

2015-16

lkm^{co}

LKMco Social Impact Report



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“Always measured, always based in evidence, always looking for practical solutions”

2015-16 Impact Survey respondent

1. Introduction

As an education and youth ‘think and action-tank’, we pride ourselves on bringing together research, policy and practice. We keep our finger on the sector’s pulse by working directly with organisations that support young people; this ensures that insights from the sector go right to the top of policy making and right to the heart of research. At the same time it means we can ensure that practice ‘on the ground’ is evidence-informed and that our findings translate directly into action.

At the heart of what we do is our fundamental belief that society should ensure all children and young people receive the support they need to make a fulfilling transition to adulthood. This annual impact report assesses the extent to which we are impacting on that vision.

The variety of work we carry out is represented in the case studies in this report and our client base, which spans charities, corporates and not-for-profit organisations. For the first time this year we also began to work with central government, through a major study for the Department for Education and two projects for the Social Mobility Commission. In this report, we provide a breakdown of the sectors we work with and how they contribute to our funding.

1 million+ 2,623,133 is the estimated reach of our hashtag #WhyTeach between April and November 2015

10,000+ Tens of thousands of teachers interviewed or surveyed as part of our research projects, ensuring practitioners’ voices feed directly into research & policy

10+ 12 contrasting schools in different parts of the country, serving different phases, visited as part of our high profile Why Teach Report

100,000+ Over one hundred thousand page views on our website

1,000+ Teachers and educationalists signed up to our regular newsletter

1st An exciting collaboration with Datalab and the Social Mobility Commission, a natural but very exciting new partnership

100+ Practising teachers on our research panel

2. How we've helped people

We support people in many different ways, from undertaking research to writing articles and tweeting.

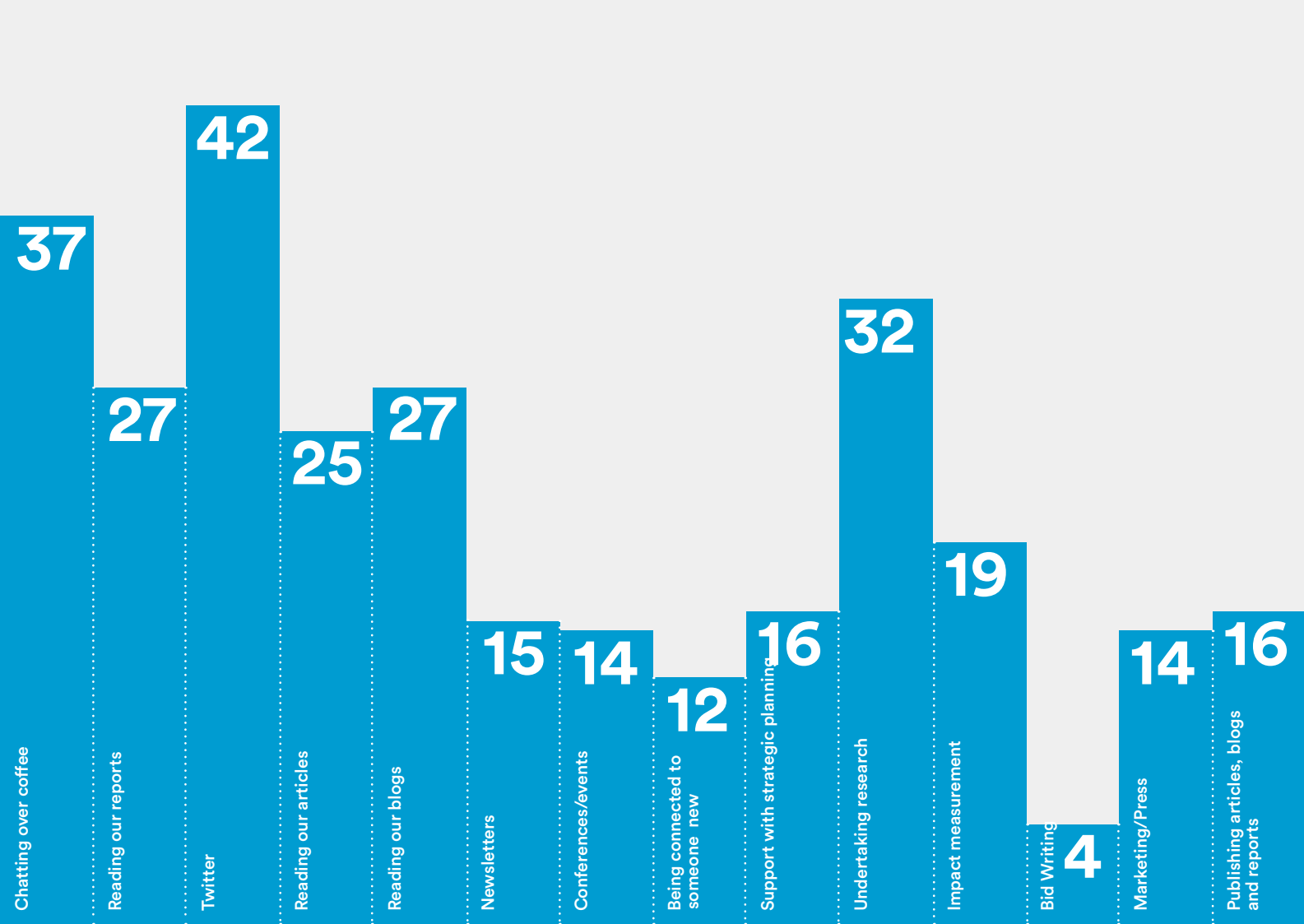
We asked respondents about fourteen of our key activities and for each of these, almost every respondent who had experienced this type of support said they had found it useful, especially our strong social media presence, the time we take to chat ideas through over coffee and the research we undertake.

There were six areas where 100% of people found our support useful, double the number from last year, and in the following five areas 75% or more considered our help “very useful”:

- Chatting over coffee (which has tended to be the most highly rated form of support since we were founded in 2009)
- Our reports
- Undertaking research
- Strategic planning
- Publishing blogs, articles and reports.

Areas we will look to sharpen in the next year are the usefulness of our newsletter and the marketing support we offer, although we are delighted that in 2015-16 we broadened the coverage we received in the national press securing coverage in over fifteen international, national and sector press outlets, including Radio 4's Today Programme, The Times, The Daily Mail, BBC's Look North and The Guardian.

Number of respondents who accessed each form of support



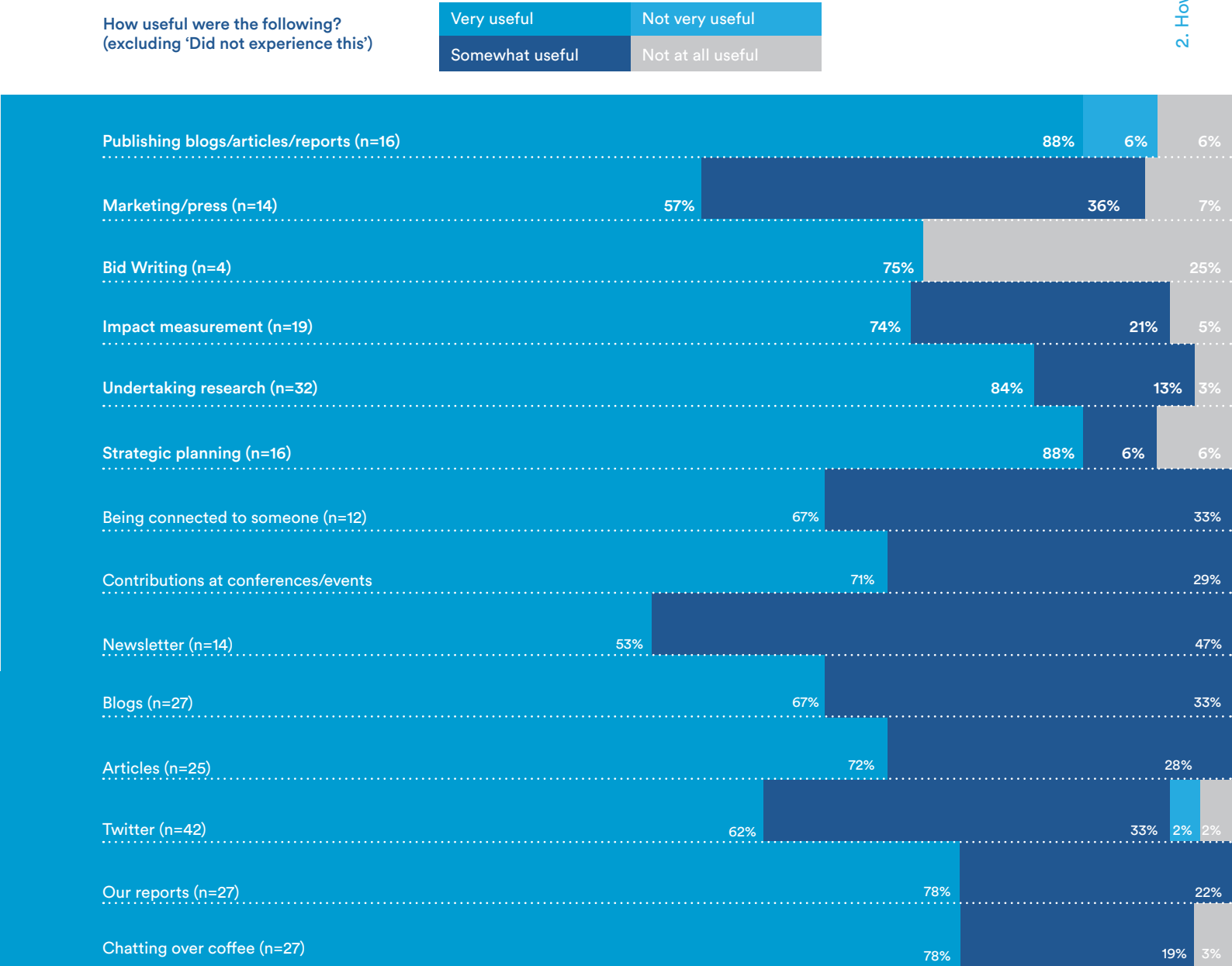
“Informedness, approachability and social media presence. I learn so much about events and the profession by your excellent tweeting (and all of you are good at it.)”

2015-15 Impact Survey respondent

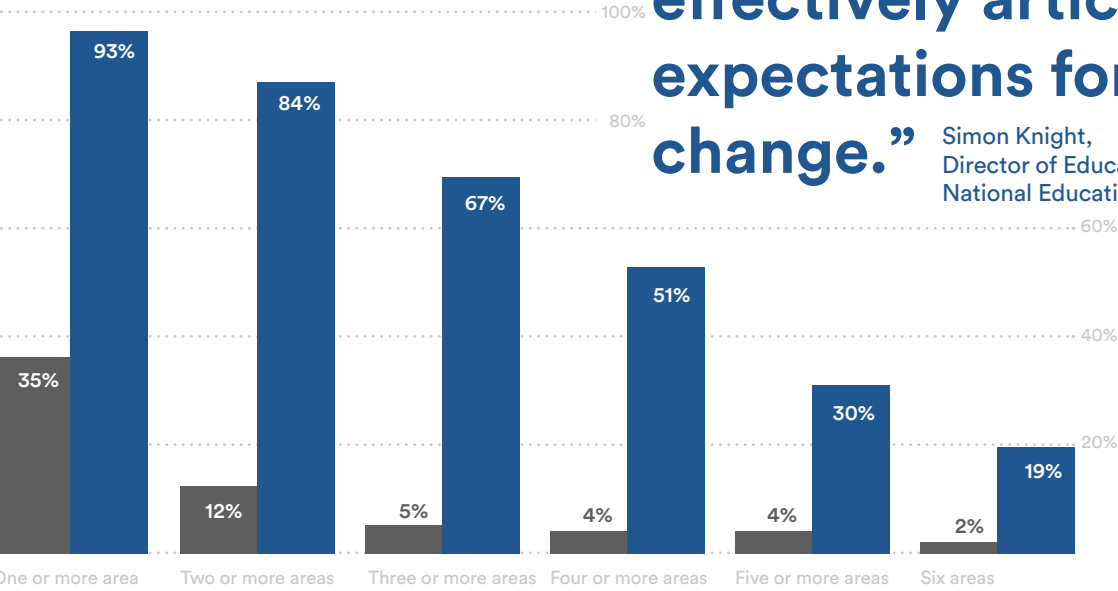
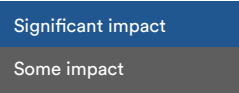
“Staff at LKMco are great at providing a sounding board for ideas and new ways of approaching problems. They always make themselves available for discussions and knowledge sharing and to connect you with others in the sector if needed.”

Sarah Waite,
Social Mobility Strategy Team,
Department for Education

How useful were the following? (excluding 'Did not experience this')



Number of areas in which we impacted on respondents (excluding 'n/a') (N=57)



“You champion the vulnerable in a well evidenced and clear manner, with effectively articulated expectations for change.”

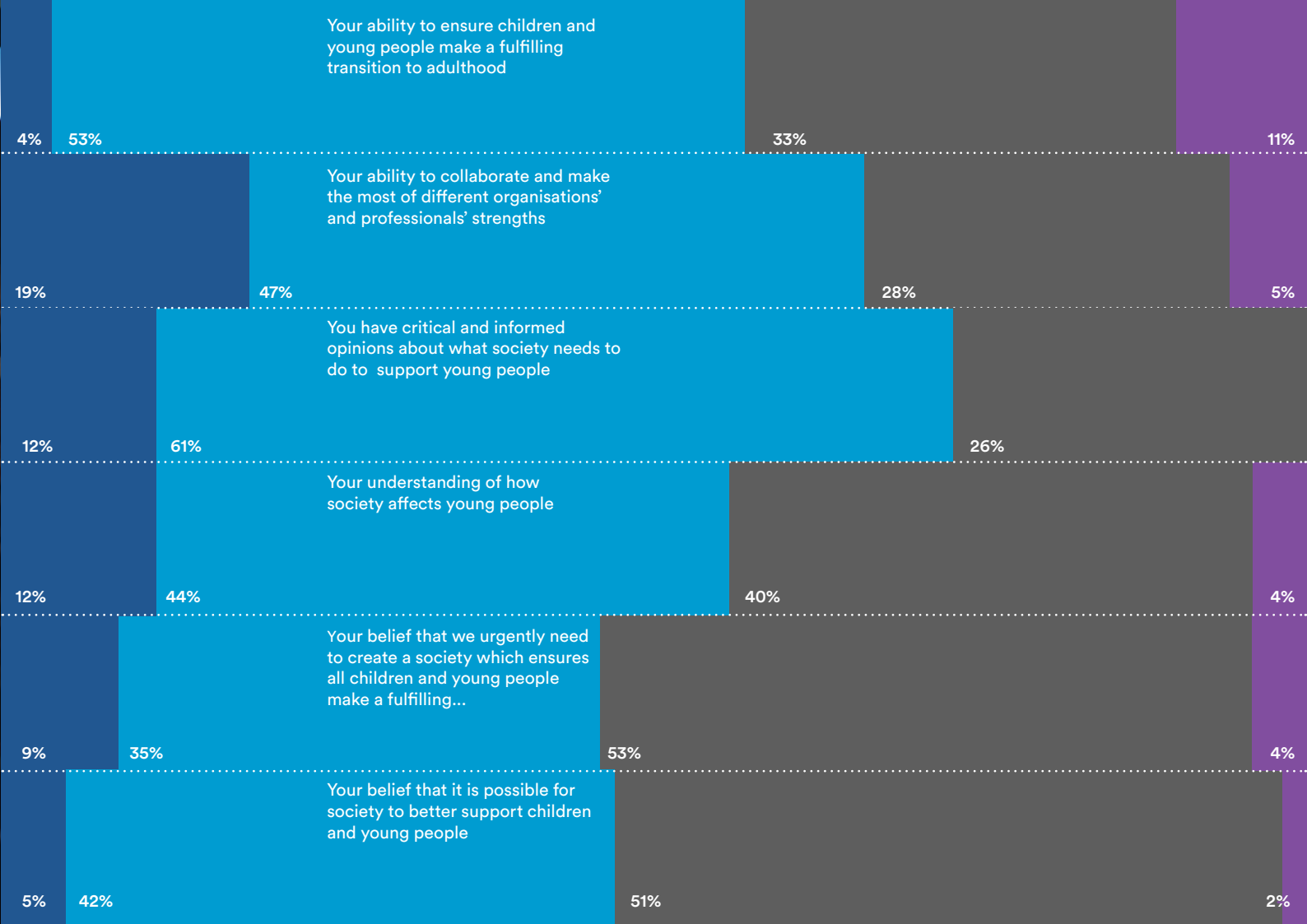
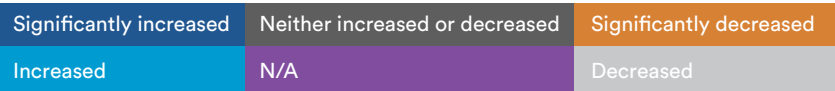
Simon Knight,
Director of Education,
National Education Trust.

3. The impact of our support

We impacted on over 90% of respondents in at least one way and on 35% of them ‘significantly’.

Like last year, the area where we had the most impact in 2015-16 was helping people develop critical and informed opinions about what society needs to do to support young people. 73% of respondents rated this as an area we have impacted on them positively and 12% considered this impact “significant”. Like last year, helping people collaborate was the runner up area with 70% saying we had impacted on them in this area and 20% describing this as impact as ‘significant’. We are still finding it hard to impact on people’s belief that we urgently needed to act ‘Reaching beyond the echo chamber’ in a compelling way to convince those who do not yet think like us, will therefore need to remain a priority going forwards.

To what extent do you think the following changed as a result of your interactions with us? (n=57)



Why Teach?

Our Why Teach? report, produced in collaboration with Pearson, explores why people go into, stay in or leave teaching and how they decide where to teach. It found that while teachers primarily enter the profession because they believe they are good at it and they want to make a difference, many go into teaching accidentally and then become ‘hooked’. It also found that a majority of teachers had considered leaving in the last six months, largely due to workload; The report included a series of recommendations for improving retention including targeting local labour markets, providing potential teachers with opportunities to get ‘hooked’ on teaching and tapping into young teachers’ appetite for career progression and training.

The report was cited in the government’s White Paper ‘Educational Excellence Everywhere’ and in the week the report was launched, the government shifted its position on teacher recruitment, recognising that there was an issue. The report launch was attended by the leaders of three teaching unions and the Chair of the Education Select Committee and we have been invited into the Department of Education to talk through our recommendations with policymakers. It received coverage in publications ranging from the Independent to the Mirror as well as the sector press. The blog accompanying the report had a tweet reach of over 250,000.

At LKMco, our reports often combine rigorous research and illustrative case studies to bring findings to life. For this report, we included a YouGov survey of over 1,000 current teachers in England (from those in Early Years through to Further Education), focus groups and interviews with over 40 teachers and school leaders and an international literature review of existing research on the topic.

As the teacher recruitment and retention crisis worsens, we hope our work will help shape an evidence informed response by both government and schools.



“Creative thinking and tenacity in getting the job done on time and to a very high standard.”

Martin O'Donovan, VP,
Media and Government Relations,
Pearson



Word cloud of responses to the question “What did you value most about LKMco/the support we provided?”

“Focused & clear about things that matter.”

2015-15 Impact Survey respondent

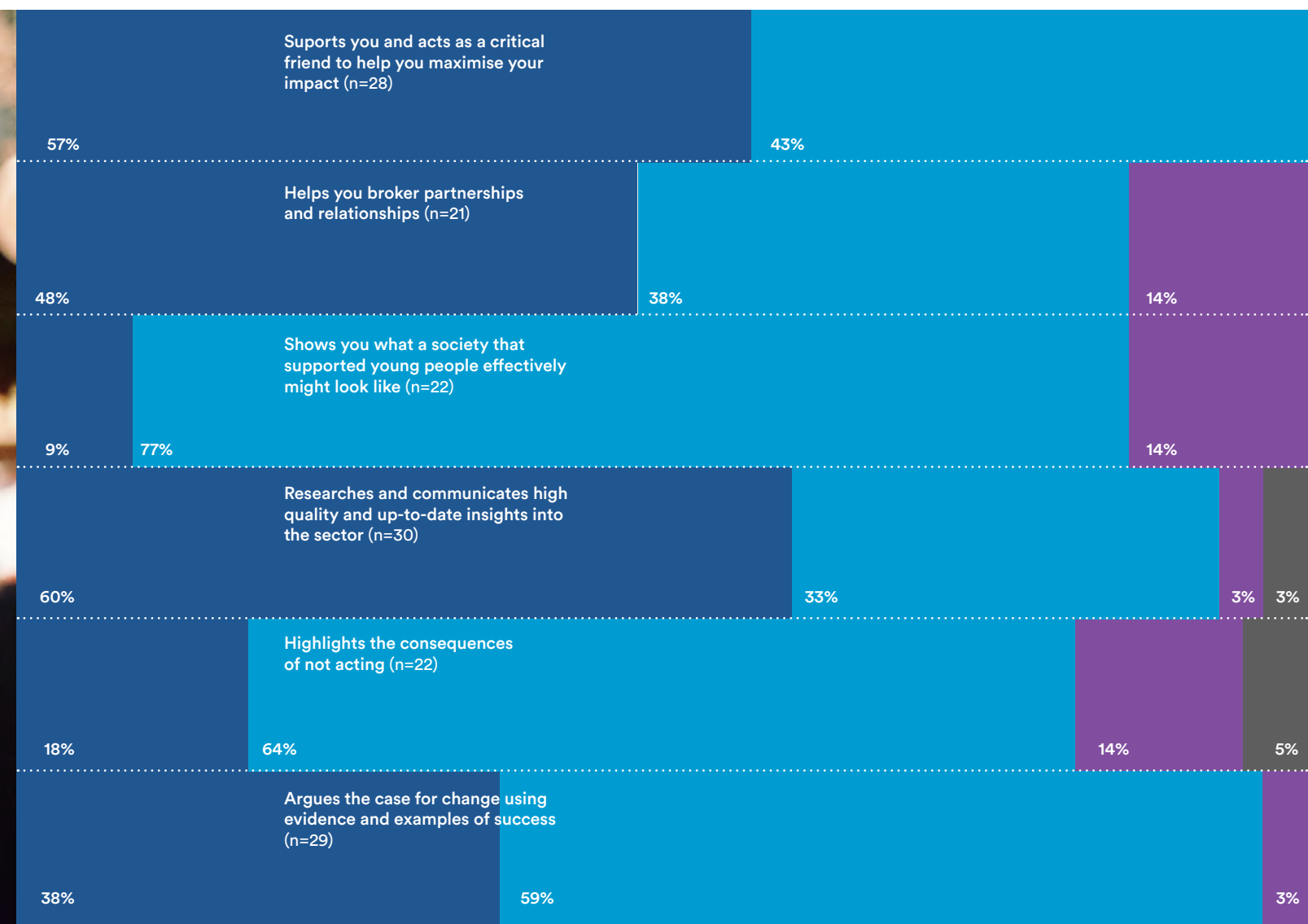
4. What we're good at

We do six main things to impact on our vision and we're delighted that for each of those over 80% of people believe we are effective. The things we do best are supporting people and acting as a critical friend (we have made big improvements in this area in the last year) and researching and communicating high quality and up to date insights into the sector. The latter also came out on top last year.

Last year we said we needed to develop the way we support organisations to broker partnerships and relationships. We have made improvements in this area, however we also said we needed to do more to show people what a society that supported people effectively might look like. We still need to improve in this area and this should go hand in hand with increasing our efforts to highlight the consequences of not acting. These figures raise a bit of a conundrum in that clients have rated our 'effectiveness' in almost all areas more highly compared to last year and our usefulness (section 2) as highly or more highly than previously, yet they have scored our 'impact' (section 3) less highly than previously. Small sample sizes may mean these changes are insignificant fluctuations but we will need to watch this carefully over the course of the next year to ensure the mix of our activity is still delivering maximum impact. On the other hand there is no clear link between the type of support people received and their likelihood of saying we have had a significant impact on them.

How effectively do you think we do the following?
(Excluding N/A)

Very effectively	Neither effectively nor ineffectively	Very ineffectively
Effectively	Ineffectively	N/A



Using evaluation to inform future practice

At LKMco, we are only interested in conducting an impact evaluation if we are confident it will go on to shape future practice. The Communication Trust is a coalition of over 50 organisations working to develop young people's speech, language and communication. During 2015/16 we worked with the Trust to evaluate, develop and improve their practice.

Firstly, we conducted an evaluation of Platform 3 for childminders – a model for delivering the Level 3 qualification 'Supporting Children and Young People's Speech, Language and Communication'. Our pilot evaluation in the previous year had identified a range of ways the programme, and the evaluation model, could be improved and we were delighted to see these changes reflected in the programme when we conducted our follow-up evaluation.

As well as working with the Trust to deliver two additional evaluations, LKMco provided the Trust with survey design support to help them ascertain the current state of play for the children's workforce in accessing professional development around SLC/N, how the Trust's Consortium members contribute to that landscape and how the Trust can best support the children's workforce to engage with initial training and CPD opportunities around SLC/N in the future. LKMco also ran an evaluation training workshop with the trust's staff. This aimed to equip staff to conduct research increasingly independently and rigorously. The workshop covered a wide range of areas from developing a theory of change and designing research questions, to reporting findings and ensuring they contain practical recommendations.



“For a think tank it is very “personal”. It also researches areas which many others don’t.”

Naureen Khalid,
School Governor



5. Finance

As a Community Interest Company (CIC) we think it is important to make financial information about our work easily available. As well as filing annual accounts to both Companies House and the CIC regulator we have therefore summarised key information from our accounts here.

Our income for 2015-16 was £253,618. This is a 21% increase compared to the previous year. All our income came from our clients who are listed on page 17. Two-thirds of this income came from clients who are charities. Our costs were £222,839 with 73% of this being accounted for by wages.

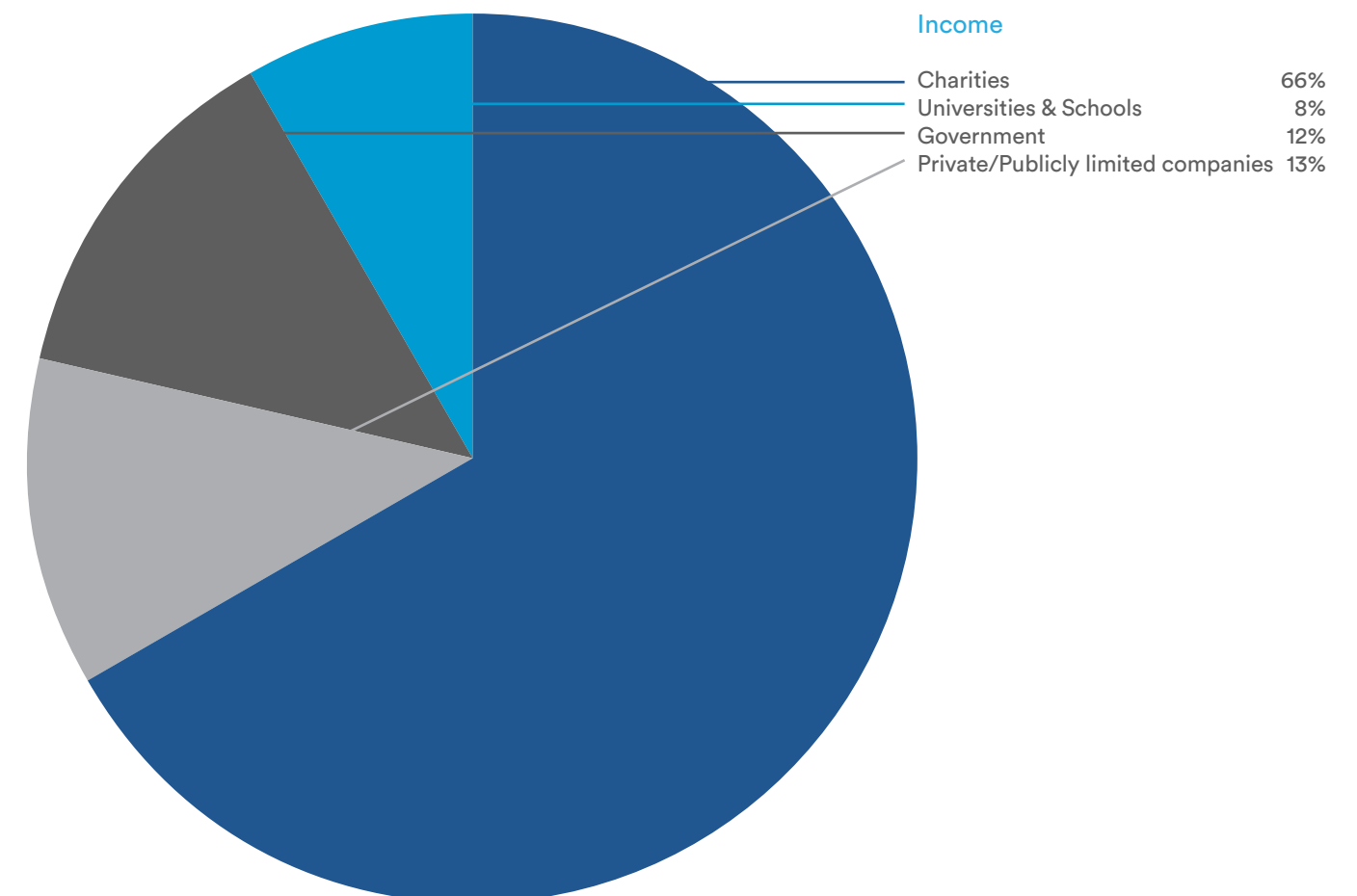
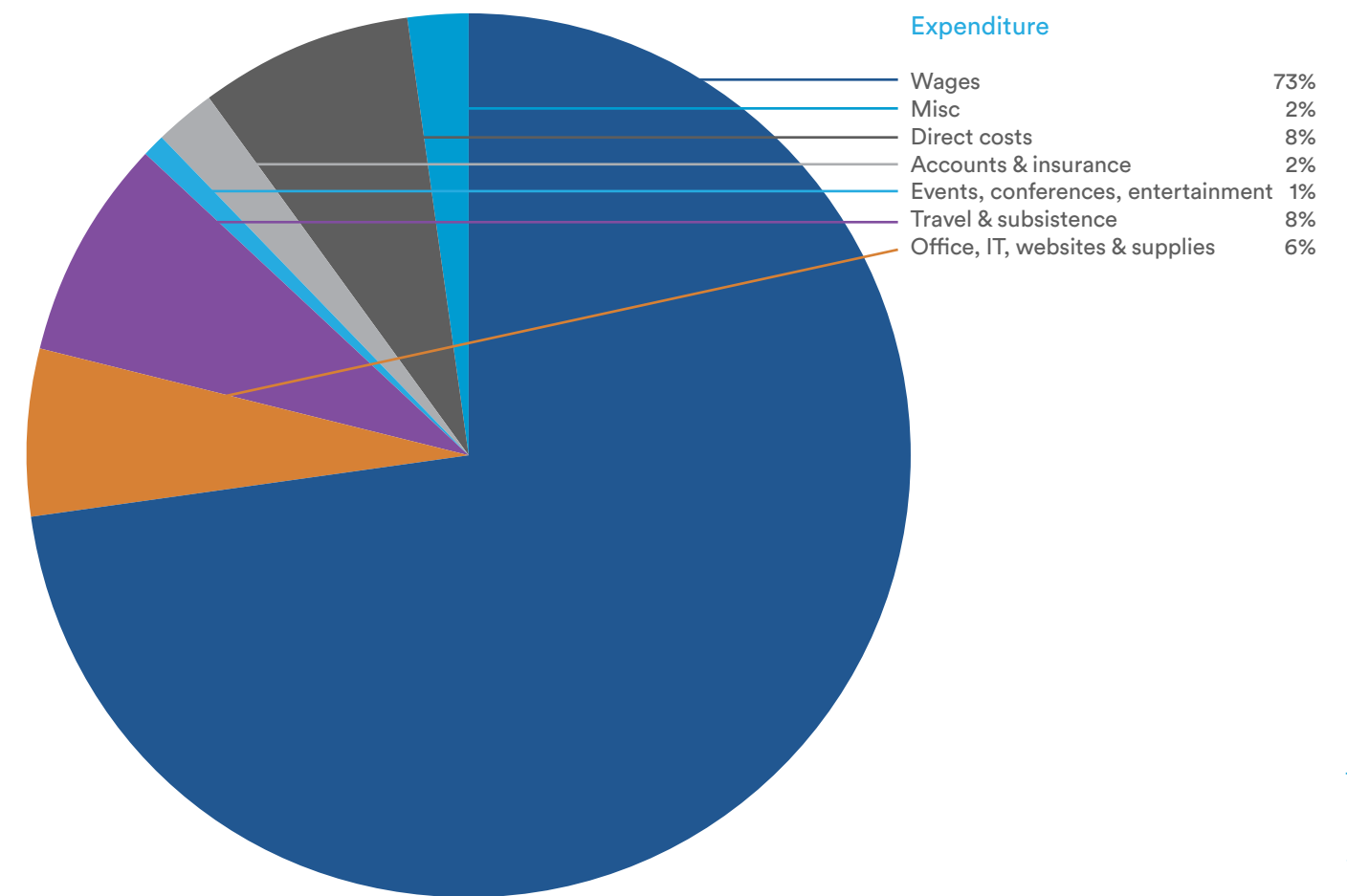
“Enthusiasm, humour,
passion and energy.
High quality, robust,
evidence-based
research”

2015-16 Impact Survey respondent



“Honest,
intelligent,
unbiased
analysis”

2015-16 Impact Survey respondent



6. The year in review

2015-16 was a year of expansion for us; we increased our headcount, from six to seven, and, in turn, increased the number of clients we worked with over the course of the year by 52%. We also took the decision to convert into a Community Interest Company in order to embed and protect our social mission. As Anna Trethewey, our Deputy Director, puts it: “We took the decision to change our legal status to a CIC to demonstrate our commitment to social impact and LKMco’s mission. Changing to a CIC means that our ambitions for young people are now locked into the company’s long term growth and development”

We were very excited about building our capacity and impact with a larger team and were delighted to be joined in 2015-16 by Ellie Mulcahy (who joins us from a psychology background with experience in Early Years teaching) and Will Millard (an ex-English teacher and school leader, with a Policy Masters, as well as bringing significant expertise from his time at The Key). We were sad to say goodbye to Charleen Chiong so she could focus all her efforts on her PhD, but look forward to ongoing collaborations with her. Since the start of 2016-17 we have continued our expansion and look forward to reporting on these changes in our next annual report.

As always, we want to thank those who support us: it is thanks to our clients; the practitioners who feed into our research; the community who share their connections and insights; and the many organisations and people who give us their time and energy, that we are able to achieve so much.



The Survey:

We sent our impact survey to all the clients that we had worked with in 2015-16 as well as promoting it via Twitter, Facebook and our newsletter. We received 65 responses which is unfortunately fewer than last year. Over half (36) came from clients.

Clients

In 2015-16 our clients included:

- The Day
 - The Bootstrap Company
 - Pearson
 - Premier Pathways
 - Skills to shine
 - Driver Youth Trust
 - Schools week
 - First Story and Paper Nations
 - Young Women’s Trust
 - London Youth
 - A New Direction
 - The Youth Sport Trust
 - The Joseph Rowntree Foundation
 - Taunton Teaching Alliance
 - Researchers in Schools
 - Optimus Education
 - The Communication Trust
 - Whole Education
 - Hackney Pirates
 - Learning Away
 - National Education Trust
- SGOSS
 - Arbor
 - Sound training
 - Social Mobility Commission
 - Kings College London Widening Participation Team
 - The Inclusion Trust
 - Voice 21
 - Evolve
 - Gamcare
 - The Department for Education
 - Turner Schools
 - The World Bank
 - First Story

Vision “We believe that...”	Activity we therefore...	Outcome so that education and youth professionals, as well as the general public...	Long term goal as a result people are...
Society should ensure that all children and young people receive the support they need in order to make a fulfilling transition to adulthood	<ul style="list-style-type: none">• argue the case, present evidence and share examples of success• highlight the consequences of not acting	<ul style="list-style-type: none">• believe that it is possible for society to better support children and young people• believe that we urgently need to create a society which ensures all children and young people make a fulfilling transition to adulthood	Inspired
	<ul style="list-style-type: none">• research and communicate high quality and up-to-date insights into the sector• show people what a society that supported young people effectively might look like	<ul style="list-style-type: none">• understand how society affects young people• develop critical and informed opinions about what society would need to do in order to help young people make a fulfilling transition to adulthood	Informed
	<ul style="list-style-type: none">• broker partnerships and relationships• support and act as a critical friend to organisations that want to maximise their impact	<ul style="list-style-type: none">• collaborate and make the most of different organisations’ and professionals’ strengths• are equipped to help ensure all children and young people make a fulfilling transition to adulthood (for example they have skills, tools, plans and evidence they need)	Enabled

Influence and Reach

“My colleagues and I were blown away by the depth and timeliness of the research you reported on.”
Stefani Shedden, Strategy Development Director, London West Alliance.

At LKMco, we work hard to share our cutting edge research with practitioners; speaking at events, blogging and supporting educationalists who work with disadvantaged young people. We stimulate discussion and help people develop critical and informed opinions about what society needs to do in order for young people to make a fulfilling transition to adulthood.

In order to ensure practitioners access our work, we chose to launch our King’s College London report ‘The underrepresentation of white working class boys in higher education’, at The Brilliant Club annual conference, which was attended by 200 delegates. Speaking about the launch, The Brilliant Club commented that the “session was one of the most talked about sessions before and after the conference.”

In order to help share our ‘Why Teach?’ research we also put together a ‘What type of teacher are you?’ online quiz and over 17,000 people have now taken the quiz and found out the differences between practitioners, rationalists and idealists.

We maintain a strong social media presence, regularly blogging and ‘live-tweeting’ events to help those outside the ‘London bubble’ access research and learn from experience. Our blogs have a wide readership, with regular tweet reaches of over 100,000. Blogs on two of our reports, one on Special Educational Needs and another on middle leaders, reached over half a million Twitter accounts.

“Informedness, approachability and social media presence. I learn so much about events and the profession by your excellent tweeting (and all of you are good at it)”
2015-16 Impact Survey respondent

We also share our research with academics and policymakers, regularly meeting with sector leaders and pushing for policy that is evidence-informed. Whilst it can be difficult to quantify influence, we are regularly invited to speak with policymakers and our ‘Why Teach?’ report was cited in the government white paper ‘Educational Excellence Everywhere’, the Social Mobility annual report and IPPR’s ‘Northern schools: Putting education at the heart of the northern powerhouse’. Our report ‘The Underrepresentation of White Working Class Boys in Higher Education’ received coverage in The Independent, The Times and The Daily Mail and over the six months between February and July 2016, we received an average of 3.7 pieces of media coverage per month.

Whilst a strong public response is important, it is also essential that our work be academically credible. We are therefore delighted that in 2016 our reports received 33 academic citations according to google scholar.



**“The openmindedness
of the team; swift
response to helping and
can-do attitude. Quite
wonderful.”**

Jo Saxton,
CEO,
Turner Schools

**“Mixture of highly
professional
approach, excellent
rooting in research,
and informal /
practical day-to-day
input & contacts.”**

2015-16 Impact Survey respondent

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