total	36	9%
Arab	Arab	5	2%

Ethnicity (grouped)	Ethnicity (not grouped)	Total cohort (n=256)	
		No.	%
	Total	5	2%
White/ White British	English/Welsh/Scottish/Northern Irish/British	13	5%
	European	11	4%
	Gypsy or Irish Traveller	2	1%
	Irish	10	4%
	Any other White background	3	1%
	Total	36	14%
Any other ethnic group	Any other	3	1%
	Total	3	1%
Prefer not to say	Prefer not to say	1	0%
	Total	1	0%
Total		256	100%

5 Support and activity data

5.1 Children's access to Pathfinder support

Please note: the total possible sample size for analysis in section 5.1.1 is 870, which represents all children who were referred for targeted, intensive support or group-based support in schools. The total possible sample size in sections 5.1.2 and 5.1.3 is 295, which represents all children who received mentoring or who received no support, i.e. had not yet been assigned to a mentor or other support at the time of data collection or declined mentoring entirely.

5.1.1 Referral source

Figure 7 Referral source (n=870)

		Total cohort (n=870)		Mentoring (n=176)		Transition support (n=383)		Group work in schools (n=192)		None (n=119)	
		No.	%	No.	%	No.	%			No.	%
Newham Council Services	Newham CAHMS	4	0%	0	0%	0	-	0	-	4	3%
	Newham Children's Social Care	39	4%	23	13%	0	-	0	-	16	13%
	Newham Early Help Hub	85	10%	53	30%	0	-	0	-	32	27%
	Newham Families First	58	7%	26	15%	0	-	0	-	32	27%
	Newham Headstart	5	1%	4	2%	0	-	0	-	1	1%
	Newham MAC (multi-agency collective) Panel	24	3%	15	9%	0	-	0	-	9	8%
	Newham MASH (multi-agency safeguarding hub)	32	4%	20	11%	0	-	0	-	12	10%
	Newham MHST (mental health support team)	1	0%	1	1%	0	-	0	-	0	0%
	Newham PCEHH Panel (preventing child exploitation and harm hub)	3	0%	2	1%	0	-	0	-	1	1%
	Total		251	29%	144	82%	0	-	0	-	107
Parent/Guardian	Parent/Guardian	14	2%	12	7%	0	-	0	-	2	2%
	Total	14	2%	12	7%	0	-	0	-	2	2%
School	School	605	70%	20	11%	383	100%	192	100%	10	8%
	Total	605	70%	20	11%	383	100%	192	100%	10	8%
Total		870	100%	176	100%	383	100%	192	100%	119	100%

5.1.2 Uptake of support

For the group-based support in schools, the dataset included only those who had received support. Information was not available on whether additional children were offered support but declined it.

Therefore we can only comment on the rate of uptake of support for those who were offered mentoring. Here, monitoring data shows that 63% of the 280 children who were offered mentoring were engaged to some degree.⁶ This represents an 87% completion rate amongst those who took up support.

127 children (45%) declined some or all support. Among these, 104 (82%) received no support and 23 (18%) started mentoring and went on to decline further support.⁷

Figure 8 Reasons for declining support (n=127)

Reason for declining support	No.	%
Family/parent declined or could not be engaged	103	81%
Child declined or could not be engaged	10	8%
Family or child moved	5	4%
Unspecified	9	7%
Total	127	100%

5.1.3 Prior involvement with other support at the point of referral

Information on involvement with previous support was analysed for children who received mentoring or who received no support (either because they declined mentoring support entirely or because they had not yet been assigned to support at the time of data collection)⁸.

⁶ This total of 280 includes the 176 children who received mentoring and 104 who declined it entirely ('None'). This excludes 15 who had not yet received any support but who were 'pending assignment' and therefore did not have the option to either engage or decline support. They are therefore not included in the 'declined support' category in Figure 8.

⁷ These children were therefore grouped with those who received mentoring, as opposed to those who received 'None'.

⁸ Children included in the dataset who had received group-based support in schools also had information recorded about whether they had received previous support. In all instances this indicated no support had been received. We concluded that this might have been affected by the fact that more limited information was shared as part of referral and agreement to support the children, and that we could not be confident that this data accurately reflected children's receipt/non-receipt of previous support. We have therefore not conducted a similar analysis for those who received group-based support in schools.

Figure 9 Children who had received or were receiving support at point of referral (n=295)

Intervention	No. who had received or were receiving any other support	Total no. in cohort included in sample	% of cohort who had received or were receiving any other support
Mentoring	63	176	36%
None	52	119	44%
Total	115	295	13%

Figure 10 Number of types of previous support received by children (n=115)

No. of support types received	No.	% of those previously receiving support
1	70	61%
2	32	28%
3	11	10%
4	2	2%
Total	115	100%

Figure 11 Type of support children received/were receiving at point of referral (n=115)

Type of previous support ⁹	No.	% of those receiving previous support
CAMHS	33	29%
School-based support	54	47%
Social care	48	42%
YOS/YOT	3	3%
Other	14	12%
Total	115	-

⁹ Types of previous support were entered as free text, so for analysis purposes were grouped into five categories: CAMHS (e.g. 'CAMHS support', CAMHS family therapy, CBT therapy), School-based support (e.g. School counsellor, learning mentor at school), Social care (e.g. Early Help Hub, EHCP, Families First, Children's services support), YOS/YOT, and Other (e.g. Medical specialist support).

5.2 Pathfinder support received by children

Please note: the total possible sample size for analysis in sections 5.2.1 and 5.2.2 is 751, which represents all children who received targeted, intensive support or group-based support in schools. The total possible sample size in section 0 is 176, which represents all children who received mentoring.

5.2.1 Type of support

Figure 12 Pathfinder intervention type and number of sessions (n=751)

Intervention	No.	% of cohort	Mean no. of sessions	Range no. of sessions
Mentoring	176	23%	8.1	0-17 ¹⁰
Transition support	383	51%	2.8 ¹¹	1-8
Self-esteem group work	192	26%	4.2	1-8

5.2.2 Length of support

Figure 13 Length of Pathfinder support (n=747)¹²

Length	No.	%
All Pathfinder interventions (n=747)		
1 month or less	433	58%
1-3 months	220	29%
3 months or more	94	13%
Mentoring (n=172)		
1 month or less	22	13%
1-3 months	73	42%
3 months or more	77	45%
Transition support (n=383)		

¹⁰ Two children had support ongoing at the time of data collection so were listed as having 0 sessions so far.

¹¹ From consultation, we understand that the intended number of sessions was six, but that this varied in some instances depending on scheduling. It may also be the case that not all schools had completed sessions at the time of data collection. This relatively low mean number of sessions should therefore not necessarily suggest low engagement with the sessions.

¹² This excludes four children who had a missing start or end date.

Length	No.	%
1 month or less	299	78%
1-3 months	67	17%
3 months or more	17	4%
Group work in schools (n=192)		
1 month or less	112	58%
1-3 months	80	42%
3 months or more	0	0%

5.2.3 Mentoring – diversionary activities

Figure 14 Children's engagement in diversionary activities during and after mentoring support (n=176)¹³

Diversionsary activity	No.	% of all those receiving mentoring (n=176)
Engaging in diversionary activity	86	49%
<i>During mentoring</i>	73	41%
<i>After mentoring</i>	29	16%
Not engaging in diversionary activity	90	51%
Total	176	100%

¹³ The 'During mentoring' and 'After mentoring' rows are not mutually exclusive. 16 children engaged in diversionary activities both during and after mentoring.

Figure 15 Summary of diversionary activities during mentoring support (n=73)¹⁴

Activity type	No.	% of all those receiving mentoring (n=176)
Art & Craft	10	6%
Basketball	16	9%
Boxing	3	2%
Football	24	14%
Gym access	1	1%
Music studio	3	2%
Recreational activities	15	9%
Tennis	1	1%
Total	73	41%

Figure 16 Summary of diversionary activities after mentoring support (n=29)¹⁵

Activity type	No.	% of all those receiving mentoring (n=176)
Basketball	2	1%
Boxing	9	5%
Football	12	7%
Gym access	5	3%
Other	1	1%
Total	29	16%

¹⁴ Monitoring data listed children as only able to receive one type of diversionary activity during support.

¹⁵ Monitoring data listed children as only able to receive one type of diversionary activity after support.

5.3 Children's needs

Please note: the total possible sample size for analysis in this section is 751, which represents all children who received targeted, intensive support or group-based support in schools.

Figure 17 Number of types of need experienced by children (n=740)¹⁶

No. of types of need	Total cohort (n=740)		Mentoring (n=120)		Transition support (n=124)		Self-esteem group work (n=321)		None (n=120)	
	No.	%	No.	%	No.	%	No.	%	No.	%
0	7	1%	2	1%	0	0%	0	0%	5	4%
1	89	12%	21	12%	3	2%	39	12%	26	22%
2	165	22%	26	15%	18	15%	87	27%	34	28%
3	167	23%	31	18%	41	33%	72	22%	23	19%
4	139	19%	36	21%	24	19%	63	20%	16	13%
5+	173	23%	59	34%	38	31%	60	19%	16	13%
Total	740	100%	175	100%	124	100%	321	100%	120	100%

Figure 18 Types of need experienced by children (n=740)

Need type	Total cohort (n=740)		Mentoring (n=120)		Transition support (n=124)		Self-esteem group work (n=321)		None (n=120)	
	No.	%	No.	%	No.	%	No.	%	No.	%
Mental health & wellbeing	612	83%	134	77%	102	82%	306	95%	70	58%
Household conditions & poverty	420	57%	115	66%	44	35%	201	63%	60	50%
Behavioural issues	403	54%	114	65%	93	75%	147	46%	49	41%
Education	336	45%	97	55%	92	74%	102	32%	45	38%
Increased risk of abuse or exploitation	266	36%	58	33%	58	47%	117	36%	33	28%
Social isolation	201	27%	46	26%	43	35%	93	29%	19	16%

¹⁶ In total, 743 of the 751 children who engaged with Pathfinder support had needs information available. Three children did not have matching reference numbers available to identify their support type and were therefore excluded from analysis. The need categories are not mutually exclusive and therefore children could be reported as experiencing one or more types of need.

Need type	Total cohort (n=740)		Mentoring (n=120)		Transition support (n=124)		Self-esteem group work (n=321)		None (n=120)	
	No.	%	No.	%	No.	%	No.	%	No.	%
Marginalisation	124	17%	32	18%	22	18%	60	19%	10	8%
Abuse	61	8%	33	19%	4	3%	3	1%	21	18%
Offending/risk of offending	43	6%	23	13%	6	5%	9	3%	5	4%
Substance misuse	22	3%	12	7%	5	4%	0	0%	5	4%

5.4 Pathfinder support received by parents

Please note: the total possible sample size for analysis in this section is 256, which represents all parents included in the data shared by Newham Council. This differs from the total numbers of parents supported, because it excludes the 80 parents reported as participating in webinars, but it includes 13 parents reported as receiving signposting.

It also includes multiple entries for 26 parents who participated in more than one Pathfinder activity (whole family mentoring plus training and/or signposting). We were unable to identify the specific parents who were included more than once and therefore could not produce a dataset with a unique entry per parent.

In any case, the analysis relates to type of support received and level of engagement with this support and therefore all entries are relevant.

Figure 19 Types of support parents received (n=256)

Support type	No.	%
Whole Family Mentoring	143	56%
DICE Training	57	22%
Trauma Training	43	17%
Signposting ¹⁷	13	5%
Total	256	100%

¹⁷ This category included signposting to housing support, counselling and peer parenting support.

Figure 20 Completion status of support (n=256)

Completion status	No.	%
Whole family mentoring		
Partially completing support (2-6 sessions)	23	16%
Fully completing support (7 sessions and above)	120	84%
DICE training		
Partially completing support (1-3 sessions)	11	19%
Fully completing support (4-5 sessions and above)	46	81%
Trauma training		
Partially completing support (1-3 sessions)	10	23%
Fully completing support (4-5 sessions and above)	33	77%
Signposting¹⁸		
Partially completing support (1-3 sessions)	4	31%
Fully completing support (4-5 sessions and above)	9	69%
Total:	256	100%

¹⁸ This category included signposting to housing support, counselling and peer parenting support.

6 Outcomes data

6.1 Methodology

Among the 751 children who received a Pathfinder intervention that included Outcomes Star collection (mentoring, transition support and self-esteem group work), 351 had Outcomes Star data available.

We applied the following eligibility criteria for inclusion in the outcomes analysis:

- Outcomes star data available at both Time 1 (before support) and Time 2 (after support completion).
- <31 days between the start of support and Time 1 data; and <31 days between the end of support and Time 2 data. This was to avoid including data which might not be reflective of the child's situation at the time support started and finished.

This resulted in 21 children being excluded, for a final dataset of 330.

Figure 21 Eligible sample sizes for outcomes analysis

Intervention	Total no. receiving intervention	Total eligible sample for outcomes analysis	Sample size as % of total no. receiving intervention
Mentoring	176	110	63%
Transition support	383	124	32%
Self-esteem group work	192	96	50%
Total	751	330	-

6.2 Mentoring outcomes

All outcome areas showed statistically significant improvement between the time points. 97% of children increased their overall score between start and end of support.

Figure 22 Change over time in outcome star scores for children who received mentoring (n=110)

Outcomes Star area	Pre-support (mean score)	Post-support (mean score)	Change	P-value ¹⁹	% who increased their score
Physical health	3.2	3.9	+0.7	<0.05	52%
Where you live	3.6	3.9	+0.3	<0.05	24%
Being safe	4.0	4.3	+0.3	<0.05	26%
Relationships	3.4	4.1	+0.7	<0.05	53%
Feelings and behaviours	2.2	3.6	+1.4	<0.05	97%
Friends	3.3	4.2	+0.9	<0.05	64%
Confidence and self-esteem	2.7	4.0	+1.4	<0.05	92%
Education and learning	3.0	3.8	+0.8	<0.05	58%
Mean overall score	25.5	32.5	+6.9²⁰	-	97%

6.3 Transition support outcomes

All outcome areas showed statistically significant improvement between the time points. 100% of children increased their overall score between start and end of support.

Figure 23 Change over time in outcome star scores for children who received transition support (n=124)

Outcomes Star area	Pre-support (mean score)	Post-support (mean score)	Change	P-value	% who increased their score
Physical health	3.8	4.3	+0.4	<0.05	35%
Where you live	3.9	4.2	+0.3	<0.05	19%
Being safe	4.1	4.4	+0.3	<0.05	27%
Relationships	3.8	4.3	+0.4	<0.05	39%
Feelings and behaviours	3.1	4.1	+1.0	<0.05	77%
Friends	3.4	4.3	+0.9	<0.05	66%
Confidence and self-esteem	2.7	4.1	+1.3	<0.05	97%
Education and learning	3.3	3.9	+0.5	<0.05	49%
Mean overall score	28.2	33.5	+5.3	-	100%

¹⁹ Changes in **bold** are statistically significant, i.e. they have a p-value of <0.05. The p-value measures the probability that an observed difference could have occurred by chance. The lower the p-value, the greater the statistical significance of the observed difference. A p-value of <0.05 is strong evidence that the change did not occur by chance. It was not possible to conduct a paired t-test on the mean overall score.

²⁰ Change does not sum to 7 due to rounding.

6.4 Self-esteem group work in schools outcomes

All outcome areas showed statistically significant improvement between the time points. 100% of children increased their overall score between start and end of support.

Figure 24 Change over time in outcome star scores for children who received group work in schools (n=96)

Outcomes Star area	Pre-support (mean score)	Post-support (mean score)	Change	P-value	% who increased their score
Physical health	3.7	4.3	+0.6	<0.05	52%
Where you live	3.5	4.1	+0.6	<0.05	46%
Being safe	3.8	4.3	+0.5	<0.05	39%
Relationships	4.0	4.5	+0.5	<0.05	47%
Feelings and behaviours	2.9	4.2	+1.3	<0.05	88%
Friends	3.4	4.3	+0.9	<0.05	72%
Confidence and self-esteem	2.8	4.3	+1.5	<0.05	94%
Education and learning	3.3	4.2	+0.9	<0.05	65%
Mean overall score	27.4	34.3	+6.9	-	100%

6.5 Outcomes for children in different demographic groups

We conducted analysis of outcomes for all activities by gender and ethnicity. The analysis showed that for each activity there were statistically significant positive changes in outcomes scores in all areas for females, males, Asian/Asian British children and Black/African/Caribbean/Black British children who received each activity.

The results therefore do not differ substantially from those for all children receiving each activity. As a consequence, we have not presented all of the results here but have provided the results for mentoring as an example.

6.5.1 Mentoring outcomes by gender

Figure 25 Change over time in outcome star scores for girls who received mentoring (n=35)

Outcomes Star area	Pre-support (mean score)	Post-support (mean score)	Change	P-value	% who increased their score
Physical health	3.1	3.7	+0.5	<0.05	40%
Where you live	3.6	3.7	+0.1	>0.05	20%
Being safe	4.2	4.4	+0.2	<0.05	20%
Relationships	3.7	4.1	+0.5	<0.05	34%
Feelings and behaviours	2.3	3.7	+1.4	<0.05	91%
Friends	3.3	4.2	+0.9	<0.05	66%
Confidence and self-esteem	2.7	3.9	+1.2	<0.05	91%
Education and learning	3.2	3.9	+0.7	<0.05	57%
Mean overall score	26.1	31.7	+5.5	-	94%

Figure 26 Change over time in outcome star scores for boys who received mentoring (n=75)

Outcomes Star area	Pre-support (mean score)	Post-support (mean score)	Change	P-value	% who increased their score
Physical health	3.3	4.1	+0.8	<0.05	57%
Where you live	3.7	4.0	+0.4	<0.05	25%
Being safe	3.9	4.3	+0.4	<0.05	28%
Relationships	3.2	4.0	+0.8	<0.05	60%
Feelings and behaviours	2.1	3.6	+1.5	<0.05	95%
Friends	3.3	4.1	+0.9	<0.05	59%
Confidence and self-esteem	2.7	4.1	+1.4	<0.05	85%
Education and learning	3.0	3.8	+0.8	<0.05	53%
Mean overall score	25.1	32.0	+6.9	-	99%

6.5.2 Mentoring outcomes by ethnicity

Figure 27 Change over time in outcome star scores for Asian/Asian British children who received mentoring (n=28)

Outcomes Star area	Pre-support (mean score)	Post-support (mean score)	Change	P-value	% who increased their score
Physical health	3.5	4.2	+0.7	<0.05	50%
Where you live	4.1	4.4	+0.3	<0.05	25%
Being safe	3.8	4.2	+0.4	<0.05	36%
Relationships	3.3	4.0	+0.8	<0.05	61%
Feelings and behaviours	2.4	3.7	+1.4	<0.05	89%
Friends	3.2	4.0	+0.8	<0.05	57%
Confidence and self-esteem	2.4	3.9	+1.5	<0.05	96%
Education and learning	3.0	4.1	+1.1	<0.05	68%
Mean overall score	25.5	32.5	+6.9	-	96%

Figure 28 Change over time in outcome star scores for Black/African/Caribbean/Black British children who received mentoring (n=54)

Outcomes Star area	Pre-support (mean score)	Post-support (mean score)	Change	P-value	% who increased their score
Physical health	3.3	3.9	+0.6	<0.05	44%
Where you live	3.6	3.9	+0.3	<0.05	22%
Being safe	4.1	4.5	+0.4	<0.05	26%
Relationships	3.3	4.1	+0.8	<0.05	52%
Feelings and behaviours	2.1	3.5	+1.5	<0.05	93%
Friends	3.5	4.3	+0.8	<0.05	56%
Confidence and self-esteem	2.8	4.1	+1.3	<0.05	81%
Education and learning	2.9	3.6	+0.7	<0.05	56%
Mean overall score	25.5	31.9	+6.4	-	96%

7 Offending data analysis

7.1 Methodology

The Pathfinder programme lead worked with Newham YOS to look at data on police contacts for all 870 children offered support by the Pathfinder. The dataset is drawn from the Police National Computer (PNC) and captures all police contacts at any point between January 2019 and time of the data checks, which were conducted between December 2022-April 2023. This reflects a two-year period before any Pathfinder start date. All children had at least three months between starting support and the data check occurring, with an average of ten months.

Only those children who had contact with the police during this period were included, so those who do not appear in the dataset have had no contact with the police from January 2019 onwards.

7.2 Findings

Data on police contacts indicates that the vast majority of those who were supported by the Pathfinder did not come into contact with the police since January 2019, either before or after starting Pathfinder support.

- Only 17 children out of 870 who were offered Pathfinder support had any police contact during the time period considered.
- 14 had their first police contact prior to being offered Pathfinder support, and three had contact after starting support.²¹
- Among the 14 who had contact before support, two had a further police contact after starting support.²²

The very small sample means we cannot draw conclusions about the effect of the Pathfinder on police contacts for these children.

This reinforces the findings of this evaluation, which is that in practice, the Pathfinder target cohort was racially minoritised children who needed support in any of the holistic outcome areas that were intended to be addressed by the Pathfinder, rather than those who specifically required support relating to offending behaviour.

²¹ During the time period considered (i.e. from January 2019 to the time of the data check in Dec-Apr 2023). Seven children did not have an available date of contact with police, so in these cases, the order start date was used as proxy.

²² In total, four children (out of the 17) were listed as having 'reoffended', i.e. having more than one contact. However, one had their second contact before starting support, and one declined Pathfinder support. They are therefore excluded from the number of children who had further police contact after starting Pathfinder support.

8 Survey findings

8.1 Mentoring

8.1.1 Children's feedback

Figure 29 Children survey feedback on mentoring experience (n=92)

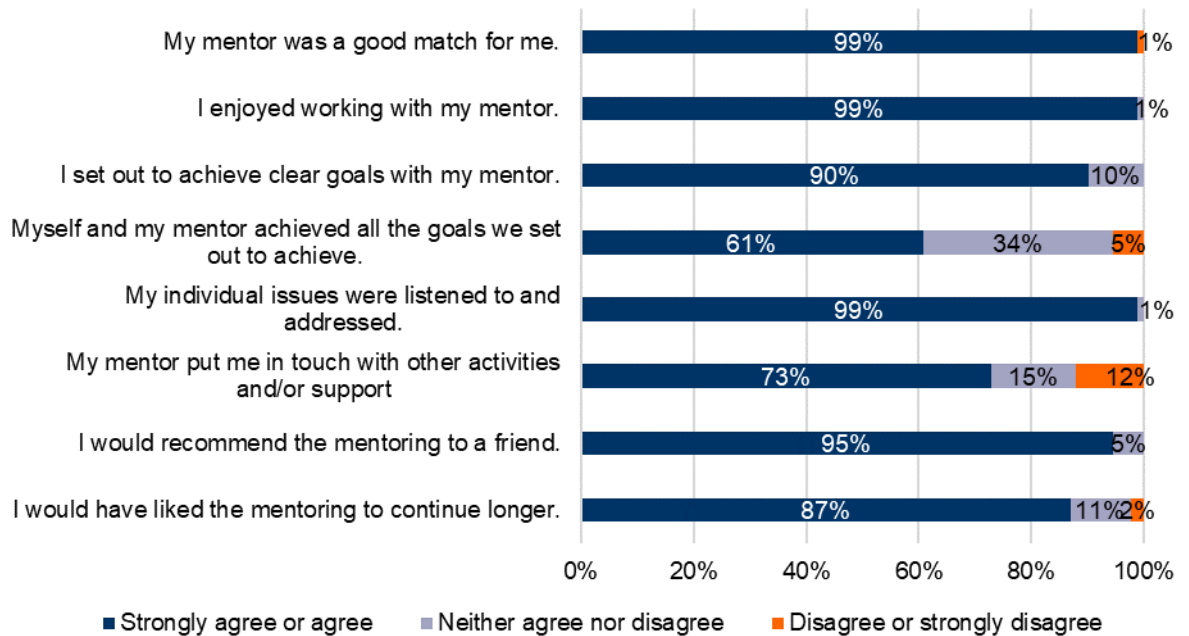
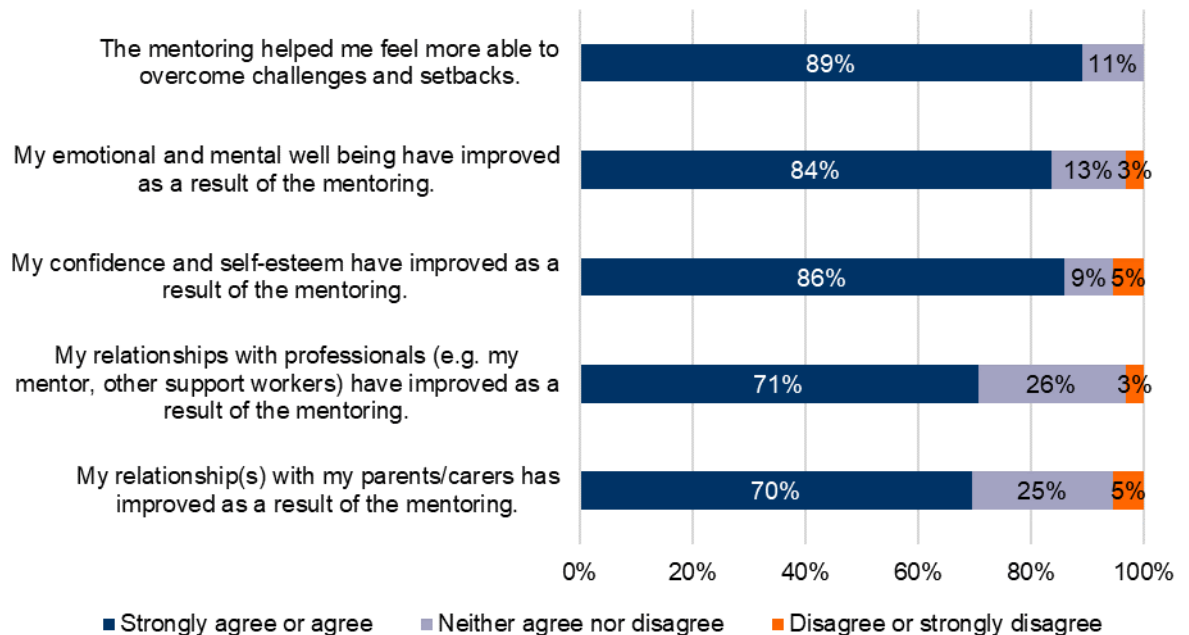


Figure 30 Children survey feedback on personal outcomes (n=92)



8.1.2 Parents' feedback

Figure 31 Parent survey feedback on mentoring experience (n=74)

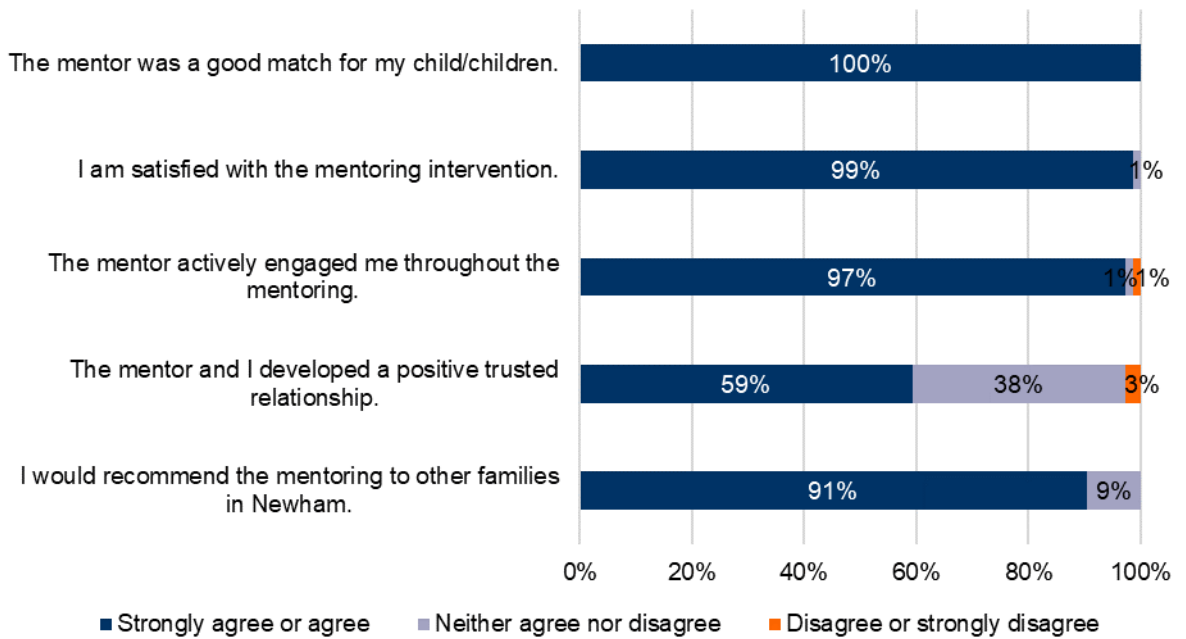
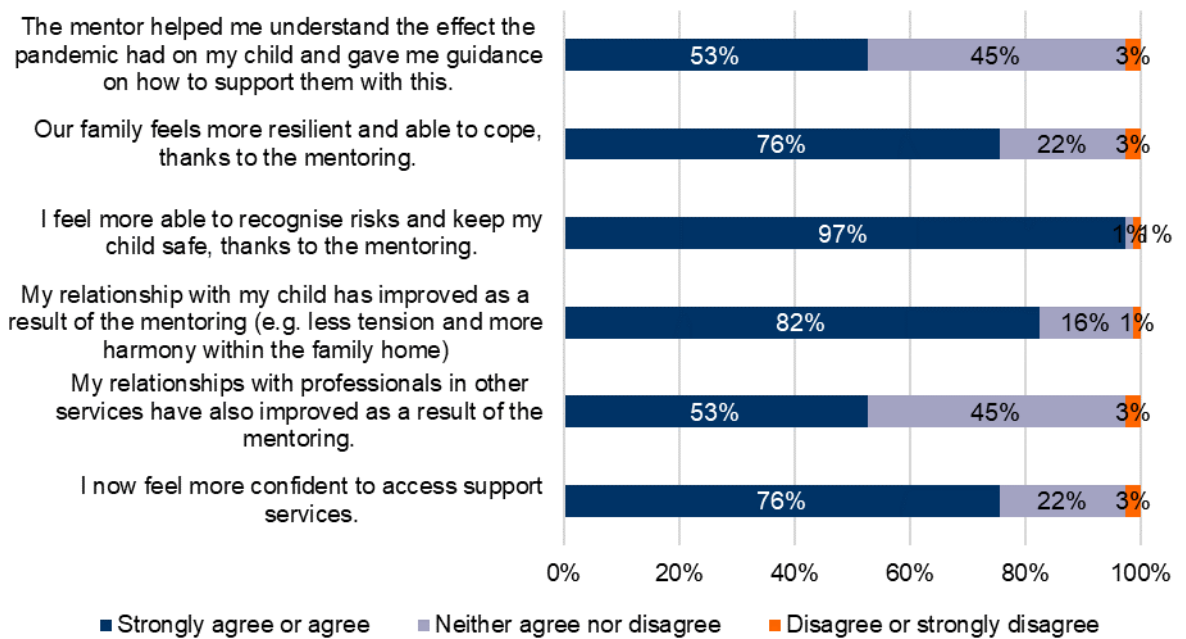
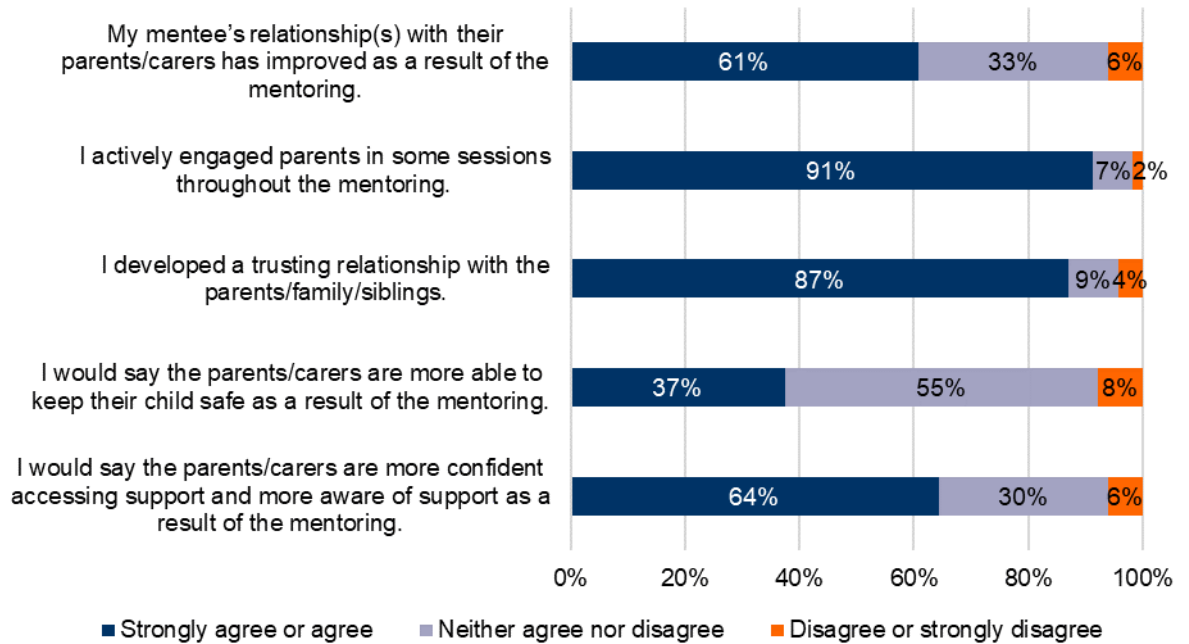


Figure 32 Parent survey feedback on personal outcomes (n=74)



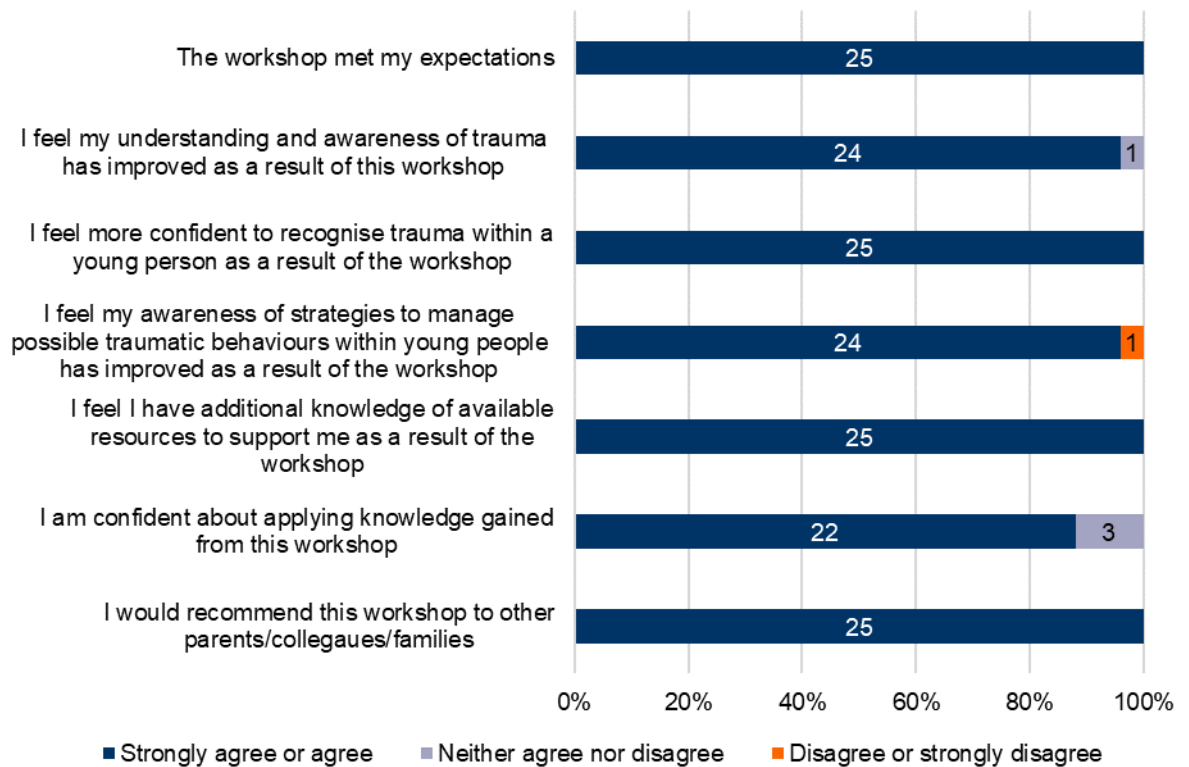
8.1.3 Mentors' feedback

Figure 33 Mentor survey feedback on parent-related outcomes (n=115)



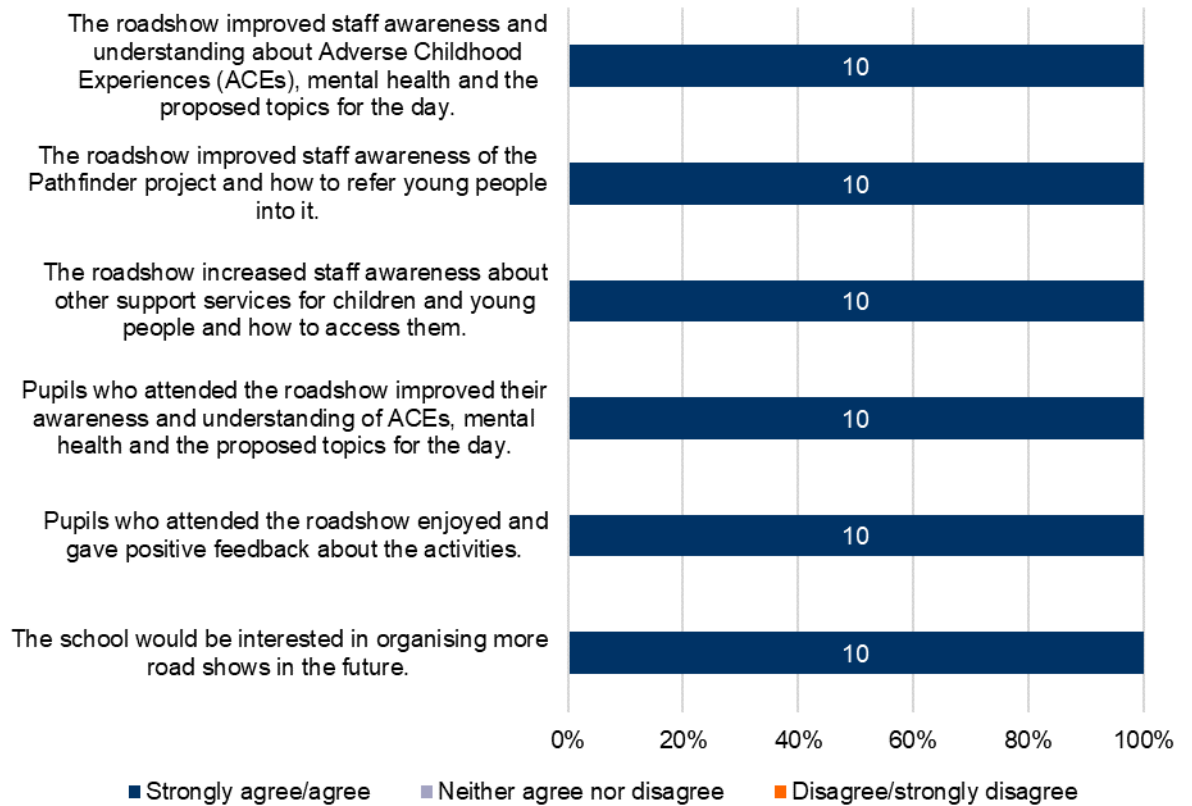
8.2 Trauma workshop for parents

Figure 34 Trauma workshop feedback (n=25)



8.3 Wellbeing roadshow in schools

Figure 35 Roadshow feedback from schools (n=10)



8.4 Cultural humility staff training

Figure 36 Survey results for cultural humility training (n=33)²³



²³ Responses were only included for participants who had provided responses before and after receiving the training.