School of Education, Communication and Language Sciences

Doctorate in Applied Educational Psychology

Exploring the impact of Extended Services on academic achievement for primary school pupils in poverty.

Louise Pattison

Submitted: July 2022

Declaration: This thesis is being submitted for the award of Doctorate in Applied Educational Psychology. I declare, this is my own work and to the best of my knowledge, it does not include the work of others without acknowledgement. This piece contains no material that has been accepted for the award of any other university module or degree.

Acknowledgements

Firstly, I would like to thank my research supervisor, Richard, whose wisdom, guidance, reassurance and listening ear throughout the process has been invaluable. It has been a privilege and a pleasure working with you.

Thank you to the university tutors, EP placement colleagues and fellow TEPs, whose knowledge, experience and thinking have, and continue to inspire me. Thank you to Emma, Billy, and Jennifer who have supervised me at some point during this crazy journey. Thank you for providing critical friendship and a safe space, enabling me to grow as a person and professional.

A special thank you to the participating school, wonderful headteacher, staff and families. You were the inspiration for this research, and I am eternally grateful for my experiences as part of your school community, which started a journey of seeing the world differently. Thank you to the participating teachers for sharing your experiences, without whom, this research would not have been possible.

To my amazing family and friends, you have provided joy, laughter, support, and solace when I have needed it most. I can't wait to spend more time with you all.

To Scott, for your endless love, support, patience and understanding. We have lived this roller-coaster ride together, and your unwavering belief in me has kept me going during the toughest of times. We made it!

Mam and Dad, thank you for everything. For the unconditional love and support, the determination, and values you have instilled in me, and for 33 years of telling me that I can do it.

And to Bruno, for always making sure I take breaks, eat treats, and for being by my side.

Overarching Abstract

22% of the UK population lives in poverty and the attainment gap between economically disadvantaged school pupils and their more affluent peers is well documented. There is longstanding interest in the role of schools beyond the classroom and their traditional function. This thesis explores the impact of Extended Services (a varied menu of activities: wraparound childcare, parent support, swift and easy access to services, and community access of school facilities) on academic achievement for primary school children in poverty.

The thesis consists of four chapters. Chapter 1 is a Systematic Literature Review addressing the question: *What is the impact of Extended Services on academic achievement for primary school pupils defined as living in poverty?* Best available evidence varied methodologically and regarding intervention types. Seven quantitative, USA-based studies were identified, and their findings synthesised based on assessed quality, outcomes, and effectiveness. Medium quality evidence was found suggesting Child Care/Activities and Parent support interventions were associated with higher academic achievement for low-income elementary school students. There is higher quality evidence for the effect of an Access to services intervention. Method and knowledge gaps were identified.

Chapter 2 provides a methodological and ethical critique of the empirical study detailed in Chapter 3. The researcher's philosophical stance is explored and its influence on the chosen methodology and method.

Chapter 3 reports an empirical study exploring what teachers tell us about the impact of Extended Services on academic achievement for primary school children living in poverty. In seeking to develop a theory about this, grounded in what teachers say (in a school in an area of high deprivation), an abbreviated version of Grounded Theory was used to analyse data from semi-structured interviews. Findings are reported and discussed.

Finally, Chapter 4 provides a reflective synthesis of professional and academic learning acquired throughout the research process. It details personal reflexivity, implications for research and practice, and implications for the researcher's role as a fully qualified research-practitioner.

Chapter 1 word count = 4949

Chapter 2 word count = 2946

Chapter 3 word count = 6994

Chapter 4 word count = 1870

Table of Contents

List of Tables

List of Figures

List of Boxes

Chapter 1: What is the impact of Extended Services on academic achievement for primary school pupils defined as living in poverty? A Systematic Literature Review

Abstract

This Systematic Literature Review focuses on Extended Services (Extended-Services) as an intervention to improve educational outcomes for primary school children in poverty. The evidence base for Extended Schools (Extended-Schools)/Services is limited and despite the Extended-Schools initiative ending in 2011, many schools in England provide Extended-Services funded by the Pupil Premium Grant. Given the evaluation challenges to the Extended-Schools approach overall, the impact of individual Extended-Services was explored. Best available evidence varied methodologically and regarding intervention types. Seven quantitative, USA-based studies were identified. Study findings were synthesised based on assessed quality, outcomes, and effectiveness, and a narrative summary is presented. Medium quality evidence was found suggesting Childcare/Activities and Parent support interventions were associated with higher academic achievement for low-income elementary school students. There is higher quality evidence for the effect of an Access to services intervention. Method and knowledge gaps were identified. Future research carried out in the UK, exploring how Extended-Services make a difference, using qualitative methodology, might provide further insights into the potential impact of Extended-Services on academic achievement for primary school children experiencing poverty.

Key words: Extended Schools, Extended Services, Poverty, Academic achievement, Elementary school students, Primary school children.

Introduction

Poverty and education in the UK

22% of the UK population are living in poverty (Social Metrics Commission, 2020). The attainment gap between economically disadvantaged students and others, is well documented (Education Endowment Foundation, EEF, 2017). In 2011, Pupil Premium (PP) funding was introduced in England as an intervention measure to tackle the attainment gap (Ofsted, 2012). EEF (2019) recommend a tiered approach to PP spending: improving teaching; targeted academic support; and wider school strategies. However, alongside the PP initiative is an emphasis on testing, traditional curriculum, and increased accountability for the educational progress of all pupils (Burn & Childs, 2016). Burn et al. (2016) suggest these initiatives encouraged PP spending on academic rather than well-being focused interventions.

Biesta (2009) proposes three education functions: qualification (providing knowledge, skills and understanding); socialisation (becoming part of social, cultural, and political orders) and subjectification (autonomous/independent thinking/action). The performativity culture in England over the last decade (Thompson & Ivinson, 2020), curriculum controls and measurement (Biesta, 2012), prioritise Biesta's 'qualification' function (2009). Yet, it has been suggested these approaches work against teachers of children in poverty (Ball, 2018).

Full-Service/Extended School Approaches

There is growing international interest in schools' roles beyond their traditional function (Bae, 2019; Dyson & Jones, 2014), promoting school-community relationships and improving access to essential services (Cummings et al., 2011). Lack of a consistent label and definition for this schooling type, within and between countries, highlights its complexity and variability (Bae, 2019; Dyson, 2011). Although there is dissonance between Biesta's functions (2009) and education systems in England today, there is a long history of community-oriented schooling (Cummings, Todd, et al., 2007). This dates back to the Cambridgeshire Village Colleges (Morris, 1924) to the Full-Service Extended Schools (FSES: Department for Education and Skills, DfES, 2003b, 2003c) and Extended Schools (Extended-Schools: DFES, 2005, Box 1) initiatives.

Box 1: Definition of Extended Schools and Extended Services (DfES, 2005)

DfES (2005, p.7) claimed "Extended-Schools provide a range of services and activities, often beyond the school day, to help meet the needs of children, their families and the wider community". They suggested that by 2010, all children in England would be able to access, through schools, a core offer of Extended Services (Extended-Services) including:

- a varied menu of activities;
- wraparound childcare;
- parent support;
- swift and easy access to services;
- and community access of school facilities.

Many schools in England provide Extended-Services (e.g. activities, trips, parental support programmes: Macleod et al., 2015),[1] despite funding for Extended-Schools ending in 2011 and this provision no longer being required (Haddad et al., 2018).

[1] A summary of evidence for approaches to improve learning outcomes, particularly for disadvantaged children is provided by Education Endowment Foundation. (2021c). *Teaching and Learning Toolkit: An accessible summary of education evidence*. Education Endowment Foundation. Retrieved 29th May from https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit

Empirical evidence for Full-Service/Extended School approaches and their impact on academic achievement

Kerr and Dyson (2016) state “community schools have long been accepted as an institutional mechanism for intervening in the relationship between poverty, poor educational outcomes, and limited life chances” (p.1). DfES (2005) proposed nine outcomes for providing Extended-Services (Table 1), including raising achievement standards.

Table 1: Proposed benefits of providing Extended Services (DfES, 2005)

1.	Improvement in standards.
2.	Enables children to have fun and develop wider interests/new skills.
3.	Enhances support for vulnerable children and those most at risk.
4.	Encourages greater parental involvement in children’s learning.
5.	Makes better use of school facilities by opening up sports, arts and ICT facilities to the community.
6.	Provides better help to staff and parents to address children’s wider needs such as support from visiting multi-agency teams.
7.	Provides additional opportunities for staff in schools for example, childcare support staff may be interested in additional work in some of the services.
8.	Enables parents to return to work and so reduces the number of children living in poverty.
9.	Reduces health inequality through greater take up of school-based health and social care services such as smoking cessation clubs or midwifery services.

Dyson (2011) suggests there is relatively robust evidence regarding the impact of FSES/ Extended-Services in disadvantaged areas. For example, Blank et al. (2003), reviewing Community Schools (a similar approach in the US), found positive outcomes including student learning, family engagement and community vitality. Cummings et al.’s (2007) findings indicate quicker improvement in performance data, and a slightly narrower attainment gap for FSES students. Carpenter et al. (2012) found Extended-Services influenced attainment in two-thirds of schools, and in Northern Ireland, increased attendance, academic achievement and sixth form study engagement have been associated with FSESs (Thompson & Ivinson, 2020).

However, Dyson and Todd (2010) highlight evaluation challenges in this field including weak intervention specification, indeterminacy of outcomes, context complexity, and lack of controls/comparators.

The focus of this review

The evidence base for FSES/Extended-Schools is limited (Haddad et al., 2018). Despite the Extended-Schools initiative ending in 2011, many schools in England provide Extended-Services funded by PP (Macleod et al., 2015). This review will focus on Extended-Services as an intervention to improve educational outcomes for children in poverty. Given the evaluation challenges to the FSES/ Extended-Schools approach (Dyson & Todd, 2010), the impact of

individual Extended-Services will be explored. This review aims to answer the questions in Box 2.

Box 2: Research question (RQ) and subsidiary question

What is the impact of Extended-Services on academic achievement for primary school pupils defined as living in poverty? Subsidiary question: *Do different types of Extended-Service interventions (activities; childcare; parent support; access to services; and community access of school facilities: DfES, 2005) have more impact than others?*

Method

This review followed Boland et al.'s (2017) systematic method (Table 2). Steps three to nine are detailed below.

Table 2: 10 Step Roadmap to your Systematic Review (Boland et al., 2017).

Step	Description
1	Planning your review
2	Performing scoping searches, identifying the review question, and writing your protocol
3	Literature searching
4	Screening titles and abstracts
5	Obtaining papers
6	Selecting full text papers
7	Data extraction
8	Quality assessment
9	Analysis and synthesis
10	Writing up, editing, and disseminating

Literature searching

A combination of search terms (Table 3) was used across five electronic databases: ERIC (EBSCO); Psycinfo (Ovid); Education Abstracts (EBSCO); British Education Index (EBSCO); Child Development & Adolescent Studies (EBSCO). For a detailed example of the searches, see Appendix 1 (p.101). To ensure appropriate synonyms were included, DfES guidance about Extended-Schools (2005); Extended-Schools evaluation (Carpenter et al., 2012); definitions for poverty (Her Majesty's Stationary Office, 2010; Ivinson et al., 2017), measures of academic achievement (DfE, 2016); and database thesauri (where available) were referred to. Citation chaining was carried out using key references found. Searches were conducted between 6th March 2021 and 7th April 2021.

Table 3: Terms used for literature search

Intervention (Extended - Services)	Integrated services / Ancillary School Services / Human service programs / School-linked human services / Community schools / School community programs / School community relationship / Community-school relationships / school community partnership / Community Education / Community Involvement / Community Services / Communities / Community facilities / Educational programs/ Extended use of school facilities / After school programs / After-school programs / After school education / Extended school day / School day / Extracurricular activities / Academic enrichment / Academic support programs / Enrichment activities / Student activities / Cultural activities / School Recreational Programs / School activities / Supplementary education / Breakfast Programs / School breakfast programs / Summer programs / Summer schools / Summer camps (recreation) / Child care / Child day care / School – age child care / School-based child care / Parent Education / Parenting Education / Parent Workshops / Parent training / Parent School Relationship/ Parent school relationships / Family School Relationship / Family school relationships / Family-school relationship / Family relations / Family Services / Home & school / social support groups / Support groups/ Parent participation / Parental involvement / Parent participation in education / Family literacy / Adult basic education / Adult Education / Adult learning / Basic education / extended school / out of school program*
Outcome	Academic achievement / Academic improvement / Achievement gap / Educational attainment / Educational attainment level / Educational outcomes / Achievement gains / Achievement gains (education) / Grades (scholastic) / Grading (educational) / Grading of Students / Grade Point Average / Progress Monitoring / Curriculum based assessment / Curriculum-based assessment / Informal Assessment / Formative assessment / Continuous assessment (Education)
Target population	Elementary schools / Elementary school students / Elementary education / Primary education / Primary schools / Primary school students / School children / Junior schools (Great Britain) / Infant school education (Great Britain) / Infant schools (Great Britain) / Intermediate school students
	Poverty / Low Income Students / Poor children / Poor children – education / Poor communities / Poor families / Economic conditions of students / Economically disadvantaged / Economic disadvantage / Socioeconomically disadvantaged students / Low-income groups / Lower income level / Income level / Income (economic) / Disadvantaged / Family income / Welfare recipients / At risk students / at-risk students / disadvantaged schools / material deprivation

Screening titles and abstracts

Searches identified 179 results (165 with duplicates removed). All titles and abstracts were screened against mutually exclusive inclusion and exclusion criteria (Table 4). This process identified 33 studies.

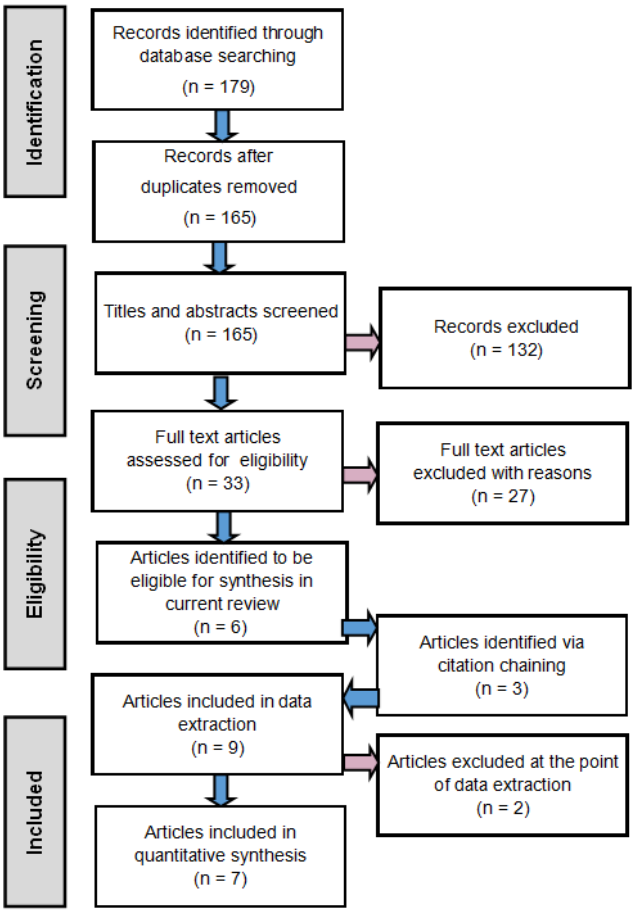
Table 4: Inclusion criteria for selected studies

Intervention	Any type of Extended Service as described in the DfES (2005) guidance: Activities; Childcare; Parenting support; Swift and easy access to services; and Community access to school facilities.
Setting	Primary school (or equivalent) or community-based setting providing Extended Services.
Outcome	A measure of school performance including academic achievement/attainment or progress (DfE, 2016).
Population	School children between the ages of 5 and 11. Children identified as economically/materially deprived, as an indicator of poverty (Her Majesty's Stationary Office, 2010).
Time, place, and language	Studies were reported in English and published in a peer reviewed journal between 2005 and 2020.

Obtaining papers and selecting full text papers

Full texts were obtained for the 33 studies, inclusion criteria were applied, and six studies were identified for review. An additional three papers were found via citation chaining. Two papers were excluded at the point of data extraction based on exclusion criteria, resulting in seven papers for analysis. Figure 1 outlines the search process.

Figure 1: Preferred Reporting Items for Systematic Reviews and Meta-analyses (PRISMA) flow diagram showing the studies identified, screened, eligible and selected for review (Liberati et al., 2009; Moher et al., 2009).



Data extraction

To synthesise the identified studies' findings, data was extracted and summarised in Table 5 and Table 7. Table 5 includes the information in Box 3.

Box 3: Information included in Table 5

- Study details: authors, title, and date of publication
- Purpose/research question
- Participants: numbers and age range
- Context and poverty measure
- Focus: Intervention (For more detailed information on interventions, see Appendix 2 p.107)
- Design
- Analysis method

A summary of outcome measures, measured changes, and effect sizes (ES) is in Table 7. Where ES are not reported and enough detail is provided, they were calculated using online ES calculators and relevant guidance (Ellis, 2010; Lorah, 2018; Maher et al., 2013). ES measures the size of the difference between two groups (d) and are equivalent to Z scores e.g. an ES of 0.2 means average treatment group participant's score is 0.2 standard deviations above the average control group participant, and thus, exceeds 19% of the control group's scores (Coe, 2021). ES also measure the relationship strength between variables (*r*: Maher et al., 2013). To compare ES, qualitative descriptors (small, medium and large: Cohen, 1992) are used and can be found in Table 6. Despite criticism about these descriptors oversimplifying findings (Ellis, 2010) they give a tentative indication of ES.

Table 5: General characteristics of the studies included in the review

Study details	Purpose/ Research Question (RQ)	Participants (Number and age)	Context and poverty measure	Focus - Intervention	Design	Analysis Method
1: Bayless et al. (2018) *The effects of an After School Early Literacy Intervention on the Reading Skills of Children in Public Housing Communities*	RQ - Do research participants who received the Bridge Program literacy intervention demonstrate greater improvement in reading proficiency over time than comparison participants who did not receive the intervention?	543 (Treatment *n* = 389, Comparison *n* = 154) Kindergarten to Grade 3 (Age 5 to 9 years)	Six public housing neighbourhoods in Denver, Colorado, (USA). 97% percent of treatment families and 100% of comparison families qualified for free or reduced-price lunch; 87% of treatment families and 91% of comparison families reported annual family incomes less than $24,999.	The targeted reading element of The Bridge ASP including Read Well intervention programme, one-to-one tutoring, and GR8 Readers book scheme.	Quasi-experimental design with a treatment group and comparable non-treatment group. Pre – treatment, treatment period and follow up assessment. Yearly follow up over a 4-year period (Spring term – end of Year assessments in 2013 – 2016).	Propensity score matching to account for baseline differences in sample. Linear growth, mixed effects models, logistic regression, to address RQ.
2: Henry et al. (2017) *The Effects of a Counselor-Led, Faith-Based, School–Family–Community (FBSFC) Partnership on Student*	RQ 1: Do significant differences exist in the reading achievement of students between a school with an FBSFC partnership program and a school without such a program?	N = 1290 (Treatment *n* = 621, Comparison *n* = 669) Grade 3 to Grade 5 (Age 8 to 11 years)	A high-poverty, urban elementary school in the USA (Town/Region not stated, Florida implied). 98 to 99% of students were eligible for free or reduced price lunch indicating that participants came from families who faced economic challenges	A multi-systemic FBSFC partnership called 'Just Love' comprising: - Just Mentor (individual level mentoring programme) - Just Connect (class level adoption programme) - Just Rewards (school-wide	Quasi-experimental design with a treatment group and comparable non-treatment group. Over 3 years (2010-2013). No follow up.	Mixed ANOVAs to address RQ. The Huynh–Feldt *F* to assess within-subject differences. Propensity score matching to create a comparison group for mentored students.

Study details	Purpose/ Research Question (RQ)	Participants (Number and age)	Context and poverty measure	Focus - Intervention	Design	Analysis Method
Achievement in a High-Poverty Urban Elementary School	RQ 2: Do significant differences exist in the reading achievement of students in adopted classes versus students in nonadopted classes? RQ 3: Do significant differences exist in the reading achievement of mentored students versus non-mentored students?		and had incomes from 130% to 185% below the poverty level (U.S. Department of Agriculture, 2013)	student incentive and enrichment programme)		
3: Hodges et al. (2017) *The Effect of an Out-of-School Enrichment Program on the Academic Achievement*	RQ 1: To what extent does attending an out-of-school enrichment program result in meaningful improvement of students' academic achievement in mathematics and English/language	Total sample N = 13,943 Selected for enrichment camp N = 309 Attended enrichment camp	Pupils from 22 different schools across five districts in central Indiana, USA. HOPE scholars were from low-income families in urban schools (providing most participants (n = 9449)). More than half were	HOPE Project: an enrichment programme including curriculum areas science, technology, engineering, and maths (STEM).	Longitudinal, Observational Achievement data collected for six waves (Fall 2005, Fall 2006, Fall 2007, Fall 2008, Spring 2009, Spring 2010). No follow up.	Mixed effects models to address RQ Wald T test statistic used because model contained both fixed and random effects. Bayesian Information Criterion (BIC) used to assess model fit.

Study details	Purpose/ Research Question (RQ)	Participants (Number and age)	Context and poverty measure	Focus - Intervention	Design	Analysis Method
of High-Potential Students from Low-Income Families	arts as measured by the *Indiana State-wide Testing for Educational Progress Plus* (ISTEP+)? RQ 2: To what extent does being identified as having high potential through non-traditional means affect students' academic achievement in mathematics and English/language arts as measured by the ISTEP+	N = 137 Students selected for enrichment program = Kindergarten to Grade 5 (Age 5 to 11 years) Complete dataset included Kindergarten to Grade 10 (Age 5 to 16 years)	eligible for free or reduced-price lunch. In rural schools, at least 30% were eligible for free or reduced-price lunch.			
4: Mahoney et al. (2005) *An Ecological Analysis of After-School Program Participation and the Development of Academic*	RQs not stated. Purpose - This study investigated the relation between after-school program (ASP) participation and the development of	N = 599 Grade 1 to Grade 3 (Age 6 to 9 years)	Three public schools in an urban disadvantaged city in the North-eastern United states. Median annual household income is $16,794 and 57% percent of participating families live in poverty,	After-school programme attendance versus other care arrangements (e.g., care by parent/guardian, non-adult supervision)	Longitudinal, observational. Data collected from the same sample at two points in time, Fall 2002 and Spring 2003. No follow up.	Sleipner statistical package for pattern-oriented analysis (Bergman & El-Khouri, 2002) was used to identify patterns of after-school care.

Study details	Purpose/ Research Question (RQ)	Participants (Number and age)	Context and poverty measure	Focus - Intervention	Design	Analysis Method
Performance and Motivational Attributes for Disadvantaged Children	academic performance and related motivational attributes in a sample of disadvantaged children.		according to 2002 census.			These patterns were evaluated with respect to potential selection influences (to be included as model effects/ covariates). Multivariate analysis of covariance (MANCOVA) used to address the RQ.
5: McDonald et al. (2006) *After-School Multifamily Groups: A Randomized Controlled Trial Involving Low-Income, Urban, Latino Children*	Purpose and RQs not clearly stated.	N = 130 Treatment group, n = 80 Comparison group, n = 50 Grades 1 to 4 (Age 6 to 10 years)	From six elementary schools in Milwaukee, Wisconsin (USA), serving Latino children and high rates of Title I eligibility (low-income students). More than 70% of participating families had annual income of less than $20,000 and 1/3 of families reported incomes of less than $10,000.	Intervention: Families and Schools Together (FAST) – after school, multifamily support group sessions. Highly structured sessions including regular hello song/activity, table time, family communication exercises, parent time, group activities and a weekly meal cooked by a family and shared by the group. or	Experimental, Randomized Control Trial. Baseline and then 2-year follow up (after intervention), no additional follow up	Intent-to-treat model was used. Hierarchical regression models used to address RQ.

Study details	Purpose/ Research Question (RQ)	Participants (Number and age)	Context and poverty measure	Focus - Intervention	Design	Analysis Method
				Comparison condition: Family Education (FAME) – behavioural parenting pamphlets with active follow up.		
6: Vandell et al. (2020) *Afterschool programs, extracurricular activities, and unsupervised time: Are patterns of participation linked to children's academic and social wellbeing?*	The primary research question was to ask if the patterns of children's afterschool settings were linked to their academic performance, approaches to learning, and misconduct, controlling for child and family factors. The authors were particularly interested in ascertaining whether attending high-quality afterschool programs alone and in combination with extracurricular	N = 1796 Grade 3 to 4 (Age 8 to 10 years)	Host schools of nineteen high-quality, elementary after school programs (ASPs) located in thirteen communities in the US: Los Angeles, CA; Oakland, CA; Seaside, CA; San Diego, CA; San Ysidro, CA; Aurora, CO; Bridgeport, CT; Baldwin, MI; Missoula, MT; New York, NY; Salem, OR; Central Falls, RI; and Pawtucket, RI. 89% of participants in receipt of free or reduced-price lunch.	Combinations of different care arrangements including high quality after school programmes, extracurricular activities, unsupervised time and low participation in any care arrangement.	Longitudinal, observational study. Correlational**.** No follow up.	Cluster analysis used to identify after-school clusters. Chi-square and analysis of variance techniques with follow-up Bonferroni comparisons to examine demographic characteristics of clusters. Multi-level regression models to address the RQ.

Study details	Purpose/ Research Question (RQ)	Participants (Number and age)	Context and poverty measure	Focus - Intervention	Design	Analysis Method
	activities were associated with academic functioning and approaches to learning, relative to unsupervised time combined with extracurricular activities.					
7: Walsh et al. (2014) *A New Model for Student Support in High-Poverty Urban Elementary Schools: Effects on Elementary and Middle School Academic Outcomes*	RQs not clearly stated. Purpose - The study examined the longitudinal effects of a school-based student support intervention targeting non-academic barriers to learning, in high poverty, urban elementary schools.	N = 7948 (Treatment *n* = 3423, Comparison *n* = 4525) Kindergarten to Grade 5 (Age 5 to 11 years)	High poverty elementary schools in a large urban district in Boston, Massachusetts, USA. Thirteen City Connects Schools and seven comparison schools. Over 90% of participants in receipt of free or reduced-price lunch.	City Connects, a school-based student support intervention, targeting non-academic barriers to learning by coordinating tailored support plans connecting students and families (where appropriate) to prevention, intervention and enrichment opportunities provided by community agencies and the school district.	Longitudinal, Quasi-experimental design From 1999 to 2009. No additional follow up	Propensity score weights estimated for each student applied in treatment effect analyses. Compared covariate balance in baseline and outcome covariate demographic and academic variables before and after propensity score weighting to evaluate the success of the procedure. In addressing the RQ:

Study details	Purpose/ Research Question (RQ)	Participants (Number and age)	Context and poverty measure	Focus - Intervention	Design	Analysis Method
						Two level random-intercept regression models in hierarchical linear modelling (HLM) in which treatment effects were estimated at the level of schools. Estimated student-level treatment effects through a series of propensity score-weighted ordinary least square (OLS) regressions.

Table 6: Effect size thresholds used to establish effect magnitude taken from Cohen (1988), Cohen (1992), Rosenthal (1996) and Baguley (2009).

Reported Effect Size	Small Effect	Medium Effect	Large Effect
d	0.20	0.50	0.80
g	0.20	0.50	0.80
f	0.10	0.25	0.40
f^2	0.02	0.15	0.35
β	0.10	0.30	0.50
η_p^2	0.01	0.06	0.14

Table 7: Outcomes and effect sizes of the studies included in the review

Study	Academic Achievement Outcome Measure	Measured changes	Effect size magnitudes
Bayless et al. (2018)	Reading achievement: Developmental Reading Assessment 2nd Edition (DRA-2: Pearson Education Inc, 2011). Used for baseline and follow up assessments.	*Full sample:* Treatment-by-wave growth (baseline and four follow ups) was **statistically significant** (β = 0.15, SE = 0.03, *p* < .001)	0.26 (*d*) **Small**
		Full sample: *Treatment group* - likelihood of reading proficiency **increased significantly** over time (β = .06, SE = .02, *p* = .003)	0.06 (β) **Small**
		Full sample: Comparison group - likelihood of reading proficiency **decreased significantly** over time (β = − .09, SE = .03, *p* = .001).	-0.09 (β) **Small**
		Matched sample: Treatment-by-wave growth (baseline and four follow ups) term was **statistically significant** (β = 0.12, SE = 0.06, *p* = .03)	0.18 (*d*) **Small**
Henry et al. (2017)	Reading Achievement: Standard scores on the Florida Assessments for Instruction in Reading (FAIR:	Academic achievement in reading between matching schools (school-wide level): There was **significant** School × Time of Test interactions for the academic years: 2011–2012, *F*(1, 492) = 4.49, *p* < .05, and 2012–2013, *F*(1, 365) = 12.26, *p* < .01	0.02 (η_p^2) **Small** 0.03 (η_p^2)

	Florida Center for Reading Research, 2009)		**Small**
Hodges et al. (2017)	Archival ISTEP+ data for mathematics and English/ Language Arts (Indiana Department of Education, 2015).	*Mathematics achievement:* Attendance at the enrichment camp produced a **significant increase** in student test scores over time (β = 11.370, *SE* = 3.846, *p* < .001).	No effect sizes quoted. Insufficient data to be calculated.
		English/Language Arts achievement: Attendance at the enrichment camp achieved a **significant increase** in test scores over time (β = 8.294, *SE* = 3.874, *p* = .034).	
Mahoney et al. (2005)	Reading achievement, measured via the Developmental Reading Assessment (DRA: Beaver, 1997).	Reading achievement of children in after school programme care was **significantly higher** (M = 26.89, SD 1.08, p < 0.05) than of those in each of the three alternative care arrangements (Parent: M = 23.68, SD = 0.99; parent/non-adult: M = 23.68, SD = 1.37; other adult/non-adult: M = 21.72, SD = 1.28).	0.07 *(f*) **Small**
McDonald et al. (2006)	Teacher reporting of academic skills including reading, writing and math, relative to other children at the same grade level via Teacher's Report Form (TRF) of the Child Behaviour Checklist (CBCL: Achenbach, 1991).	The academic performance scale of the TRF (M = 46.6, SD = 7.8) for those assigned to FAST (intervention condition), were **significantly higher** (p = 0.03) than the means for students assigned to the comparison condition (M = 43.6, SD = 8.0).	0.38 (*g*) **Medium**
		The program effect of FAST (intervention) on academic performance was statistically **significant** (β = 3.06, *SD* = 1.50, *p* < *0.05*).	0.25 (f^2) **Large**
Vandell et al. (2020)	Reported by teachers using the Mock Report Card (Pierce et al., 1999). Performance in six subject areas (reading, oral and written language, math, science and Social Studies) were rated using a 5-point scale.	The *After School Program Only* cluster ((B= 0.25, SE = 0.08, p < .01) showed **significantly higher** academic performance in comparison to the *Unsupervised + Activities* cluster (comparison group).	0.16 (*d*) **Small**
		The *After School Program + Activities* cluster (B = 0.20, SE = 0.08 p < .05) showed **significantly higher** academic performance in comparison to the *Unsupervised + Activities* cluster (comparison group).	0.15 (*d*) **Small**

		The *All Low (low attendance in all groups) (*B = .29, SE = 0.07, p < .001) showed **significantly higher** academic performance in comparison to the *Unsupervised* + *Activities* cluster (comparison group).	0.19 (*d)* **Small**
Walsh et al. (2014)	**School-Level Effects** ***Elementary School Achievement (Grade 1 to 5)*** **- *Teacher* evaluation** using report card grades (a city-wide approach, in reading, writing and mathematics).	There was a **significant school level treatment effect** in the elementary school multilevel models (including Grades 3 to 5) for only **5th Grade mathematics** report card scores (b = 0.38, SE = 0.19, p < 0.05).	0.16 (*g*) **Small**
	Individual-Level Effects ***Elementary School Achievement (Grade 1 to 5)*** **- *Teacher* evaluation** using report card grades (a city-wide approach, in reading, writing and mathematics).	**ELA** report card scores were **significantly higher** for City Connects students than comparison students in **Grade 3** (b = 0.45, SE = 0.22, p < 0.05),	0.22 (*g*) **Small**
		ELA report card scores were **significantly higher** for City Connects students than comparison students in **Grade 4** (b = 0.33, SE = 0.14, p < 0.05)	0.22 (*g*) **Small**
		ELA report card scores were **significantly higher** for City Connects students than comparison students in **Grade 5** (b = 0.31, SE = 0.15).	0.28 (*g*) **Small**
	School-Level Effects ***Middle School Achievement*** **Standardised assessment** – The Massachusetts Comprehensive Assessment System (MCAS: Massachusetts Department of Education, MDoE, 1999), in English Language Arts (ELA) and mathematics.	City Connects had a positive school effect on **ELA** (b = 0.12, SE = 0.05, p < 0.05) **MCAS** scores in **6th Grade**	0.14 (*g*) **Small**
		City Connects had a positive school effect on **mathematics** (b = 0.13, SE = 0.05, p < 0.05) **MCAS** scores in **6th Grade**	0.14 (*g*) **Small**
		City Connects had a positive school effect on **7th Grade mathematics MCAS** scores (b = 0.19, SE = 0.09, p < 0.05).	0.21 (*g*) **Small**

	Individual-Level Effects ***Middle School Achievement* (Grade 6 to 8)** **-** Grade Point Averages (GPA) for mathematics, English Language Arts (ELA) and overall.	There was a **significan**t, positive treatment effect for **ELA GPA** in **Grade 6** (b = 0.11, SE = 0.08, P < 0.05)	0.03 (*g*) **Small**
		There was a **significan**t, positive treatment effect for **ELA GPA** in **Grade 7** (b = 0.15, SE = 0.07, p < 0.05).	0.35 (*g*) **Medium**
		For **overall GPA**, there was a significant, positive treatment effect in **Grade 6** (b = 0.14, SE = 0.06, P < 0.05)	0.34 (*g*) **Small**
		For **overall GPA**, there was a significant, positive treatment effect in **Grade 7** (b = 0.19, SE = 0.06, p < 0.01).	0.54 (*g*) **Medium**
	Individual-Level Effects ***Middle School Achievement* (Grade 6 to 8)** **-** **Standardised assessment** – The MCAS (MDoE, 1999), in ELA and mathematics.	The City Connects treatment effect for MCAS **ELA** was significant in **Grade 6** (b = 0.12, SE = 0.05, p <0.05),	0.15 (*g*) **Small**
		The City Connects treatment effect for MCAS **ELA** was significant in **Grade 7** (b = 0.13, SE = 0.06, p < 0.01)	0.33 (*g*) **Small**
		The City Connects treatment effect for MCAS **ELA** was significant in **Grade 8** (b = 0.11, SE = 0.09, p <0.01).	0.33 (*g*) **Small**
		The City Connects treatment effect for MCAS **mathematics** was significant in **Grade 6** (b = 0.13, SE = 0.05, p <0.01),	0.18 (*g*) **Small**
		The City Connects treatment effect for MCAS **mathematics** was significant in **Grade 7** (b = 0.18, SE = 0.06, p < 0.01) and	0.33 (*g*) **Small**
		The City Connects treatment effect for MCAS **mathematics** was significant in **Grade 8** (b = 0.27, SE = 0.10, p <0.01).	0.45 (*g*) **Medium**

Quality assessment – Weight of Evidence (WoE)

Finally, quality of the identified studies was analysed using WoE tools (EPPI-Centre, 2003; Gough, 2007). Overall WoE judgements (Table 8) were based on criteria in Box 4.

Box 4: Criteria for overall WoE judgements (Gough, 2007).

A = Trustworthiness of the findings in relation to the study's research question
B = Appropriateness of the study design used in answering my review question
C = Relevance of the study topic focus to my review question
D = An overall weight based on judgements made for A, B and C

Twelve areas of methodological quality (EPPI-Centre, 2003) informed judgments for A, B and C, using colour coding to indicate low (red), medium (amber) and high quality (green). See Appendix 3 (p.117). While all areas had relevance for A, some had more relevance than others for B (e.g. appropriateness of research design) and C (e.g. sufficient justification for the research), and therefore, had more weight in decision making. While this approach involves subjectivity, it enabled rigorous and systematic study appraisal.

Table 8: Weight of Evidence (WoE) judgements

Study	**A** **How trustworthy are the study's findings in terms of answering the study's question?**	**B** **How appropriate is the design and analysis in terms of answering the systematic review question?**	**C** **How appropriate is the focus of the study in terms of answering the systematic review question?**	**D** **Overall WoE based on the judgements made for A, B and C**
1: Bayless et al. (2018)	LOW	MEDIUM	HIGH	MEDIUM
2: Henry et al. (2017)	MEDIUM	MEDIUM	MEDIUM	MEDIUM
3: Hodges et al. (2017)	LOW/MEDIUM	MEDIUM	MEDIUM	MEDIUM
4: Mahoney et al. (2005)	MEDIUM	MEDIUM	MEDIUM	MEDIUM
5: McDonald et al. (2006)	LOW	MEDIUM	LOW	LOW
6: Vandell et al. (2020)	LOW/MEDIUM	LOW/MEDIUM	HIGH	MEDIUM
7: Walsh et al. (2014)	MEDIUM/HIGH	HIGH	HIGH	HIGH

McDonald et al. (2006) is rated low, due to poor ethical considerations, no clear purpose or RQs, and consequently, appropriateness of design and analysis was difficult to determine. Also, conclusions were drawn without links to empirical/theoretical evidence.

Five studies (Bayless et al., 2018; Henry et al., 2017; Hodges et al., 2017; Mahoney et al., 2005; Vandell et al., 2020) have medium ratings due to not ruling out other sources of error/bias which may explain their findings. Bayless et al. (2018) and Vandell et al. (2020) make little attempt to justify conclusions. Hodges et al. (2017) did not provide ES, or data to calculate them. Henry et al. (2017) collect data at several time points but not at baseline or follow up. Mahoney et al. (2005) do not mention the reliability of the data collection tools and analysis method.

Walsh et al.'s (2014) study was rated high due to clear rationale and justification for study purpose, appropriate research design, analysis methods and tentative conclusions drawn with justification. The authors consider reliability and validity of their data collection tools. Findings are reported clearly, and limitations highlighted.

Findings

General study characteristics

All studies were conducted in the USA, six studies in elementary schools and one in the community. Five studies were conducted in several schools (one to 51) or neighbourhoods within one state (Colorado, Florida, Indiana, Wisconsin and Massachusetts). One study was conducted in three public schools in North-eastern Unites States, and another, in schools in multiple states (California, Colorado, Connecticut, Michigan, Montana, New York, Oregon and Rhode Island). Two studies report schools/community-based programmes were in disadvantaged neighbourhoods. Poverty status measures vary between US states and studies, including eligibility for free/reduced-price lunch (between 30% and 100% of pupils) and low annual household income (less than $10,000 to $24,999). Participants' ages range from four to eleven. Sample sizes are from 130 to 13,943 (Median = 1290).

Aims, interventions and outcome measures

Each study uses a different intervention and academic achievement measure. The interventions vary regarding type of Extended-Service (Childcare, Activities, Parent Support and Access to services: DfES, 2005). Six of the seven studies clearly state their aims and/or RQs. The studies measure the effect of an intervention (after-school reading programme, after school care arrangement, enrichment programme, family support group, a multi-systemic

faith-based school-family-community partnership, or school-based student support) on academic achievement (reading, English/Language Arts and/or maths via a range of standardised test results or teacher reports). Six studies measure academic achievement in elementary school years and one in elementary and middle school years.

Study designs

One study uses a randomised control trial (RCT) with baseline and two additional data collection points, and three studies use quasi-experimental design (QED); one with baseline and follow up, one with baseline but no follow up and one collecting data across ten years. The remaining studies are longitudinal and observational, collecting data within one and six years.

Five studies measure the strength of association between two variables (intervention and academic achievement measure) and use logistic, hierarchical, multi-level regression, hierarchical linear models, or mixed effects models to analyse data. Two studies measure the difference between groups (control and treatment group) and analyse data using mixed ANOVAs and MANCOVAs. Six studies included ES or data to calculate them.

Outcomes and effectiveness

To represent the synthesis visually, WoE and ES are plotted on a grid (Figure 2 repeated on p. 35 and p. 36 for ease of reference). Despite not discretely mapping across to one area, to aid synthesis, interventions are grouped by the Four Pillars of Community Schools (FPoCS: Integrated student supports; Expanded learning time and opportunities; Family and community engagement; and Collaborative leadership practices: Oakes et al., 2017). This is because studies are US based, and Community Schools is a US based approach similar to FSES/ Extended-Schools. Then, for this review's relevance, links are made to the DfES (2005) definition of Extended-Services.[2] It is appropriate to combine 'Childcare' and 'Activities', as all relevant interventions include both elements. As none of the studies use 'Collaborative leadership practices'/'Community access to school facilities' interventions, this is not included. A key for Figure 2 is in Table 9.

Figure 2 shows one large, four medium, and multiple small intervention effects. McDonald et al. (2006) found a medium and high ES for a Family and Community engagement/Parent support intervention, which must be considered cautiously due to the study's low-quality rating. Bayless et al. (2018), Mahoney et al. (2005) and Vandell et al. (2020) found small ES for Expanded learning time and opportunities/Childcare/Activities interventions. Henry et al.

[2] See Extended-Schools and Extended-Services definition (p.13)

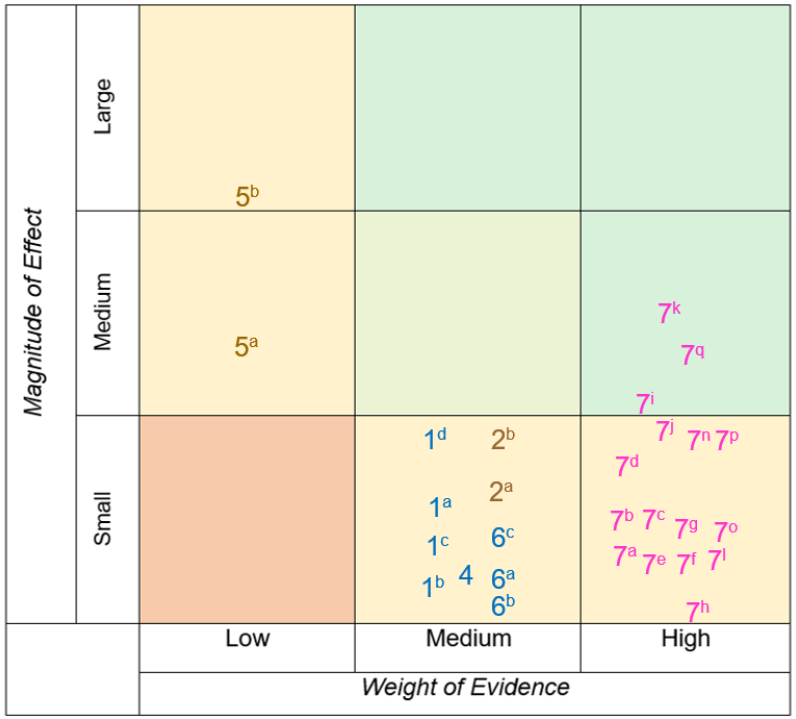
(2017) found small ES for a school-level Family and community engagement/Parent support intervention. As these studies received medium-quality ratings, they must also be considered with some caution. Walsh et al.'s (2014) findings, including mostly small and some medium ES for an Integrated student supports/Access to services intervention, can be interpreted more certainly, owing to the study's high-quality rating.

Hodges et al. (2017) did not include ES or data to calculate them for an Activities intervention, which was considered a quality issue and informed the study's WoE judgement. It is not included in Figure 2 but is considered in the discussion.

Table 9: Key for Figure 2

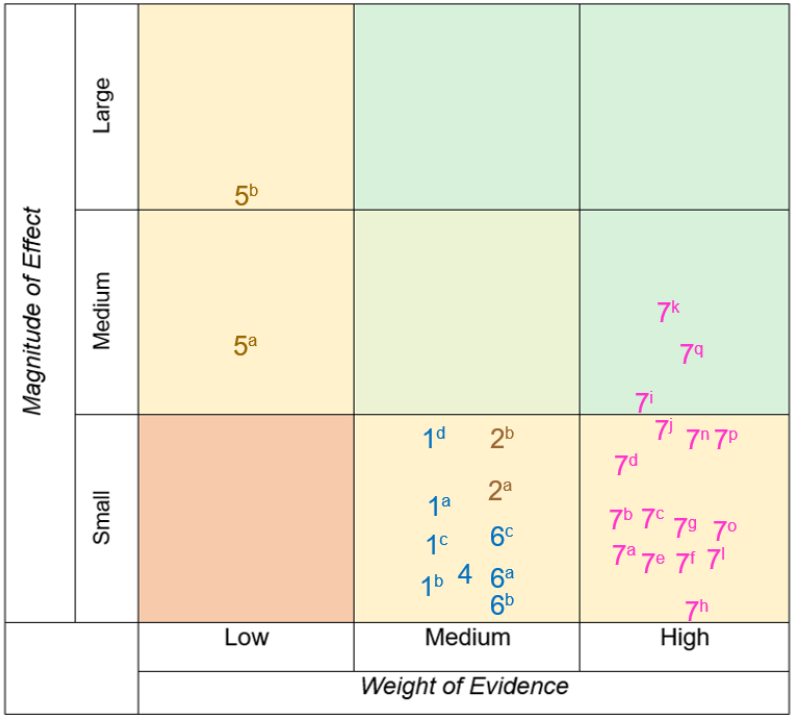
Study, Intervention type and grid entry colour code	Outcomes	Grid Entry
Bayless et al. (2018) Expanded learning time and opportunities/ Activities/ Childcare (Blue)	Full sample: Reading proficiency - treatment by wave growth	1[a]
	Full sample: Treatment group – increase in likelihood of reading proficiency	1[b]
	Full sample: comparison group – decrease in likelihood of reading proficiency	1[c]
	Matched sample: Reaching proficiency - treatment by wave growth	1[d]
Henry et al. (2017) Family and community engagement/ Parent support (Brown)	<u>Academic achievement in reading between matching schools (school-wide level):</u> School × Time of Test interactions for the academic years 2011–2012 and 2012–2013	2[a] 2[b]
Mahoney et al. (2005) Expanded learning time and opportunities/ Activities/ Childcare (Blue)	Attendance at after school programme and increased reading achievement, compared to three alternative care arrangements	4
McDonald et al. (2006) Family and community engagement/	Higher academic performance for those assigned to FAST (intervention) than FAME (comparison condition)	5[a]
	The program effect of FAST (intervention) on academic performance	5[b]

Figure 2: A visual representation of the critical appraisal outcomes in each of the reviewed papers



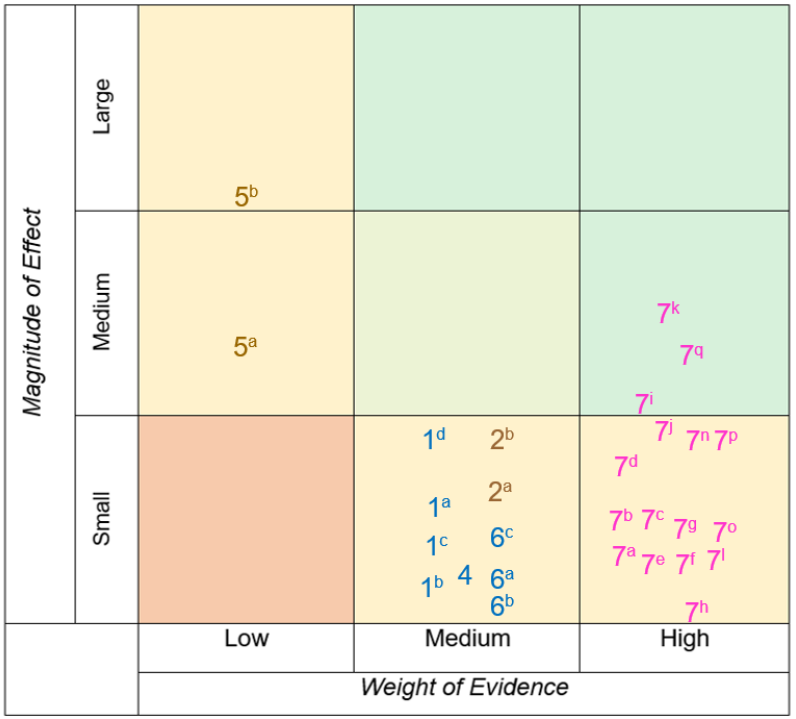
Parent Support (Brown)			
Vandell et al. (2020) Expanded learning time and opportunities/ Activities/ Childcare (Blue)	Higher academic performance for the *After School Program Only* cluster than the comparison group.		6[a]
	Higher academic performance for the *After School Program Only + Activities* cluster than the comparison group.		6[b]
	Higher academic performance for the *All low (low attendance in all groups)* than the comparison group.		6[c]
Walsh et al. (2014) Integrated student services/ Access to services (Pink)	School level treatment effect – report card scores	Mathematics – Grade 5	7[a]
	Individual-level effect - higher report card scores for intervention group	English Language Arts - Grade 3	7[b]
		English Language Arts - Grade 4	7[c]
		English Language Arts -Grade 5	7[d]
	School-level treatment effect for MCAS (standardised test)	English Language Arts – Grade 6	7[e]
		Mathematics- Grade 6	7[f]
		Mathematics - Grade 6	7[g]
	Individual-level, positive treatment	English Language Arts – Grade 6	7[h]

Figure 2 (repeat): A visual representation of the critical appraisal outcomes in each of the reviewed papers



	effect for Grade Point Average (GPA)	English Language Arts – Grade 7	7[i]
		Overall – Grade 6	7[j]
		Overall – Grade 7	7[k]
	Individual level treatment effect for MCAS (standardised test)	English Language Arts – Grade 6	7[l]
		English Language Arts - Grade 7	7[m]
		MCAS English Language Arts - Grade 8	7[n]
		Mathematics - Grade 6	7[o]
		Mathematics - Grade 7	7[p]
		Mathematics - Grade 8	7[q]

Figure 2 (repeat): A visual representation of the critical appraisal outcomes in each of the reviewed papers



Discussion

Reviewed studies vary by methodology and intervention types, making systematic synthesis difficult. US-based evidence is drawn upon because no UK-based studies were found. To aid synthesis and discussion of findings, study interventions are grouped by relevant FPoCS (Oakes et al., 2017) and Extended-Service (DfES: 2005) areas.

Expanded learning time and opportunities / Activities / Childcare

The four studies considering these inputs provide evidence suggesting they might enhance reading, mathematics and English/ Language Arts achievement for low-income students. However, these results and authors' conclusions should be considered cautiously, given their medium-quality ratings.

Bayless et al.'s (2018) results are consistent with other Bridge Project evaluations, reporting significant increases in reading proficiency for low-income students (Anthony et al., 2009; Bender et al., 2011). Jenson et al. (2013) also report increased test scores in writing and maths. However, these studies failed to use comparison groups and participants accessed other Bridge Project interventions (e.g. social-emotional). Improved reading might be due to factors other than reading intervention exposure (e.g. mentor/teacher-student relationships in academic skill building: Anthony et al., 2009; Jenson et al., 2013). The Bridge programme is based on a risk and resilience model (identifying risk and protective factors influencing child development: Anthony et al., 2009), underpinned by Ecological Systems Theory (Bronfenbrenner, 1977), further suggesting the role of additional factors in improving reading achievement.

Hodges et al. (2017) suggest their study provides evidence that out-of-school enrichment programme attendance might begin to mitigate historical trends in academic performance for culturally diverse, low-income, high-potential elementary school students.[3] While Miller & Gentry (2010) suggest equal academic benefits to this population and other gifted students when provided with STEM enrichment, overall, there is little empirical evidence supporting Hodges et al.'s (2017) findings. There is growing international interest in STEM education and research (Li et al., 2020) and evaluative evidence suggesting limited impact of STEM activities on maths achievement for secondary school pupils in England (Banerjee, 2017). However, there is seemingly little evidence focusing on STEM enrichment for low-income primary/elementary school children.

[3] Hodges et al (2017) identify students as 'high-potential' by scoring at or above the 70th centile on achievement and/or ability tests, assessment using the HOPE Teacher Rating Scale or consideration of parent/counsellor nominations.

In exploring after school care arrangements, Mahoney et al. (2005) found an increase in reading achievement for those attending after school clubs compared to those with other care types. Vandell et al. (2020) found attendees of after school club alone, after school club and additional activities, and those with low attendance in all care arrangements (after school club, activities or unsupervised) had higher achievement in reading, oral and written language, maths, science, and Social Studies, compared to those with an unsupervised care arrangement. Relating to academic outcomes, conclusions drawn regarding the potential value of high quality after-school programmes for low-come students are supported by American research (Durlak et al., 2010; Smith et al., 2017).

There is UK research supporting the use of Childcare/Activities interventions. For example, out of school activity participation has been linked to progress in maths and English for primary school pupils (Sylva, Melhuish, Sammons, Siraj-Blatchford, et al., 2008). Callanan et al. (2016) found disadvantaged children were more likely to participate in after school clubs than other activities outside of school and those taking part in after school clubs, had higher attainment at age 11, than those not taking part (Chanfreau et al., 2016). In narrowing the attainment gap, Chanfreau et al. (2016) suggest activities linked to high attainment for all children (not disadvantaged only): sports activities and other clubs, including varied activities not purely physical or academic.

While no reviewed studies explore *how* activities/enrichment opportunities make a difference, Tanner et al. (2016) suggest possible explanations including increasing positive identification with school, teacher perceptions of pupils, self-belief, competitive spirit and providing additional academic opportunities. Disadvantaged students, with parents less likely to have the social and capital networks of more affluent families (Putnam, 2015), often have fewer enrichment opportunities at home (Sammons et al., 2015), and potentially have more to gain from these activities (Chanfreau et al., 2016). Parents of school-age children in the UK report having reduced working hours due to childcare difficulties (Office for National Statistics, 2019a). The risk of poverty increases with lower working hours and unemployment (Diss & Jarvie, 2016), highlighting the potential importance of accessible, free/low-cost childcare.

There is limited high-quality evidence suggesting the Bridge Project literacy intervention and HOPE programme impacts academic achievement for primary school children in poverty. Evidence from the ‘Out of School Activities and the Attainment Gap’ project is more robust than previous research in this field, due to its mixed methods approach including secondary data analysis, school case studies and theory-building, and it is UK based (Laing et al., 2022). Therefore, this evidence adds more weight to findings and conclusions of Mahoney et al. (2005) and Vandell et al. (2020).

Family and community engagement / Parent support

Two studies considered the impact of these inputs on reading, writing and maths achievement for low-income elementary school students (Just Love: Henry et al., 2017; FAST: McDonald et al., 2006).

While McDonald et al. (2006) do not reference supporting literature, FAST is well evaluated (Kratochwill et al., 2009; Layzer et al., 2001) and has support from USA national organisations (OJJDP, n. d; SAMHSA, 2002). However, there is limited evidence suggesting positive effects on academic achievement (EEF, 2018c). A UK-based evaluation (EEF, 2018a), found no impact on Key Stage 1 outcomes one year after FAST intervention, for disadvantaged students. Despite receiving the EEF quality rating of moderate to high (2018), suggesting fairly reliable results, it is possible the timescale for observing an effect was too short (Garces et al., 2000; Schanzenbach & Bauer, 2016). McDonald et al (2006) received a low-quality rating and with little supporting empirical evidence, findings should be considered cautiously.

Research suggests practitioners can view parental engagement as parents supporting the school (Harris & Goodall, 2007) and can make assumptions about groups of parents, such as those in poverty, being 'hard to reach' (Crozier & Davies, 2007). Yet, parents might experience barriers to school activities despite being interested in their child's learning (Kim, 2009; Levine, 2009). This indicates deficit views of families experiencing poverty which are often reported within education (Smyth & Wrigley, 2013; Thompson et al., 2016).

Henry et al. (2017) suggest their findings are supported by previous research highlighting the potential value in implementing a FBSFC partnership in disadvantaged schools (Loconte & Fantuzzo, 2002; Tripses & Scroggs, 2009). However, these studies do not measure the impact of the intervention on academic achievement.

Bryan and Henry (2012) suggest, school-family-community (SFC) partnerships more broadly, help build social capital (which disadvantaged parents are less likely to have: Putnam, 2015), by providing opportunities, experiences, and relationships (Galindo et al., 2017). SFC partnerships have also been found to enhance protective factors, develop resilience, and in turn, help disadvantaged pupils achieve school success despite adverse circumstances (Bryan, 2005; Masten, 2001).

While Just Love places more emphasis on community influence, FAST and Just Love assume children's holistic development is influenced by interactions between family, school, community, and wider context (Bronfenbrenner, 1977). Bryan and Henry (2012) suggest such interventions foster social, emotional, and academic skill development by providing environments, relationships, and experiences as part of these ecological contexts. FAST's

main aims are to improve parenting skills, confidence, parents' engagement in child's learning and child's behaviour (McDonald et al., 1997). Therefore, a possible explanation for limited evidence suggesting positive effects on academic achievement (EEF, 2018c), comes from the wider evidence base; suggesting programmes lacking a clear academic focus have struggled to improve academic attainment (EEF, 2018a). For Just Love in particular (with simultaneously occurring interventions at multiple levels), it is difficult to know which aspects of the intervention relate to each outcome. This mirrors Dyson and Todd's (2010) identified challenges in evaluating FSESs (weak specification of the intervention and the complexity of the context).

Terms in literature are used inconsistently, including 'parent/family/school involvement', 'community', and 'partnership' (Henry, 2014). Regarding the impact of parent/family involvement and family support programmes (FSPs) more broadly, the intervention effect on academic achievement varies based on the data collected, outcomes measured and definition of parent/family involvement (Nye et al., 2006). There are fairly robust meta-analyses suggesting parental/family involvement (Jeynes, 2003, 2005; Nye et al., 2006) and FSPs (Smith et al., 2019) have a positive and direct effect on pupil achievement, but this research does not focus on primary age and low-income pupils specifically. These approaches are also underpinned by Ecological Systems Theory (Bronfenbrenner, 1977) and emphasise the importance of relational (Sheridan & Kim, 2016) and structural elements (Epstein, 1992) of intervention programmes (Smith et al., 2019).

There is insufficient high-quality evidence indicating FAST, Just Love or parental involvement/FSPs/SFC partnerships more broadly impacts academic achievement for primary school pupils in poverty. However, the complexity of evaluating such an intervention is evident.

Integrated support services / Access to services

One study considered this input (City Connects: Walsh et al., 2014), finding intervention students achieved higher academically than non-intervention students, throughout elementary and middle school. Empirical studies evaluating City Connects consistently suggest intervention students perform higher academically than comparison students (An, 2015; City Connects, 2016; Shields et al., 2016). The researchers do not state their samples include disadvantaged students. However, two-thirds of students in City Connects schools are economically disadvantaged (City Connects, 2018). City Connects (2018) suggest research evaluating the intervention's impact shows robustness across methods, samples, and sites (An, 2015; City Connects, 2016; Shields et al., 2016).

There is also empirical research supporting Integrated student support (ISS) interventions more broadly. Applying criteria for study rigour,[4] Moore et al. (2014, 2017) reviewed evaluation studies and found some positive outcomes for test scores, grades, graduation, and Grade Point Averages. Interventions with consistently positive results included CIS in Chicago, Diplomas Now, Harlem Children's Zone's Promise Academy and City Connects, and the authors suggest these results relate to programme strength and appropriate research designs (Moore et al., 2017). ISSs are thought to align with the following: the Whole Child Model (focusing attention on social, emotional, physical and cognitive development; Slade & Griffith, 2013); Ecological Systems Theory (Bronfenbrenner, 1977); and person-centred psychology (Sanderson, 2000).

Up to two-thirds of the variance in student achievement can be accounted for by out-of-school contexts (Rothstein, 2010). Research suggests high poverty schools are often located in communities characterised by economic and institutional deprivation, crime, and danger (Sastry & Pebley, 2010). The effects of poverty have been found to affect child development (Dearing, 2008; Yoshikawa et al., 2012) despite family strengths (e.g. being hardworking and resilient, Strauss, 2013). Researchers have suggested the importance of addressing out of school factors/non-academic barriers to learning, to improve grades for economically disadvantaged pupils (Bryk et al., 2010; Walsh & Murphy, 2003). City Connects claims to do so by embodying six characteristics (Table 10).

Table 10: Characteristics of City Connects grounded in child development research (City Connects, 2014, 2018).

1. Customised – to the unique strengths, needs and interests of each student
2. Comprehensive – serving academic, social, emotional, health and family needs
3. Coordinated – among families, schools, and community agencies
4. Cost-effective – by partnering with community agencies
5. Continuously monitored – evaluating impact to improve service delivery
6. Implemented – with fidelity

There seems to be good quality research supporting Walsh et al.'s (2014) findings and ISSs more broadly. With the study's high-quality rating, it is reasonable to suggest an ISS intervention such as City Connects, might have a positive impact on academic achievement for economically disadvantaged primary school pupils. If City Connects is not replicable in the UK, it might be helpful for schools to consider the characteristics described in Table 10, in

[4] Moore et al (2014) provide criteria for study rigour: intent-to-treat analysis; experimental design (RCT or QED); and no serious problems with confounding variables. Additional requirements for QED studies involved meeting standards for attrition rates, groups being equivalent on age/grade, gender, race/ethnicity and outcome measure at baseline, and analyses control for age/grade, gender, race/ethnicity and for pre-test outcome measure (or propensity score).

targeting out-of-school factors as an intervention to improve academic achievement. While a seventh characteristic of being 'evidence informed' seems to be lacking, this is likely explained by the limited research evaluating the impact of City Connects specifically.

Overall discussion

The Parent support/Access to services interventions all describe being underpinned by Ecological Systems Theory; recognising the interacting meso- and micro-systems around a child and their influence on child development (Bronfenbrenner, 1977). Some also refer to the importance of relationships within these systems (Anthony et al., 2009; Jenson et al., 2013), developing protective factors, resilience (Henry, 2014) and social capital (Bryan et al., 2020) to enhance student outcomes. Sameroff's (2010) Unified Theory of Development also seems relevant; bringing together potential individual difference and the wider context.

Supporting literature for Activities/Childcare interventions suggests possible explanations for the impact on academic achievement, relating to factors such as self-belief and competitive spirit (Tanner et al., 2016). Some intervention elements might influence achievement directly (e.g. through academic support: Bayless et al., 2018), with others impacting indirectly (e.g. via targeting non-academic needs: Walsh et al., 2014). While all reviewed studies attempt to explain *how* these interventions impact academic achievement, by referring to wider literature/theory, none of them explore it in their own studies.

The interventions and outcomes tend to be clearly specified, yet context complexity and lack of controls/comparators were issues in all studies, influencing their quality ratings to varying degrees. In some studies, the nature of the interventions was multi-level, meaning it was difficult to determine which element of the intervention had an impact on which outcome. Mirroring difficulties for FSESs (Dyson & Todd, 2010), this highlights the complexity of evaluating Extended-Services individually.

Limitations

There are several limitations relating to the search strategy. Due to the broad nature of Extended-Services, it is possible studies meeting the inclusion criteria and relevant broader supporting literature were missed. This search did not include unpublished or non-English papers and therefore it may be open to bias. The generalisation of results to an English initiative (Extended-Schools: DfES, 2005), policy and practice is likely to be limited, as all seven studies were conducted in the USA.

Due to the broad nature of the Extended-Services definition, and in turn the inclusion criteria, the interventions in identified studies varied in nature. Despite grouping studies by FPoCS/ Extended-Service areas to aid synthesis and discussion, these findings cannot be generalised

to all interventions that would fit within these categories. Study interventions did not always fit exclusively into one group given their sometimes wide foci. This highlights the complexity of the nature of the study interventions and their evaluation (Dyson & Todd, 2010). However, it has still been possible to draw some tentative conclusions and implications about the impact of Extended-Service interventions on academic achievement for economically disadvantaged primary school children. It is important that conclusions drawn are interpreted within the context of these limitations.

Implications for future research

All reviewed studies were quantitative and carried out in the USA. Therefore, method and knowledge gaps are identified. Future research carried out in the UK, using qualitative methodology might provide further insights into the potential impact of Extended-Services on academic achievement for primary school children experiencing poverty. The RQ and identified studies focus on *what* impact the interventions have on academic achievement not *how* they do so. This is consistent with UK-based research suggesting evaluators need to ask not only what works, but how, for whom and in what circumstances and over what timescale (Kerr & Dyson, 2020). Due to the complexity of factors involved in measuring the effectiveness of interventions, Kerr and Dyson (2020) suggest Theory of Change methodology ('a systematic and cumulative study of the links between activities, outcomes and context of the initiative'; Fullbright-Anderson et al., 1998, p. 16) is appropriate.

A limitation of reviewed studies included difficulty in determining which aspects of multi-levelled interventions produced which outcomes (e.g. Henry et al., 2017). More research is needed considering influences that are likely to be multi-factorial.

Conclusions

Box 5: Research question (RQ) and subsidiary question

What is the impact of Extended-Services on academic achievement for primary school pupils defined as living in poverty? Subsidiary question: *Do different types of Extended-Service interventions (activities; childcare; parent support; access to services; and community access of school facilities: DfES, 2005) have more impact than others?*

The impact of Extended-Services on academic achievement for primary school children in poverty is variable to none. Reviewed studies present evidence suggesting Childcare/Activities and Parent support interventions are associated with higher academic achievement for low-income elementary school students. However, medium-quality ratings, lack of supporting evidence and lack of controls/comparators cast doubt on the reliability of the research. There is higher quality evidence for the effect of City Connects. Therefore, it

seems reasonable to suggest an Access to services intervention such as City Connects, might impact academic achievement for primary school children experiencing poverty. As a result, when allocating PP funding for interventions to narrow the attainment gap, schools might consider this kind of approach as part of the ‘wider school strategies’ tier recommended by EEF (2019).

Chapter 2 – Methodological and Ethical Considerations

Introduction

In this Chapter, I share my conceptual framework, exploring why I carried out this research, at this time, in this context and in this way. First, the wider and specific context of the research is considered, followed by the process of moving from the literature review to the empirical project. My philosophical position is stated, and its influence on the chosen methodology, method and analysis is explored. Finally, ethics are considered.

Why did I carry out this research at this time?

Wider contextual relevance

Over one in five of the UK population lives in poverty (Social Metrics Commission, 2020), which is associated with disadvantages including poorer health, social and educational outcomes (Public Health Scotland, 2021). This is likely to be exacerbated by the impact of the Covid-19 pandemic, affecting finances and access to public services necessary to meet health and care needs (British Psychological Society, 2020; Joseph Rowntree Foundation, JRF, 2022). Furthermore, current inflation rates have had a disproportionate effect on the price of essential items, causing additional stress (JRF, 2022). The attainment gap between children in poverty and others is well documented (Education Endowment Foundation, EEF, 2017) and has widened further due to the digital divide, home learning environments and potentially deepening poverty throughout and after the Covid-19 pandemic (JRF, 2022).

Community-oriented schooling, where schools contribute to families and communities, supporting access to essential services (Cummings, Todd, et al., 2007), has been accepted as an institutional-level intervention to ameliorate educational outcomes for those in poverty (Kerr & Dyson, 2016), and has a long history in England (Department for Education and Skills: DfES, 2005; Morris, 1924). However, this is not an initiative endorsed by the current government.

The Pupil Premium (PP) grant currently supports schools to reduce the attainment gap (Ofsted, 2012), and headteachers (best placed to understand their school context) decide how to allocate this funding (Macleod et al., 2015). The EEF (2019) recommend a tiered approach to PP spending: improving teaching, targeted academic support and wider school strategies, and they provide an evidence base for interventions, evaluating each in relation to effect size, quality, and cost. However, the Toolkit's reliance on quantitative evidence means the kind of insights provided are limited (Burn et al., 2016). In addition to toolkit reference, the performativity culture, curriculum controls and increased scrutiny regarding the progress and attainment of disadvantaged pupils (Macleod et al., 2015), is likely to have influenced a

preference for PP spending on academic focussed interventions (Burn et al., 2016). However, schools continue to fund a range of services with a broader focus via PP (e.g. extracurricular clubs, activities, trips, parental support programmes: Macleod et al., 2015).

Why this research context?

This research project was carried out in a primary school, in an area of high deprivation, in the Northeast of England. In 2019, the Northeast had the highest unemployment rate nationally (5.8%, Office for National Statistics, 2019b) with lower than average wages and higher rates of poverty and poor health characterising the labour market (Brooks & Steer, 2021). The ward in which the school is located, is amongst the 10% most deprived neighbourhoods in the country regarding income deprivation affecting children, income, health, employment, education training and skills, living environment and crime domains (Indices of Deprivation, 2019). The school sits at the centre of a large-scale public housing development. Through empowerment and developing trusting relationships, the local housing association is involving tenants in decision making, service provision and providing access to employment, training, health, and educational opportunities (Pendlebury & Haley, 2021).

The headteacher views the participating school as an integral part of the community, providing support to children and their families alike. I shared my research aims and systematic literature review (SLR) findings in a school staff meeting. The headteacher considered the research focus relevant to their context and staff were keen to be involved.

Moving from the systematic literature review to the empirical project

As challenges to evaluating community schooling were already identified (weak specification of the intervention, indeterminacy of outcomes, context complexity and lack of controls/comparators: Dyson & Todd, 2010), I explored the impact of individual Extended Services (Extended-Services) on academic achievement for primary school children in poverty. Review studies present evidence to suggest childcare (Vandell et al., 2020), extracurricular activities (Hodges et al., 2017), parent support (Henry et al., 2017), and access to service interventions (Walsh et al., 2014) are associated with higher academic achievement for primary school children experiencing poverty. While access to service intervention research was of the highest quality, generally, the quality of the research in this field is medium to low due to the same evaluation challenges identified by Dyson and Todd (2010). Overall, SLR findings suggest research in this field tends to be USA-based and quantitative, focussing on ‘what works’ (Vandell et al., 2020; Walsh et al., 2014). Therefore, method and knowledge gaps were identified.

This empirical project aims to provide further insights into this research area, being UK based, and exploring potential underlying mechanisms for changing outcomes by not only considering what works, but how, for whom and over what timescale (Kerr & Dyson, 2020). Since literature suggests the increasing performativity culture and curriculum controls in England are working against teachers of children in poverty (Ball, 2018), considering the views of teachers seemed important.

In carrying out this research I aimed to develop knowledge for practice (Wallace & Wray, 2021b). Guidance from Punch (2014) was followed in generating research question(s).

Why did I carry out this research in this way?

Willig (2013, p.10) defines reflexivity as:

> "*An awareness of the researcher's contribution to the construction of meanings throughout the research process, and an acknowledgement of the impossibility of remaining 'outside of' one's subject matter while constructing research*."

Therefore, it is important to consider how my involvement has informed the research (Nightingale & Cromby, 1999) by considering my philosophical stance, resulting methodology and methods, values and ethics.

Personal and professional rationale

Personal and professional interest in this area of research stems from experience as a teacher, special educational needs and disabilities coordinator (SENDCo) and trainee educational psychologist (TEP) in schools in areas of high deprivation. I have seen how poverty impacts the lives of families and children, including their education. I have experienced tension between simultaneous initiatives, including those to help narrow the attainment gap for disadvantaged children and increasing the performativity culture, curriculum controls, increased scrutiny, and performance related pay (Ball, 2018). Some schools in areas of high deprivation perform a role beyond their traditional teaching function, acting as a community hub, providing and signposting to a range of services to meet the needs of the whole family (Cummings et al., 2011). This encouraged me to think about the purpose of education and schooling, considering holistic development of children (Biesta, 2009). As a result of these experiences, I wanted to explore the impact of wider strategies used by schools (those beyond the classroom) on academic achievement for primary school children in poverty.

A desire to promote social justice and inclusion underpins my work as an educational psychologist (EP). I am interested in community psychology which appreciates the contexts

in which people exist, and how health, well-being and quality of life are influenced by these contexts (Orford, 1992). Community psychology and this research project have strong social justice underpinnings, which aligns with my personal and professional values of respect, integrity and fairness (British Psychological Society, 2018). Prilleltensky (2014) suggests that to be transformative, education needs to promote fairness (synonymous with justice) and wellness. EPs are well placed to promote social justice at an individual and systems level (Power, 2008) and I hope to do so at a systems level through this research.

Philosophical position

As an EP, I need to hold a view of the world, which influences my practice and research (Moore, 2005). The position I have taken is one of critical realism, with an objectivist ontology and a subjectivist epistemology (Johnson & Duberley, 2000). This reflects a belief in a *real* world but an individually perceived *reality* (Larkin et al., 2006), where knowledge is socially situated and attempts to measure reality are fallible (Maxwell, 2012). In this research, what teachers said in interviews, influenced by factors including participants' perspectives, school context and my involvement as a researcher, provide one understanding of the impact of Extended-Services on academic achievement for primary school children in poverty. I recognise my interpretations as subjective; other methods could have been used to develop alternative understandings.

Methodology

Having identified a method gap in the SLR, it was appropriate to explore qualitative methodology, where the aim is to describe and explain events and experiences by studying people in naturally occurring contexts (Willig, 2013). With a desire to bring explanatory capacity to the evaluation of complex community schooling-type initiatives, Kerr and Dyson (2020) suggest Theory of Change (ToC) methodology is appropriate. ToC explores links between activities, outcomes and context of the initiative via systematic and cumulative study (Fullbright-Anderson et al., 1998). However, the scope of this research project, including a lone researcher and limited timescale, did not allow for this methodology.

Grounded Theory (GT), described as a set of relationships among data and categories that propose meaningful and plausible explanation of the studied phenomenon (Moghaddam, 2006), was a suitable alternative to ToC. GT is considered appropriate when there is little known about a phenomenon, because it aims to discover or construct explanatory theories about social processes (Tie et al., 2019). In aiming to theorise about the impact of Extended-Services on academic achievement for primary school children in poverty, grounded in what teachers say, GT was chosen. Other qualitative methods including phenomenology and discourse analysis were considered but deemed not fit for purpose (Patton, 2002).

Phenomenology is interested in the world as it is experienced by human beings in a specific time and context, and discourse analysis is concerned with the role of language in the construction of social reality (Willig, 2013).

Different versions of GT exist including constructivist (CGT), where data is generated and meaning constructed in researcher-participant interaction, and then theoretical concepts are constructed by the researcher through interaction with the data (Charmaz, 2014). This differs to realist GT, where concepts already exist and are revealed or discovered by the researcher (Glaser & Strauss, 1967). CGT was chosen because it aligns with my subjectivist epistemology (Johnson & Duberley, 2000).

Method and analysis

Charmaz (2014) highlights the need for rich data in generating strong GT and suggests choosing a method that helps the RQ to be answered with ingenuity and incisiveness. While either individual interviews or focus groups would have been appropriate, interviews were chosen for practical, logistical, and ethical reasons. Given staffing issues, meeting with all participants at the same time (for a focus group), would have needed to take place after school. The headteacher and I did not want to increase stress by adding to teacher workload and time commitments. The headteacher arranged classroom cover during the school day, allowing teachers to be released from their duties, one by one, for interviews.

I conducted semi-structured, intensive interviews with each participant. Intensive interviewing provides an interactive space for participant insights to emerge and enables the researcher to pursue new leads while focusing on the topic (Charmaz, 2014). SLR findings and other relevant literature (Kerr & Dyson, 2020) informed interview question content and style was guided by Charmaz (2014: initial open-ended, intermediate and closing questions).

Given time constraints, an abbreviated version of CGT was used, meaning I worked with the original data set only, analysing data after its generation rather than moving back and forth between the two in an iterative cycle (Willig, 2013). Line-by-line coding was used to compensate for the resulting loss of breadth in the data (Willig, 2013). Using gerunds throughout the process (from initial coding to developing theoretical concepts), helped maintain the focus on action and social processes (Bryant, 2017).

While CGT acknowledges the researcher role in data construction, reflexivity is essential to avoid preconceiving the data (Charmaz, 2014; Willig, 2013). To help preserve participants' meanings of their views and actions, I used participants' words (in vivo codes) in the initial and focused coding stages (Charmaz, 2014). Also, I made a note of my thoughts about the impact of Extended-Services on academic achievement for children in poverty and considered how

these thoughts might influence my questioning, meaning constructed during interviews and my interpretations during analysis. I used a research journal and memo-writing to challenge my assumptions and examine my ideas (Charmaz, 2014), which helped me to stay as close to the data as possible throughout the CGT process.

As Dwyer and Buckle (2009) suggest, a researcher never fully occupies the position of insider (sharing identity, language, and experiential base with participants) or outsider (not having shared characteristics with the group) and instead, occupies the space in between. While my researcher role reflected an outsider perspective, a commonality in working in the participating school previously, and knowing some of the participants prior to the study, positioned me as an insider. I hoped this shared experience encouraged participant openness and trust, and in turn, a greater depth to data, yet I was aware that participants might make assumptions about my prior knowledge/experience and therefore fail to explain their experience fully (Dwyer & Buckle, 2009). I discussed this with the participants, in the hope of avoiding these assumptions being made.

Ethics

This study was approved by the Newcastle University Ethics Committee. Ethicality is fundamental to and is a requirement of my EP practice (British Psychological Society, 2018). This includes my role as a research-practitioner and, as suggested by Groundwater-Smith and Mockler (2007), ethicality in research goes beyond set procedure and needs to be deeply embedded in practice. I will outline ethical considerations made throughout the research process using the five ethical guidelines for practitioner research by Groundwater-Smith and Mockler (2007).

1. *Observe ethical protocols and processes*

Before providing consent, participants attended a staff meeting where I explained the nature of the research. Those interested were provided with an information sheet (Appendix 4, p.125), consent form (Appendix 5, p.128) and given an opportunity to ask any questions. On the day of the interview, participants were reminded of the voluntary nature of their participation and additional verbal consent was obtained. Afterwards, participants received a debriefing form (Appendix 6, p.129), providing researcher contact details, in case they wanted any follow up information. Participants were reminded of their right to withdraw, up until the point of data analysis. This was explained clearly to participants on the information sheet, verbally at the interview stage and during the debrief.

To protect the privacy of all participants by ensuring anonymity, pseudonyms were used when reporting the research. As a TEP, I have completed training in General Data Protection

Regulation (GDPR) and Information Governance. All data were treated confidentially in line with regulations.

2. *Transparent in its processes*

Being honest and open about the nature of the research and participant involvement was important in ensuring consent was informed. Therefore, extra steps were taken beyond providing an information sheet including, attending a staff meeting and sharing information, offering opportunities to share concerns/ask questions, giving a definition of Extended-Services and the interview questions in advance. I also explained the semi-structured nature of the interviews providing opportunity for flexibility and discussion. I hoped providing this additional information would help to ensure transparency and remove uncertainty.

3. *Collaborative in its nature*

Magaldi and Berler (2020) suggest that semi-structured interviews provide a platform for collaborative exchange between interviewer and interviewee. In choosing to use CGT methodology, data and meaning were constructed in interaction between participants and me (Charmaz, 2014), highlighting the collaborative nature of the approach.

4. *Transformative in its intent and actions*

In considering axiology (the role of values), critical realism aims to be value-laden and social justice orientated, enabling researchers to permeate their work with values, with an aim toward social change (Botha, 2021). Also, critical realism requires understanding at multiple levels (addressing multiple levels of reality: Bhaskar, 1998) to generate a full picture or social change (Botha, 2021), which fits well with community psychology (Orford, 1992) and an ecological perspective of child development (Bronfenbrenner, 1977). Therefore, this research has a transformative world view overlay (Cresswell, 2014).

5. *Justify itself to its community of practice*

I hope the research rationale in relation to the wider context and prior literature is justified in earlier sections of this chapter (*Why did I carry out this research at this time?*). Considerations of the cost-benefit balance for those involved have also been mentioned above. For example, the headteacher considered the research focus relevant to their school context (*Why did I carry out this research in this context?*). However, to ensure staff members did not feel pressure to take part, extra steps were taken to ensure their participation was voluntary and consent was informed (*Transparent in its process*). Aiming not to add to existing teacher workload and stress, the headteacher arranged classroom cover and interviews were carried out during the same day (*Method and analysis*). Participants were keen to know about the

purpose of and the implications of this research. I have a professional responsibility to share my findings with the participating school and staff. After submission, I aim to publish my research adding to a body of literature informing policy and practice.

Conclusion

In considering my conceptual framework in detail, I hope I have provided adequate context, and shown coherence and consistency between the philosophical stance taken, methodology and methods chosen, making my research more meaningful (Darlaston-Jones, 2007). Critical reflexivity was essential to ensure quality, ethicality, and integrity throughout the research process. Reflective and reflexive thinking, focusing on implications for me as a research-practitioner will be detailed in Chapter 4.

Chapter 3: What do primary school teachers tell us about the impact of Extended Services on academic achievement for primary school children in poverty?

Abstract

This study explores teacher perceptions of the impact of Extended Services (Extended-Services) on academic achievement for primary school children living in poverty. Research in this area tends to be USA based and quantitative, focussing on 'what works'. This project provides further insights by constructing possible explanatory mechanisms involved, considering what works, how, for whom and over what timescale. In seeking to generate a theory about this, grounded in what teachers say, an abbreviated version of Grounded Theory was used to analyse data from six semi-structured interviews with teachers from one primary school in an area of high deprivation. Findings suggest the teachers think Extended-Services affect academic achievement in their context. This perceived effect is short to medium term and indirect via readiness to learn, mediated by other outcomes. These Extended-Services generate perceived longer-term holistic hopes for community and society including fulfilling potential and building skills for secondary school and beyond. How Extended-Services make a perceived difference for pupils, families, parents, and school staff, is explained by *who they are* (school community: relating to their holistic catholic ethos and staff dedication), providing a foundation for *what they do* (support children and families).

Key words: Extended Services, Poverty, Academic achievement, Teacher perceptions, Primary school, Primary school children.

Introduction

Poverty and the attainment gap

22% of the UK population lives in poverty (Social Metrics Commission, 2020). The attainment gap between economically disadvantaged pupils and others is well documented (Education Endowment Foundation: EEF, 2017). In 2011, Pupil Premium (PP) funding was introduced in England, as an intervention to lessen this gap (Ofsted, 2012). The EEF (2019) recommend a tiered approach to PP spending: improving teaching, targeted academic support and wider school strategies. While Macleod et al (2015) found PP funds are used for strategies across all tiers, the most popular have a teaching/learning focus. Despite the suggestion that the increasing performativity culture and curriculum controls in England work against teachers of children in poverty, exacerbating inequality (Ball, 2018), it is likely these recent initiatives

encouraged PP spending on interventions with an academic rather than well-being focus (Burn et al., 2016).

The purpose of education and the role of schools

Biesta (2009) suggests three education functions: qualification (providing knowledge, skills and understanding); socialisation (becoming part of social/cultural/political orders) and subjectification (autonomous and independent thinking/action). Despite dissonance between Biesta's holistic functions and current initiatives (performativity culture prioritising 'qualification'), there is a history of community-oriented schooling initiatives in England suggesting schools contribute to local families and communities, alongside their primary teaching function (Cummings, Todd, et al., 2007). These initiatives range from Cambridgeshire's Village Colleges (Morris, 1924) to Full Service Extended Schools (FSES: Department for Education and Skills, DfES, 2003b, 2003c), and Extended Schools (Extended-Schools, DfES, 2005) .

Extended Schools approach

The DfES (2005: p.7) proposed Extended-Schools would 'provide a range of services and activities, often beyond the school day, to help meet the needs of children, their families and the wider community'. They asserted by 2010, all children in England would have access through schools to Extended Services (Extended-Services) including a varied menu of activities, wraparound childcare, parent support, swift and easy access to services and community access of school facilities.

While most schools were providing varied Extended-Services by 2010 (Haddad et al., 2018), by 2011, the ring-fenced funding for Extended-Schools in England had ended and the PP initiative was introduced (Ofsted, 2012). Since then, providing Extended-Services is no longer a requirement (Haddad et al., 2018) but many schools continue to use PP to fund a range of these services (e.g. extracurricular clubs, activities, trips, parental support programmes: Macleod et al., 2015).[5]

Full-Service/Extended School approaches and their impact on academic achievement

Kerr and Dyson (2016: p.1) state 'community schools have long been accepted as an institutional mechanism for intervening in the relationship between poverty, poor educational

[5] A summary of evidence for approaches to improve learning outcomes, particularly for disadvantaged children is provided by Education Endowment Foundation. (2021c). *Teaching and Learning Toolkit: An accessible summary of education evidence*. Education Endowment Foundation. Retrieved 29th May from https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit

outcomes, and limited life chances'. Available evidence suggests a link between this schooling type and academic achievement. For example, Cummings, Dyson, et al.'s (2007) FSES evaluation findings indicate positive impacts on pupils' attainment and a slightly narrower attainment gap for disadvantaged students in FSESs. Carpenter et al.'s (2012) Extended-Services evaluation found Extended-Services had some influence on raising attainment in two-thirds of schools. Also, studies exploring the impact of FSESs in Northern Ireland suggest increased attendance, academic achievement and sixth form engagement, in areas of deprivation (Thompson & Ivinson, 2020).

Challenges in evaluating this type of schooling include weak specification of the intervention, indeterminacy of outcomes, context complexity and lack of controls/comparators (Dyson & Todd, 2010). Research exploring the impact of different Extended-Services on academic achievement for primary school children in poverty tends to be USA based and quantitative, focussing on 'what works' (Vandell et al., 2020; Walsh et al., 2014).

Research aims and questions

Using qualitative methodology, this project aims to provide further insights into this research area by constructing possible explanatory mechanisms involved, asking:

What do primary school teachers tell us about the impact of Extended-Services on academic achievement for primary school children in poverty?

a) What do Extended-Services look like in their context?
b) What difference do they make, how, for whom and over what timescale?
c) When do they not make a difference?

Method

Methodology

Grounded Theory (GT) is a set of relationships between data that propose meaningful and plausible explanation of the phenomenon studied (Moghaddam, 2006). Because literature suggests the performativity culture works against those teaching children in poverty (Ball, 2018), teacher perspectives were deemed important. In seeking to explore explanatory mechanisms, theorising about the impact of Extended-Services on academic achievement for primary school children experiencing poverty, grounded in what teachers say, GT was used. Constructivist GT (CGT) was chosen because it aligns with the author's subjectivist epistemology (Johnson & Duberley, 2000), where data is generated and meaning constructed between researcher and participants in interaction (Charmaz, 2014). Given time constraints,

abbreviated GT was used, involving analysis after data generation rather than moving back and forth between the two (Willig, 2013).

Participants

Six participants were recruited via a gatekeeper (headteacher), using purposive sampling (Robson, 2016). Participants were qualified teachers, working in a teaching role (whole class or intervention) in Key Stage 1 or 2, with between five and 35 years of teaching experience.

As Extended-Services provision is context dependent, participants were recruited from one school; a single-form entry Roman Catholic Primary School in the Northeast of England. The ward in which the school is located is amongst the 10% most deprived neighbourhoods in the country (Indices of Deprivation, 2019). When the research was conducted (November 2021), 65.6% of pupils were eligible for PP and this was being used to fund interventions across all EEF (2019) recommended tiers (described in this chapter). The school is part of an academy chain with a Catholic ethos focusing on holistic development by encouraging unique talents and interests, broadening horizons, and raising aspirations.

Ethics

This study had Newcastle University Ethics Committee approval. Informed consent was obtained, participants were debriefed and had the right to withdraw at any point before analysis.

Data generation

Semi-structured, intensive interviews were conducted with each participant. Intensive interviewing provides an interactive space for participant insights to emerge while focusing on the topic (Charmaz, 2014). Interview question style was guided by Charmaz (2014: initial open-ended, intermediate, and closing questions) and question content was informed by relevant literature (e.g. Kerr & Dyson, 2020; Vandell et al., 2020; Walsh et al., 2014). (Appendix 7: Interview Questions, p.131). Interviews lasted between 30 and 45 minutes. They were voice recorded and transcribed by the researcher. Pseudonyms are used for anonymity.

Data analysis

The CGT process (Appendix 8, p.133) involved initial line-by-line coding of transcripts, followed by focused coding, using significant and frequent codes to sort, synthesise, integrate, and organise data. Constant comparisons within and between data, codes, and categories, documented in memos throughout the process, resulted in construction of theoretical concepts (Appendix 9, p.134). Refining these concepts, integrating, and sorting memos, and considering the relationships between them, led to theory building. This process was

supported by diagramming (Appendix 10, p.150). Keeping a methodological journal aided memo-writing, which in turn, provided a space for the author to become actively engaged with the data, develop ideas, and engage in critical reflexivity (Charmaz, 2014). Theoretical saturation (coding/categorising until no new variation for existing categories emerge and established properties account for patterns in the data: Glaser, 1978; Holton, 2007) was implemented within analysed texts (Willig, 2013). Gerunds helped develop a theoretical model centred on action and social processes (Bryant, 2017).

Findings

Box 6: Research question (RQ) and subsidiary questions

What do primary school teachers tell us about the impact of Extended-Services on academic achievement for primary school children in poverty?

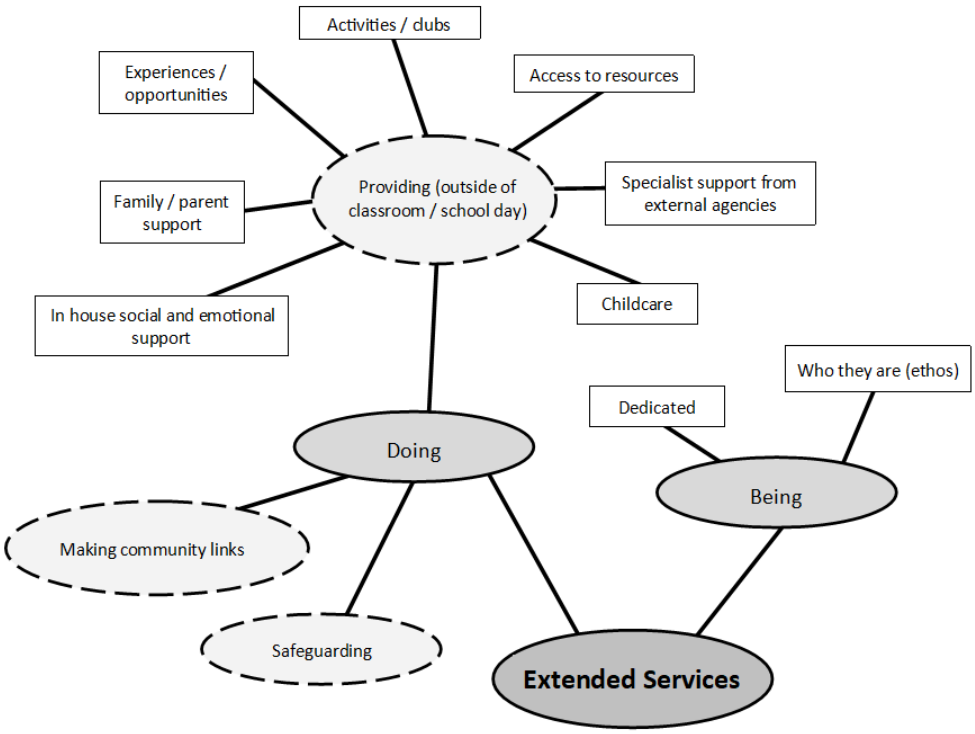
a) What do Extended-Services look like in their context?
b) What difference do Extended-Services make, how, for whom and over what timescale?
c) When do Extended-Services not make a difference?

To provide contextual information and a foundation for RQ(s), participants' conceptualisation of Extended-Services in their school context (Figure 3) purpose of providing Extended-Services, and poverty in their context were explored (Appendix 11, p. 151).

a) What do Extended Services look like in their context?

Regarding Extended-Services provision in the participating school context, concepts include 'Being' and 'Doing'. 'Being' (relating to what school *is*) has two sub-concepts: 'Who they are (ethos)' and 'Dedicated'. 'Doing' (relating to things they *do*) includes 'Safeguarding', 'Making community links', and 'Providing (outside of the classroom/school day)'. Sub-concepts of 'Providing (outside of the classroom/school day)' are 'Family/parent support', 'Experiences/opportunities', 'Activities/clubs', 'In house social and emotional support', 'Specialist support from external agencies', 'Access to resources', and 'Childcare'.

Figure 3: Participants' conceptualisation of Extended Services in their school context.



To answer the RQ, an explanatory model of interlinking theoretical concepts about the impact of Extended-Services on academic achievement for children in poverty (considering what difference they make, how, for whom and over what timescale) is presented (Figure 6). Additional theoretical concepts about when they do not make a difference are also offered.

b) What difference do they make, how, for whom and over what timescale?

How do Extended Services make a difference?

Considering *how* Extended-Services affect academic achievement (large blue box: Figure 6), participants referred to *who they are* and *what they do* as a school. Fundamental concepts 'Being part of the school ethos' and 'Being dedicated and committed' underpin all other concepts and describe *who* they are as a school. What they *do*, includes 'Plugging gaps' with sub-concepts 'Supporting children' and 'Supporting families'.

Figure 4 depicts the sub-concepts subsumed by the 'Supporting children' concept, including 'Teaching emotional literacy and social skills', 'Receiving specialist support and advice', 'Providing and enriching opportunities/experiences', and 'Providing a structured, consistent, and nurturing environment'. Arrows depict the links between these sub-concepts and the short/medium term impacts leading to 'Being ready to learn', 'Developing knowledge, skills and abilities' and then 'Progressing with academic skills'.

Figure 4: Subcategories subsumed by 'Supporting children' in Figure 6 and links to short / medium term outcomes

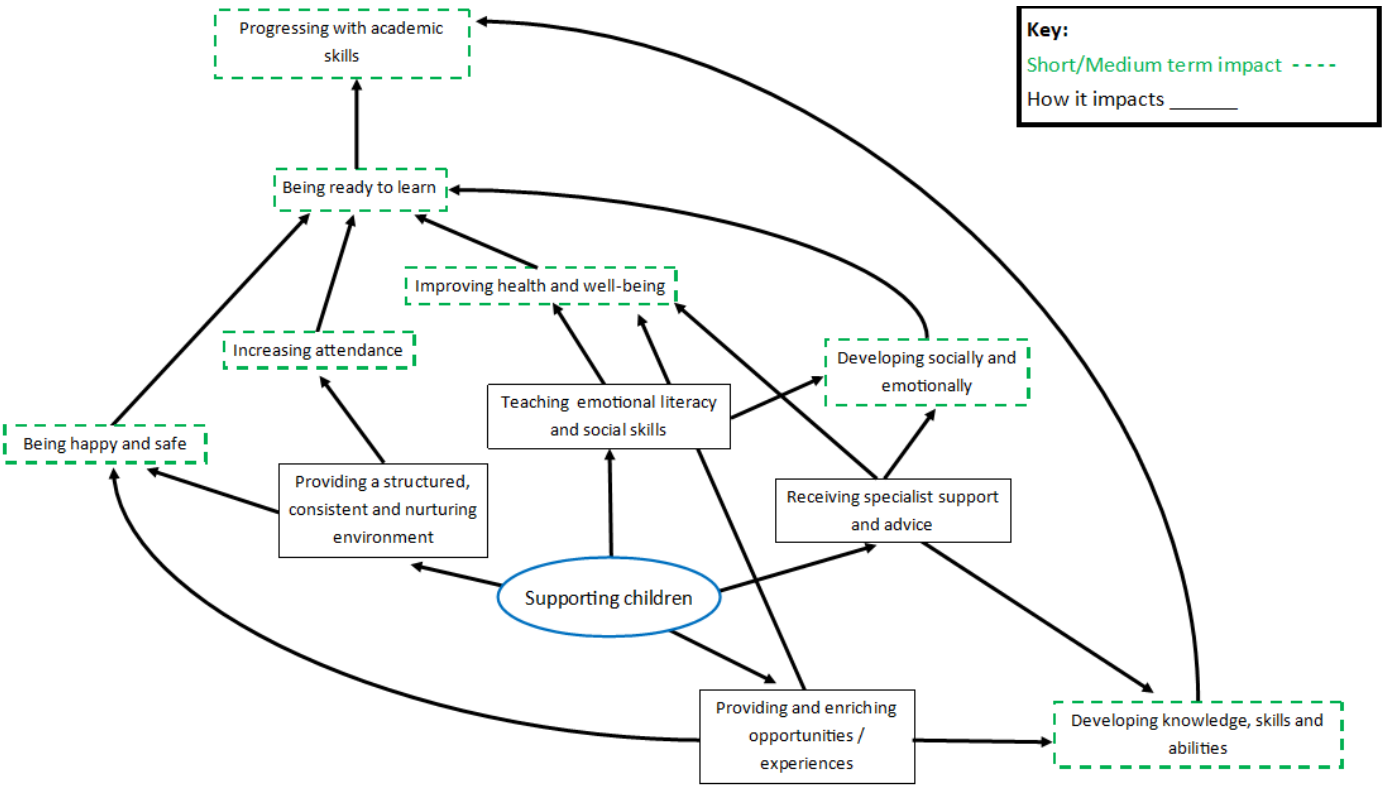
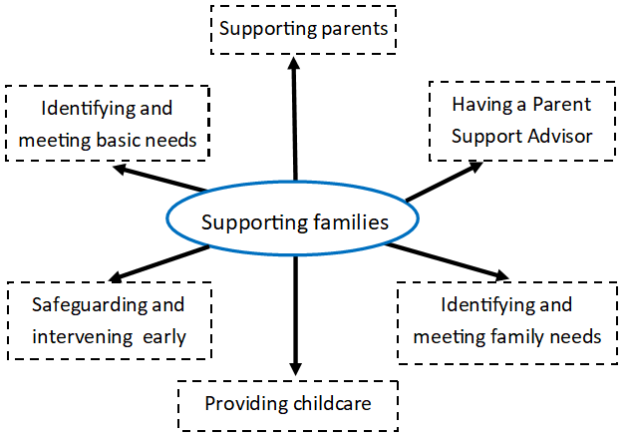


Figure 5 depicts the sub-concepts subsumed by the 'Supporting families' concept consisting of 'Supporting parents', 'Having a Parent Support Advisor (PSA)', 'Identifying and meeting family needs', 'Identifying and meeting basic needs', 'Providing childcare' and 'Safeguarding and intervening early'.

Figure 5: Subcategories subsumed by 'Supporting families' in Figure 6



What difference do they make and over what timescale?

Arrows depict the relationships between 'Supporting children/families' and *what* difference the Extended-Services make (purple box: Figure 6). Short/medium-term impacts (green dashed boxes: Figure 6) include 'Enabling families to function well', 'Increasing attendance', 'Being happy and safe', 'Improving health and well-being', and 'Developing socially and emotionally'. These impacts enable 'Being ready to learn'. Extended-Services aid 'Progressing with academic skills' via three concepts: 'Being ready to learn', 'Encouraging aspirations' and 'Developing knowledge, skills and abilities'. Collectively, these generate long-term impacts (red dashed boxes: Figure 6) 'Coping' and 'Growing' (with sub-concepts of 'Developing holistically' and 'Achieving academically'). In turn, 'Coping' and 'Growing' both facilitate 'Fulfilling potential' and 'Building skills for secondary school and beyond' (arrows: Figure 6).

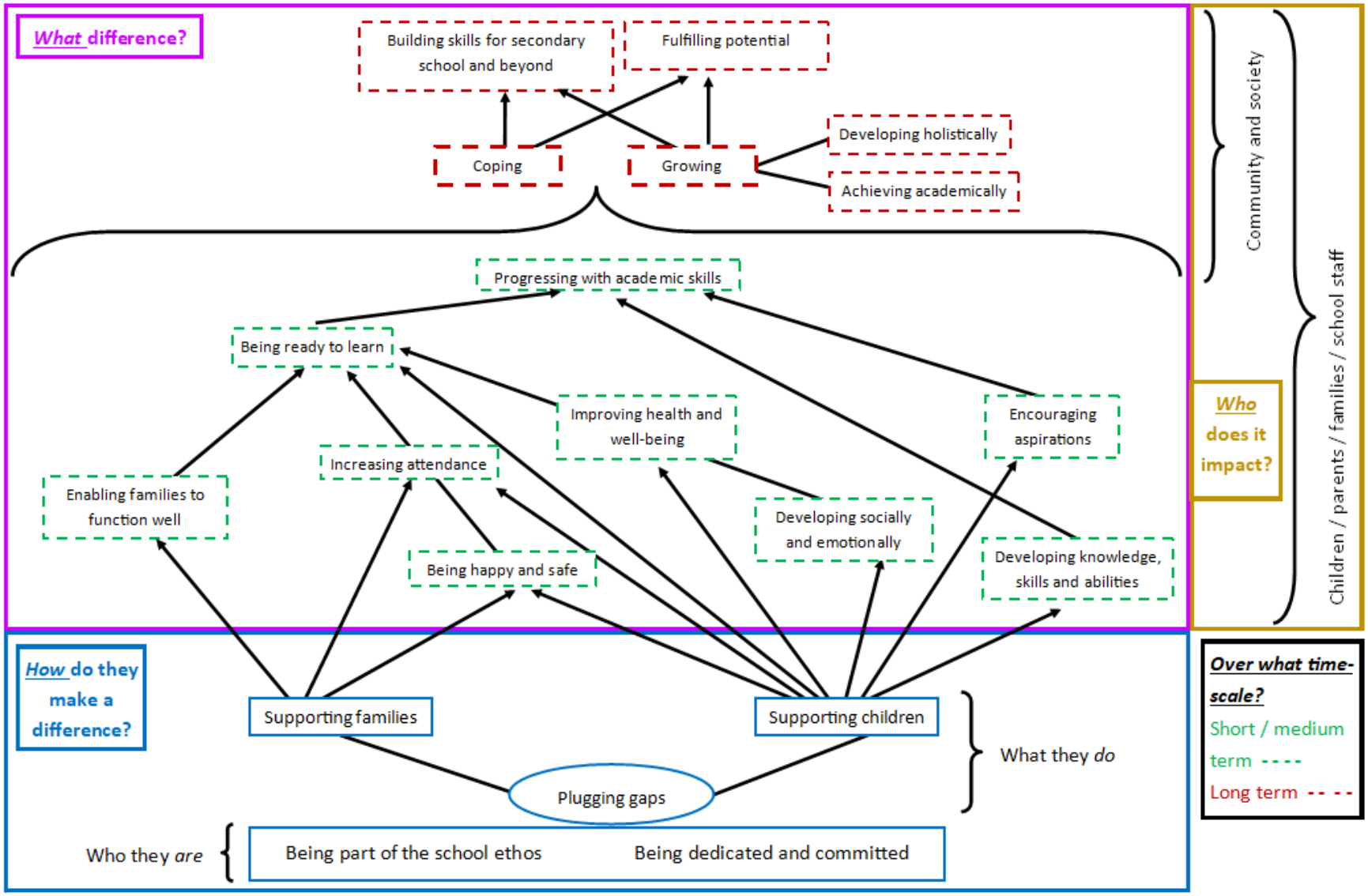
Making a difference for whom?

All '*What* difference?' concepts (having both short/medium- and long-term impact: Figure 6) have an impact for children, parents, families, and school staff (yellow box: Figure 6). Those having a long-term impact (red dashed boxes: Figure 6) do so for the community and society (yellow box: Figure 6).

c) When do Extended Services not make a difference?

Theoretical concepts explaining when Extended-Services do not make a difference include 'Pupil/family needs being above staff skill set', 'Waiting times for specialist support' and 'Only being able to do so much as a school'.

***Figure 6: An explanatory model about the impact of Extended Services on academic achievement for primary school children in poverty, considering* what *difference they make,* how, for whom *and* over what timescale.**



Discussion

a) What do Extended Services look like in their context?

Extended-Services provided fall into four of the five areas identified by the DfES (2005: varied activities, wraparound childcare, parent support, and swift and easy access to services). Information about the availability and nature of Extended-Services in England is limited (Diss & Jarvie, 2016). Consequently, it is difficult to show how the Extended-Services provided by the participating school compare to others. However, findings are consistent with Carpenter et al.'s (2012), suggesting that, except community access to school facilities, nine in ten schools were offering services in the other four areas and providing these services helped them to develop community links. Like the participating school where services for both pupils and parents/families were prioritised, Diss and Jarvie (2016) found community-oriented services to be a lower priority than those for pupils. This might be due to policy shift away from schools serving a wider community role (Diss & Jarvie, 2016).

Carpenter et al.'s (2012) Extended-Services evaluation suggested that while many schools perceived providing Extended-Services to be a burden, schools generally were committed to the agenda. The latter is consistent with the participating school who seem to have embodied this initiative, believing it is part of *who they are* as a school.

b) What difference do they make, how, for whom and over what timescale?

What difference do they make?

Findings suggest teachers consider Extended-Services to have an impact, in their context, on academic achievement for primary school children in poverty. Prior research likewise suggests a link between FSES/Extended-School/Community School approaches and learning/ attainment for disadvantaged pupils in England and Northern Ireland (Carpenter et al., 2012; Cummings, Dyson, et al., 2007; Leitch & Cownie, 2020) and in the USA (Blank et al., 2003; Caldas et al., 2019). However, other than in Caldas et al.'s (2019) study, populations included secondary as well as primary schools. There is empirical evidence suggesting links between the individual Extended-Services provided (as opposed to an FSES/Extended-Schools approach overall) and academic achievement for primary school children in poverty including childcare, extracurricular activities (Bayless et al., 2018; Chanfreau et al., 2016; Vandell et al., 2020), parent support (Henry et al., 2017; McDonald et al., 2006) and access to services (Walsh et al., 2014). However, this research is of varying quality, with access to services intervention research being of higher quality than the other intervention types.

Poverty not only has a negative effect on learning and educational outcomes for children but on a range of factors including health, well-being and lifestyle (Adamson, 2008). This study's findings suggest the perceived impact on academic achievement is indirect via other factors including 'Developing socially and emotionally', 'Improving health and well-being' and then, 'Being ready to learn':

> "*It's the Extended-Services meeting the needs…of the social, emotional, and mental well-being. Once their needs are…addressed, then…as a direct consequence, they're ready to focus on learning."* (Hannah)

Diss and Jarvie (2016) suggest Extended-Services have an indirect impact on achievement by building social and emotional capabilities. Findings of this study suggest additional perceived indirect impacts of Extended-Services on achievement via 'Enabling families to function', 'Being happy and safe', 'Increasing attendance' and 'Developing knowledge, skills and abilities'. While Cummings, Dyson, et al. (2007) acknowledge the relationship between direct impacts on achievement, and impacts on other elements of children's well-being, creating the conditions for attainment, Spratt (2016) presents a nuanced view of this relationship, arguing the impact of learning on well-being is often missed in educational policy.

Over what timescale?

Existing US literature suggests some services promote short-term outcomes (e.g. pupils being ready to enter school and engage in learning), which in turn, foster longer term outcomes such as improved academic achievement, well-being, a stable/safe school environment and preparing pupils for college and career (Biag & Castrechini, 2016; Shah et al., 2009). This is consistent with this study's findings, where participants talked about the longer-term cumulative effect of different Extended-Services on academic and holistic development over time throughout primary school and beyond:

> *"We have children who achieve highly when they leave us. Children who came into us…not toilet trained, emotionally secure, or able to access learning…We see those children develop into…more rounded…little people who go on to do well in their SATs…That's our hope…We'll build them up enough…to go to secondary school and…develop further."* (Catherine)

In addition to suggesting indirect impacts on achievement, the findings also indicate variable timescales for perceived impacts based on the nature of the Extended-Services provided. For example, participants described the impact of breakfast club being "*immediate*" (Sam) on 'Increasing attendance' and 'Being happy and safe', and the impact of Speech and Language

Therapy involvement on ‘Developing knowledge, skills and abilities’ and ‘Developing socially and emotionally’ being “*a little bit longer…it wasn't…an overnight fix.”* (Hannah)

Identified challenges in evaluating this kind of approach (Dyson & Todd, 2010) are consistent with participant views about difficulty in measuring impact of Extended-Services in their school. Findings suggest perceived impacts are:

> “*Something that's quite hard to measure…you see it…the measure is in the all-round child and how they're able to approach life and education.*” (Ashley)

Participants also talked about how the interlinking and indirect nature makes it difficult to explain the impacts of Extended-Services:

> “*It makes a huge difference to…it's hard to explain because…it all sort of leads into one another*.” (Catherine)

While participants talked about being able to *see* short to medium-term impacts, longer-term impacts (‘Coping’ and ‘Growing’, with sub-concepts of ‘Developing holistically’ and ‘Achieving academically’, in turn facilitating ‘Fulfilling potential’ and ‘Building skills for secondary school and beyond’) are something they *hope* to achieve by providing Extended-Services. This reflects a realist mechanism (putting something in place and it having a future effect: Pawson & Tilley, 1997). In addition to improved academic achievement, there is existing literature suggesting links between FSES/Extended-Schools and Community School approaches and longer-term outcomes including sixth-form/college engagement (Thompson & Ivinson, 2020) and preparing pupils for career and citizenship (Biag & Castrechini, 2016; Shah et al., 2009).

To whom (do they make a difference)?

Findings suggest all perceived outcomes (short to medium and long term) have benefits for children, parents, families, and school staff relating to programmes/activities provided, consistent with the desired outcomes of the Extended-Schools initiative (DfES, 2005). Longer-term hopes of the teachers, relating to the initiative overall, are for the local community and society:

> “*It has…huge implications on society…these people we're developing are going to impact the next generation…be the next workers, parents. We're trying to develop them into all-round human beings, and that impacts on them, their families, the society they live in, and…the future.”* (Ashley)

This is consistent with Kerr & Dyson’s (2020) findings using Theory of Change methodology, and the FSES evaluation (Cummings, Dyson, et al., 2007) where many school leaders

anticipated, in time, through long-term policies and changes, the initiative would impact on whole communities (Cummings, Todd, et al., 2007).

Due to weak specification of these services and context complexity, the findings of the present study highlight challenges to evaluating multi-level approaches identified by Dyson and Todd (2010). Much research in this field is longitudinal, lasting between one (Vandell et al., 2020) and five years (Hodges et al., 2017). These findings suggest that to see the potential longer-term effects of Extended-Services delivered in primary school, research will need to explore impacts in secondary school and beyond. This mirrors Caldas et al.'s (2019) approach, measuring the impact of a Full-Service Community School (elementary) on academic achievement at the end of high school and the longitudinal, Theory of Change case studies in the Extended-Services evaluation (Carpenter et al., 2012).

Overall, the suggested outcomes of providing Extended-Services identified by teachers in this study, reflect the 'Every Child Matters' objectives (being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic well-being: DfES, 2003), consistent with the intention of the Extended-Schools initiative (DfES, 2005) and the political inclination of the Labour government at the time (Lupton & Obolenskaya, 2013). The perceived longer-term hopes of teachers (e.g. building skills for secondary school and beyond), match the DfE's (2015) Preparing for Adulthood agenda: good health, friendships, relationships and community, independent living and employment. The 'Coping' outcome is consistent with the World Health Organisation's (WHO: 2018) definition of mental health, referring to coping with the normal stresses of life. These links to holistic development and wider policy initiatives mirror Biesta's (2009) three education functions (qualification, socialisation and subjectification) and provide support for a school role beyond their traditional teaching function (Cummings et al., 2011).

How do Extended Services make a difference?

This kind of approach to schooling understands children and their schools as located in wider family and community contexts (Cummings et al., 2011). Ecological Systems Theory (considering the influence of interacting systems on child development: Bronfenbrenner, 1977) and the Unified Theory of Development (including individual difference and the wider context: Sameroff, 2010) provide a theoretical basis for explaining *how* the multi-level nature of the interventions have complex, interacting impacts, at different levels, for different people, over time.

Like participants' conceptualisation of Extended-Services in their context (discussed above), findings suggest *how* teachers think Extended-Services make a difference for primary school children in poverty, relates to both *who they are* as a school and *what they do*.

Who we are: 'Being part of the school ethos' and 'Being dedicated and committed'

Participants referred to being a Catholic school and its influence on their ethos:

> *"It's all very holistic…particularly as we're in a Catholic school…how to be a good person."* (Lisa)

Findings suggest teachers perceive Extended-Services to help the school live out their Catholic ethos, focusing on holistic development by encouraging unique talents and interests, broadening horizons, and raising aspirations. Being at the heart of the school, underpinning all they do, participants think this ethos influences *how* Extended-Services make a difference. This aligns with a view that school practices are visible aspects of their culture, allowing insights into their underlying values (Baars et al., 2018). It is supported by *Investigating Links in Achievement and Deprivation* research in Northern Ireland where a holistic Catholic ethos, focusing on encouraging learning in disadvantaged communities, was identified as a driver of higher attainment in schools in deprived areas (Leitch et al., 2017).

Alongside being part of the school ethos, findings suggest teachers think staff dedication and commitment influence the perceived impact of the Extended-Services provided*:*

> "*It is a huge amount of effort by every staff member…everybody that works in our school puts in…100% effort.*" (Gina)

Leitch and Cownie (2020) concur, suggesting that to support elements of FSES provision, teachers have reported working more than expected hours, demonstrating their commitment. However, providing Extended-Services has also been viewed as burdensome (Carpenter et al., 2012). As high stress levels and poor well-being among educational professionals has been identified (Education Support, 2020), it is important that staff well-being is considered as part of Extended-Services provision.

What we do: Plugging gaps

Regarding things the school *does*, participating teachers think Extended-Services have an indirect impact on academic achievement for children in poverty by 'plugging gaps':

> "*We're here to try and…fill some of the gaps that have been formed by…the society they live in.*" (Catherine)

These 'gaps' refer to things participants perceive families in poverty to lack, including money, having basic needs met (Social Metrics Commission, 2018), social and cultural capital (Putnam, 2015), resources (Fell & Hewstone, 2015), aspirations (St. Clair & Benjamin, 2010),[6]

[6] See discussion in Providing/Enriching Opportunities and Experiences section p.68

routines (Evans et al., 2005), and having increased likelihood of emotional and mental health difficulties, poor living conditions (Child Poverty Action Group (CPAG): 2022), poor school attendance (Horgan, 2007), being an asylum seeking/refugee family (McKinney et al., 2020), and having special educational needs and disabilities (SEND, Shaw et al., 2016). This reflects a deficit view of families in poverty (Smyth, 2017; Thompson et al., 2016), rather than seeing them as struggling to manage a range of demands or pressures.

Participants believe they are 'Plugging gaps' for disadvantaged pupils by supporting children and families (in ways discussed below). Egan (2020) refers to early intervention, focusing on well-being, family engagement and community-based multi-agency working as integrated pupil and family support (Egan, 2020). Participants identified additional support strategies for children (providing experiences/opportunities, providing a consistent, structured and nurturing environment) and families (identifying and meeting basic needs and providing childcare). Egan (2020) referred to pre-school/early years provision, which was not mentioned by participants.

Supporting children

Providing/enriching opportunities and experiences

Thompson and Ivinson (2020) suggest educational policy, curriculum and practice controls in England have restricted the meaning of knowledge and teaching content, and there is little flexibility for schools to connect with the life-worlds of marginalised groups including those in poverty. This mirrors Habermas' (1984) ideas about the system-world (how schools are required to operate) and life-world (privileging human growth and development). Participants talked about the impact of this in their context:

> *"A child got working towards…on their Year 6 SATs because she was asked in the reading comprehension, how she could tell the family were wealthy…she said because they had a table to sit at…and that was marked wrong.*" (Sam)

Findings suggest teachers think Extended-Services make a difference by providing/enriching opportunities and experiences (via after school clubs, extracurricular activities, and trips) for children in poverty, whose parents tend not to have the social and capital networks of more affluent families (Putnam, 2015). Chanfreau et al. (2016) found out-of-school activities were associated with attainment, social, emotional, and behavioural outcomes at age eleven. Findings suggest teachers think exposure to these experiences results in enjoyment, improved well-being and development of knowledge skills and abilities, which in turn affect readiness to learn and achieve. This relates to Kolb's (1984) Experiential Learning Theory, suggesting learning occurs through grasping and transforming experience. Tanner et al. (2016) suggest additional possible explanations for the benefits of enrichment activities/clubs

including increasing self-belief, competitive spirit, positive identification with school, teacher perceptions of pupils and providing additional academic opportunities.

Since their conceptualisation of poverty in their context included pupils having low aspirations/expectations,

> "*[t]hose expectations... it isn't there for them. They could go to university if they wanted to but…because they have grown up in that environment, that becomes their expectation."* (Ashley)

…participants suggest experiences/opportunities also make a difference by encouraging aspirations:

> *"It's giving them an idea of where they'd like to go in life and what they'd like to be, because they're seeing people doing different types of jobs…giving them goals."* (Gina)

Leitch and Cownie (2020) suggest as high achievement tends to be rare in disadvantaged areas, community norms or negative parental attitudes about education can dissuade educational success. While there is a widespread assumption that families in poverty have low aspirations (St. Clair & Benjamin, 2010), research contradicts this view, suggesting aspirations are high but fade over time as a result of negative experiences (Goodman & Gregg, 2010). Research suggests families have trouble in fulfilling their ambitions due to parents' social networks lacking experience and knowledge to help their children, as opposed to ambitions being low (Kintrea et al., 2011; Menzies, 2013). Therefore, informing parents and children well about what their aspirations involve and providing access to support is more appropriate than trying to change their attitudes and aspirations (Carter-Wall & Whitfield, 2012; Menzies, 2013).

Teaching emotional literacy and social skills and providing a structured, consistent, and nurturing environment

Participating teachers think Extended-Services have an indirect impact on academic achievement via other impacts including developing social and emotional (SE) skills (Diss & Jarvie, 2016).[7] In considering *how* Extended-Services do this, participants talked about explicit teaching of these skills via Nurture Groups (NG) and a whole school nurturing approach. While Spratt (2016) suggests the relationship between well-being and learning is reciprocal, participants think children in poverty often have poor SE skills (Hetzner et al., 2010) and learning how to develop healthy relationships and engage in emotional self-regulation via SE

[7] See discussion in *What difference do they make?* section p. 63

learning interventions, consequently, is likely to increase academic attainment (EEF: 2021b). While acknowledging low research quality in this field, the EEF (2021b) suggests interventions are seemingly more effective when supported by staff training and embedded within school routine. Self-Determination Theory (Ryan & Deci, 2000) suggests relatedness, autonomy and competence enable motivation and growth, and Maslow (1943, 1969a) suggests in addition to basic needs (physiological and safety), psychological needs including love, belonging and esteem, need to be met for self-actualisation, growth and transcendence. This is consistent with participants' perceptions, suggesting development of these skills provides a foundation for learning, and Extended-Services are a mechanism to enable it:

> "*They cannot move on educationally, unless socially and emotionally they are stable…these services provide the foundations to build…academics.*" (Lisa)

This study's findings are consistent with Spratt's (2016) suggestion that the impact of learning on well-being is often missed.

NGs, with principles underpinned by Attachment Theory (Bowlby, 1969), Sociocultural Theory of Learning (Vygotskiĭ, 1978) and Maslow's (1943) Theory of Motivation, aim to support children experiencing SE and behavioural difficulties with restorative experiences (Boxall, 2002; Cooper & Tiknaz, 2005). Poverty has been associated with household chaos (Evans et al., 2005), characterised by confusion, disorganisation, lack of routine and structure (Emond, 2020), and in turn, has negative outcomes for children including poor socioemotional and self-regulatory functioning (Evans, 2006), school readiness (Micalizzi et al., 2019), and poor school performance (Hanscombe et al., 2011). Participating teachers think providing a safe and nurturing environment with clear expectations, boundaries and routines via NGs (Boxall, 2002) is conducive to the delivery of Extended-Services and contributes to their effectiveness. However, research findings are mixed for NG interventions, at an individual and whole school level, in supporting SE development, and identified limitations include lack of high quality, longitudinal research and questions about the appropriateness of evaluation within a positivist paradigm (Hughes & Schlosser, 2014; Nolan et al., 2021).

Receiving specialist support and advice

Findings also suggest teachers think Extended-Services make a difference due to the advice and support received from specialist services. While poverty has been associated with an increased likelihood of having SEND (Shaw et al., 2016), Tomlinson (2012, 2014) presents a more critical view, suggesting this association is a social construction, maintaining wider societal systems. Findings suggest the participants sometimes perceive pupil needs to be too great in relation to their skill set:

> "*Where children have experienced too much trauma…it's beyond our skill set to help."* (Gina)

It is a legal requirement for mainstream schools to do all they can to meet the needs of pupils with SEND (HMSO: 2014) and the SEND Code of Practice (DfE: 2015) provides a list of services available to schools in helping them to identify needs and provide effective support and interventions. Findings suggest involving specialist services and *"through everyone working together"* (Hannah) pupil needs are better identified and met (Ofsted, 2021).

Supporting families

Identifying/meeting basic needs, safeguarding and intervening early

Children in poverty often arrive at school without food, PE kit, equipment, uniform, or are dressed inappropriately for the weather (*"wearing flip-flops in the rain*" – Hannah) and have no access to resources at home including laptops (Educational Institute of Scotland (EIS): 2018a). As a result, schools are responding to the physical and resource needs of children in poverty by providing services in school ("*breakfast club"* and *"family support worker who can help with uniform"* – Sam) and making links with services in the community ("*Children's Centre*" and "*foodbank*" – Hannah, EIS: 2018b). Findings suggest identifying and meeting needs via Extended-Services has a perceived indirect impact on 'Progressing with academic skills". This reflects Maslow's (1943, 1969a) thinking about human motivation.[8] Being aware of the stigma experienced by the poorest children in schools (Mazzoli Smith & Todd, 2016), the participating school carries out some poverty proofing practices including *"discreetly"* (Lisa) providing uniform and fully funding clubs (breakfast/afterschool), trips, experiences and resources for all children (Mazzoli Smith & Todd, 2019):

> *"We spent time during the pandemic, getting funding, accessing devices* [laptops] *for the families"* (Gina)

This is an attempt to eliminate the hidden costs of school (EIS, 2015) that are problematic for some families in poverty (CPAG in Scotland, 2015).

Participants' conceptualisation of poverty in their context also includes *"a lack of safety and security"* (Gina). While poverty itself is not a safeguarding matter, it can lead to issues which are safeguarding concerns including unmet basic needs and the impact of stress and substance misuse within the household (Safeguarding Network, 2022). Findings suggest participants think supporting families via Extended-Services (by supporting parents and providing access to services) and early intervention (via the Early Help process: DfE, 2022),

[8] See *Teaching emotional literacy skills and providing a structured, consistent, and nurturing environment* section on p. 69.

helps their school to uphold its safeguarding responsibilities (Safeguarding Network, 2022), improving family life and in turn, supporting child mental health and school performance (Early Intervention Foundation, 2021).

Supporting parents and identifying/meeting family needs

Findings suggest in addition to meeting basic and physical needs, teachers think Extended-Services make a difference to perceived child outcomes by supporting parents and identifying/meeting family needs by providing support in-house and signposting to external services:

> *"Housing support, financial support, emotional support… domestic violence or parenting support…the sleep workshop."* (Hannah)

Research suggesting a link between parent support interventions and academic achievement for primary school children in poverty is inconsistent (EEF, 2018b; Henry et al., 2017; McDonald et al., 2006) and of mixed quality. There is higher quality USA-based evidence for Integrated Student Support interventions (similar to Access to Services approach helping schools connect struggling families with critical supports such as housing and medical care: Moore et al., 2017) and their impact on academic achievement for primary school children in poverty (Moore et al., 2017; Walsh et al., 2014). Research suggests the importance of addressing out-of-school factors/non-academic barriers to learning to influence academic achievement (Bryk et al., 2010; Walsh & Murphy, 2003). An access to services intervention (evaluated by Moore et al., 2017; and Walsh et al., 2014) suggests it does so by embodying the following characteristics: being customised, comprehensive, coordinated, cost-effective, continuously monitored and implemented with fidelity (City Connects, 2014, 2018).

Having a Parent Support Advisor

When exploring *how* Extended-Services make a perceived difference by supporting families, findings suggest teachers think the Parent Support Advisor (PSA) role is important. Existing literature found PSAs effective in engaging and empowering parents, improving parent-child relationships and their child's SE development (Lindsay et al., 2008). In addition, this study's findings suggest participants perceive their PSA is:

> "*Integral in engaging with those families that need extra support through Extended-Services and working with them to identify and…meet their needs."* (Catherine)

This is consistent with the intention of PSAs outlined by the DfE (2005b), suggesting they will involve parents in identifying appropriate family and child support. Factors contributing to this success include a high level of face-to-face work (*"works closely with parents"* – Lisa),

interpersonal skills (*"she's approachable"* - Gina) and good home-school teamwork *("she's a brilliant bridge between school and families*" - Catherine. Cullen et al., 2013).

Effective parental engagement approaches might support parents to assist their child's learning or self-regulation, creating a more effective home learning environment and decrease chances of attainment regression during holiday periods (EEF: 2021a). Research suggests busy practitioners can sometimes make assumptions about groups of parents (Rudney, 2005) believing them to be 'hard to reach' (Crozier & Davies, 2007) and their conceptualisation of parental engagement relates to parents supporting the school (Harris & Goodall, 2007). However, some parents might want to be involved in their child's learning but experience barriers to school activities (Kim, 2009; Levine, 2009). Goodall and Montgomery (2013) suggest a continuum between parental involvement with schools (the act of taking part) and parental engagement with children's learning (the feeling of being involved) where the latter involves more ownership/commitment. The participating school seem to encourage both parental involvement with school (*"parents are coming into school more"* – Ashley) and parental engagement with learning (*"it builds parents' confidence…and encourages them greatly to be involved in their child's education"* – Ashley), developing parental self-efficacy (belief in their ability to perform the actions needed to succeed in a situation: Bandura, 1997). The teachers think they do this via their PSA, influencing the effectiveness of their Extended-Services delivery:

> *"The school wouldn't offer the Extended-Services as well as they do without her here.*" (Catherine)

Providing childcare

The final identified factor influencing *how* Extended-Services make a perceived difference relates to providing childcare. The risk of poverty increases with reduced working hours and unemployment (e.g. in a lone-parent household, the poverty risk triples when a parent moves from full-time work to unemployment: Diss & Jarvie, 2016) and parents in the UK with school-age children report reducing working hours due to childcare reasons (Office for National Statistics, 2019a). Findings and literature suggest breakfast and after-school club provision,

> "*allows someone to work…therefore, they're earning money and…that's going back into the family pot*" (Gina)

…reducing the risk of child poverty (Diss & Jarvie, 2016). There is UK (Chanfreau et al., 2016; Sylva, Melhuish, Sammons, Siraj Blatchford, et al., 2008) and USA (Durlak et al., 2010; Vandell et al., 2020) research suggesting a link between childcare interventions and academic achievement, with some of the perceived possible explanations for *how* they impact being discussed in the 'Providing/enriching experiences and opportunities' section above. As

childcare enables parents to work, findings suggest teachers think this indirectly affects 'Being ready to learn' and in turn, 'Progressing with academic skills' via 'Enabling families to function'.

c) When do Extended Services not make a difference?

As highlighted in the 'Receiving specialist support and advice' section, sometimes staff perceive the needs of pupils and families to be too great and at these times, providing support can be difficult. This advice and support is highly valued:

> "*Professionals come in…they do a really good assessment…we value what they say, and the strategies…they've given us."* (Hannah)

However, participants believe this support is not always timely, thorough enough or implemented appropriately, having negative outcomes for some children (Ofsted, 2021). In addition to staff skill set, this also relates to their perceived capacity as a school and poverty as a systemic issue. For example:

> "*Sometimes it's too deep rooted for us…We are a school...We help children and move them forward, but we can't change the society they live in.*" (Ashley)

These findings reflect limits to personal/professional agency (Bandura, 2006: the ability to intentionally influence one's functioning and life circumstances). The British Psychological Society (2020) suggests the need for a systemic and psychological approach to addressing poverty. While schools are not able to compensate for social policy (Ivinson et al., 2017), literature suggests it is possible to learn from social justice-driven policy (Thompson & Ivinson, 2020).

Limitations

While the author does not take a culture of deficit position, some generated concepts (e.g. families 'lacking' and 'plugging gaps') grounded in teacher discourses and consistent with existing literature, reflect a deficit view within education, of families in poverty (Smyth, 2017; Thompson et al., 2016). Griffiths (2012) suggests the value of education should involve educational experiences as part of living a good life to be socially just, rather than narrowly focusing on outcomes. This raises questions about providing services to change children, or schools offering something different.

As indicated, there are challenges to evaluating Extended-Services, given their complex nature: numerous activities achieving multiple and interrelated outcomes (Kerr & Dyson, 2020). Time constraints did not allow Theory of Change or full GT methodology to explore the RQ. Use of abbreviated GT meant that theoretical sampling (collecting further data in the light

of initial codes and categories) was not possible. Despite using line-by-line coding to compensate for this (Willig, 2013), breadth and depth of analysis was hindered. Due to the Extended-Services broad and multi-faceted nature, the scope of this project, and it being carried out by a sole researcher, it is likely that theoretical concepts, relationships between them and relevant existing literature has been missed. Additional factors influencing validity include other possible initiatives affecting identified outcomes not explored, and the number of interviews conducted. While Charmaz (2014) does not identify a minimum number of interviews for GT, some might consider six to be a small number of participants (Guest et al., 2006).

The researcher was known to the participating school and some participants prior to the research. While ethical and methodological issues were carefully considered, it is possible this relationship influenced what was attended to in the data.

Implications

As mentioned in the Discussion (p.65), to see the potential longer-term effects of Extended-Services delivered in primary school, research needs to explore impacts in secondary school and beyond (Garces et al., 2000). Exploring the RQs using Theory of Change methodology or the full version of GT, from perspectives of others including parents/carers and pupils, would enable deeper exploration of the mechanisms involved within simultaneously occurring, multi-levelled services, achieving numerous and interrelated outcomes over time. Teacher discourses relating to families experiencing poverty in the context of Extended-Services could also be explored.

Educational Psychologists (EP) can support schools to view the impact of poverty on child development, and interventions to narrow the attainment gap, through a biopsychosocial contextual lens (Bronfenbrenner, 1977; Sameroff, 2010). This highlights the potential for EP work at a systems and community level to promote social justice and positive outcomes for children and families.

Conclusion

This study goes beyond considering what Extended-Services make a difference for primary school children in poverty, by also considering how, for whom, over what timescale and when they do not make a difference, from teachers' perspectives.

Findings suggest the teachers interviewed considered Extended-Services to have an impact on academic achievement in their context. This perceived impact is short to medium term and indirect via readiness to learn, which is mediated by other outcomes including increased attendance, family functioning, health, well-being, happiness, safety, and development of

knowledge, skills, and SE capabilities. Over time, these Extended-Services generate perceived longer-term holistic hopes for community and society including fulfilling potential and building skills for secondary school and beyond, underpinned by growing (including holistic and academic development) and coping. Participants think all outcomes make a difference for pupils, families, parents, and school staff. How Extended-Services make a perceived difference, is explained by *who they are* (the school community: relating to their holistic catholic ethos and dedicated staff team), which provides a foundation for *what they do* (support children and families in numerous ways).

These findings are supported by theory and literature, reflect a holistic view of education (Biesta, 2009: qualification, socialisation and subjectification) and provide support for a school role beyond their traditional teaching function (Cummings et al., 2011). However, there are challenges to evaluating this complex approach and limitations influencing validity of the findings.

Chapter 4 – Reflective synthesis of professional and academic learning acquired

Introduction

In this chapter, I provide a reflective synthesis of the skills acquired throughout the research process, how the process has changed me, and implications for my practice as an Educational Psychologist (EP). I provide a dissemination plan and further implications for education/educationalists, EPs, future research, and my role as a newly qualified research-practitioner.

What have I learned from the research process and what implications does this have for my practice?

In Chapter 2, I explored my contribution to the construction of meaning throughout the research process (reflexivity: Willig, 2013), considering my philosophical stance, values and ethics, and their influence on my chosen methodology and methods. As a result, I have developed an understanding of how *I* influence my practice as a researcher and an EP (Parker, 2013). In my role as an EP, I am not searching for a 'right' answer (Cameron, 2006). Being concerned with complex human problems (Gillham, 1999), I need to be able to manage uncertainty and justify my professional decisions and actions. In addition to ethical principles guiding my practice (British Psychological Society, BPS, 2018; Health & Care Professions Council, HCPC, 2016), I now understand how my belief system influences the psychology drawn upon, approaches/tools used, and interpretations made in my day-to-day work. For example, in taking a critical realist stance (with an objectivist ontology and subjectivist epistemology, Johnson & Duberley, 2000), approaches used in practice will vary between situations, contexts and the question being asked. This will provide one of many possible understandings of the situation. Aspects of my role including taking action to address power imbalances and challenge anti-discriminatory and anti-oppressive practice (HCPC, 2016), are underpinned by ethicality and a drive for social justice and inclusion. A consistent and coherent relationship between ontology, epistemology and methods used, enables more meaningful practice (Darlaston-Jones, 2007). Table 11 provides demonstrations of how some of these understandings (or lack thereof) might affect people's feelings, thinking and actions.

Table 11: How theories, models or belief systems might influence feelings, thinking and action, adapted from Gameson et al. (2005)

Possible theories, models, or belief systems	Construction of events	Possible related thinking or action
Medical (psychiatric, because of mental health problems)	*He must have an anxiety disorder.*	Seeking medical support in 'fixing' the problem e.g. medication.
Systemic (relationships between systems and sub-systems influencing behaviour)	*The children react like that because the school behaviour policy is punitive.*	Changing systems level policy to influence behaviour.
Social Learning (behaviour learned from others)	*That's learned behaviour from home.*	Seek change in behaviour via modelling of desired behaviours.

I have also developed skills in critical thinking through aspects of the research process including critical reading (Wallace & Wray, 2021a) and quality assessing selected studies in the systematic literature review (SLR, EPPI-Centre, 2003; Gough, 2007). Criticality is reflective thinking focused on deciding what to believe or do (Ennis, 1989) and involves evaluating evidence to form judgements and monitor the quality of decisions made (Facione et al., 2000). This is essential for assessment and formulation in educational psychology (BPS, 2019). My belief system and personal experience of working in a school in an area of high deprivation, influenced the information attended to in my initial literature searches and research focus. While reflexivity enabled me to be transparent in acknowledging this influence and examine my assumptions, criticality enabled me to challenge conclusions made in existing literature and policy (e.g. recommendations and summary of evidence provided by Education Endowment Foundation, EEF, 2021c), and provide warrant to consider an area of interest (Extended Schools/Services: Department for Education and Skills, 2005). Again, these skills are relevant to my role as a TEP as well as a researcher. Ossa (2018) suggests critical thinking is essential in understanding the nuances and complexity of human beings in society and education, by providing space for reflection and systematic evaluation of knowledge and actions. I can apply skills developed in criticality, in my role as an EP via tools including institutional metacognition (at a school and community level through reflection and participatory dialogue: Ossa et al., 2018) and being a critical friend (through advisory instances and reframing thinking to promote change: Evans, 2014).

Throughout the research process, I have practised navigating ethical issues and dilemmas including the risk-benefit analysis of participation. As in research, where ethics goes beyond being a tick-box procedural exercise (Groundwater-Smith & Mockler, 2007), in EP practice, ethicality, guided by professional codes of conduct, is at the heart of professional decisions and actions (BPS, 2013, 2018). For example, I am able to apply equality and diversity principles (HCPC, 2016) by eliciting and understanding the stories of others via narrative

approaches (Morgan, 2000). Practising ethically aligns with my personal values of respect and integrity (BPS, 2018), again emphasising how *I* influence my practice.

In reviewing literature, analysing data, and writing up findings/discussion sections, I have developed skills in synthesising information and academic writing. This is relevant to my role as an EP, where integrating assessment information from a range of sources into concise formulations to inform next steps, and communicating this clearly and concisely via verbal and written means, is essential (HCPC, 2015).

Dissemination of findings

In carrying out this research, I have developed knowledge for practice (Wallace & Wray, 2021b). In upholding my professional and ethical responsibility to communicate the outcomes of my research, I will disseminate the findings (Health & Care Professions Council, 2015).

Literature suggests dissemination can be thought about in three ways: for awareness, understanding and action (Harmsworth et al., 2001) and findings must be communicated in a way that is meaningful to the intended audience (Keen & Todres, 2007). Table 12 details a dissemination plan for this research identifying the target audience, how the message will be communicated, form of dissemination and intended outcome (Harmsworth et al., 2001).

Table 12: Dissemination plan

Target Audience	Method of dissemination	Form of dissemination	Intended outcome
Participating school	Verbal feedback via a staff meeting. Written feedback via a more accessible version of my written report.	Understanding Action	Deeper understanding of the impact of Extended Services (Extended-Services) in their school including explanatory mechanisms. Provide a catalyst for further reflection and development of their Extended-Services provision moving forward.
Schools in my employing LA	Verbal feedback to Special Educational Needs Coordinator (SENCo)/Senior Leadership Team (SLT) in EP planning meetings.	Awareness	Raised awareness of explanatory mechanisms, their impacts, and timescales for all schools.
	For schools expressing interest, I will provide more detailed feedback verbally and written (similar to the participating school).	Understanding Action	More in depth understanding for those interested/where topic is deemed relevant to school context. SLT can use this information to help inform their decisions regarding Pupil Premium spending.

EP team in my employing LA	Sharing my finished written report followed by discussion in a team meeting.	Awareness	Raised awareness of explanatory mechanisms, their impacts, and timescales for all EPs.
		Understanding Action	More in depth understanding developed through additional discussion, further reading and EPs sharing this with their schools as appropriate. EPs to use a biopsychosocial contextual framework with schools to consider the impact of poverty and interventions. Further research activities at school/LA level to be considered.
Research Community	Publication in an academic journal	Awareness Understanding	Findings and conclusions drawn to be considered by other EPs, researchers, and educationalists.
		Awareness Understanding Action	Implications for future research to be considered and acted upon by other EPs and researchers.

Implications for education/educationalists, EPs, and research

Education and educationalists

My SLR (focusing on the impact of individual Extended-Services) and EEF (2019) provide a summary of evidence evaluating the impact of individual interventions to narrow the attainment gap. However, reliance on quantitative studies means the provided insights are limited (Burn et al., 2016). Biesta (2009) suggests measurement and outcome-driven agenda in schools encourages us to value what can be measured, rather than engaging in measurement of what we value, and as a result, there is a need to reconnect with the purpose of education.

There are limits to the validity of my empirical study's findings due to the challenges in evaluating multi-levelled, context-dependent interventions. However, findings are supported by theory and literature, reflecting a holistic understanding of education (Biesta, 2009: qualification, socialisation and subjectification) and support a school role in providing more than teaching (Cummings et al., 2011). Therefore, when allocating Pupil Premium (PP) funding, schools might consider services that have an indirect impact on academic achievement for disadvantaged pupils, by creating the conditions for learning and in turn, increase attainment (Cummings, Dyson, et al., 2007). Over time, providing several simultaneously occurring, multi-levelled services, supporting children and their families, is likely to achieve numerous and interrelated outcomes influencing holistic development (including academic outcomes), rather than academic achievement alone (Biag & Castrechini, 2016; Shah et al., 2009). This approach to PP spending will more likely be conducive to

schools perceiving their role as extending beyond a teaching function, with an ethos emphasising whole-child development, and staff commitment to this vision.

Educational psychologists

Traditionally the EP role involved deficit-focused, individual, diagnostic work (Summerfield Report, 1968). Gillham and co-authors (1978), suggested EP work should shift towards a 'context of child' model, involving research, and systemic work. However, legislation (Her Majesty's Stationary Office, 1981, 1993, 2014), national policy (Department for Education, 2015; Department for Education and Skills, 2001a), the profession getting caught in a positivist paradigm (Burden, 1999) and what clients want from EPs (Ashton & Roberts, 2006; Boyle & MacKay, 2007), has continued to encourage assessment-based EP work at an individual level.

This research highlights potential for EP work at systems and community level to promote positive outcomes for children, young people, and their families, providing paradigm challenge. EPs can help schools consider the impact of poverty on child development and interventions to support disadvantaged children, within a biopsychosocial contextual framework (Bronfenbrenner, 1977; Sameroff, 2010).

Future research

To provide further understanding of the impact of simultaneously occurring, complex services on academic achievement and other outcomes for children in poverty, future research needs to evaluate impact over decades, similar to the Head Start programme in the USA (Garces et al., 2000). Additional insights into explanatory mechanisms involved rather than focusing on what works alone, can be explored via Theory of Change or full Grounded Theory methodology, considering the perspectives of others, including parents/carers and pupils. Teacher discourses regarding Extended-Services provision in the context of poverty could be explored.

My next steps as a research-practitioner

Research, at an individual, group and organisational level, is a core competency and proficiency for EPs (BPS, 2019; HCPC, 2015). In EP training, I have developed knowledge and skills in conducting research and considering existing empirical evidence with criticality (Cameron, 2006). Therefore, I am well placed to support schools in considering evidence-based interventions in addition to conducting or supporting research projects (Cameron & Monsen, 2005; Lunt et al., 2001). Trading EP services have been associated with a broader range of work beyond the traditional assessment function (Lee & Woods, 2017). As a newly qualified EP, I will discuss with my allocated schools, the possibility of conducting research in

their school context (aiming to develop knowledge for practice: Wallace & Wray, 2021b), as part of their traded service.

In 2019, the town which my placement local authority (LA) serves, was identified as one of the ten most deprived LAs, based on the proportion of neighbourhoods in the most deprived 10% nationally (Ministry of Housing, Communities & Local Government, 2019). Therefore, the focus of this research project is relevant to the local context. I will express an interest within my EP team, to engage in research activities with a poverty and education focus, at a LA level. I will also continue to explore how I can promote social justice as an EP by considering the extent to which my work is strength-based, preventative, empowering and community-based (Prilleltensky, 2014).

While research can be a distinct activity in EP practice (BPS, 2019; HCPC, 2015), Parker (2013) suggests all EP work could be considered as research, by taking a systematic approach to gathering and synthesising information and ideas. Therefore, I hope to apply and embed the skills learned throughout the research process in my day-to-day practice, in addition to distinct researching activities.

Conclusion

In this chapter, I have reflected on the impact of the research process on my own development and the meaning of research outcomes for the intended audiences. A deeper understanding of reflexivity has helped me to make sense of mine and others' actions in both personal and professional contexts, consider alternative ways of thinking and its impact. I no longer take things at face value, having the confidence to challenge assumptions, and engage in discussion, developing my thinking around a subject further. This learning has enabled me to appreciate the nuances in everyday situations and the complexity of human problems at different levels (individual to systemic). This means, in my personal and professional life, I am less likely to view situations through a reductionist lens and I will behave in a way which reflects this understanding. Coupled with reflexivity, ethicality has helped me to connect with my values, morals, and responsibilities, which makes my life and work more meaningful. Therefore, learning acquired throughout the research process has not only changed who I am as a professional, but who I am as a person.

References

Achenbach, T. M. (1991). *Manual for the Child Behaviour Checklist and 1991 Profile*. University of Vermont, Department of Psychiatry.

Adamson, D. (2008). Still Living on the Edge? *Contemporary Wales*, *21*, 47-66.

An, C. (2015). *Estimating the effectiveness of City Connects on middle school outcomes.* Boston College.

Anthony, E. K., Alter, C. F., & Jenson, J. M. (2009). Development of a Risk and Resilience-Based Out-of-School Time Program for Children and Youths. *Social work (New York)*, *54*(1), 45-55. https://doi.org/10.1093/sw/54.1.45

Ashton, R., & Roberts, E. (2006). What is valuable and unique about the Educational Psychologist? *Educational Psychology in Practice*, *22*(2), 111-124.

Baars, S., Shaw, B., Mulcahy, E., & Menzies, L. (2018). *School cultures and practices: supporting the attainment of disadvantaged pupils. A qualitative comparison of London and non-London shools*. London: Government Social Research

Bae, S. H. (2019). Concepts, Models, and Research of Extended Education. In S. H. Bae, J. L. Mahoney, S. Maschke, & L. Stecher (Eds.), *International Developments in Research on Extended Education: Perspectives on extracurricular activities, after-school programmes and all-day schools*.

Ball, S. (2018). The trajedy of state education in England: reluctance, compromise and muddle - a system in disarray. *Journal of the British Academy*, *6*, 207-238.

Bandura, A. (1997). *Self-efficacy: The exercise of control*. Freeman.

Bandura, A. (2006). Toward a Psychology of Human Agency. *Perspectives on psychological science*, *1*(2), 164-180. https://doi.org/10.1111/j.1745-6916.2006.00011.x

Banerjee, P. A. (2017). Is informal education the answer to increasing and widening participation in STEM education? *Review of education (Oxford)*, *5*(2), 202-224. https://doi.org/10.1002/rev3.3093

Bayless, S. D., Jenson, J. M., Richmond, M. K., Pampel, F. C., Cook, M., & Calhoun, M. (2018). Effects of an Afterschool Early Literacy Intervention on the Reading Skills of Children in Public Housing Communities. *Child & Youth Care Forum*, *47*(4), 537-561.

Beaver, J. (1997). *Developmental Reading Assessment*. Celebration Press.

Bender, K., Brisson, D., Jenson, J. M., Forrest-Bank, S., Lopez, A., & Yoder, J. (2011). Challenges and Strategies for Conducting Program-Based Research in After-School Settings. *Child & Adolescent Social Work*, *28*(4), 319-334. https://doi.org/10.1007/s10560-011-0236-y

Bergman, L. R., & El-Khouri, B. M. (2002). *Sleipner: A statistical package for pattern-oriented analysis (Version 2.1)*. Stockholm University, Sweden, Department of Psychology.

Bhaskar, R. (1998). *The possibility of naturalism: A philosphical critique of the contemporary human sciences* (3rd ed.). Routledge.

Biag, M., & Castrechini, S. (2016). Coordinated Strategies to Help the Whole Child: Examining the Contributions of Full-Service Community Schools. *Journal of Education for Students Placed at Risk*, *21*(3), 157-173. https://doi.org/10.1080/10824669.2016.1172231

Biesta, G. (2009). Good Education in an Age of Measurement: On the Need to Reconnect with the Question of Purpose in Education. *Educational Assessment Evaluation and Accountability*, *21*.

Biesta, G. (2012). Philosophy of Education for the Public Good: Five challenges and an agenda. *Educational Philosophy and Theory*, *44*(6), 581-593.

Blank, M., Melaville, A., & Shah, B. (2003). *Making the difference: Research and practice in community schools*. C. f. C. Schools.

Boland, A., Cherry, M. G., & Dickson, R. (2017). *Doing a systematic review: a student's guide* (2nd ed.). SAGE.

Botha, M. (2021). Critical realism, community psychology, and the curious case of autism: A philosophy and practice of science with social justice in mind. *Journal of Community Psychology*. https://doi.org/10.1002/jcop.22764

Bowlby, J. (1969). *Attachment and loss*. Hogarth Press.

Boxall, M. (2002). *Nurture groups in school: principles and practice*. Paul Chapman.

Boyle, J., & MacKay, T. (2007). Evidence for the Efficacy of Systemic Models of Practice from a Cross-sectional Survey of Schools' Satisfaction with their Educational Psychologists. *Educational Psychology in Practice*, *23*(1), 19-31. https://doi.org/10.1080/02667360601154733

British Psychological Society. (2013). *Ethical Trading: Guidelines for practice for educational psychologists*. B. P. Society. https://shop.bps.org.uk/ethical-trading-guidelines-for-practice-for-educational-psychologists-2nd-edn

British Psychological Society. (2018). *Code of Ethics and Conduct*. T. B. P. Society. https://www.bps.org.uk/news-and-policy/bps-code-ethics-and-conduct

British Psychological Society. (2019). *Standards for the accreditation of Doctoral programmes in educational psychology: in England, Northern Ireland and Wales*. https://www.bps.org.uk/sites/www.bps.org.uk/files/Accreditation/Educational%20Accreditation%20Handbook%202019.pdf

British Psychological Society. (2020). *From poverty to flourishing - Bringing psychology into action on poverty*.

Bronfenbrenner, U. (1977). Toward an experimental ecology of human development. *American Psychologist*, *32*(7), 513-531.

Brooks, E., & Steer, M. (2021). The North East of England: place economy and people. In M. Steer, S. Davoudi, M. Shucksmith, & L. Todd (Eds.), *Hope under neoliberal austeristy: Responses from civil society and civic universities*. University Press Scholarship Online.

Bryan, J. (2005). Fostering Educational Resilience and Achievement in Urban Schools Through School-Family-Community Partnerships. *Professional School Counseling*, *8*(3), 219-227.

Bryan, J., & Henry, L. (2012). A Model for Building School-Family-Community Partnerships: Principles and Process. *Journal of counseling and development*, *90*(4), 408-420.

Bryan, J., Williams, J. M., & Griffin, D. (2020). Fostering Educational Resilience and Opportunities in Urban Schools Through Equity-Focused School–Family–Community Partnerships. *Professional School Counseling*, *23*. https://doi.org/10.1177/2156759X19899179

Bryant, A. (2017). Part Three Grounded Theorizing: The Gerunds of the Grounded Theory Method. In A. Bryant (Ed.), *Grounded Theory and Grounded Theorizing: Pragmatism in Research Practice*. Oxford Scholarship Online.

Bryk, A. S., Sebring, P. B., Allensworth, E., Luppescu, S., & Easton, J. Q. (2010). *Organizing schools for improvement: Lessons from Chicago*. University of Chicago Press.

Burden, B. (1999). We're on the road to nowhere: Twenty-one years of reconstructing educational psychology. *Educational Psychology in Practice*, *14*(4), 228-231.

Burn, K., & Childs, A. (2016). Responding to poverty through education and teacher education initiatives: a critical evaluation of key trends in government policy in England 1997-2015. *Journal of Education for Teaching*, *42*(4), 387-403.

Burn, K., Mutton, T., Thompson, I., Ingram, J., McNicholl, J., & Firth, R. (2016). The impact of adopting a research orientation towards the use of the Pupil Premium Grant in preparing beginning teachers in England to understand and work effectively with young people living in poverty. *Journal of Education for Teaching*, *42*(4), 434-450.

Caldas, S. J., Gómez, D. W., & Ferrara, J. (2019). A Comparative Analysis of the Impact of a Full-Service Community School on Student Achievement. *Journal of Education for Students Placed at Risk*, *24*(3), 197-217.

Callanan, M., Laing, K., Chanfreau, J., Paylor, J., Skipp, A., Tanner, E., & Todd, L. (2016). *The value of after school clubs for disadvantaged children (Briefing Paper 3)*. https://www.natcen.ac.uk/media/1123186/resbr3-final.pdf

Cameron, R. J. (2006). Educational psychology: the distinctive contribution. *Educational Psychology in Practice*, *22*(4), 289-304.

Cameron, R. J., & Monsen, J. J. (2005). Quality Psychological Advice for Teachers, Parents/Carers and LEA Decision-makers with Respect to Children and Young People with Special Needs. *Educational Psychology in Practice*, *21*(4), 283-306. https://doi.org/10.1080/02667360500344864

Carpenter, H., Peters, M., Oseman, D., Dyson, A., Jones, L., Cummings, C., Laing, K., & Todd, L. (2012). *Extended Services Evaluation: End of Year One Report*. D. f. Education.

Carter-Wall, C., & Whitfield, G. (2012). *The Role of Aspirations, Attitudes and Behaviour in the Educational Attainment Gap*. J. R. Foundation.

Chanfreau, J., Tanner, E., Callanan, M., Laing, K., Skipp, A., & Todd, L. (2016). *Out of school activities during primary school and KS2 attainment*. C. f. L. Studies.

Charmaz, K. (2014). *Constructing Grounded Theory* (2nd ed.). Sage.

Child Poverty Action Group. (2022). *The effects of poverty*. Child Poverty Action Group. Retrieved 17th May from https://cpag.org.uk/child-poverty/effects-poverty

Child Poverty Action Group in Scotland. (2015). *The Cost of the School Day*. C. P. A. Group.

City Connects. (2014). *The Impacts of City Connects*.

City Connects. (2016). *The impact of City Connects: Student outcomes. Progress Report 2016*. https://www.bc.edu/content/dam/files/schools/lsoe/cityconnects/pdf/City%20Connects%20Progress%20Report%202016.pdf

City Connects. (2018). *City Connects: Intervention and Impact Progress Report 2018*.

Coe, R. (2021). Effect Size. In R. Coe, M. Waring, L. V. Hedges, & L. D. Ashley (Eds.), *Research Methods & Methodologies in Education*. Sage.

Cohen, J. (1992). A power primer. *Psychological Bulletin*, *112*, 155-159.

Cooper, P., & Tiknaz, Y. (2005). Progress and challenge in Nurture Groups: Evidence from three case studies. *British Journal of Special Education*, *32*(4), 211-222.

Cresswell, J. W. (2014). *Research design: qualitative, quantitative and mixed methods approaches* (4th ed.). Sage.

Crozier, G., & Davies, J. (2007). Hard to reach parents or hard to reach schools? A discussion of home-school relations, with particular reference to Bangladeshi and

Pakistani parents. *British Educational Research Journal*, *33*(3), 295-313. https://doi.org/10.1080/01411920701243578

Cullen, S. M., Cullen, M. A., & Lindsay, G. (2013). 'I'm just there to ease the burden': the parent support adviser role in English schools and the question of emotional labour. *British Educational Research Journal*, *39*(2), 302-319. https://doi.org/10.1080/01411926.2011.640393

Cummings, C., Dyson, A., Muuijs, D., Papps, I., Pearson, D., & Raffo, C. (2007). *Evaluation of the Full Service Extended Schools initiative: Final report. Research report RR852*. D. f. E. a. Skills.

Cummings, C., Dyson, A., & Todd, L. (2011). *Beyond the school gates: questioning the Extended Schools and Full Service agendas*. Routledge.

Cummings, C., Todd, L., & Dyson, A. (2007). Towards Extended Schools? How Education and Other Professionals Understand Community-Oriented Schooling. *Children and Society 21*, 189-200.

Darlaston-Jones, D. (2007). Making connections: The relationship between epistemology and research methods. *The Australian Community Psychologist*, *19*(1), 19-27.

Dearing, E. (2008). Psychological Costs of Growing Up Poor. *Annals of the New York Academy of Sciences*, *1136*(1), 324-332. https://doi.org/10.1196/annals.1425.006

Department for Education. (2005b). *Support for parents: the best start for children*. D. P. C. Unit.

Department for Education. (2015). *Special educational needs and disability code of practice: 0 - 25 years*. London: Department for Education

Department for Education. (2016). *Guidance: Understanding school and college performance measures*. London: Department for Education

Department for Education. (2022). *Early Help System Guide: A toolkit to assist local strategic partnerships responsible for their Early Help System*.

Department for Education and Skills. (2001a). *Special Educational Needs Code of Practice*. London: Her Majesty's Stationary Office

Department for Education and Skills. (2003). *Every Child Matters*. London: The Stationary Office

Department for Education and Skills. (2003b). *Full-Service Extended Schools: Planning documents*. London: Department for Education and Skills

Department for Education and Skills. (2003c). *Full Service Extended Schools: Requirements and specifications*. London: Department for Education and Skills

Department for Education and Skills. (2005). *Extended Schools: Access to opportunities and services for all. A prospectus*. London: Department for Education and skills

Diss, O., & Jarvie, M. (2016). *Unfinished Business: Where next for Extended Schools?* C. P. A. G. F. a. C. Trust.

Durlak, J. A., Weissberg, R. P., & Pachan, M. (2010). A meta-analysis of after-school programs that seek to promote personal and social skills in children and adolescents. *American Journal of Community Psychology*, *45*. https://doi.org/10.1007/s10464-010-9300-6

Dwyer, S. C., & Buckle, J. L. (2009). The Space Between: On Being an Insider-Outsider in Qualitative Research. *International Journal of Qualitative Methods*, 54-63.

Dyson, A. (2011). Full Service and Extended Schools, disadvantage and social justice. *Cambridge Journal of Education*, *41*(2), 177-193.

Dyson, A., & Jones, L. (2014). Extended Schools in England: Emerging Rationales. *International Journal for Research on Extended Education*, *2*(1), 5-19.

Dyson, A., & Todd, L. (2010). Dealing with complexity: theory of change evaluation and the Full Service Extended Schools initiative. *International Journal of Research & Method in Education*, *33*(2), 119-134. https://doi.org/10.1080/1743727X.2010.484606

Early Intervention Foundation. (2021). *About Early Intervention: Why it matters*. Retrieved 21st May from https://www.eif.org.uk/why-it-matters/what-is-early-intervention

Education Endowment Foundation. (2017). *The Attainment Gap*.

Education Endowment Foundation. (2018a). *Familes and Schools Together (FAST): Evaluation report and executive summary*.

Education Endowment Foundation. (2018b). *Families and Schools Together (FAST): Evaluation report and executive summary*. E. E. Foundation.

Education Endowment Foundation. (2018c). *Families and Schools Together (FAST): Project Protocol*.

Education Endowment Foundation. (2019). *The EEF guide to the Pupil Premium*. E. E. Foundation.

Education Endowment Foundation. (2021a). *Parental engagement*. Education Endowment Foundation. Retrieved 21st May from https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement

Education Endowment Foundation. (2021b). *Social and emotional learning*. Education Endowment Foundation. Retrieved 19th May from

https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning

Education Endowment Foundation. (2021c). *Teaching and Learning Toolkit: An accessible summary of education evidence*. Education Endowment Foundation. Retrieved 29th May from https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit

Education Support. (2020). *Teacher Wellbeing Index*.

Educational Institute of Scotland. (2015). *Face up to Child Poverty*. http://www.eis.org.uk/campaigns/child-poverty

Educational Institute of Scotland. (2018a). *Face up to Child Poverty Survey*. http://www.eis.org.uk/campaigns/childpoverty

Educational Institute of Scotland. (2018b). *Face up to Child Poverty: Respondents' Comments*. http://eis.org.uk/campaigns/child-poverty

Egan, D. (2020). Poverty and education in Wales: enabling a national mission. In I. Thompson & G. Ivinson (Eds.), *Poverty in Education Across the UK: A Comparative Analysis of Policy and Place*. Bristol University Press.

Ellis, P. D. (2010). *The essential guide to effect sizes: statistical power, meta-analysis, and the interpretation of research results*. Cambridge University Press.

Emond, J. A. (2020). Household chaos: A risk factor for adverse child outcomes gains attention in public health. *BMC public health*, *20*(1), 596-596. https://doi.org/10.1186/s12889-020-08680-y

Ennis, R. (1989). Critical Thinking and Subject Specificity: Clarification and Needed Research. *Educational Researcher*, *18*(3), 4-10.

EPPI-Centre. (2003). Review Guidelines for Extracting Data and Quality Assessment Primary Studies in Educational Research. Version 0.97. In. London: EPPI-Centre, Social Science Research Unit.

Epstein, J. L. (1992). *School and Family Partnerships (Report No. 6)*.

Evans, G. W. (2006). Child development and the physical environment *Annual Review of Psychology*, *57*(1), 423-451.

Evans, G. W., Gonnella, C., Marcynyszyn, L. A., Gentile, L., & Salpekar, N. (2005). The Role of Chaos in Poverty and Children's Socioemotional Adjustment. *Psychological Science*, *16*(7), 560-565. https://doi.org/10.1111/j.0956-7976.2005.01575.x

Evans, S. (2014). The community psychologist as critical friend: Promoting critical community praxis. *Journal of Community & Applied Social Psychology*, *25*(4), 355-368.

Facione, P., Facione, N., & Giancarlo, C. A. (2000). The Disposition Toward Critical Thinking: Its Character, Measurement and Relationship to Critical Thinking Skill. *Informal Logic*, *20*, 61-84.

Fell, B., & Hewstone, M. (2015). *Psychological perspectives on poverty*. J. R. Foundation.

Florida Center for Reading Research. (2009). *Florida Assessments for Instruction in Reading* https://fcrr.org/FAIR/index.shtm

Fullbright-Anderson, K., Kubisch, A. C., & Connell, J. P. (1998). *New Approaches to Evaluating Community Initiatives, vol 2: Theory, measurement and analysis*. Aspen Institute.

Galindo, C., Sanders, M., & Abel, Y. (2017). Transforming Educational Experiences in Low-Income Communities: A Qualitative Case Study of Social Capital in a Full-Service Community School. *American Educational Research Journal*, *54*. https://doi.org/10.3102/0002831216676571

Gameson, J., Rhyderrch, G., Ellis, D., & Carroll, T. (2005). Constructing a flexible model to integrate professional practice Part 2: Process and practice issues. *Educational and Child Psychology*, *22*(4), 41-55.

Garces, E., Thomas, D., & Currie, J. (2000). *Longer term effects of Head Start*. N. B. o. E. Research.

Gillham, B. (1978). *Reconstructing Educational Psychology*. Croom Helm.

Gillham, B. (1999). The writing of *Reconstructing Educational Psychology*. *Educational Psychology in Practice*, *14*(4), 220-221.

Glaser, B. G. (1978). *Theoretical Sensitivity*. Sociology Press.

Glaser, B. G., & Strauss, A. L. (1967). *The discovery of Grounded Theory*. Aldine.

Goodall, J., & Montgomery, C. (2013). Parental involvement to parental engagement: a continuum. *Educational Review*, *66*, 1-12. https://doi.org/10.1080/00131911.2013.781576

Goodman, A., & Gregg, P. (2010). *Poorer children's educational attainment: How important are attitudes and behaviour?* J. R. Foundation.

Gough, D. (2007). Weight of Evidence: a framework for the appraisal of the quality and relevance of evidence. *Research Papers in Education*, *22*(2), 213-228.

Griffiths, M. (2012). Why joy in education is an issue for socially just policies. *Journal of Education Policy*, *27*(5), 655-670. https://doi.org/10.1080/02680939.2012.710019

Groundwater-Smith, S., & Mockler, N. (2007). Ethics in practitioner research: an issue of quality. *Research Papers in Education*, *22*(2), 199-211. https://doi.org/10.1080/02671520701296171

Guest, G., Bunce, A., & Johnson, L. (2006). How many interviews are enough? An experiment with data saturation and variability. *Field Methods*, *18*(1), 59-82.

Habermas, J. (1984). *The theory of communicative action* (Vol. 2). Beacon Press.

Haddad, M., Lambie-Mumford, H., & Sims, L. (2018). *Extended Schools*. C. P. A. Group. https://cpag.org.uk/sites/default/files/files/policypost/ExtendedSchools_April2018.pdf

Hanscombe, K., Haworth, C., Davis, O., & Plomin, R. (2011). Chaotic homes and school achievement: A twin study. *Journal of child psychology and psychiatry, and allied disciplines*, *52*, 1212-1220. https://doi.org/10.1111/j.1469-7610.2011.02421.x

Harmsworth, S., Turpin, S., Rees, A., & Pell, G. (2001). *Creating an effective dissemintation strategy: An expanded interactive workbook for educational development projects*. H. E. F. C. f. England.

Harris, A., & Goodall, J. (2007). *Engaging parents in raising achievment: Do parents know they matter?* . S. a. F. Department for Children.

Health & Care Professions Council. (2015). *Standards of Proficiency: Practitioner psychologists*. H. C. P. Council. https://www.hcpc-uk.org/globalassets/resources/standards/standards-of-proficiency---practitioner-psychologists.pdf?v=637106257690000000

Health & Care Professions Council. (2016). *Standards of conduct, performance and ethics*. HCPC.

Health and Care Professions Council. (2015). *Standards of Proficiency for Practitioner Psychologists*. HCPC.

Henry, L. M. (2014). *Just Love: A Collaborative Evaluation of a Faith-Based School-Family-Community Partnership Through the Voices of the Children* University of South Florida.

Henry, L. M., Bryan, J., & Zalaquett, C. P. (2017). The Effects of a Counselor-Led, Faith-Based, School-Family-Community Partnership on Student Achievement in a High-Poverty Urban Elementary School. *Journal of Multicultural Counseling and Development*, *45*(3), 162-182.

Education Act, (1981).

Education Act, (1993).

Child Poverty Act, (2010).

Children and Families Act, (2014).

Hetzner, N., Johnson, A. D., & Brooks-Gunn, J. (2010). Poverty, Effects of on Social and Emotional Development. *International Encyclopedia of Education*, 643-652. https://doi.org/10.1016/B978-0-08-044894-7.00617-5

Hodges, J., McIntosh, J., & Gentry, M. (2017). The Effect of an Out-of-School Enrichment Program on the Academic Achievement of High-Potential Students from Low-Income Families. *Journal of Advanced Academics*, *28*(3), 204-224.

Holton, J. (2007). The coding process and its challenges. In A. Bryant & K. Charmaz (Eds.), *Handbook of Grounded Theory* (pp. 265-289). Sage.

Horgan, G. (2007). *The impact of poverty on young children's experience of school*. J. R. Foundation.

Hughes, N. K., & Schlosser, A. (2014). The Effectiveness of Nurture Groups: A Systematic Review. *Emotional and Behavioural Difficulties*, *19*(4), 386-409.

Indiana Department of Education. (2015). *ISTEP resources*. https://www.in.gov/doe/

Indices of Deprivation. (2019). *Indices of Deprivation: 2019 and 2015*. Retrieved 8th May from https://dclgapps.communities.gov.uk/imd/iod_index.html

Ivinson, G., Beckett, L., Thompson, I., Wrigley, T., Egan, D., Leitch, R., & McKinney, S. (2017). *The research commision on poverty and policy advocacy: A report from one of the BERA Research Commissions*. B. E. R. A. (BERA).

Jenson, J. M., Alter, C. F., Nicotera, N., Anthony, E. K., & Forrest-Bank, S. (2013). Community and Participant Outcomes from the Bridge Project. In J. M. Jenson, C. F. Alter, N. Nicotera, E. K. Anthony, & S. Forrest-Bank (Eds.), *Risk, Resilience, and Positive Youth Development: Developing Effective Community Programs for At-Risk Youth: Lessons from the Denver Bridge Project*. Oxford University Press.

Jeynes, W. H. (2003). A meta-anlaysis: The effects of parental involvement on minority children's academic achievment *Education and Urban Society*, *35*(2), 202-218.

Jeynes, W. H. (2005). A meta-analysis of the relation of parental involvement to urban elementary school student academic achievements. *Urban Education*, *40*(3), 237-269.

Johnson, P., & Duberley, J. (2000). *Understanding Management Research*. Sage.

Joseph Rowntree Foundation. (2022). *UK Poverty 2022: The essential guide to understanding poverty in the UK*. J. R. Foundation.

Keen, S., & Todres, L. (2007). Strategies for disseminating qualitative research findings: Three examplars. *Forum: Qualitative Social Research*, *8*(3).

Kerr, K., & Dyson, A. (2016). Networked Social Enterprises: A New Model of Community Schooling for Disadvantaged Neighborhoods Facing Challenging Times. *Education Sciences*, *6*(4), 20. https://doi.org/10.3390/educsci6030020

Kerr, K., & Dyson, A. (2020). Researching Complex Extended Education Initiatives in England: A Design-based Approach Using Theory of Change. In S. H. Bae, J. L. Mahoney, S. Maschke, & L. Stecher (Eds.), *International Developments in Research on Extended Education: Perspectives on extracurricular activities, after-school programs and all-day schools*. Verlag Barbara Budrich.

Kim, Y. (2009). Minority Parental Involvement and School Barriers: Moving the focus away from deficiencies of parents *Educational Research Review*, *4*(2), 80-102.

Kintrea, K., St. Clair, R., & Houston, M. (2011). *The influence of parents, places and poverty on educational attitudes and aspirations*. J. R. Foundation.

Kolb, D. A. (1984). *Experiential Learning: Experience as the Source of Learning and Development*. Prentice-Hall Inc.

Kratochwill, T. R., McDonald, L., Levin, J. R., Scalia, P. A., & Coover, G. (2009). Families and schools together: An experimental study of multi-family support groups for children at risk. *Journal of School Psychology*, *47*(4), 245-265. https://doi.org/10.1016/j.jsp.2009.03.001

Laing, K., Mazzoli Smith, L., & Todd, L. (2022). Case Study 1 – Out-of-School Activities and the Attainment Gap: A Mixed Methods Exploration of Secondary Data Analysis with Narrative Intersectional Analysis. In J. Rose, T. Jay, J. Goodall, L. Mazzoli Smith, & L. Todd (Eds.), *Repositioning Out-of-School Learning* (pp. 11-24). Emerald Publishing Limited. https://doi.org/10.1108/978-1-78769-739-320211002

Larkin, M., Watts, S., & Clifton, E. (2006). Giving voice and making sense in interpretative phenomenological analysis. *Qualitative Research in Psychology*, *3*(2), 102-120.

Layzer, J., Goodson, B., Bernstein, L., & Price, C. (2001). National Evaluation of Family Support Programs. Final Report Volume A: The Meta-Analysis.

Lee, K., & Woods, K. (2017). Exploration of the developing role of the educational psychologist within the context of "traded" psychological services. *Educational Psychology in Practice*, *33*(2), 111-125.

Leitch, R., & Cownie, E. (2020). Poverty and education in Northern Ireland: the legacy of division and conflict. In I. Thomson & G. Ivinson (Eds.), *Poverty in Education Across the UK: A Comparative Analysis of Policy and Place*. Policy Press.

Leitch, R., Hughes, J., Burns, S., Cownie, E., McManus, C., Ievers, M., & Shuttleworth, I. (2017). *Investigating Links in Achievement and Deprivation (ILiAD)*.

Levine, R. C. (2009). Dynamics of Parental Involvement in a Multicultural School. *British Journal of Sociology of Education 30*(3).

Li, Y., Wang, K., Xiao, Y., & Froyd, J. E. (2020). Research and trends in STEM education: a systematic review of journal publications. *International journal of STEM education*, *7*(1), 1-16. https://doi.org/10.1186/s40594-020-00207-6

Liberati, A., Altman, D. G., Tetzlaff, J., Mulrow, C., Gøtzsche, P. C., Ioannidis, J. P. A., Clarke, M., Devereaux, P. J., Kleijnen, J., & Moher, D. (2009). The PRISMA statement for reporting systematic reviews and meta-analyses of studies that evaluate healthcare interventions: explanation and elaboration. *British Medical Journal*, *339*. https://doi.org/10.1136/bmj.b2700

Lindsay, G., Cullun, M. A., Band, S., Cullen, S., Davis, L., & Davis, H. (2008). *Parent Support Advisor Pilot Evaluation: Second Interim Report*. s. a. f. Department for children.

Loconte, J., & Fantuzzo, L. (2002). *Churches, charity and children: How religious organisations are reaching America's at-risk kids*.

Lorah, J. (2018). Effect size measures for multilevel models: definition, interpretation, and TIMSS example. *Large-scale assessments in education*, *6*(1), 1-11. https://doi.org/10.1186/s40536-018-0061-2

Lunt, I., Bartram, D., Dopping, J., Georgas, S. J., Job, R., Lecuyer, R., Newstead, S., Nieminen, P., Odland, T., Peiro, J.-M., Poortinga, Y., Robert, R., Wilpert, B., & Hermann, E. (2001). *EuroPsyT. A framework for education and training for psychologists in Europe*. E. C. L. d. Programme.

Lupton, R., & Obolenskaya, P. (2013). *Labour's Record on Education: Policy, Spending and Outcomes 1997-2010*. C. f. A. o. S. Inclusion.

Macleod, S., Sharp, C., Bernardinelli, D., Skipp, A., & Higgins, S. (2015). *Supporting the attainment of disadvantaged pupils: articulating success and good practice: Research report*. London: Department for Education

Magaldi, D., & Berler, M. (2020). *Semi-structured Interviews*. Springer International Publishing. https://doi.org/10.1007/978-3-319-24612-3_857

Maher, J. M., Markey, J. C., & Ebert-May, D. (2013). The other half of the story: Effect size analysis in quantitative research. *CBE - Life Sciences Education*, *12*, 345-351.

Mahoney, J. L., Lord, H., & Carryl, E. (2005). An ecological analysis of after-school program participation and the development of academic performance and motivational attributes for disadvantaged children. *Child Development*, *76*. https://doi.org/10.1111/j.1467-8624.2005.00879.x

Maslow, A. H. (1943). A Theory of Human Motivation. *Psychological Review*, *50*, 370-396.

Maslow, A. H. (1969a). The farther reaches of human nature. *Journal of Transpersonal Psychology*, *1*(1), 1-9.

Massachusetts Department of Education. (1999). *Guide to the Massachusetts Comprehensive Assessment System*. Massachusetts Department of Education.

Masten, A. S. (2001). Ordinary magic: Resilience processes in development. *American Psychologist*, *56*, 227-238.

Maxwell, J. A. (2012). *A realist approach for qualitative research*. Sage.

Mazzoli Smith, L., & Todd, L. (2016). *Poverty proofing the school day: Evaluation and development report*.

Mazzoli Smith, L., & Todd, L. (2019). Conceptualising poverty as a barrier to learning through 'Poverty proofing the school day': The genesis and impacts of stigmatisation. *British Educational Research Journal*, *45*(2), 356-371.

McDonald, L., Billingham, S., Conrad, T., Morgan, A., & Payton, E. (1997). Families and Schools Together (FAST): Integrating community development with clinical strategies. *Families in society*, *78*(2), 140-155. https://doi.org/10.1606/1044-3894.754

McDonald, L., Moberg, D. P., Brown, R., Rodriguez-Espiricueta, I., Flores, N. I., Burke, M. P., & Coover, G. (2006). After-School Multifamily Groups: A Randomized Controlled Trial Involving Low-Income, Urban, Latino Children. *Children & Schools*, *28*(1), 25-34. https://doi.org/10.1093/cs/28.1.25

McKinney, S. J., Hall, S., & Lowden, K. (2020). Poverty and education in Scotland: reality and response. In I. Thompson & G. Ivinson (Eds.), *Poverty in Education Across the UK: A Comparative Analysis of Policy and Place*. Bristol University Press.

Menzies, L. (2013). *Educational Aspirations: How English schools can work with parents to keep them on track*. J. R. Foundation.

Micalizzi, L., Brick, L. A., Flom, M., Ganiban, J. M., & Saudino, K. J. (2019). Effects of socioeconomic status and executive function on school readiness across levels of household chaos. *Early Childhood Research Quarterly*, *47*, 331-340. https://doi.org/10.1016/j.ecresq.2019.01.007

Miller, R., & Gentry, M. (2010). Developing Talents Among High-Potential Students From Low-Income Families in an Out-of-School Enrichment Program. *Journal of Advanced Academics*, *21*(4), 594-627. https://doi.org/10.1177/1932202X1002100403

Ministry of Housing, C. L. G. (2019). *The English Indices of Deprivation 2019 (IoD2019)*. C. L. G. Ministry of Housing.

Moghaddam, A. (2006). Coding issues in Grounded Theory. *Issues in Educational Research*, *16*(1), 52-66.

Moher, D., Liberati, A., Tetzlaff, J., & Altman, D. G. (2009). Preferred reporting items for systematic reviews and meta-analyses: The PRISMA statement. *British Medical Journal*, *399*.

Moore, J. (2005). Recognising and questioning the epistemological basis of educational psychology practice. *Educational Psychology in Practice*, *21*(2), 103-116.

Moore, K. A., Lantos, H., Jones, R. M., Schindler, A., Belford, J., Sacks, V., & Harper, K. (2017). *Making the Grade: A Progress Report and Next Steps for Integrated Sudent Supports.*

Moore, K. A., Selma, C., Carney, R., Lippman, L., Li, W., Muenks, K., Murphey, D., Princiotta, D., Ramirez, A. N., Rojas, A., Ryberg, R., Schmitz, H., Stratford, B., & Terzian, M. A. (2014). *Making the Grade: Assessing the Evidence For Integrated Student Supports*.

Morgan, A. (2000). *What is narrative therapy? An easy-to-read introduction*. Dulwich Centre Publications.

Morris, H. (1924). *The village college: being a memorandum on the provision of educational and social facilities for the countryside, with special reference to Cambridgeshire*. University Press.

Nightingale, D., & Cromby, J. (1999). *Social Constructionist Psychology: A Critical Analsyis of Theory and Practice*. Open University Press.

Nolan, A. D., Hannah, E. F. S., Lakin, E., & Topping, K. J. (2021). Whole-School Nurturing Approaches: A Systematic Analysis of Impact. *Educational and Child Psychology*, *38*(1), 10-23.

Nye, C., Phd, H., & Schwartz, J. (2006). Approaches to Parent Involvement for Improving the Academic Performance of Elementary School Age Children. *Campbell Systematic Reviews*, *2*, 1-49. https://doi.org/10.4073/csr.2006.4

Oakes, J., Maier, A., & Daniel, J. (2017). *Community Schools: An Evidence-Based Strategy for Equitable School Improvement*. N. E. P. C. (NEPC). https://nepc.colorado.edu/publication/equitable-community-schools

Office for National Statistics. (2019a). *Families and the labour market, UK: The employment rates of men and women with dependent children in the UK*. O. f. N. Statistics.

Office for National Statistics. (2019b). *Regional labour market statistics in the UK: January 2020*. O. f. N. Statistics. www.nomisweb.co.uk

Ofsted. (2012). *The Pupil Premium: How schools are using the Pupil Premium funding to raise achievements for disadvantaged pupils*. Ofsted.

Ofsted. (2021). *Supporting SEND: a summary for children and young people*. Ofsted.

OJJDP. (n. d). *Model Programs Guide*

Orford, J. (1992). *Community psychology: Theory and practice*. Wiley.

Ossa, C. (2018). A Critical Role of the Psychologist: A Way to Achieve Complexity in Educational Psychology. In V. Trif (Ed.), *Educational Psychology - Between Certitudes and Uncertainties*. IntechOpen. https://doi.org/10.5772/intechopen.80509

Ossa, C., Figueroa, I., & Rodriguez, F. (2018). Institutional metacognition as an improvement tool for educational management. In F. Altinay (Ed.), *Open and Equal Access for Learning in School Management*. IntechOpen.

Parker, R. (2013). Educational psychology practice as research: A little regarded aspect of Cyril Burt's legacy. *Educational & Child Psychology*, *30*, 84-95.

Patton, M. Q. (2002). *Qualitative Research and Evaluation Methods* (3 ed.). Sage.

Pawson, R., & Tilley, N. (1997). *Realistic evaluation*. Sage Publications, Inc.

Pearson Education Inc. (2011). *K-8 technical manual: Developmental reading assessment* (2nd ed.). Pearson Education Inc.

Pendlebury, J., & Haley, J. (2021). The Byker Community Trust and the 'Byker Approach'. In M. Steer, S. Davoudi, M. Shucksmith, & L. Todd (Eds.), *Hope Under Neoliberal Austerity: Responses from Civil Society and Civic Universities*. University Press Scholarship Online.

Pierce, K. M., Hamm, J. V., & Vandell, D. L. (1999). Experiences in after-school programs and children's adjustment in first-grade classrooms. *Child Development*, *70*(3), 756-767. https://www.jstor.org/stable/1132158

Power, T. J. (2008). Editorial note: Promoting social justice. *School Psychology Review*, *37*(4), 451-452.

Prilleltensky, I. (2014). Education as Transformation: Why and How. In T. Corcoran (Ed.), *Psychology in Education: Critical Theory-Practice*. Sense Publishers.

Public Health Scotland. (2021). *Child Poverty Overview*. Public Health Scotland. Retrieved 1st June from http://www.healthscotland.scot/population-groups/children/child-poverty/child-poverty-overview/impact-of-child-poverty#:~:text=Poverty%20has%20negative%20impacts%20on,disease%20and%20mental%20health%20problems.

Punch, K. (2014). Research Questions. In K. Punch (Ed.), *Introduction to Social Research: Quantitative and Qualitative Approaches*.

Putnam, R. (2015). *Our Kids: The American Dream in Crisis*. Simon and Schuster.

Robson, C. (2016). *Real world research: A research for users of social research methods in applied settings* (4th ed.). Wiley.

Rothstein, R. (2010). *How to fix our schools: It's more complicated, and more work, than the Kein-Rhee "manifesto" wants you to be believe (Policy Brief No. 286)*.

Rudney, G. L. (2005). *Every Teacher's Guide to Working with Parents*. Corwin Press.

Ryan, R. M., & Deci, E. L. (2000). Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development and Well-Being. *American Psychologist*, *55*(1), 68-78.

Safeguarding Network. (2022). *Impact of Poverty*. https://safeguarding.network/content/safeguarding-resources/impact-of-poverty/#:~:text=Poverty%20and%20safeguarding&text=Poverty%20can%20be%20a%20factor,(food%2C%20warmth%2C%20clothing)

Sameroff, A. (2010). A Unified Theory of Development: A Dialectic Integration of Nature and Nurture. *Child Development*, *81*(1), 6-22. http://dx.doi.org/10.1111/j.1467-8624.2009.01378.x

SAMHSA. (2002). *Science-Based Prevention Programs and Principles, 2002. Effective Substance Abuse and Mental Health Programs for Every Community*.

Sammons, P., Toth, K., Sylva, K., Melhuish, E., Siraj, I., & Taggart, B. (2015). The long-term role of the home learning environment in shaping students' academic attainment in secondary school. *Journal of Children's Services*, *10*, 189-201.

Sanderson, H. (2000). *Person centred planning: Key features and approaches*. Joseph Rowntree Foundation.

Sastry, N., & Pebley, A. R. (2010). Family and neighborhood sources of socioeconomic inequality in children's achievement. *Demography*, *47*(3), 777-800. https://doi.org/10.1353/dem.0.0114

Schanzenbach, D. W., & Bauer, L. (2016). *The Long Term impact of the Head Start Program*. Brookings. https://www.brookings.edu/research/the-long-term-impact-of-the-head-start-program/

Shah, S. C., Brink, K., London, R., Masur, S., & Quihuis, G. (2009). *Community schools evaluation toolkit: A starter guide for community school staff who want to use data to tell their story and improve thier community schools*.

Shaw, B., Bernardes, E., Trethewey, A., & Menzies, L. (2016). *Special educational needs and their poverty links*. J. R. Foundation.

Sheridan, S. M., & Kim, E. M. (2016). *Research on family-school partnerships: An interdisciplinary examination of state of the science and critical needs* (Vol. 3). Springer.

Shields, K. A., Walsh, M. E., & Lee-St. John, T. J. (2016). The relationship of a systemic student support intervention to academic achievement in urban Catholic schools. *Journal of Catholic Education*, *19*(3), 116-141.

Slade, S., & Griffith, D. (2013). A whole child approach to student success. *KEDI Journal of Educational Policy*, 21-35.

Smith, E. P., Witherspoon, D. P., & Osgood, D. W. (2017). Positive youth development among diverse racial-ethnic children: Quality after school contexts as developmental assets. *Child Development*, *88*(4), 1063-1078.

Smith, T. E., Sheridan, S. M., Kim, E. M., Park, S., & Beretvas, S. N. (2019). The Effects of Family-School Partnership Interventions on Academic and Social-Emotional Functioning: a Meta-Analysis Exploring What Works for Whom. *Educational psychology review*, *32*(2), 511-544.

Smyth, J. (2017). *Living on the Edge : Rethinking Poverty, Class and Schooling* (2nd ed.). Peter Lang Publishing Inc.

Smyth, J., & Wrigley, T. (2013). *Living on the Edge: Rethinking Poverty, Class and Schooling*. Peter Lang Publishing Inc.

Social Metrics Commission. (2018). *A new poverty measure of poverty for the UK: A summary of the report by the Social Metrics Commission*. S. M. Commission.

Social Metrics Commission. (2020). *Measuring Poverty 2020: A report of the Social Metrics Commission* S. M. Commission.

Spratt, J. (2016). Childhood wellbeing: what role for education? *British Educational Research Journal*, *42*(2), 223-239. https://doi.org/10.1002/berj.3211

St. Clair, R., & Benjamin, A. (2010). Performing desires: the dilema of aspirations and educational attainment. *British Education Journal*, *37*(3), 501-517.

Strauss, V. (2013, October 28). Five stereotypes about poor families and education. *The Washington Post*. https://www.washingtonpost.com/news/answer-sheet/wp/2013/10/28/five-stereotypes-about-poor-families-and-education/

Summerfield Report. (1968). *Psychologists in education services*. London: Her Majesty's Stationary Office

Sylva, K., Melhuish, E., Sammons, P., Siraj-Blatchford, I., & Taggart, B. (2008). *Effective Pre-school and Primary Education 3-11 Project (EPPE 3-11): Final Report from the Primary Phase: Pre-school, School and Family Influences on children's development during Key Stage 2 (7-11)*.

Sylva, K., Melhuish, T., Sammons, P., Siraj Blatchford, I., & Taggart, B. (2008). *Final report from the Primary Phase: Pre-school, School and Family Influences on Children's Development during Key Stage 2 (Age 7-11)*.

Tanner, E., Chanfreau, J., Challanan, M., Laing, K., Paylor, J., Skipp, A., & Todd, L. (2016). *Can out of school activities close the education gap? Briefing Paper 4*.

Thompson, I., & Ivinson, G. (2020). *Poverty in Education Across the UK: A comparative analysis of policy and place*. Policy Press.

Thompson, I., McNicholl, J., & Menter, I. (2016). Student teachers' perceptions of poverty and educational achievement. *Oxford Review of Education*, *42*(2), 214-229. https://doi.org/10.1080/03054985.2016.1164130

Tie, Y. C., Birks, M., & Francis, K. (2019). Grounded Theory research: A design framework for novice researchers. *Sage Open Medicine*, *7*.

Tomlinson, S. (2012). The irresistible rise of the SEN industry. *Oxford Review of Education*, *38*(3), 267-286.

Tomlinson, S. (2014). *The Politics of Race, Class and Special Education: The selected works of Sally Tomlinson*. Routledge.

Tripses, J., & Scroggs, L. (2009). Spirituality and Respect: Study of a Model School-Church-Community Collaboration. *School Community Journal*, *19*(1), 77-97.

U.S. Department of Agriculture. (2013). *National School Lunch, Special Milk, and School Breakfast Programs, National Average Payments/Maximum Reinbursement Rates (July 1, 2013 - June 30, 2014)*. https://www.fns.usda.gov/cn/fr-072613d

Vandell, D. L., Simpkins, S. D., Pierce, K. M., Brown, B. B., Bolt, D., & Reisner, E. (2020). Afterschool programs, extracurricular activities, and unsupervised time: Are patterns of participation linked to children's academic and social well-being? *Applied Developmental Science*, 1-17. https://doi.org/10.1080/10888691.2020.1843460

Vygotskiĭ, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.

Wallace, M., & Wray, A. (2021a). *Critical reading and writing for postgraduates* (4th ed.). SAGE.

Wallace, M., & Wray, A. (2021b). Knowledge claims and their key characteristics. In M. Wallace & A. Wray (Eds.), *Critical Reading and Writing for Postgraduates* (4th ed.). Sage.

Walsh, M. E., Madaus, G. F., Raczek, A. E., Dearing, E., Foley, C., An, C., Lee-St. John, T. J., & Beaton, A. (2014). A New Model for Student Support in High-Poverty Urban Elementary Schools: Effects on Elementary and Middle School Academic Outcomes. *American Educational Research Journal*, *51*(4), 704-737.

Walsh, M. E., & Murphy, J. (2003). *Children, health amd learning: A guide to issues*. Praeger.

Willig, C. (2013). *Introducing qualitative research in psychology* (3rd ed.). McGraw-Hill Education.

World Health Organisation. (2018). *Mental health: strengthening our response*. World Health Organisation. https://www.who.int/news-room/fact-sheets/detail/mental-health-strengthening-our-response

Yoshikawa, H., Aber, J. L., & Beardslee, W. R. (2012). The Effects of Poverty on the Mental, Emotional, and Behavioral Health of Children and Youth: Implications for Prevention. *The American psychologist*, *67*(4), 272-284. https://doi.org/10.1037/a0028015

Appendices

Appendix 1: Example of electronic database search terms and results

See Table 13 for an example of search terms for electronic database ERIC (EBSCO), followed by the corresponding search results.

Table 13: Search terms and results for electronic database ERIC/EBSCO

Extended Services	Poverty	Academic achievement	Primary school pupils
DE “Integrated services” DE “community schools” DE “School community programs” DE “School community relationship” DE "Ancillary School Services" DE “after school programs” DE “After school education” DE “extended school day” DE “Extracurricular activities” DE “Enrichment activities” DE “School Recreational Programs” DE “school activities” DE “supplementary education” DE “Breakfast Programs” DE “summer programs” DE “summer schools” DE “child care” DE “Parent Education” DE “Parent Workshops DE “Parent School Relationship” DE “Family School Relationship” DE “Adult learning” DE “social support groups” DE “Parent participation” DE “Family literacy”	DE “Low Income Students” DE “poverty” DE “economically disadvantaged” DE “low income groups” DE “family income” DE “welfare recipients” DE “at risk students”	DE “academic achievement” DE “achievement gap” DE “educational attainment” DE “achievement gains” DE “Grades (scholastic)” DE “Grade Point Average” DE “Progress Monitoring” DE “curriculum based assessment” DE “Informal Assessment”	DE “elementary schools” DE “elementary school students” DE “elementary education” DE “primary education”

DE “Adult basic education” DE “Adult Education”			

Record of reasons for choice of terms (including relevant terms identified in thesaurus and description):

Extended Services

Extended schools (and related terms)

- DE “Community schools”: Schools that are closely connected with the life of the community in which they are located, i.e., instruction and other school activities are intended to be relevant to most or all segments of the community's population.
- DE “School community programs”: Programs sponsored jointly by an educational institution and the surrounding community. Used for: community school programs.
- DE “School community relationship”: Formal or informal interactions between an educational institution and the surrounding community. Used for: college community relationship, community school relationship, school community communication, school community cooperation (1966-1980), school community coordination, school community interaction.

Key words tried (“full service school” “full service community school” “New community school” “multi service school” “extended school” “expanded school” “expanded learning”) any relevant results, already covered by existing thesaurus terms above and therefore not included.

DE “community services” – not included. Not relevant returns and did not add any more returns in relation to research question.

Childcare

- DE “childcare” - Care of children by persons other than their parents or guardians on a partial or full day basis (Note: Do not confuse with "Child Rearing"). Used for: after school day care; child care effects; child care licensing; child care quality; day care; day care effects; day care licensing; day care programs; day care quality; day care services; employer sponsored day care; employer supported day care; family child care; family day care; home child care; home day care; Ill child care; School age child care; and school age day care.

Activities

(Some of these overlap with childcare)

- DE “After school programs”. Used for: after school activities, after school centres, after school day care.
- DE “After school education”. Used for: After school tutoring
- DE “Extended school day”: Plan that extends the time a school is open during the day, either before or after normal school hours -- may be for academic, recreational, day care, or other purposes. Used for: staggered sessions.
- DE “extracurricular activities”: Activities, under the sponsorship or direction of a school, of the type for which participation generally is not required and credit generally is not awarded. Used for cocurricular activities (1966-1980), school related activities, student activities (extra class)
- DE “Enrichment activities”: supplementary or compensatory activities and programs.
- DE “School Recreational Programs” no definition or ‘used for’ but returns seem relevant.
- DE “school activities” no definition or ‘used for’ but returns seem relevant.
- DE “supplementary education”: Education provided outside of school hours either to reinforce and support the regular school program or to compensate for educational disadvantages (Note: Prior to Mar80, this term was not restricted by a Scope Note - see also "Compensatory Education," "Remedial Programs," etc.)
- DE “After School Education” Used for: after school tutoring
- DE “breakfast programs” – no definition given by thesaurus, but results seem relevant. Includes papers using a breakfast programme as an intervention for low-income students.
- DE “summer programs”: Programs scheduled during the summer months. Used for: summer institutes; summer workshops.
- DE “summer schools” – no definition but results seem relevant. Used for: summer session

Terms not included and reasons:

DE “recreational activities”. No definition but not included based on Used for:

Camp counsellors; camping; canoeing; hiking; hobbies; horseback riding; outdoor activities; roller skating; skiing; snow skiing; tenpins (not typical after school club activities)
DE “recreational programs” – no definition but returns seem irrelevant. Used DE “School recreational programs” instead.
All key words tried (“out of school hours” “out of school hours activti*”) already covered by existing terms.
DE “Field trips”. No definition. Used for: Airborne Field Trips; Excursions; Farm visits; Instructional trips; study trips. Already covered by “Extracurricular activities” and “Enrichment activities”.

Parenting Support
All of the following brought back results specifically related to my RQ:

- DE “Parent Education”: Instruction or information directed toward parents on effective parenting.
- DE “Parent Workshops” no definition or ‘used for’ but relevant results
- DE “Parent School Relationship”. Used for: school parent relationship.
- DE “Family School Relationship” used for: home school relationship; school family relationship; home school relationship.
- DE “Adult learning” no definition but relevant results.
- DE “Social Support Groups” Persons (incl. individuals), organizations, or institutions that provide physical, emotional, spiritual, psychic, or intellectual maintenance and sustenance. Used for: Support Groups (Human Services); Support Networks (Personal assistant” (When carried out ‘parent support group’ key word search was covered by this term and ‘parent participation’).
- DE “Parent Participation” no definition but a high number of returns. Not all are relevant depending on what they are participating in but seems important to include at this point. (Some irrelevant returns will be removed by inclusion/exclusion criteria).
- DE “Family Literacy”: Literacy for all family members - family literacy programs frequently combine adult literacy, preschool/school-age education, and parenting education
- DE “Family Involvement” used for – family participation. No definition but relevant results.
- DE “Adult basic education” Education provided for adults at the elementary level (through Grade 8), usually with emphasis on communicative, computational, and social skills. Used for: Fundamental Education (Adults)
- DE “Adult Education” – Providing or coordinating purposeful learning activities for adults. Used for: Adult Education Programs; Further Education.

Terms not included and reasons:

- DE “Adult reading programs” no definition. A limited number of papers seemed relevant (in relation to this term alone) but did not bring me back any additional results in relation to my question.

Swift and easy access to services

- DE “Integrated services”: Collaboration among the education, health, and social service sectors to provide a school-based or school-linked comprehensive, coordinated continuum of preventive and prescriptive student and family services - usually for persons considered to be at-risk.
- DE "Ancillary School Services": Noninstructional services offered by schools or educational programs Used for: Auxiliary School Services; School Services (1966-1098).

Key words tried (“school linked services”) already covered by existing terms.

Community access to school services
No thesaurus term for ‘Community access to school services’ (or similar)
As a key word

<u>Poverty</u>
Relevant terms identified in thesaurus and description:

- DE “Low income students”: Elementary and secondary students who are below the federal poverty level and are financially qualified to receive services, such as free or reduced price

meals, under Title I of the Elementary and Secondary Education Act. College students whose family income is in the bottom quintile.
- DE “Poverty”: Lack of means to acquire material needs or comforts
- DE “Economically disadvantaged”. Used for: economically deprived, poor, poverty stricken.
- DE “Low income groups”. Used for: working poor.
- DE “family income” (no additional info but results seemed relevant)
- DE “welfare recipients”: individuals or groups who receive welfare services
- DE “at risk students”: students considered in danger of not graduating, being promoted, or meeting other education-related goals. Risk factors may include, but are not limited to, socioeconomic status; academic background; behavior, cognitive, or physical problems; family or community environment; and school capacity to meet student needs. Used for: high risk students.

Kept this in at this point but might need to rule out papers later if definitions in papers do not match the Gov.UK definition of poverty.

Terms not included:
DE “socioeconomic status” and DE “socioeconomic background”. Not relevant based on Gov.UK definition of poverty (relating to economic deprivation and material deprivation)
No thesaurus term for material deprivation but any relevant returns seem to be covered by DE “poverty”.

Academic achievement
Relevant terms identified in thesaurus and description:
- DE “academic achievement”. Used for: academic performance, academic progress, academic success, educational achievement, educational level, scholastic achievement, student achievement
- DE “attainment gap”: Academic performance disparity (as measured by educational indicators such as grades, graduation rates, standardized test scores, college admission, course selection) between or among student groups. The groups may be defined by race/ethnicity, socioeconomic status, disability, English language proficiency, gender, geographic location, etc.
- DE “Educational attainment”: Years of successfully completed schooling or the equivalent according to some accreditation standard (Note: Prior to Mar80, the instruction "Educational Attainment, USE Academic Achievement" was carried in the Thesaurus)
- DE “achievement gains”: Progress towards attaining a specified level of proficiency or bringing about a desired end.
- DE “Grades (Scholastic). Used for: Marks (Scholastic)
- DE “Progress Monitoring”: Ongoing systematic evaluation of student performance and improvement used to make instructional decisions and determine instructional effectiveness. Identification of students whose academic performance is not meeting achievement goals may also be an objective of this process. Prior to 2012, the Identifier "Progress Monitoring" may have been used to index this concept.
- DE “Curriculum Based Assessment” Direct and frequent measurement of student performance on the classroom curriculum to ascertain student instructional needs - used principally for instructional decision making, the approach also supports screening, placement, and monitoring in special education. See also the Identifier "Curriculum Related Testing."
  Used for: Curriculum based measurement; and Curriculum referenced assessment
- DE “Informal Assessment”: Appraisal of an individual's or group's status or growth by means other than standardized instruments

Terms not included:
DE “Educational outcomes” in this thesaurus, definition isn’t relevant to my definition of school performance (attainment or progress)
DE “Student evaluation” not relevant

Primary school students
- DE “elementary schools”. Used for: primary schools
- DE “elementary school students”. Used for: elementary school children

- DE “elementary education”. Thesaurus description: Education provided in kindergarten or Grade 1 through Grade 6, 7, or 8
- DE “primary education”. Used for: primary grades

Key word searches for “primary school pupil” “primary school child*” “elementary school pupil” “elementary school child*” all covered by terms above.
Searches including “infant school” “junior school” “first school” (and searches including those 3 school types ending in ‘students’ ‘pupils’ and ‘child*’) didn’t bring any additional results.

Search Results

1. DE “Integrated services” 1546
2. DE “Community schools” 1494
3. DE “School community programs” 2908
4. DE “School community relationship” 19,400
5. DE "Ancillary School Services" 2261
6. DE “after school programs” 3515
7. DE “After school education” 366
8. DE “extended school day” 455
9. DE” Extracurricular activities” 4468
10. DE “Enrichment activities” 3523
11. DE “School Recreational Programs” 120
12. DE “School activities” 1599
13. DE “Supplementary education” 1300
14. DE “Breakfast Programs” 551
15. DE “Summer programs” 6617
16. DE “Summer schools” 887
17. DE “Child care” 4623
18. DE “Parent Education” 6789
19. DE “Parent workshops” 449
20. DE “Parent School Relationship” 9353
21. DE “Family School Relationship” 4891
22. DE “Adult learning” 7884
23. DE “Social support groups” 8711
24. DE “Parent participation” 20,638
25. DE “Family literacy” 1472
26. DE “Adult basic education” 9370
27. DE “Adult Education” 49503
28. DE “Family Involvement” 4518
29. S1 OR S2 OR S3 OR S4 OR S5 OR S6 OR S7 OR S8 OR S9 OR S10 OR S11 OR S12 OR S13 OR S14 OR S15 OR S16 OR S17 OR S18 OR S19 OR S20 OR S21 OR S23 OR S24 OR S25 OR S26 OR S27 OR S28 – 146,527
30. DE “Low Income Students” 2047
31. DE “poverty” 12,789
32. DE “economically disadvantaged” 7784
33. DE “low income groups” 10,137
34. DE “family income” 4486
35. DE “welfare recipients” 2217
36. DE “at risk students” 8887
37. S30 OR S31 OR S32 OR S33 OR S34 OR S35 Or S36– 41,309
38. DE “academic achievement” 87,935
39. DE “achievement gap” 5236
40. DE “educational attainment” 16,195
41. DE “achievement gains” 8248
42. DE “Grades (scholastic)” 6976

43. DE “Grade Point Average” 7537
44. DE “Progress Monitoring” 1451
45. DE “Curriculum based assessment” 1100
46. DE “Informal Assessment” 920
47. S38 OR S39 OR S40 OR S41 OR S42 OR S43 OR S44 OR S45 OR S46 – 119,211
48. DE “Elementary schools” 10,463
49. DE “Elementary school students” 49,909
50. DE “Elementary education” 138,623
51. DE “Primary education” 27,484
52. S48 OR S49 OR S50 S51 – 172,879
53. S22 AND S30 AND S40 AND S45 – 478
54. S46 with peer reviewed, 2000-2021 and English limit - 155

Appendix 2: Details of interventions

See Table 14 for details of interventions used in the reviewed studies in the systematic literature review (Chapter 1, p. 12). See the end of Appendix 2 (p.114) for a separate reference list.

Table 14: Details of study interventions

Study	Intervention	Description (copied and pasted from the studies)
1 - Bayless et al. (2018)	The targeted reading element of The Bridge ASP including Read Well intervention programme, one-to-one tutoring, and GR8 Readers book scheme.	Read Well is a research-based intervention program delivered to small groups of students with documented efficacy. Read Well features mastery-based and research-validated instructional strategies, unique sound sequence, differentiated instruction with flexible pacing, and ongoing assessment/progress monitoring. Read Well is delivered by trained educators that are full-time Bridge Project program staff and are salaried and provided benefits; the minimum education requirement for these staff is a Bachelor's degree, with a Master's degree and state certified licensure preferred. These staff members deliver Read Well in person to children at each of the four sites throughout the program year. Participants are broken out by grade, so that there is a Grades K/1 and a Grades 2/3 Read Well group at each of the four sites. During the academic year, Read Well is delivered in 45-min sessions 3 times per week; during the summer, Read Well is delivered in 30-min sessions 4 times per week. One-to-one tutoring is an intervention in which children are matched with volunteer adult tutors. Tutors must be 18 years of age and complete a training session conducted by the Director of Volunteers and Tutoring. Trainings are offered twice a year, are 3 hour long, and cover topics such as instruction techniques, identifying needs of a student, securing additional resources, understanding the needs of the participant population, and Bridge programmatic structure. On-site trained educators are also available on an ongoing basis to provide support to volunteers. Once matched, students meet in person with the same tutor at least once a week for a 45-min tutoring session. During this session, the children and tutors focus on reading strategies and build literacy confidence. Tutoring is offered throughout the academic year, but not during summer months. GR8 Readers is an intervention designed to help children build a home library and increase reading skills and enjoyment through access to age and content appropriate books. GR8 Readers provides K-3 students with eight books over the course of the school year and eight books over the summer. Program educators develop the menu of books available, focusing on culturally appropriate books that reflect the population, and students are then able to select the books that they are most interested in reading and owning. During the academic year, reading of GR8 Readers books is integrated into one-to-one tutoring sessions and students are typically allowed to take each book home to keep after 4–5 tutoring sessions; during the summer, students select 2 sets of 4 books to take home twice during the summer. Having books at home is a key component

		of the home literacy environment that promotes literacy and language skills during early childhood, and particularly for children from low-income families (Griffin and Morrison 1997; Payne et al. 1994). Additionally, allowing students to select their own book for tutoring was hypothesized to increase engagement, and subsequently literacy outcomes.
2 – Henry et al. (2017)	A multi-systemic Faith-Based, School-Family-Community (FBSFC) Partnership called 'Just Love' comprising: - Just Mentor (individual level mentoring programme) - Just Connect (class level adoption programme) - Just Rewards (school-wide student incentive and enrichment programme)	Just Love is a partnership between a large suburban faith-based organization and Charisma Elementary School (ES; a pseudonym), a high-poverty, high minority urban elementary school. The school counselor implemented the Just Love partnership in 2010 to better serve the large caseload of more than 500 children, most with multiple, complex needs that she alone was unable to meet without coordinated resources and support. Before initiating the program, the school counselor set up a meeting with leaders of the faith-based organization and the school principal to assess the major needs of the students, teachers, and parents. A recommended partnership process and accompanying strategies were used in developing and implementing the Just Love partnership (Bryan & Henry, 2008, 2012). The Bryan and Henry (2012) Partnership Model helped to structure the Just Love partnership in a systematic way around seven stages: (a) preparing to partner, (b) assessing needs and strengths, (c) coming together, (d) creating a shared vision and plan, (e) taking action, (f) evaluating and celebrating progress, and (g) maintaining momentum. A partnership leadership team (Bryan & Henry, 2012) was formed that included volunteer leaders from the faith-based organization, the school principal, the school counselor, other student service personnel, and a parent from Charisma ES. Volunteers from the faith-based organization provided caring and supportive adult relationships, resources, opportunities, and service to the teachers, students, and parents of Charisma ES. After assessing the needs and strengths of the school, the team determined that multisystemic programs (i.e., individual, small group, and school-wide) were required to meet the needs of all students. Just Love comprised three programs: (a) Just Mentor (a school-based mentoring program), (b) Just Connect (a classroom adoption program), and (c) Just Rewards (a school-wide student incentives and enrichment program). JUST MENTOR Just Mentor provided adult mentors to children who were identified by the school counselor and teachers as having significant behavior and academic problems. The counselor and the volunteer leader worked together to ensure that volunteer mentors were trained, background checks were approved, and parent permission was received before matching a student with a mentor. Mentors visited with students once per week during lunch or during the after-school program and were asked to commit for at least 1 year to provide consistency in the child's life. Research on mentoring outcomes indicate that mentoring relationships result in positive academic and health outcomes for youth (DuBois, Holloway, Valentine, & Harris, 2002; Rhodes & DuBois, 2006; Rhodes, Spencer, Keller, Liang, & Noam, 2006). JUST CONNECT Just Connect was a classroom adoption program in which a small group of volunteers from the faith-based organization adopted a classroom teacher and the students and families in that teacher's classroom on the basis of a classroom needs assessment. The volunteers collaborated to support teachers and students with resources, supplies, and assistance as needed, such as reading to and tutoring students individually and in small groups;

		building a class library; chaperoning field trips; supplying classroom and student supplies; providing birthday and holiday gifts; and meeting other teacher, student, and family needs. Teachers could opt out of classroom adoption and choose to have only mentors assigned to their students. JUST REWARDS Just Rewards, a school-wide incentive and enrichment program, was used to provide incentives to students to encourage regular and punctual attendance and improve behavior and academic achievement. Enrichment opportunities included ballet and karate lessons, parent workshops, community fairs, and more. Throughout the Just Love programs, volunteers, including mentors, helped children with homework, taught reading strategies, took children to the library, and provided books for classroom libraries and for children to take home. Volunteers focused on being positive role models for the students, providing them with new experiences and opportunities, and supporting their growth in academic and social skills. In addition, they shared their own life experiences and struggles with the students. Faith-based volunteers and school personnel were trained in school and district policies and procedures and informed about what types of activities would be acceptable. For example, faith-based partners discussed how to adhere to district guidelines, such as "advocating a particular political or religious viewpoint or alternative lifestyle is not allowed."
3 – Hodges et al. (2017)	HOPE Project: an enrichment programme including curriculum areas science, technology, engineering, and maths (STEM).	The HOPE Project has been in place for almost four decades. Students could choose to attend an enrichment class in a Saturday program lasting 6 consecutive weeks and one in a summer program lasting 5 consecutive days. The curricula included numerous courses covering various aspects of science, technology, engineering, and math. The developers of the programs and those who have facilitated them over time consistently sought to ensure that the best practices including (a) use of research-based curriculum materials (Durlak & Weissberg, 2007), (b) hiring of highly qualified staff (Hynes, Miller, & Cohen, 2010), (c) involvement of the whole family (Woodland, 2008), and (d) provision of additional support and differentiated opportunities (Miller & Gentry, 2010).
4 – Mahoney et al. (2005)	After-school programme attendance versus other care arrangements (e.g., care by parent/guardian, non-adult supervision)	*After School Program (ASP) description* The ASPs in this investigation are part of a citywide after-school initiative throughout the public school district, and all the programs were carried out within the public schools between 3:00 and 6:00 p.m. The broad goals of the programs are: (a) to provide a safe and supportive environment after school and (b) to promote the academic and social competence, and physical health of the participants. The programs are funded by a mix of local, state, and federal sources. All of the programs have received some support from a federal 21CCLC grant. Each school conducts ASP activities separately by grade. A lead teacher directs the activities with assistance from additional adult staff, youth workers, and volunteers. The content areas of each ASP are similar and include time for snack, homework, enrichment learning (e.g., computers, visitors, musical instruments), supervised recreation (e.g., kick ball, basketball, board games), and art. As an indication of the general quality of the programs, the School Age Care Environment Rating Scale (SACERS; Harms, Jacobs, & White, 1996) was administered during a program observation in the spring of 2003. Based on information from ASP staff surveyed during the 2003-2004 school year, the typical program lead teacher was female (78%) and White (67%), had a 4-year college degree (56%), and was between 25 and 36 years of age.

		After-school care arrangements. Parents reported the number of hours between 3:00 and 6:00 p.m. during a typical school week that the target child was involved in each of four types of after-school arrangements: (a) care by a parent or legal guardian, (b) care in an ASP, (c) nonadult care (including in- home and out-of-home self-care and sibling care), and (d) care by another adult (including relatives, babysitters, and adult friends).
5 – McDonald et al. (2006)	Intervention: Families and Schools Together (FAST): after school, multifamily support group sessions. The sessions are highly structured including: regular hello song/activity; table time, family communication exercises, parent time, group activities and a weekly meal cooked by a family and shared by the group. or Comparison condition: Family Education (FAME): behavioural parenting pamphlets with active follow up.	*Families and Schools Together (FAST)* FAST is an afterschool, multifamily support group to increase parent involvement in schools and improve children's well-being (McDonald, Coe-Braddish, Billingham, Dibble, & Rice, 1991; McDonald, Billingham, Conrad, Morgan, & Payton, 1997). A collaborative, culturally representative, team of parents and professionals facilitates the multifamily group to engage parents into building social networks through the schools. These relationships act as protective factors at several levels of the child's social ecology (Bronfenbrenner, 1979). Teams provide home visits and lead eight weekly multifamily sessions (with five to 15 families); then for two years, parent graduates lead monthly sessions. There is no formal curriculum or instruction at FAST. Instead, the team leads a structured package of interactive processes at the group sessions to enhance relationships. The activities are based on theory and research: family stress theory (Boyd- Franklin & Bry, 2000; Hill, 1958; McCubbin, Thompson, Thompson, & Fromer, 1998); family systems theory (Alexander & Parsons, 1982; Minuchin, 1974; Rutter, 1999; Satir, 1983); parent-led play therapy (Kogan, 1978; Kumpfer, Molgaard, & Spoth, 1996; Webster-Stratton, 1985); group work (Gitterman & Shulman, 1994); and adult education and community development (Alinsky, 1971; Freire, 1997). Based on experiential learning principles, the repeated encounters build trusting, reciprocal relationships, called "social capital" (Bryk & Schneider, 2002; Putnam, 2000), which are then maintained at monthly groups. McDonald and Sayger (1998) summarize the linkages between these theories and the FAST structured activities. For the first hour of each FAST session, parents lead communication at their family table, while sharing a meal, singing group songs, and playing family games. The child repeatedly experiences parental hierarchy, embedded compliance requests, and family cohesion, and has fun with his family while at the school. In the second hour, participants separate into peer groups: the children play, and parents meet to talk in small groups, without assigned topics. The groups provide parents with an opportunity to build social connections and a shared identity. The next activity is 15 minutes of cross generational, dyadic time, when a parent and her child engage in uninterrupted play, in an adaptation of play therapy, with no teaching, bossing, or directing. At the parent-planned graduation, the principal congratulates the parents for their involvement, and the team members present behaviorally specific affirmations to each parent. These group activities support parents to help their child connect the cultures of home and school (Valenzuela & Dornbusch, 1994). In the school, with school personnel present, the parents lead the table-based, family activities; without lectures or reading requirements, participants at all levels of English literacy are equally competent. Each FAST team implements the core components (40 percent) while adapting the processes (60 percent) to fit cultural

		preferences. An example of a core component is “shared governance,” whereby the team must represent the social ecology of a child’s life, including the culture and language of the neighborhood (Szapocznik & Kurtines, 1993). In addition, a parent with a child at that school partners with professionals from community agencies and the school on the FAST team. *Family Education (FAME)* Families allocated to the FAME condition were sent eight weekly mailings of behaviorally oriented parenting skills booklets in English or Spanish (Channing L. Bete Company, 1997), with follow-up phone calls to see whether they had read the booklets, and an invitation to a formal lecture on “parenting.”
6 – Vandell et al. (2020)	Combinations of different care arrangements including high quality after school programmes, extracurricular activities, unsupervised time and low participation in any care arrangement.	*Identification of high-quality afterschool programs and their host schools* During the academic year prior to the current study, the research team reviewed published sources and interviewed experts in the field to identify high-quality afterschool programs located in public elementary schools in the United States. A total of 116 programs were identified and prioritized based on several criteria: evidence that the program was school-based or school-linked, served elementary students from low-income families, met at least three days a week, was free of charge or charged only a modest fee, anticipated being sustained for the next three years, and was not the beneficiary of high levels of funding that could not be replicated. Based on the results of the interviews and observations, 19 elementary school programs were selected for the study. *Participation in an identified high-quality after-school programme* *Participation in other extracurricular activities* including organised sports teams, clubs for music, arts and special interests and lessons in music, art, dance, or sports. *Participation in unsupervised settings* including being home alone, caring for a younger sibling or hanging out with friends – all without an adult present. *Low participation in any care arrangement.*
7 – Walsh et al. (2014)	City Connects, a school-based student support intervention, targeting non-academic barriers to learning by coordinating tailored support plans connecting students and families (where appropriate) to prevention,	*The City Connects Intervention Model* Developed in 1999 through a university collaboration with Boston Public Schools and community agencies, City Connects is a student support intervention that was designed to help high-poverty, urban schools address students’ non-academic barriers to learning. The model was designed around best practice recommendations. Having started in one school in Boston, the largest district in Massachusetts, the intervention grew over time in response to district interests in expanding its scope. As of spring 2014, City Connects is implemented in 17 public elementary and K–8 schools in Boston and one public high school. In 2011–2012, City Connects expanded to another site in Springfield, Massachusetts, the third largest school district in the state.

	intervention and enrichment opportunities provided by community agencies and the school district.	City Connects addresses each student's individual strengths and needs in academic, social/emotional, family, and health domains. City Connects coordinates a tailored support plan connecting the student and, when appropriate, the family to the prevention, intervention, and enrichment opportunities provided by community agencies and the school district that the student needs to succeed and thrive in school. Using a longitudinal database, City Connects tracks student outcomes not only during their years in the intervention, but after they move on to middle school and high school. At the core of the intervention is a full-time School Site Coordinator (SSC) in each school, trained as a licensed school counselor or social worker, who connects students to a customized set of services through collaboration with families, teachers, school staff, and community agencies. The SSC follows standardized practices (Center for Optimized Student Support, 2012) as described in the following. *Whole Class Review* In the fall of the school year, the SSC collaborates with each classroom teacher to develop a customized support plan for every student by: (a) identifying the strengths and needs of each student across four domains (academic, social/emotional/behavioral, health, and family), (b) identifying and locating appropriate school- and/or community-based services and enrichments, (c) establishing the connection between these service providers and individual children and their families, and (d) tracking and following up to ensure delivery and appropriateness of service. The Whole Class Review (WCR) assessments are carried out as a shared conversation through a series of standard guiding questions that focus on the four domains. As they conduct the WCR, the teacher and SSC group students into tiers: strengths and minimal risk (Tier 1), strengths and mild to moderate risk (Tier 2), or strengths and severe risk (Tier 3). *Individual Student Review* Students identified with intensive needs at any point during the school year receive a further Individual Student Review (ISR). This review is independent and distinct from a Special Education referral. In the ISR, a wider team of professionals discuss and develop specific, measureable goals and strategies for that student. The ISR is conducted by the ‘‘child study’’ or ‘‘student support’’ team (SST)—an existing structure in schools that can include school psychologists, teachers, principals, nurses, and, when appropriate, community agency staff. The team is led by the SSC. *Community Partnerships* A critical aspect of the role of the SSC is to develop and maintain partnerships with community agencies and institutions. These relationships are formalized through structures such as a Resource Advisory Council, which includes all agency representatives working at the school. Part of the SSC role is to coordinate activities of the multiple agencies working in the school. *Family Connections*

		The SSC serves as a primary point of contact for families, both at prescribed times (e.g., the SSC communicates with the student's family before and after an ISR) and as needed (e.g., in response to a family request or crisis). SSCs work closely with families to ensure service delivery, helping overcome such barriers as transportation or translation needs. *Electronic Recordkeeping* To aid SSCs with the process of connecting each student to a unique set of enrichment and service programs and to permit streamlined tracking and follow-up, City Connects has developed a proprietary Web-based database, the Student Support Information System (SSIS), for secure collection of data on student reviews, individual student plans, service referrals, and service providers. SSIS data are used for: (a) professional recordkeeping at the individual and school level, (b) monitoring and evaluating implementation and fidelity of the intervention throughout the school year, and (c) a data source for research on the intervention. Through these core functions, SSCs tailor support plans for each student. Different combinations of quantity and type of services result in a unique set of services for each student. Services may be prevention and enrichment in nature, including before- and after-school programs, sports, summer programs, and health and wellness classes; early intervention services such as adult mentoring, academic support, social skills interventions, family assistance, and tutoring; or more intensive services or crisis interventions such as mental health counseling, health services, screening or diagnostic testing, violence intervention, or family counseling. For any single student, regardless of tier, the tailored set might include a combination of prevention and enrichment, early intervention, and/or intensive services. Above and beyond the core functions, the SSC takes part in the programmatic responsibilities and schoolwide citizenship. For example, in response to specific needs, SSCs provide services within the school and classrooms throughout the year, including leading small social skills groups that address focused topics such as making friends, bullying, and healthy eating. They offer crisis intervention for individual or small groups of children, family outreach and support addressing specific family needs that are impacting school performance, and general support for schoolwide initiatives and priorities.

Second reference list

Alexander, J. E., & Parsons, B.V. (1982). *Functional family therapy*. Brooks/Cole Publishing Company.

Alinsky, S. D. (1971). *Rules for radicals: A programmatic primer for realistic radicals*. Random House.

Boyd-Franklin, N., & Bry, B. H. (2000). *Reaching out in family therapy: Home-based, school, and community interventions*. Guilford Press.

Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Harvard University Press.

Bryan, J., & Henry, L. (2008). Strengths-based partnerships: A school–family–community partnership approach to empowering students. *Professional School Counseling, 12,* 149–156.

Bryan, J., & Henry, L. (2012). A model for building school–family–community partnerships: Principles and process. *Journal of Counseling & Development, 90,* 408–420.

Bryk, A. S., & Schneider, B. L. (2002). *Trust in schools: A core resource for improvement.* Russell Sage Foundation.

Center for Optimized Student Support. (2012). *The Impact of City Connects: Progress Report 2012*. https://www.bc.edu/content/dam/city-connects/Publications/CityConnects_ProgressReport_2012.pdf

Channing L. Bete Company. (1997). *Scriptographic parenting booklet series*. Channing L. Bete Company, Inc.

DuBois, D. L., Holloway, B. E., Valentine, J. C., & Harris, C. (2002). Effectiveness of mentoring programs for the youth: A meta-analytic review. *American Journal of Community Psychology, 30,* 157–197.

Durlak, J., & Weissberg, R. (2007). *The impact of after-school programs that promote personal and social skills*. Collaborative for Academic, Social, and Emotional Learning. https://files.eric.ed.gov/fulltext/ED505368.pdf

Freire, P. (1997). *Pedagogy of the oppressed*. Continuum.

Griffin, E. A., & Morrison, F. J. (1997). The unique contribution of home literacy environment to differences in early literacy skills. *Early Child Development and Care, 127*(1), 233–243. https ://doi.org/10.1080/0300443971270119.

Harms, T., Jacobs, E. V., & White, D. R. (1996). *School-age care environment rating scale.* Teachers College Press

Hynes, K., Miller, A., & Cohen, B. (2010). *The Pennsylvania older youth out-of-school time study: A practitioner's guide to promising practices for recruiting and retaining older youth*. Pennsylvania Statewide Afterschool/Youth Development Network. http://www.psaydn.org/Documents/2010PractitionerGuideforOlderYouthRetention.pdf

Kogan, K. L. (1978). Help-seeking mothers and their children. *Child Psychology and Human Development*, *8*, 204-218.

Kumpfer, K. L., Molgaard, V., & Spoth, R. (1996). The Strengthening Families Program for the prevention of delinquency and drug use. In R. D. Peters & R. J. McMahon (Eds.), *Preventing childhood disorders, substance abuse, and delinquency* (pp. 241-267). Sage Publications.

McCubbin, H. I., Thompson, E. A., Thompson, A. I., & Fromer, J. E. (Eds.). (1998). *Resiliency in Native American and immigrant families*. Sage Publications.

McDonald, L., Billingham, S., Conrad, T., Morgan, A. O.N., & Payton, E. (1997). Families and Schools Together (FAST): Integrating community development with clinical strategy. *Families in Society*, *78*, 140-155.

McDonald, L., Coe-Braddish, D., Billingham, S., Dibble, N., & Rice, C. (1991). Families and Schools Together: An innovative substance abuse prevention program. *Social Work in Education*, *13*, 118-128.

McDonald, L., & Sayger, T.V. (1998). Impact of a family and school based prevention program on protective factors for high risk youth: Issues in evaluation. *Drugs and Society*, *12*, 61-85.

Miller, R., & Gentry, M. (2010). Developing talents among high-potential students from low-income families in an out-of-school enrichment program. *Journal of Advanced Academics*, *21*, 594-627.

Minuchin, S. (1974). *Families and family therapy*. Harvard University Press.

Payne, A. C., Whitehurst, G. J., & Angell, A. L. (1994). The role of home literacy environment in the development of language abilities in preschool children from low-income families. *Early Childhood Research Quarterly, 9*(3), 427–440.

Putnam, R. (2000). *Bowling alone: The disappearance of civic America.* Harvard University Press.

Rhodes, J. E., & DuBois, D. L. (2006). Understanding and facilitating the youth mentoring movement. *Social Policy Report, 20,* 3–20.

Rhodes, J. E., Spencer, R., Keller, T. E., Liang, B., & Noam, G. (2006). A model for the influence of mentoring relationships on youth development. *Journal of Community Psychology, 34,* 691–707.

Rutter, M. (1999). Resilience concepts and findings: Implications for family therapy, *Journal of Family Therapy*, 21, 119-144.

Satir, V. (1983). *Conjoint family therapy* (3rd ed.). Science and Behavior Books.

Szapocznik J., & Kurtmes, W. M. (1993). Family psychology and cultural diversity: Opportunities for theory, research, and application. *American Psychologist*, 48, 400-407.

Valenzuela, A., & Dornbusch, S. (1994). Familism and social capital in the academic achievement of Mexican origin and Anglo adolescents. *Social Science Quarterly*, *75*, 18-36.

Webster-Stratton, C. (1985). Predictors of treatment outcome in parent training for conduct disordered children. *Behavior Therapy*, *16*, 223-243.

Woodland, M. (2008). Whatcha doin' after school? A review of the literature on the influence of after-school programs on young black males. *Urban Education*, *43*, 537-560.

Appendix 3: Detailed quality assessment - areas of methodological quality (EPPI-Centre, 2003) used to inform WoE judgments (Gough, 2007).

Key: High – Green, Medium – Amber, Low – Red

Table 15: Twelve areas of methodological quality (EPPI-Centre, 2003) used to inform WoE judgements (Gough, 2007) for the reviewed studies

Study	Ethical concerns (1)	Appropriate involvement of Participants (2)	Sufficient justification for why study was done (3)	Appropriate choice of research design (4)	Reliability of data collection tools (5)	Validity of data collection tools (6)	Reliability of data analysis (7)	Validity of data analysis (8)	Able to rule out other sources of error/bias which may explain findings (9)	Generalisability of results (10)	Does my view differ from the author's view in terms of their findings (11)	Sufficient attempts to justify the conclusions drawn (12)
1 - Bayless et al. (2018)	Parental and participant consent obtained. No monetary incentive provided. Approval obtained from the University of Denver Institutional Review Board. Assignment to treatment conditions was based on residence in public housing neighbourhood being offered the ASP. No mention of	Treatment Group – Received reading intervention in an ASP (offered Read Well, 1:1 tutoring and Gr8 Readers) and collected DRA2 scores. However, as intention to treat analysis, include all enrolled even if not received any treatment. Comparison group – collected DRA2 scores with no intervention	Yes – previous research assessed within group changes only. This research – between group differences	Quasi experimental design was appropriate – not possible to randomly assign participants as all children in four public housing communities were offered access to the programme. Best comparison deemed to be neighbouring community sites not being offered the programme. Nature of measurement overtime is unclear.	No mention of DRA2 testing for reliability. Parent reports re demographics – subjective	Parent reports re demographics relies on honesty. DRA2 assessments to be carried out and results reported by teachers in schools attended by participants, not the researchers themselves. Large number of schools (51 schools for treatment group and 18 schools for comparison – with some overlap) Subjectivity in this.	Propensity score matching used. Authors state to balance statistical power and in turn, reliability, (sample size) and internal validity (relating to pre-existing differences in sample) they report results for full and matched sample throughout.	Appropriate statistical methods used. Propensity score matching used. Authors state to balance statistical power and in turn, reliability, (sample size) and internal validity (relating to pre-existing differences in sample) they report results for full and matched sample throughout. Despite large sample size, high attrition rate and missing data.	No – too many (confounding and extraneous) variables not controlled (baseline variables, elements of the programme accessed by participants, other non-literacy elements of the programme accessed by participants, other literacy teaching received: in school, other ASPs and other community projects both control and treatment group.	To target group not wider population: Sample from public housing community – representative of population group (low-income). Parent reports for free school meal eligibility and family income.	I agree with the findings of the study but think there is not enough justification for the conclusions drawn. There are too many other variables which may explain the findings.	Although limitations of the study are recognised, conclusions made should be more tentative. This relates to conclusions about the impact of the intervention for treatment groups over time and as evidence for a three pronged literacy approach.

	communication being in native languages to ensure consent was informed, around data protection etc. Treatment/ non-treatment decided via existing community projects not researchers.							All data, effect sizes and confidence intervals reported.				
2 – Henry et al. (2017)	No mention around consent and little info about the recruitment process. University and school district approval and procedures around data protection. Control school received no intervention, but principal promised would receive it on a subsequent year. Unsure if control pupils will receive it, or will but in later years?	Yes – observational study. Data were archival and did not require direct contact with students.	Yes - Empirical evidence for school-family-community partnerships and faith-based partnerships are discussed. Limited information about outcomes from FBSFC partnerships specifically, this study - examined the effects of an FBSFC partnership on reading achievement in a high-poverty urban elementary school.	Quasi experimental design was appropriate – not possible to randomly assign participants as attempting to study the effects of a whole school programme. Practicalities around implementing a whole school FBSFC partnership.	No mention of reliability of the FAIR assessment by authors. However, technical manual by Florida State University exists detailing marginal reliability, standard error of measurement and test-retest reliability.	No mention of construct and content validity of the FAIR assessment by authors. However, technical manual by Florida State University exists detailing criterion, concurrent, predictive, contextual, construct, convergent and discriminant validity. Data collected at one point in time (2013-14 school year) for 3 previous school years, but no baseline or follow up. Lack of data about which elements of the	Did not explore reliability of analysis used. Large sample size. Data gathered for three school years, but not baseline or follow up. General threats to reliability in testing e.g., errors/ inconsistency in marking, hawthorn effect etc.	No mention of validity of analysis by authors. Appropriate tests used (ANOVAs). Mention of some missing data but no numbers reported. Huynh–Feldt *F* statistic used to assess within-subject differences to account for violations of assumption of sphericity. Propensity score matching was used to create a comparison group for 'mentoring'	Authors highlight – lack of data and studying each program independently (i.e., mentoring and adoption) and each year separately might have influenced the findings e.g. A third grader in 2010–2011 mentored may have been in a non-mentoring category in 2011–12 or 2012–2013. Unsure of school-family-community support available to control school - variables not controlled	To target group not wider population: Does not mention where in USA the sample is from however, by their definition of poverty/ economic disadvantage – yes.	I agree with findings relating to RQ 1 (most relevant to my SLR Q) Tentative conclusions are drawn, limitations are acknowledged and implications for future research relating to these limitations are discussed. However, I question findings relating to RQ 2 and 3 - lack of data about which elements of the program,	Overall tentative conclusions drawn, relating to each RQ with reference to supporting empirical evidence (limited research) and implications for future research are highlighted. However - limited justification for the overall conclusion that faith based partnerships 'could' mitigate socio-economic equality and contribute to students' academic, career and psychosocial wellbeing.

						program, pupils received in which year – questions validity of RQs 2 and 3. Retrospective data		treatment group. Large sample size – only taken at evaluation year Effect sizes given for significant results, no confidence intervals. Enough data for me to calculate them.			pupils received in which year. Too many variables that aren't controlled for.	
3 – Hodges et al. (2017)	No mention about consent if ethical approval obtained. Ethicality in criteria for 'high ability' criteria to ensure more pupils were eligible.	Yes – observational study. Data were archival and did not require direct contact with students.	No – discussion of relevant background and empirical research but gaps in research and justification for this particular study not given.	Yes – longitudinal, observational study of an intervention already taking place. Existing data gathered and analysed. Correlational – yet wording of RQs imply causation? No mention in purpose and RQs about relationships. In discussion, highlights correlation not causation – inconsistency in language used.	No mention of reliability of the ISTEP+ assessment by authors. It is a standardised test used state-wide to make inferences about student achievement and proficiency levels relative to Indiana's Academic Standards. While three criteria developed to improve selection process for enrichment camp, new process adds a subjective element – consistent?	No mention of validity of the ISTEP+ assessment by authors. It is a standardised test used state-wide to make inferences about student achievement and proficiency levels relative to Indiana's Academic Standards. Pre-intervention data available. No follow up. Authors highlight: ISTEP+ does not perfectly model growth due to ceiling and floor effects. No set testing measures can be perfectly aligned vertically (growth cannot	Did not explore reliability of analysis used. Clear reporting of data. Large sample size. General threats to reliability in testing e.g., errors/ inconsistency in marking, hawthorn effect etc. Authors highlight: the shape of the relationship between selected students who did not attend the camp, and achievement, would cease to be linear with more time points.	Appropriate statistical method used (mixed effect regression) with clear explanation around chosen analysis – missing data and random effects. Clear reporting of data treatment and assumptions. Covariates used to control for effects of other variables which co-vary with the DV. Authors highlight: ISTEP+ does not perfectly model growth due to ceiling and floor effects.	Authors highlight: Correlation not causation Other mechanisms beyond this enrichment camp alone that can account for findings including individual school climate – but did not control for these. Correlational – limited control over extraneous variables Large amount of variation between students. Missing data regarding nature of	To target group not wider population: 100% of pupils identified as low income based on free/reduced price lunch eligibility 'High ability' selected via three criteria, based on previous research.	No – Overall, I agree with the author's findings.	Generally, logical links between data and conclusions, with supporting evidence and explanations. Correlation not causation. However, limited justification for certainty of the conclusions and language used. Should be more tentative.

						be perfectly assessed)		No effect sizes or confidence intervals provided. Not enough data provided for me to calculate them.	attendance e.g. whether pupils attended the camp for one year or all 3 years and the context around those not attending. Sample size much bigger for those not receiving intervention.			
4 – Mahoney et al. (2005)	Active, signed consent from a parent or legal guardian was required for participation. Parental consent was obtained for 73% of this population (N= 599). Recruitment process in native languages to ensure full understanding and informed consent. Data collection – parents unable/ unwilling to complete surveys, offered interview. Treatment/ non-	Yes – data collected from parents and school staff at two time points	Yes – discrepant findings in previous research result from variability in research design and sample characteristics across studies. Implications from previous research suggest an ecological perspective. This requires that multiple aspects of after-school ecology be considered.	Yes – to examine the relationship between ASP participation and development of academic performance and related motivational attribute at several points over a long period of time.	Authors report: As a measure of scale reliability for ASP engagement, Cronbach's alphas were .85 and .84 in the fall and spring, respectively. The fall-to-spring correlation for the engagement scale was .37 ($p<.001$) Overall measure of school grades. Cronbach's alpha was .90. DRA Reading Assessment - 10-state study of kindergarten through third-grade	No mention of validity re academic achievement measures. Report significant correlations between parent reports and ASP staff attendance records for ASP data. However, also report that after school care arrangements based on parent reports only taken at one point in time. This might have changed across the year influencing validity. Author's highlight: Problems with measures of 'school grades'	Did not explore reliability of analysis used. Large sample size	More than two groups and more than 1 DV – MANOVA an appropriate test, then ANCOVAs and pairwise t tests to determine significantly different means. Covariates used to control for effects of other variables which co-vary with the DV. Authors highlight: Pros and cons of using both categorical v continuous approach to analysis. No effect sizes or confidence intervals provided. Enough data provided for me to calculate them.	While a range of limitations are highlighted, including additional variables that might be important in influencing AS care arrangements. No reference to other variables that could influence the DV not controlled for (e.g., other literacy teaching received: in school, other ASPs and other community projects).	To target group not wider population: Authors state that the sample diversity is substantially similar to the total population of students served by the participating schools. 95% of pupils attending public schools in this area eligible for free school meals. Three schools chosen because in most disadvantaged areas of the city.	No but reporting all data clearly, including differences that were not significant would have been helpful. Also, important variables not considered that could influence the DV.	Tentative conclusions drawn, with some possible explanations linked to empirical evidence. Limitations highlighted.

	treatment decided via existing community projects not researchers.				teachers found the instrument to have good internal consistency (Cronbach's alpha=.98) and interrater reliability (Cronbach's alpha=.80; Williams, 1999).	possibly influencing validity.				Average annual household income for the sample $16,794 and 57% of the participating families live in poverty according to the 2002 Census thresholds.		
5 - McDonald et al. (2006)	Obtained consent at multiple points throughout Offering yearly money incentives to families identified as 'low income' Randomly allocated families when all could have benefited from program – unethical? No mention of offering FAST to others afterwards.	Four in home interviews: pre intervention, post intervention, on year post and 2 years post (participants paid $25 for each interview) FAST – 8 weekly multifamily group sessions then graduate led monthly meetings FAME – mailed eight parenting pamphlets then formal lecture on parenting.	Background information re Hispanic populations and their outcomes, parental involvement and evidenced based SAMHSA models being used in the US. Seems to be a focus on parental engagement /involvement but no definitions. Purpose of study is unclear. No RQs, IVs, DVs etc reported.	Difficult to know when study purpose, RQs etc are not clearly stated. Possible ethical issues around random allocation to a SAMHSA evidence-based model (or not) for 2 years. Teachers agreed to offer either and classes were randomly assigned RCT – comparison group received an intervention rather than treatment as usual or no treatment.	Difficult to know when study purpose, RQs etc are not clearly stated. Focus seems to be on parental involvement/ engagement but do not outline a measure for this. Authors state that both the Teacher's Report Form (TRF) from the Child Behaviour Checklist (CBC) and the Social Skills Rating System (SSRS) are both instruments with established reliability and validity. No specific	Difficult to know when study purpose, RQs etc are not clearly stated. Authors state that both the Teacher's Report Form (TRF) from the Child Behaviour Checklist (CBC) and the Social Skills Rating System (SSRS) are both instruments with established reliability and validity. No specific information given. For use with Latino populations? Teachers blind to conditions. Same teachers assessing same children on two	Difficult to know when study purpose, RQs etc are not clearly stated. Did not explore reliability of analysis used. Large sample size used.	Difficult to know when study purpose, RQs etc are not clearly stated. Intent to treat model Hierarchical repeated measures regression model Multilevel regression model Authors report – allows statistically efficient estimates By using clustering info – provides correct standard errors, confidence intervals and significance tests Use of covariates No effect sizes or confidence intervals	Interventions to increase parental involvement yet low-income parents received money incentives to take part. Seem to measure parental engagement by attendance at sessions. However, FAME only have one formal parenting lecture and FAST had 8 family group sessions and follow ups – is this comparable? Use of covariates. Disproportionate number of boys in experimental condition, controlled for in	To target group not wider population: Real world intervention. Self-identified Latino families Extremely low incomes – more than 70% = annual income of less than $20,000 and 1/3 families reported incomes less than $10,000. Unsure of country of origin of Latino sample or if first, second or third generational status in US.	Yes, they focus on parental engagement but did not measure this. What they were initially planning to measure is not clear. I agree with the findings measuring the effect of the treatment condition on classroom behaviour measures. There is little justification for the conclusions drawn, particularly about parental involvement. Not	Conclusions drawn without links to empirical/theoretical evidence. Conclusions focusing on parental engagement when this was not measured. Used some attendance figures that are not comparable. Claims made with little justification.

					information given. For use with Latino populations?	difference measures of academic functioning with different results?		provided. Enough data provided for me to calculate them.	hierarchical regression. Impact of language and culture is unknown. High attrition rate – missing data		backed up with evidence in discussion.	
6 – Vandell et al. (2020)	Parental consent obtained Study was reviewed and approved by institutional review board and all aspects in compliance with APA ethical principles. Synonyms used for anonymity. All information to parents translated into 4 languages	Yes – demographic data collected from parents, Teacher and Child reports collected at one point in time.	Yes – relevant background research discussed, and gaps identified e.g., previous research used variable centred approaches (focusing on separate after school settings), focusing on adolescents and not considering quality of ASPs.	Yes – longitudinal, observational design appropriate to examine relations between clusters of afterschool experiences and child developmental outcomes in a large sample. However, should have done a baseline or follow up measure.	Internal consistency - Cronbach's alpha = 0.96 for the Mock Report Card (Pierce et al, 1999) for academic performance. Cronbach's alpha reported for all measures (including those not relevant to my SLR RQ)	No mention of validity re academic achievement measures. Teacher and child reports for outcome measures – subjectivity Use of child reports for childcare arrangements – reported correlation with ASP attendance figures (r = .73, p <.001) but child reports only for other types of after school care.	Appropriate statistical method used, and explanations given. Did not explore reliability of analysis used. Large sample size. Data gathered for the school year of study but not baseline or follow up. General threats to reliability in testing e.g., errors/ inconsistency in marking, hawthorn effect etc.	Appropriate statistical method used, and explanations given. *Unsupervised + activities* group selected as comparison group but did have low levels of attendance at ASPs Gender, ethnicity, household structure, family income etc included as fixed effect covariates. Correlational – limited control for variables Imputed missing data Author's gave clear reasoning, reference and carried out robustness check. All data and effect sizes reported. No	No baseline or follow up – no evidence of temporal relationship between exposure and outcome. Limited limitations/ sources of error/bias highlighted by authors.	To target group not wider population: Real world intervention 89% of participating children received free or reduced-price lunch Correlational research – higher external validity	Results are reported clearly including effect sizes. Signpost to more detailed data in supplementary documents if necessary.	Conclusions are drawn tentatively. However, there were no baseline or follow up data – no evidence of temporal relationship between exposure and outcome.

								confidence intervals.				
7 – Walsh et al. (2014)	Considers ethics around the importance of serving all students with an intervention (not randomising to trial conditions) City Connects web-based database, mention for secure data collection General approaches taken seem to be ethical. No mention of consent or approval by ethics committee	Yes – observational study of a real-world intervention. Data collection was retrospective - did not require direct contact with students.	Relevant background research discussed and description of current study in relation to this. Gap identified – comprehensive approaches to whole child addressing multiple non-academic domains of child functioning and its impact on academic achievement	Yes – longitudinal, quasi experimental design. Authors highlight that randomisation of trial was not feasible due to gradual growth of model within the districts and ethics around serving all students. No RQ stated but clear aims and variables.	Authors report: School report card scores have demonstrated scale uni-dimensionality and reliability, as well as evidence of concurrent and discriminant validity with Massachusetts Comprehensive Assessment System (MCAS) scores in English language arts and mathematics (City Connects, 2009) MCAS (standardised test battery) - test reliability and validity have been well established (Massachusetts Department of Elementary and Secondary Education, 2010).	Authors report: School report card scores have demonstrated scale uni-dimensionality and reliability, as well as evidence of concurrent and discriminant validity with MCAS scores in English language arts and mathematics (City Connects, 2009) MCAS (standardised test battery) – test reliability and validity have been well established (Massachusetts Department of Elementary and Secondary Education, 2010). Some first grade data missing for older students (baseline) but 10 years of data, second grade data used. Significantly more black, Asian and free-school meal	Appropriate statistical method used, and explanations given. Did not explore reliability of analysis used. Large sample size. Data gathered at two time points, baseline and post intervention. No additional follow up.	Appropriate statistical method used, and explanations given. Attempts to overcome threats to internal validity highlighted. Propensity score matching to adjust for selection effects and account for preintervention differences. Due to comprehensive nature of data collected on within-system mobility – attrition only occurred if student left prematurely or a data entry error. Covariate balance calculated. All data and effect sizes reported for significant and non-significant results. No confidence intervals.	Limitations highlighted by authors: Inability to take unmeasured characteristics into account may be unmeasured characteristics between treated/ untreated students or schools that influenced both selection into CC and academic achievement outcomes. Power analyses suggested numbers of schools was too small to achieve reasonable power for detecting school level effects. Sample – lower numbers for higher grades. Despite little evidence of selection effects as shown in covariance balance results – it is possible that unaddressed internal validity issues limit	To target group not wider population: Comparison schools randomly selected through a cluster-stratified process to ensure all neighbourhoods of city represented. High-poverty urban elementary schools in Boston. Across all year groups between 90.3 to 92.8% of participants were eligible for free lunch. Additionally, between 2.7% and 3.2% were eligible for reduced price lunch. Parent reports for free school meal eligibility.	No - Clear reporting of data and limitations highlighted. I agree with findings reported by the author.	Yes. Conclusions are drawn tentatively, supported by clear longitudinal data and explanations for conclusions. Limited support from empirical research.

						eligible students in treatment schools.			ability to attribute significant differences between treatment groups to the intervention. Comparison schools did have an array of student support services available but did not utilize a structed model with a coordinator. No reference to other variables that could explain the outcome (e.g., other literacy teaching received: in school, other ASPs and other community projects).			

Appendix 4: Participant information sheet

Newcastle University

School of Education, Communication & Language Sciences

Participant Information Sheet

You are invited to take part in a research study entitled:

What do primary school teachers tell us about the impact of Extended Services on academic achievement for primary school pupils in poverty?

Please read this document carefully and ask any questions you may have before agreeing to take part in the study.

Purpose of the Study

My name is Louise Pattison and I am a Trainee Educational Psychologist (TEP) on the Doctorate of Applied Educational Psychology Programme (DAppEdPSy) at Newcastle University. I will be conducting this research, under the supervision of Dr Richard Parker, Programme Director of the DAppEdPSy at Newcastle University. The aim of this study is to explore how Extended Services might enhance academic achievement for primary school pupils defined as living in poverty. I hope to in gain an in-depth and rich understanding of the views of teachers, in one school context, in an area of high deprivation, to inform future practice.

Why have I been chosen?

You have been selected if you are a staff member in a school in an area of high deprivation.

Do I have to take part?

Participation is voluntary. You can withdraw at any point during the research, without reason, up to the point of data analysis. This is the case, even if a consent form has been signed and the project has already started. As part of the data analysis process, I need to integrate data between and across participant cases. Due to difficulties in separating data at this stage, you will no longer be able to withdraw. If you request for your data to be withdrawn, before the stage of analysis, it will be destroyed immediately.

What will happen to me if I take part?

You will be interviewed by me, in a room, in school. If lockdown restrictions are still in place, you will be interviewed virtually (using Zoom). You will receive a copy of the interview questions and a definition of Extended Services before the interview. I will introduce myself and explain the research to you in person. You will have the opportunity to ask any questions and confirm your participation. The interview will take approximately 30-40 minutes to complete. It will be voice recorded. Throughout the process, you will have the opportunity to share any information relevant to the research or ask any questions.

Will my taking part be confidential?

Yes, it will. To ensure data is anonymous, all participants will receive a pseudonym (a fictitious name). Voice recordings of your interview will be immediately moved onto a password-protected hard drive and deleted from the recording device. Interviews will be anonymised during transcription, and the audio recording will be deleted immediately afterwards. Then, I will store the anonymised transcription only, which disconnects the interview material from any information, identifiable to you. All participant data will be stored securely, on a password-protected hard drive (and any hard copy consent forms will be stored in a locked filing cabinet), in order to keep it and you safe. I will not make full transcripts available to each participant. The overall findings i.e. the theory generated – are generated across all datasets so will not have identifiable data in them. All data will be permanently deleted in August 2022. Only my research supervisor and I will have access to the data. However, it is important to note that confidentiality and anonymity cannot be guaranteed when safeguarding issues (child or adult) or other legal issues arise as part of this research.

Data Management

Newcastle University will act as the data controller for this study. You can find out more about how Newcastle University uses your information at http://www.ncl.ac.uk/data.protection and/or by contacting Newcastle University's Data Protection Officer (Maureen Wilkinson, rec-man@ncl.ac.uk).

If you wish to raise a complaint on how we have handled your personal data, you can contact our Data Protection Officer rec-man@ncl.ac.uk who will investigate the matter. If you are not satisfied with our response or believe we are processing your personal data in a way that is not lawful, you can complain to the Information Commissioner's Office (ICO) https://ico.org.uk/make-a-complaint/

What will happen to the results of this research?

The results of this research will be shared with all participants who want to see it. This will be when the research is complete and I have submitted a final version to Newcastle University. I will debrief you on

the main findings of the research and provide you with a copy of the research paper which I aim to produce.

If you have any questions, requests, or concerns regarding this research, please contact me or my supervisor.

Researcher Name - Louise Pattison (L.Pattison@newcastle.ac.uk)

Supervisor Name - Dr Richard Parker (richard.parker@newcastle.ac.uk)

Appendix 5: Consent form

Newcastle University
School of Education, Communication & Language Sciences

Declaration of Informed Consent

- I agree to participate in this study, the purpose of which is to explore the impact of Extended Services on academic achievement for primary school pupils defined as living in poverty.
- I declare that I have understood the nature and purpose of the research.
- I have read the participant information sheet, have had the opportunity to ask any questions I need to ask and understand the information provided.
- I have been informed that I may decline to answer any questions or withdraw from the study at any point, up until the point of data analysis and without penalty of any kind.
- I have been informed that all my responses will be kept confidential and secure, and that all efforts will be made to ensure I cannot be identified.
- I consent to the use of the collected data in research and in doctoral research submission / research outputs.
- I have been informed that the researcher will answer any questions regarding the study and its procedures. The researcher's email is L.Pattison@newcastle.ac.uk.

Any concerns about this study should be addressed to the School of Education, Communication & Language Sciences Ethics Committee, Newcastle University via email to ecls.researchteam@newcastle.ac.uk

---

Date Participant Name (please print) Participant Signature

I certify that I have presented the above information to the participant and secured his or her consent.

Date Signature of Researcher

Appendix 6: Participant debriefing form

Newcastle University
School of Education, Communication & Language Sciences

Participant Debriefing Form

Thank you for participating in the present study, which explores the impact of Extended Services on academic achievement for primary school pupils defined as living in poverty.

The results of this research will be shared with you if you would like to see them. This will be when the research has been completed and I have submitted a final version to Newcastle University. If desired, I will also provide you with a copy of the research paper which I aim to produce.

To ensure confidentiality, recordings of your interview will be immediately moved onto a password-protected hard drive and deleted from the recording device. Interviews will be anonymised during transcription, and the audio recording will be deleted immediately afterwards. Then, I will store the anonymised transcription only, which disconnects the interview material from any information, identifiable to you. All participant data will be stored securely, on a password-protected hard drive (and any hard copy consent forms will be stored in a locked filing cabinet), in order to keep it and you safe. I will not make full transcripts available to each participant. The overall findings i.e., the theory generated – are generated across all datasets so will not have identifiable data in them. All data will be permanently deleted in August 2022. Only my research supervisor and I will have access to the data. However, it is important to note, that confidentiality and anonymity cannot be guaranteed when safeguarding issues (child or adult) or other legal issues arise as part of this research.

If you wish to withdraw your data at any point, up to the point of analysis, please inform me and your data will be destroyed. As part of the data analysis process, I need to integrate data between and across participant cases. Due to difficulties in separating data at this stage, you will no longer be able to withdraw.

Newcastle University will act as the data controller for this study. You can find out more about how Newcastle University uses your information at http://www.ncl.ac.uk/data.protection and/or by contacting Newcastle University's Data Protection Officer (Maureen Wilkinson, rec-man@ncl.ac.uk).

If you wish to raise a complaint on how we have handled your personal data, you can contact our Data Protection Officer rec-man@ncl.ac.uk who will investigate the matter. If you are not satisfied with our

response or believe we are processing your personal data in a way that is not lawful, you can complain to the Information Commissioner's Office (ICO) https://ico.org.uk/make-a-complaint/

If you have any questions regarding this study, please do not hesitate to contact the me (L.Pattison@newcastle.ac.uk) or my supervisor (richard.parker@newcastle.ac.uk).

Thank you again for your participation.

Louise Pattison

Appendix 7: Intensive interview questions

Initial questions

Biography questions: How long have you been teaching/working in education?

How long have you been working in this school?

Can you briefly describe the context of your school (e.g. catchment area and pupil need)?

If you have taught/worked in a school before this one, can you briefly describe the context of your previous school?

What do you think is the purpose/aim of education and schooling?

Could you tell me what you understand of what is meant by 'Extended Services'?

What does this look like in your school?

What does poverty mean to you (in the context of the pupils you teach)?

Tell me about your experience of working with children who are living in poverty.

Intermediate questions

What do you think is the rationale/purpose of providing the Extended Services you described?

How have you noticed Extended Services making a difference in your school? (When, how and for whom?)

In relation to what outcomes?

Are there any times when Extended Services have not made a difference?

Ending questions

Given your experiences, what would you say to a new teacher in your school, about what is most important to know about teaching children who are living in poverty?

Is there something else you think I should know to understand the impact of Extended Services in the context of your school better?

Is there something else that we haven't talked about that our discussion has made you think about?

Is there something else you would like to ask me?

Prompts

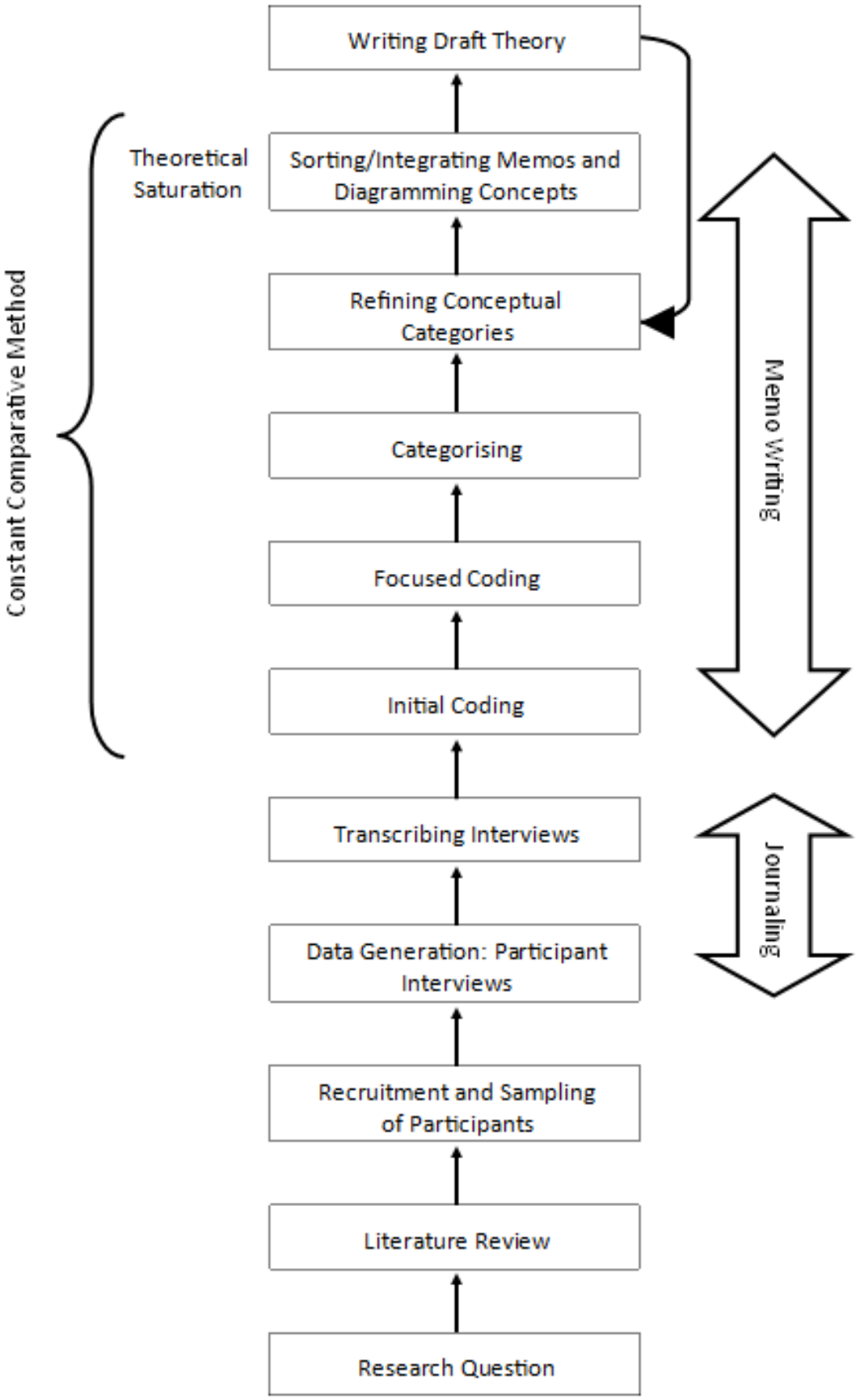
Can you tell me more about that?

Why do you think that?

Is there something else?

Appendix 8: Abbreviated CGT process adapted from Charmaz (2014)

Figure 7: Abbreviated CGT process adapted from Charmaz (2014)



Appendix 9: An example of the CGT process from transcript extracts to generating theoretical concepts

Examples of data, codes, categories to final theoretical concepts

See Table 16 for examples of corresponding data segments, codes, categories and final theoretical concepts included in the explanatory model (Figure 6).

Table 16: Examples of data, codes, categories to final theoretical concepts in the model

<table>
<tr><th>Data Segment</th><th>Initial Codes</th><th>Focused Codes</th><th>Categories and Sub-Categories</th><th colspan="3">Final Theoretical Concept</th></tr>
<tr><td rowspan="2">It's a lovely calm start to the day.</td><td>Calming start to the day</td><td rowspan="2">Calming environment</td><td rowspan="6">Providing a structured, consistent, and nurturing environment</td><td rowspan="6">Supporting children</td><td rowspan="6">Plugging gaps</td><td rowspan="6">How is it impacting?</td></tr>
<tr><td>Having time to settle</td></tr>
<tr><td rowspan="4">So, the children come in, they know exactly what's going to happen, exactly where to sit, exactly what food they're going to be offered. There's no, errr, there's like - it's plentiful. There's community, people to talk to. So exactly the same thing happens every day. They sit down in the same place.</td><td>Knowing exactly what’s going to happening</td><td rowspan="4">Providing predictability and routine</td></tr>
<tr><td>Knowing where they’ll sit</td></tr>
<tr><td>Knowing what food they’ll be offered</td></tr>
<tr><td>Believing the same thing happens every day</td></tr>
</table>

	Sitting down in the same place					
We do lots of well-being activities. We have well-being Wednesday.	Doing lots of well-being activities	Using nurturing approaches				
So, accessing that nurture group… we're finding, especially with say with their, their reading, their basic skills in maths, they're improving because they're much more settled within the classroom.	Accessing nurture group					
This needs to be the safe space for those children. That nurturing space for children.	Needing to provide a safe and nurturing space					
Where any behaviour issues are intercepted in a way that we would try to intercept them in class.	Intercepting behaviour issues like in class	Managing behaviour skilfully				
He's got his flashcards and he says, this is how I'm feeling.	Saying this is how I am feeling	Communicating feelings	Teaching emotional literacy and social skills			
It helps to settle them down.	Helping them to settle	Being settled				
That's really helping some of our children to deal with their emotions and recognise their emotions.	Helping children deal with and recognise emotions	Learning to manage emotions				

He can regulate himself a lot more.	Being able to regulate					
There are ways that we can sort of, you know, work with children and try and measure what the, what the, how they've improved emotionally or whatever, their emotional resilience.	Measuring improvement in emotional development	Assessing emotional development				
That's what we are teaching our children. How to react, how to behave, how to be in different situations.	Teaching our children how to react and how to be	Teaching social skills				
We'll have a discussion, and the other person disagrees with us. With our children, they often don't have strategies to deal with that and we have to, we have to teach them that and we have to show them how to do that.	Lacking strategies to deal with disagreement in a discussion					
	Teaching strategies to deal with that					
	Showing them how to do that					

We have to give them strategies, so we see children developing and then are able to cope with those situations.	Giving them strategies Seeing children develop Coping in situations	Applying learned strategies				
So, then we've then got all of the right services in.	Getting services involved	Receiving specialist support	Receiving specialist support and advice			
Get other agencies involved like CYPS and things like that.	Getting other agencies involved					
Erm, we've had children referred to speech and language, and speech and language have come in.	Referring to speech and language					
	Having speech and language coming in					
Hopefully, with the kind of right support, with like everybody working to try and get a diagnosis for this child, and doing their, bit, speech and language as well. Then, you know, you can then help to turn around the family, but not just the child itself.	Hoping will provide the right support	Multi-agency working				
	Everybody working together					
	Believing others need to do their bit					
We're taking the children out on trips, so they're going to the Lake District,	Going to the Lake District	Providing experiences	Providing and enriching			

they're seeing a lake, they're seeing a mountain. They're visiting the seaside. They're seeing a harbour. So, they're seeing all of those things and experiencing all of those things.	Seeing a lake/mountain/harbour Visiting the seaside Seeing things Experiencing things		opportunities/ experiences			
Those things that weren't in their sphere of experience…these extended experiences are bringing things that are in their blind spot – they didn't know was there or a possibility – its bringing them into their sight.	Bringing things into their sphere of experience Bringing experiences into their sight	Enriching experience				
It enriches their experience, enriches the opportunities available to them.	Enriching their experiences Enriching opportunities available					
I had a girl a few years ago who was in choir and orchestra…And that, you	Being in choir and orchestra	Providing opportunities				

know, that wasn't an opportunity necessarily that she might have had.	Believing this as an opportunity she might not have had					
Because they've been given the opportunity.	Being provided with opportunity					
She still runs a secondary school. So, it's, it started a love for something that then carried through as well.	Continuing to run	Igniting passion	Encouraging goals/ aspirations			
	Igniting a love of something that has carried on					
Giving them more, goals, shall we say?	Giving goals	Encouraging goals				
They've been encouraged. Lots of positive reinforcement from staff, has, you know, told them they are special, they can do this, and they work hard at it. Encouragement.	Providing positive reinforcement	Encouraging				
	Telling them they are special					
	Telling them they can do this					
	Encouraging					
It's giving them an idea of where they'd like to go in life and what they would like to be, because they're also	Giving ideas about where they'd like to go in life	Encouraging aspirations				

you know, seeing people who do different types of jobs as well.	Giving ideas about what they'd like to be					
Erm, she realises that she's you know, she's good in CITY NAME. Great. Or maybe I could do something more. I could maybe do a countywide cross country. Erm, they could think bigger.	Realising talent					
	Thinking she could do more					
	Thinking bigger					
So…they've had their needs identified, they've had their needs met.	Identifying needs	Identifying needs	Identifying and meeting basic needs	Supporting Families		
	Meeting needs	Meeting basic needs				
They're both well fed.	Being well fed					
So, we were giving him breakfast.	Providing breakfast					
They're getting like, a healthy breakfast down them.	Getting a healthy breakfast					
Our family support worker, got that child a uniform and doing that discretely.	Providing uniform discretely					
Because there's a safe space for them to be.	Providing safety					
Build up that relationship with all of the parents just on an informal basis.	Building relationships with parents informally	Building relationships with parents	Having a Parent Support Advisor			

The family's been working a lot with the member of staff I mentioned.	Working with Parent Support Advisor	Working with Parent Support Advisor				
Erm, so that is an example of everything functioning and working together as a team and really getting her to fulfil her potential.	Functioning and working together	Working together				
Being really aware of those children that we need to target and be really aware of. Our Parent Support Advisor being really on top of those key families that we need to be aware of.	Being aware of children to target	Identifying family needs				
	Parent Support Advisor being aware of families					
Once we've got Mam in and talking, you realise that everything is an issue. Step siblings who can't come around, because they've been attacked, so there's that breakdown in the family relations… parents couldn't cope at home. She doesn't sleep.	Realising more issues					
	Step-sibling being attacked					
	Breaking down of family relations					
	Parents not coping					
	Sleeping difficulties					

It helps them to develop holistically once everybody understands where they're at.	Understanding where they are					
That adult - member staff I was talking about - can delve deeper and find the root cause of something and then help even more.	Parent Support Advisor delving deeper		Identifying and meeting family needs			
	Finding the root cause					
	Helping more	Meeting family needs				
… and can then put in the right support for them.	Putting in right support					
We've got you know, the sleep workshop, so many erm children need, you know, some, well, families need support with that.	Providing a sleep workshop					
	Families needing that support					
They're all paid for by the school, like funded by the school as well. So, that it's accessible to all.	Funding clubs					
	Being accessible to all					
So, (NAME of Parent Support Advisor) was like, right, got her details straightaway. 'I'll point you in the	Gaining parent details Signposting to activities					

direction of like, activities, things to do with the half term.'						
It opens up the channels of communication. It lets the parents know we are here.	Opening up channels of communication	Engaging with parents	Supporting parents			
	Letting parents know we are here					
We're in constant communication with her family.	Communicating with family					
When parents engage.	Having parental engagement					
She is just like, like, finally somebody is kind of listening to me.	Having someone listen	Listening				
We are (pause), we're trying to help parents as much as we can. So, if they're saying "Actually I'm really struggling this week with…my shifts have changed. I need to pick them all up slightly earlier, slightly later." We're very accommodating.	Helping parents	Providing parent support				
	Struggling with shifts					
	Picking up earlier/later					
	Being accommodating					
Parent support, well, there's just loads through (NAME of Parent support Advisor).	Providing parent support via Parent Support Advisor					

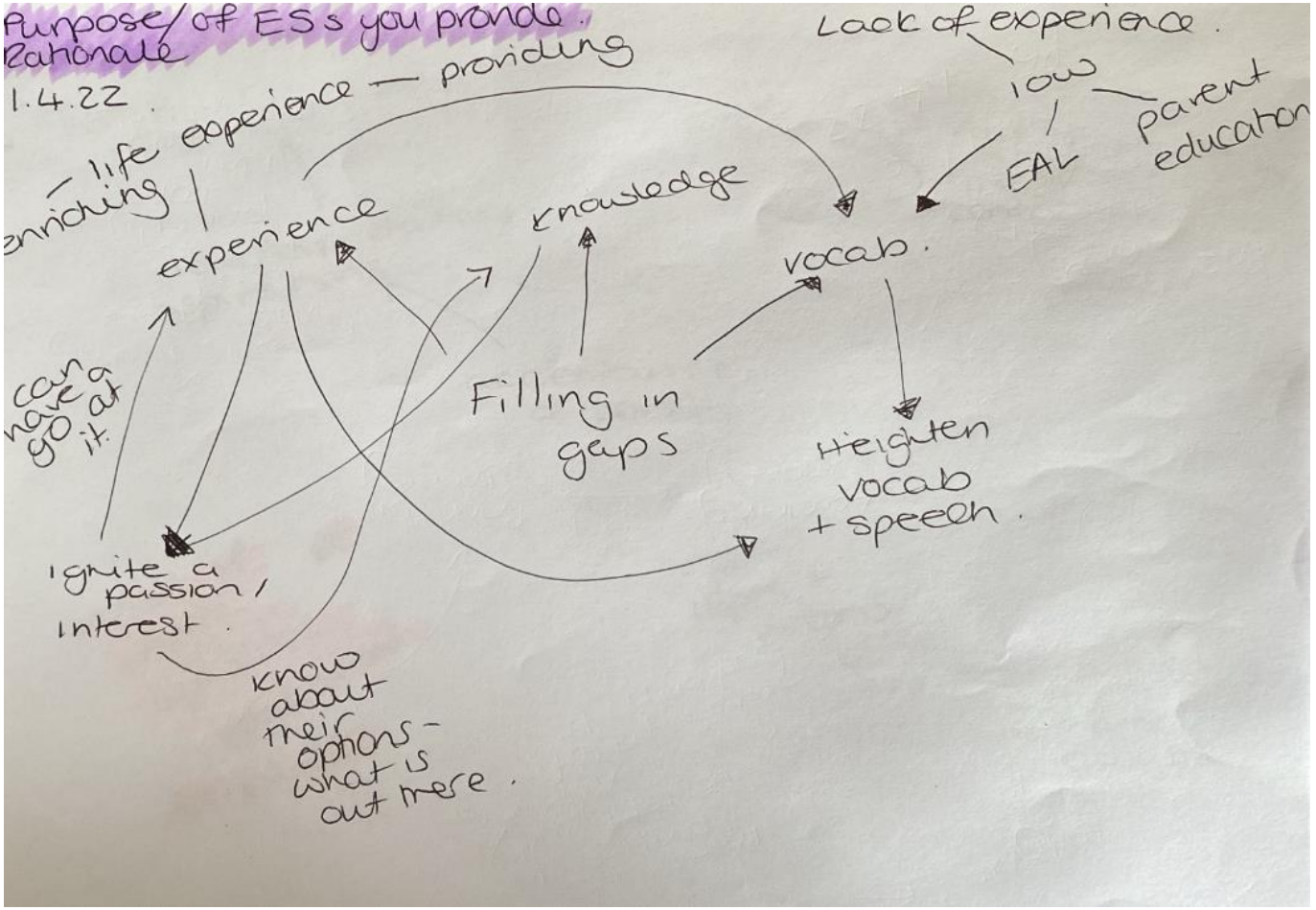
So, then had like different parenting courses and, and kind of, erm support for her.	Having parenting courses					
	Supporting Mum					
Erm and Mam, like kind of, was encouraged to go to the GP, get her medication sorted.	Encouraging Mum to go to GP					
Erm, that child was able to disclose things to that adult.	Making disclosures	Reporting safeguarding concerns	Safeguarding and intervening early			
Know the obvious warning signs first, so like I said, unkempt appearance.	Knowing warning signs					
If you're ever concerned even slightly, record it, or tell someone and don't think that any worry is not important.	*Recording concerns Thinking any concern is important*					
By early intervention.	Intervening early	Intervening early				
So, we had early help for the family.	Having Early Help	Setting up Early Help				
Breakfast Club allows a parent to go to work on time. After school clubs help the parent stay at work until you know the accepted nine to five.	Allowing parents to be at work on time	Enabling parents to work	Providing childcare			
	Enabling parents to work nine to five					

So that allows someone to work and therefore, they're earning money.	Allowing someone to work					
	Earning money					
It helps a lot of our parents as well, knowing that they don't have to feel guilty if they have to go off to work early, because there's a safe space for them to be at eight o'clock in the morning. And they can be there, if it's their day for an after school club until quarter past four. They know that they're safe and they're here.	Helping parents					
	Having to go to work					
	Knowing there's a safe space from eight o'clock	Providing before and after school clubs				
	Providing after-school club until quarter past four					
	Knowing they're safe	Providing a safe space				

Example of clustering; making links between codes and categories

See Figure 8 for an example of links made between codes and categories, using clustering.

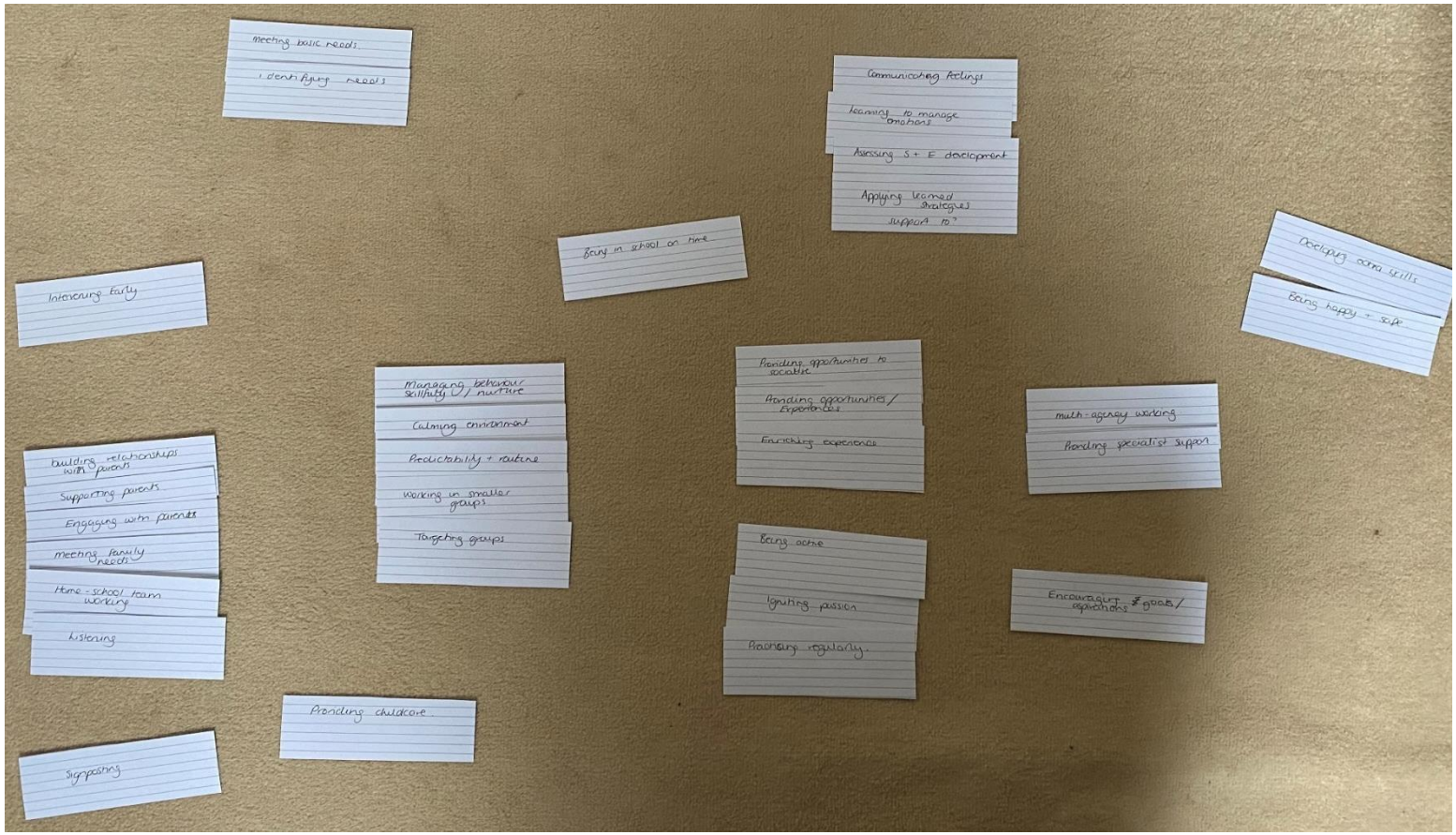
Figure 8: Example of clustering; making links between codes and categories



Refining a theoretical concept example via sorting, categorising and memo writing

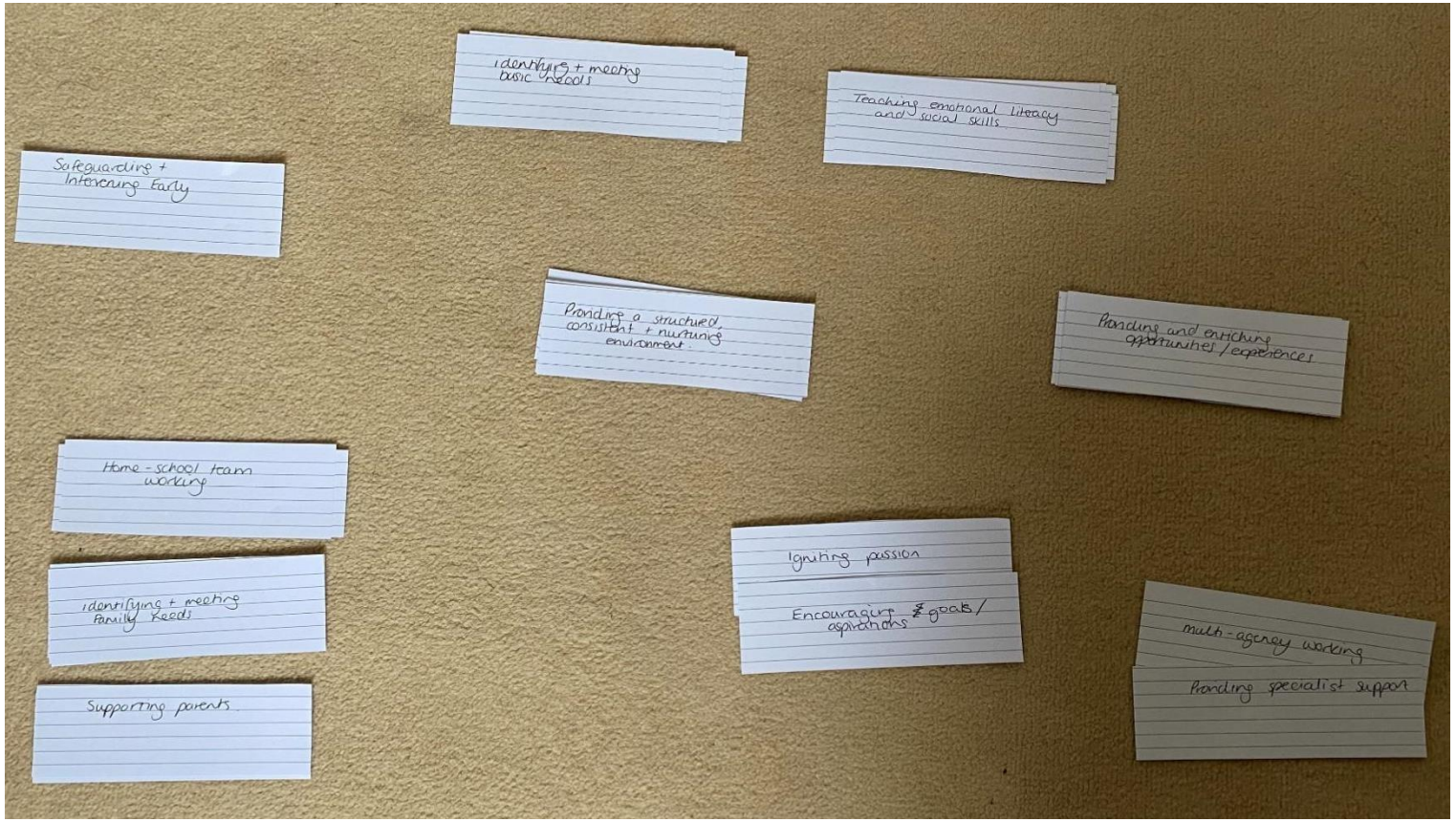
See Figure 9 for an example of sorting categories and subcategories, leading to generation of a theoretical concept.

Figure 9: Sorting categories and subcategories, generating a theoretical concept



See Figure 10 for an example of the refined categories, resulting from the process illustrated in Figure 9.

Figure 10: Refined categories resulting from the sorting process, illustrated in Figure 9



An example of the corresponding memo for this part of the process (refining categories shown in Figure 10):

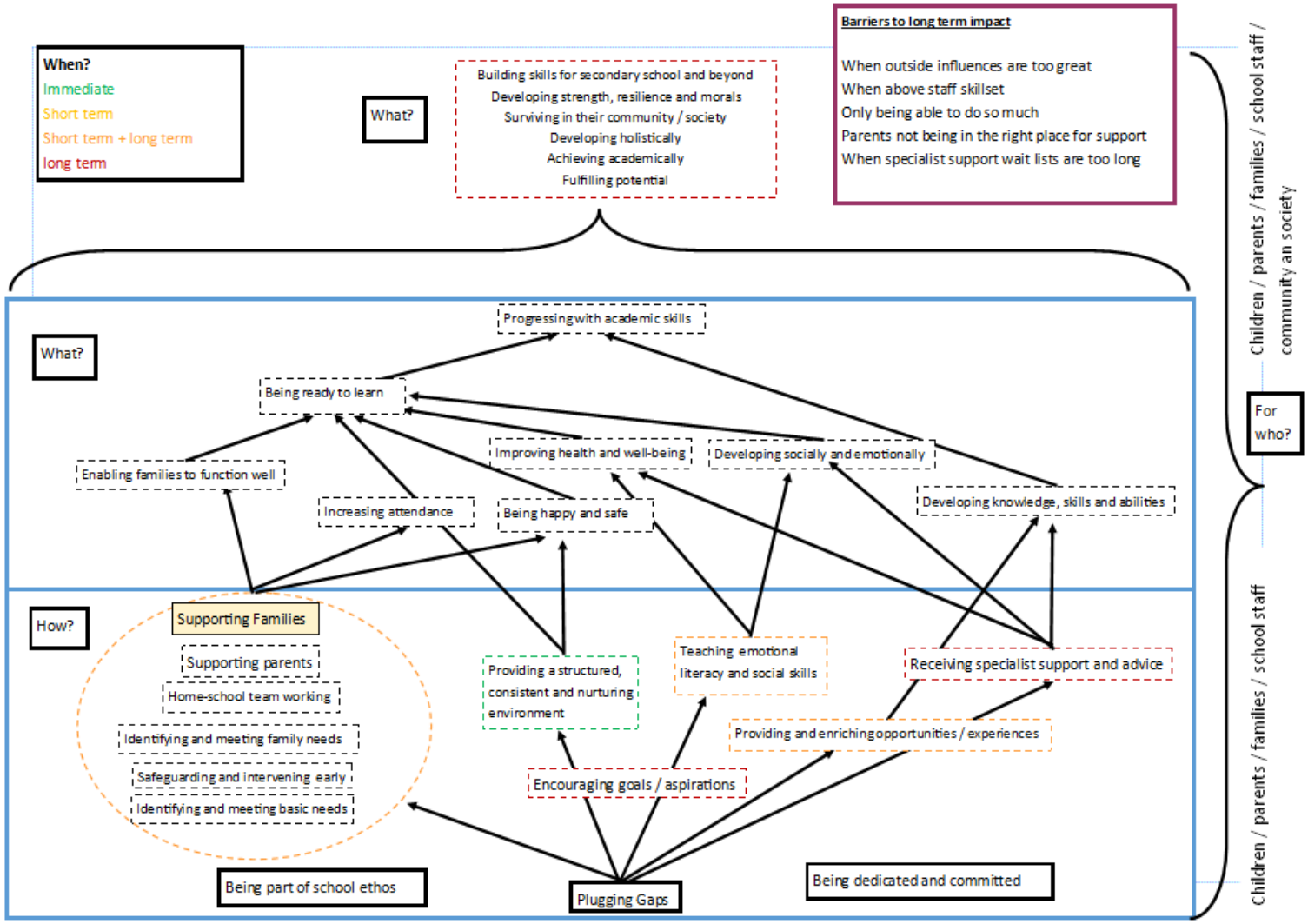
'How' do they impact? – Theoretical Concept 12.04.22

Tentative categories were then compared with codes and with data to check/challenge/refine.

- Enriching experience, providing opportunities and experience, providing opportunities to socialise, practising regularly and being active → providing and enriching opportunities / experiences
- Providing specialist support + multi-agency working → receiving specialist support
- Learning to manage emotions, communicating feelings, assessing SE development + applying learned strategies → teaching emotional literacy and social skills
- Encouraging goals and aspirations (subsumed igniting passion)
- Predictability and routine, calming environment, managing behaviour skilfully, targeting groups, working in smaller groups → providing a structured, consistent and nurturing environment
- 'Supporting' families became category with the following sub-categories:
    - Identifying needs + and meeting basic needs → identifying and meeting basic needs
    - Safeguarding and intervening early
    - Having a Parent Support Worker (subsuming building relationships with parents and engaging with parents)
    - Identifying and meeting family needs (subsuming meeting family needs, being in school on time, providing childcare)
    - Supporting parents (subsuming listening and signposting)

Appendix 10: An example of diagramming to support theorising and model development

Figure 11: Diagramming to support theorising and model development

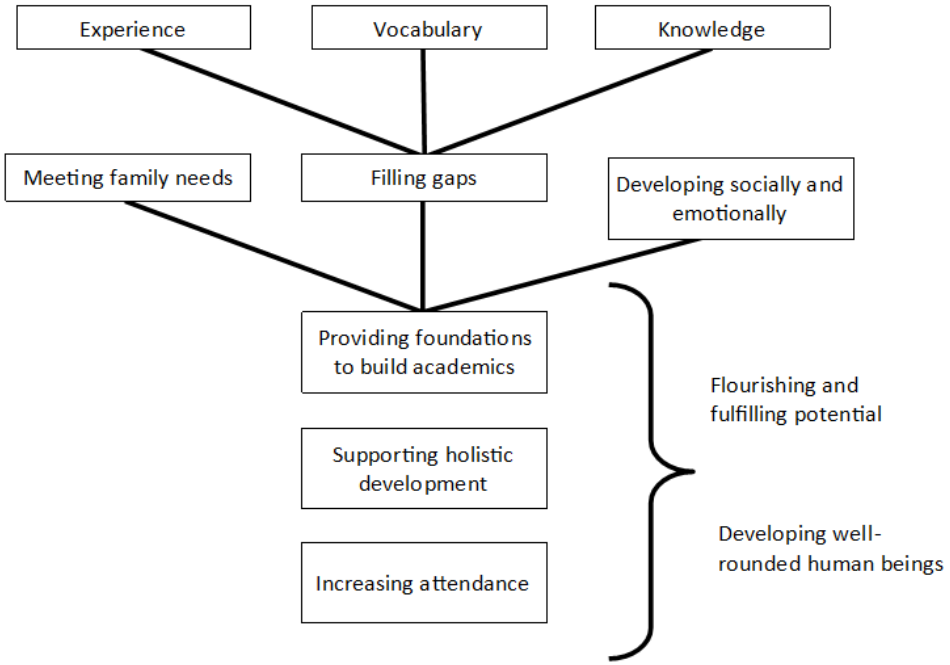


Appendix 11: Participants' conceptualisation the purpose of Extended Services and poverty in their context

Participants' conceptualisation of Extended Services in their context

Participants' conceptualisation of the purpose of Extended Services in their school context is depicted in Figure 12. Regarding the purpose of Extended Services, concepts included 'Providing foundations to build academics', 'Supporting holistic development' and 'Increasing attendance', leading to 'Flourishing and fulfilling potential' and 'Developing well-rounded human beings'. 'Providing foundations to build academics' has sub-concepts including 'Filling gaps: experience, knowledge and vocabulary', 'Developing socially and emotionally' and 'Meeting family needs'.

Figure 12: Participants' conceptualisation of the purpose of Extended Services in their school context.



Participants' conceptualisation of poverty in their context

Figure 13 depicts participants' conceptualisation of poverty in their school context. Stand-alone concepts are 'Having a sense of community', 'Inequality', 'Being cyclical'. Constructed concepts with their sub-concepts include:

- 'Lacking…' with sub-concepts: 'Money', 'Routines', 'Aspirations/expectations', 'Needs met (basic and emotional)', 'Social and cultural capital' and 'Resources. There are further sub-concepts for 'Social and cultural capital' including 'Experiences' and 'Knowing how to *be*'.
- 'Increased likelihood of…' with sub-concepts: 'Poor attendance/punctuality', 'Poor living conditions', 'Additional needs', 'Living in an unsafe community', 'Emotional difficulties', and 'Being an asylum seeking/refugee family'.
- 'Impacting on…' with sub-concepts: 'Readiness to learn', 'Learning', 'Attainment' and 'future outcomes'.
- 'School role' with sub-concepts: 'Safeguarding', 'Teaching', 'Supporting families' and 'Filling gaps'. There are further sub-concepts for 'Teaching' and 'Filling gaps' as follows:
    - 'Teaching': 'Rewarding', 'Challenging ', 'Having high expectations', and 'Limited parental engagement'.
    - 'Filling gaps': 'Basic needs', 'Nurture', 'Experiences' and 'Accessing resources'.

Figure 13: Participants' conceptualisation of poverty in their school context.