



# Social Return on Investment of Sistema Cymru – Codi'r To

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Canolfan Economeg Iechyd a Gwerthuso Meddyginiaethau

# CHEME

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The Centre for Health Economics & Medicines Evaluation (CHEME) was founded in 2001, and is now one of the leading health economics centres in the UK. At CHEME, we aim to promote and sustain high-quality health economics research, maximise opportunities for research grant capture and publications in high impact journals. The Centre is active across a range of health economic and medicines evaluation research activities spanning public health economics and the health economics of psychosocial interventions and other non-pharmacological health technologies, led by Professor Rhiannon Tudor Edwards, and pharmacoeconomics, pharmaceutical policy and medicines use, led by Professor Dyfrig Hughes.

## About this report

This report presents a Social Return on Investment evaluation of the Codi'r To music in schools programme. Our intended audience includes Welsh Government, local government, third sector, schools, parents and children.

## Acknowledgements

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[www.excellentcreative.co.uk](http://www.excellentcreative.co.uk)



*Quote from a parent*

Great at teaching children to work together. Fantastic.

*Quote from a parent*

My son enjoys it very much and is now trying to teach himself to read music



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## EXECUTIVE SUMMARY

This report presents findings from a Social Return on Investment (SROI) evaluation of the Codi'r To Music in Schools programme in North Wales.

SROI is a method of research which allows us to measure a wide range of values of a programme across a range of stakeholders, so that we can identify benefits or disadvantages that have a social, economic or environmental impact.

Codi'r To delivers music sessions in two schools in disadvantaged neighbourhoods in Bangor and Caernarfon, Gwynedd, based on the El Sistema method.

We considered a range of stakeholders who may experience positive or negative change attributable to the Codi'r To programme:

- Pupils who participate
- Family members
- The wider school
- The community
- Codi'r To

We identified the following benefits to the stakeholders:

- Pupils gained confidence, behaved better with peers, and are engaged with music
- Family members had a better relationship with the school and felt part of the community
- The wider school saw better classroom behaviour and pupil harmony
- The community had better relationships between the adults and the children

To place a monetary value on these benefits, we identified financial proxies from the Global Value Exchange and The HACT Social Value Bank so we could calculate how much the benefits were worth.

We altered the assumptions we had made about the value of the benefits by varying elements of the calculation such as deadweight, drop off and attribution, for example, so that we could produce a range of social values.

The SROI evaluation shows that the Codi'r To programme has been effective in creating social value for the stakeholders. We found that of the total social value return was split as 48% to the pupils, 51% to the family members, 0.2% to the wider school, and 0.8% to the community.

We found that over a three year period, Codi'r To generated social value across a range of £4.49 to £8.95 for every pound invested.

Using the best assumptions from our research, for every £1 invested, a base case social value of £6.69 is created.

This means an SROI ratio of **£6.69: £1**



*Quote from a parent*

It's a good activity for the children to be a part of. It boosts confidence within them and is also very enjoyable too.

*Quote from a parent*

Codi'r To has brought my daughter out of her shyness. She is so excited to take part and discuss her achievements after the sessions; thank you so much for your hard work.

*Quote from a parent*

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Codi'r To has been the most amazing part in my child's life as it helps to a degree with her listening and learning, and also her temper. It calms her down. Many thanks.

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## INTRODUCTION

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This study concentrates on the impact of the Codi'r To programme in Gwynedd, North Wales. Codi'r To aims to address disadvantage and educational attainment in areas of multiple deprivation for the good of the children, their families and their communities.

The data collected for this report has been analysed and presented in the form of a Social Return on Investment (SROI) analysis.

## ABOUT CODI'R TO

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Codi'r To is a community regeneration project aimed at improving educational and well-being outcomes for children from two communities in Gwynedd who face socio-economic challenges. It is based on El Sistema which was developed in Venezuela, and applied to a Welsh context having been successfully implemented in a number of disadvantaged areas in the UK and beyond. It has a clear vision behind it, namely that music has the power to transform young lives through uniting communities by instilling important values to do with social cohesion. The primary objective of all El Sistema projects is to achieve social change through music. It is believed that the students, by developing control of their music and the discipline which that entails, are also being provided with an outlet to improve their social abilities. Commitment and dedication to the orchestra have been central features of El Sistema and striving towards musical excellence and success have been seen as highly motivational.

Codi'r To employs professional musicians to deliver a programme of music sessions to 282 pupils of different ages in two schools. The programme includes playing in a samba band and a brass band, music and movement sessions using the principles of Dalcroze Eurhythmics, and musicianship sessions. The children are encouraged to take part in concerts in school, local theatres, and even in their own homes. The sessions are delivered during the school day, but also as extra-curricular sessions after school or in the holidays.

*Quote from a parent*

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Confidence has grown and she does a lot with other people now.

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## CHILD POVERTY IN WALES

In Wales, 29% of children live in poverty. This means they are living in families with income less than 60% of the national median income (Children in Wales, 2016).

Of families who took part in the Children in Wales survey, 97% stated that the cost of living was an issue for them, and 100% said that welfare reform changes had had a significant negative impact on their lives. In this survey, food poverty affected 95% of families, and 98% also had financial debt issues (Children in Wales, 2016).

Respondents also expressed concern over budget cuts to community services, such as community centres, leisure centres, libraries and Home Start (a family support charity), all services which are valuable resources for families across Wales.

There is a significant link between poverty and educational underachievement. The school inspectorate for Wales, Estyn, recognised in their 2012 report that schools can play a major role in improving the life chances of children from disadvantaged backgrounds, although there is no strategy in place to ensure that all schools are tackling issues exacerbated by poverty and disadvantage (Estyn, 2012).

A report in 2015, 'Enriching Britain: Culture, Creativity and Growth' (The Warwick Commission, 2015) found that children in low-income families are less likely to 'engage with and appreciate the arts' or go on to be involved in creative industries after school. The Sutton trust found that extracurricular activities that may include arts and cultural elements are often not accessible to children in low income families due to the significant costs. 76% of parents surveyed said that their children did take part in after school activities, but 22% of parents in higher socio-economic groups spent in excess of £500 per year on these activities compared to 10% of parents in middle and lower groups. Programmes such as Codi'r To in schools may be the only exposure to creative activities that many children in disadvantaged families have access to.



*Quote from a parent*

Great experience for the children. Keep up the good work. Diolch. Brilliant.

*Quote from a parent*

Great for building children's confidence to perform.

*Quote from a parent*

Great for kids.

## **BENEFICIAL EFFECTS OF MUSIC IN SCHOOLS**

A review of the evidence in relation to the effects of music on the development of young children found research in psychology and education studies exploring the effects of music in educational attainment, language development, numeracy, literacy, confidence, concentration, social skills and more. The review suggests that there are positive effects to be gained by engaging children in music, but only if the experience is 'enjoyable and rewarding' (Hallam, 2010).

Evidence was also found to suggest that listening skills for children in mainstream education and for children with learning difficulties can be developed by effective music provision (Hirt-Manner, 1995), and the speed at which the 8 year-old brain processes language was found to be improved after an 8-week music programme compared with children not taking part in the music sessions (Moreno & Besson, 2006). The reading skills of 7-8 year-olds were monitored across 6 months, and reading skills amongst the children receiving music sessions improved while the reading skills of the control group of children not involved in the music sessions remained static (Douglas and Willatts, 1994).

A study in the US in 2002 found that pupils engaged in extra-curricular music activities communicated more with teachers and parents, and the parents built networks with one another (Broh, 2002). In terms of health and wellbeing, there is research that suggests playing an instrument can affect the fine motor skills (Schlaug et al., 2005), and research from 2002 found that boys aged 10-14 singing in a community choir benefitted socially, spiritually, and emotionally, and there were positive effects on their health and wellbeing (Ashley, 2002).

*Quote from a parent*

I think it is a brilliant programme and has given my son a sense of achievement, confidence and being part of a team.



## CUTS TO MUSIC IN SCHOOLS

Peripatetic music lessons were traditionally subsidised by local government, but as councils face budget restraints in order to recover deficits, music for all pupils is under threat. In North East Wales, Wrexham borough council has announced that they can no longer fund music in schools. Tasked with budget cuts of £52m since 2008, the council has proposed that schools should pay for music provision from their own stretched budgets, as the council is not in a position to offer any financial support (Wrexham Borough Council, 2017). This decision has met with public outrage, and is echoed in a poll in Wales which asked the public to choose a topic for prioritisation. The result of the poll was an inquiry into the funding for and access to music education, indicating that protecting music in schools is important to the public (Senedd, 2016). School budgets are under as much pressure as council budgets, and head teachers face the challenge of managing limited budgets when investing in external services. Music is not a feature in the school inspection reports produced by Estyn, as there is no central government expectation for the provision of music in primary schools. A Welsh Assembly committee hearing in 2017 was told that the lack of central funding for music in school was detrimental to talented youngsters with the ability and desire to take their talents further. A representative from Cerdd NPT Music told the committee that making music part of the schools inspection process would make sure that schools took the provision of music seriously, but this would still have to come in the main from individual schools budgets (Arts Professional, 2017).

A study by the University of Sussex (2017) involving secondary school music teachers in England over five years found the steady decline of GCSE students taking arts subjects. The number of schools offering a BTEC in Music fell from 166 in 2012/13 to just 50 in 2016/17, and whilst 85% of schools offered GCSE Music in 2012/13, 79% offered the same qualification in 2016/17. Music was a compulsory subject for 13 – 14 year olds in 84% of schools in 2012/13, but had fallen to 62% in 2016/17. At present, music is still a compulsory subject to the age of 14 in schools across Wales.



*Quote from a parent*

Great opportunity for kids to learn about music and musical instruments. Just wish ALL kids had the same opportunity.

*Quote from a parent*

Great for teaching children to work together. Brilliant group.





*Quote from Head Teacher*

The attitude and the look of the kids when they come in and see the Codi'r To crew standing there. Oh! – it's amazing – it is! They're overjoyed saying 'Oh yes we are going to see Codi'r To today!

*Quote from a parent*

Has improved my child's confidence a bit as he is quite shy.

## WHAT WE ALREADY KNOW

Sistema Scotland established the 'Big Noise Children's Orchestra' in the Raploch Estate in Stirling in 2008. The first evaluation report was produced in 2011 by Garnham et al., for the Scottish Government Social Research department, and looked at the benefits of the programme for the children, the families, the community and wider national outcomes. The Big Noise programme engages children three times a week during term time, and five days a week during most of the school holidays. It is an intense raft of activities which Sistema Scotland believes is essential in order to immerse the children into the structure and support systems of the programme. The overarching aim of the programme is flexibility in being inclusive, and they are able to offer one-to-one support for children with challenging behaviours, for example.

Big Noise has worked with 80% of children in the Raploch Estate during term time, and 65% of eligible children for the school holiday programme. Harkins et al., (2016) looked at the mental health and wellbeing benefits of Sistema Scotland's Big Noise project. This qualitative evaluation undertook interviews, observations, art and film making to assess any impacts made by the project. The study found three main effects on participants' mental and emotional wellbeing, namely; 'happiness and enjoyment of taking part in the programme and orchestra'; 'the security, belonging and relationships fostered through participation'; and 'increased pride, confidence and self-esteem'. The study also notes that arts-based interventions such as Big Noise have not, in their opinion, been evaluated sufficiently in the past, and suggest that the impacts of programmes such as Big Noise are underestimated (Harkins et al., 2016).

In reflecting on their study of the Big Noise programme, Garnham and Campbell (2017) discuss the complex nature of evaluating arts-based projects delivered in social settings, such as schools. They suggest that these types of programmes are often compared with non-arts based programmes, and that when benefits are suggested that may have an impact on public health, the researchers are often challenged with having to prove their findings more robustly (Garnham and Campbell, 2016). They conclude by suggesting that the evaluation and further research of programmes such as Big Noise or Codi'r To is justifiable due to the potential for tackling health inequalities and wider health impacts. They also propose that there is an opportunity to rethink what we expect from arts-based interventions and the way in which we evaluate them as researchers.

## PILOT FINDINGS IN NORTH WALES

An initial scoping report was produced by CHEME in collaboration with Codi'r To in 2014. The report offered a brief overview of the programme at that time. The report focused on the confidence and happiness values, and stakeholder views of the positive effects, in their opinion, of the programme.

The report only considered the children as stakeholders for this scoping review. The authors suggested that further research should be conducted in the future as the project developed, and a longer timespan given in order to collect the data needed to explore the effects of the programme.



*Quote from a parent*

**It's a great thing  
for kids to learn  
instruments**



*Quote from a parent*

**Codi'r To is brilliant.  
She really enjoys it.**



## An Economic Evaluation of the Sistema Cymru - Codi'r To Project in North Wales Eira Winrow & Prof. Rhiannon Tudor Edwards

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### WHAT IS CODI'R TO?

- A community regeneration project aimed at improving educational and well-being outcomes for children from two communities in Gwynedd.
- It is based on an idea developed in Venezuela
- The primary objective of El Sistema projects is to achieve social change through music
- It strives to bring families and communities together with parents attending rehearsals
- Has the potential to improve pupil motivation and strengthen communities.



### AIMS OF THE RESEARCH

To identify if the Codi'r To programme is cost-effective and offers value for money. The outcomes to be explored will include:

- Changes in school absences/truancy
- Educational attainment
- Changes in child well-being
- Changes in the confidence and transferable skills of the children
- Changes in difficulties in the classroom
- Level of engagement with the community

### METHODS

- A mixed methods approach to explore the effectiveness of the Codi'r To Programme
- Data for the effectiveness evaluation will be collected by way of behaviour, well-being, and strengths and difficulty questionnaires
- The data will be collected from a random sample of the children taking part in the programme and from a control school for comparison
- A Social Return on Investment (SROI) analysis will also be conducted to consider the economic impact for a range of stakeholders
- The data for this analysis will be collected through project costs, projected costs for the future, and qualitative interviews with the stakeholders. These proposed methods will allow us to demonstrate both the effectiveness and value for money of Codi'r To as an intervention.

### EVALUATION

We will analyse the data to investigate the differences (if any) in outcomes between the intervention and control groups at baseline and follow up to see if there have been any improvement in outcomes that we can attribute to Codi'r To.

- SROI analysis will be conducted to apply a monetary value to the outcomes. These monetised benefits will be compared to the total cost of administering and running the Codi'r To project.
- We will show the social value generated from each £ spent on the project.
- As part of this study we will also perform a qualitative analysis. Semi-structured interviews will be held with the key stakeholders and the main themes to emerge will be presented in the final report.



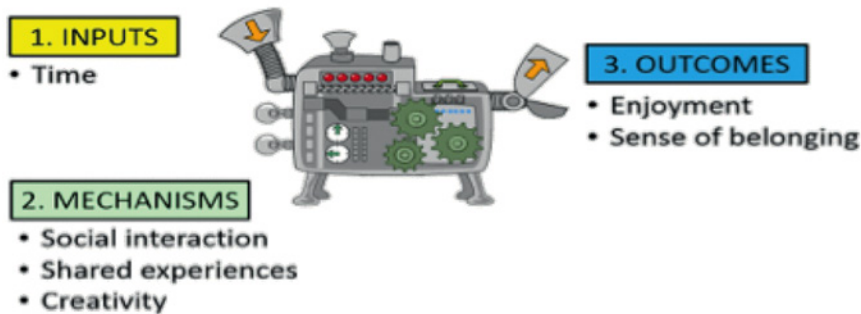
Quote from Head Teacher

We try and give these kids as many experiences and opportunities as we can.

## SOCIAL RETURN ON INVESTMENT (SROI) ANALYSIS

We set out to assess the effectiveness of the Sistema Cymru - Codi'r To programme in potentially improving outcomes for children and the community. We considered the economic impact of Codi'r To on a range of stakeholders by employing an SROI methodology.

SROI allows us to measure a wide range of values of a programme across what is known as the 'triple bottom line' covering social, environmental and economic impact. SROI looks at a range of 'stakeholders' who are involved in the programme or affected by the results. We will assess the resources or 'inputs' that are dedicated to the programme, the 'mechanisms' by which the programme is implemented, and the 'outcomes' of the programme.



Quote from a parent

Fantastic opportunity for the kids.

*Quote from a parent*

Codi'r To has brought my daughter out of her shyness. She is so excited to take part and discuss her achievements after the sessions; thank you so much for your hard work.

## STAKEHOLDERS

In order to explore the value of Codi'r To, we identified the stakeholders who benefit from the programme. Stakeholders can be defined as the people or organisations who experience positive or negative change attributable to the activity, programme or intervention being evaluated (Cabinet Office, 2009).

For the purpose of this SROI, we consider the positive or negative change for:

- PUPILS WHO PARTICIPATE – because they are the direct recipients of this programme
- THEIR FAMILY MEMBERS – because changes in the pupils will affect them at home, and participating in the programme requires family support
- THE WIDER SCHOOL – because changes in the pupils will affect other members of the school community
- THE COMMUNITY – because changes in the pupils will affect their participation within the community
- CODI'RTO – because they fund and organise the programme

*Quote from a parent*

It's great the children love it and it teaches them to work together and learn new skills.





*Quote from a parent*

I think you are all doing a great job. Thank you all so much.

## DESCRIPTION OF THE SCHOOLS

Originally, the scheme was delivered to all pupils in years 3 and 4 in two schools in Gwynedd – Maesincla in Caernarfon and Glancegin in Bangor. The scheme continues to work with the children as they progress through the school years, and has been extended to include early years pupils from nursery age and above. Ysgol Glancegin is a community school located in Maesgeirchen, a large housing estate on the outskirts of Bangor. It is considered to be a socially disadvantaged area and has been designated a 'Communities First' area by the Welsh Assembly Government. Over 97% of the school's pupils live in an area which is amongst the 20% of Wales' most deprived areas. 42.3% of pupils receive free school meals, and 41.3% are on the additional needs register, percentages which are significantly higher than both Gwynedd and Wales averages (Estyn 2013). Ysgol Maesincla, Caernarfon, is also located in an area of significant economic disadvantage and has been designated an Objective One area. All pupils live in one of the 20% most disadvantaged areas of Wales. 44% of the pupils are entitled to free school meals (Estyn 2011).

Unemployment is high in both wards, averaging at 14.2% compared to 5.5% in Gwynedd and the national percentage of 6.5% for Wales. The skills base in both areas is also seen to be low with an average of 40.7% being part/unskilled compared to the Gwynedd and Wales averages of 25.9% and 28.8% respectively. Of particular note in relation to the aims of the Codi'r To project are the percentages of people aged 16+ who have no qualifications, being 41% and 35% for the Peblig and Marchog Wards respectively compared to the Gwynedd average of 23.2% and the Wales average of 25.9%. This lack of qualification impacts on the skills base and employment opportunities of the inhabitants and leads to low disposable incomes as is reflected in the high percentages of people living in social housing and of households with no cars. Poor health is also more prevalent in both wards than the averages for Gwynedd generally even though the average for those with bad/very bad health is slightly lower in Peblig Ward than the average for Wales generally (Census 2011).



*Quote from Head Teacher*

What benefit has Codi'r To brought to the school in its entirety? Everyone coming together and enjoying, - it has lifted the spirits, somehow.

*Quote from a parent*

Great fun for the children and gives them a chance to try out instruments that they would never probably learn to play.

In order to effectively assess the potential benefits of Codi'r To, it was necessary to recruit a 'control' school that was not taking part in the programme. This way, we could collect data from children of the same age and essentially from the same demographic as the children currently taking part in the programme. Our control school, which currently does not benefit from the Codi'r To programme, is Ysgol Llanfawr in Holyhead, Anglesey, in the Morawelon ward. The school is situated in a large housing estate called Morawelon, an area with 13.3% unemployment compared with 4.7% across Anglesey (Census, 2011). 43% of its pupils are eligible for free school meals, and 35% of pupils have additional learning needs (Estyn, 2016) 39.5% of residents in this ward aged 16+ left school with no qualifications compared with 24.2% across Anglesey. Much of the Holyhead area, including Morawelon, sits in a large Communities First cluster. Morawelon ranks 168 out of 1909 Lower Super Output Areas (LSOAs) in Wales, placing it in among the 10% most deprived area of the country (WIMD, 2014).

Our control and intervention schools are very similar in terms of demographics. All three are situated in areas considered to be socially disadvantaged, and all three are in areas with high unemployment and high levels of school leavers with no qualifications.

*Quote from Head Teacher*

They behave better generally, and they behave well with other teachers and other children.





## THEORY OF CHANGE

The Theory of Change sets out the expected changes for the stakeholders in this analysis, and was developed using the aims, objectives and vision of the Codi'r To organisation:

### **Aim:**

*To tackle disadvantage and educational underachievement in two areas of multiple deprivation. To provide inspiration and transformation for children, families, schools and communities, changing lives for the better through music*

### **Objectives:**

- *To support participants as they learn to believe in their own abilities and recognise their own potential. To raise levels of confidence, aspiration, pride and happiness.*
- *To improve life chances. To develop life skills such as problem solving, creativity, decision making, self-discipline, leadership skills and perseverance.*
- *To encourage successful group work and collaboration. To develop social skills, respect for others, communication, social inclusion, form friendships, improve quality of life.*
- *To support schools in raising educational attainment levels. To improve concentration, listening, ability to follow instructions, language development, numeracy, attendance and educational outcomes.*
- *To improve instrumental skills, singing skills, music reading, performance skills, practice learning skills, opportunities to experience new music and performers.*
- *To form links with parents, families and the local community in order to improve understanding and appreciation of music and provide an opportunity for members of both communities to gain better access to artistic activities.*

*Quote from Head Teacher*

There is not another programme (in this school) like Codi'r To that comes in to work WITH the children.

*Quote from Head Teacher*

They have enjoyed immensely the experiences they have had with Iolo, Bari and Lucy (Codi'r To Tutors)



Quote from Head Teacher

They are more willing to have a go at anything, much more willing

## Vision

- *The aim is to extend the project across all school years with professional musicians leading musical activities and instrumental lessons for the whole school.*
- *That Codi'r To be recognised as a field leader in 'music for change' through a high musical and social return on investment for children and young people.*
- *The project has close links with Galeri and Pontio and supports their audience development strategies by making bridgeheads into communities which are hard to reach in terms of traditional arts attendance and participation. Taking high quality live music to places where people do not normally have the chance to hear it and building new audiences who will then cross the threshold to come to live music at other venues.*
- *To promote physical / mental wellbeing and reduce health-related problems.*
- *To assist in challenging inequalities, social exclusion.*
- *To make activities accessible and offer a better alternative to anti-social behaviour.*
- *To have a positive and transformational influence on individuals, communities and place.*

Quote from Head Teacher

Seeing them take part and in such a way without any fuss obviously says that Codi'r To works, especially from nursery to year 2 – excellent!



# THEORY OF CHANGE

**Project:** Codir To is a Welsh language community regeneration project bringing the world renowned El Sistema programme to North Wales. It challenges deprivation, raises expectations and improves the lives of children by regular participation in music from an early age, working with two primary schools, Ysgol Maesincla, Caernarfon and Ysgol Glancegin, Bangor and in communities within the schools' catchment areas.

**Aim:** To tackle disadvantage and educational underachievement in two areas of multiple deprivation. To provide inspiration and transformation for children, families, schools and communities, changing lives for the better through music.



**ADDED VALUE**  
Codir To fosters a collaborative approach and this creates stronger connections between the parents and the school. As the programme is integrated with the community, it helps parents to create bonds with other parents and families, and helps them feel part of the wider community. The community is encouraged to attend concerts at the school, local theatres and sometimes in the children's homes. This in turn develops networks to build stronger links to the community, and encourage the children to feel a part of the community. The positive effects on behaviour are felt not only in school, but also in the homes of the children taking part. This fosters better relationships with family members.



*Quote from Head Teacher*

It's part of the weekly running of the school.

## INPUTS

Inputs from stakeholders are not always expressed in pounds and pence, and here we detail stakeholder input to the programme.

Firstly, here are inputs that we do not assign a monetary value to, but without which the programme would not exist in this setting:

- **PUPILS WHO PARTICIPATE**

The pupils input their time, dedication and enthusiasm to the programme.

- **THEIR FAMILY MEMBERS**

Family members (such as parents or guardians) input their time to attend the concerts and rehearsals at school, in the community or in the theatres, and support for the pupils at home for rehearsing.

- **THE WIDER SCHOOL**

The school contributes time during the school day for the pupils and teachers to take part, and the safe space in which the sessions can be conducted.

- **COMMUNITY**

The wider community contributes through extended family members and friends taking the time to attend concerts and events in the school and community setting

Secondly, all monetary costs have been attributed for this analysis to the Codi'r To organisation. The schools do contribute cash funding to the programme, but this has not been detailed here in order to avoid double counting.





*Quote from Head Teacher*

We have no other music teachers coming in to the school to teach any of the children instruments.

Codi'r To is a grant funded registered charity, and as such their accounts are available publically under Sistema Cymru Codi'r To (1159046) on the UK Charity Register. We have had full access to these records and calculated a running costs financial input figure of £167,639 per year based on a simplified breakdown:

**Table 1 Codi'r To Running Costs, 2017/18**

SALARIES	£107,989
TRAVEL	£4,500
INSTRUMENTS	£5,000
TRAINING	£2,000
RENT, MARKETING AND OFFICE CONSUMABLES	£12,600
EXTERNAL SERVICES (HR,	£14,500
INSURANCE	£1,200
ACCOUNTANT	£2,100
R&D COSTS	£8,750
OUT OF SCHOOL ACTIVITIES	£9,000
<b>TOTAL</b>	<b>£167,639</b>

As the programme is only operational in the two locations, there was no need to adjust these figures for locality or scale.

### **OUTCOMES, EVIDENCE AND PROXIES**

We identified potential outcomes for the stakeholders by exploring existing evidence, talking to the management team and staff at Codi'r To, talking to parents of the pupils taking part and the schools.

We completed questionnaires with the children, and also asked teachers to complete questionnaires about the children's behaviours in the classroom.

We asked parents to complete short questionnaires about themselves and their children involved in the Codi'r To programme to report some of the outcomes. 50 questionnaires were completed. Therefore, we have converted the answers into percentages in the analysis to represent 282 participants and 282 parents, and have scrutinised different scenarios in the sensitivity analysis. The quantity of outcomes can be seen in the SROI Map (appendix).

*Quote from Head Teacher*

Codi'r To contributes to the children being involved in Welsh culture.

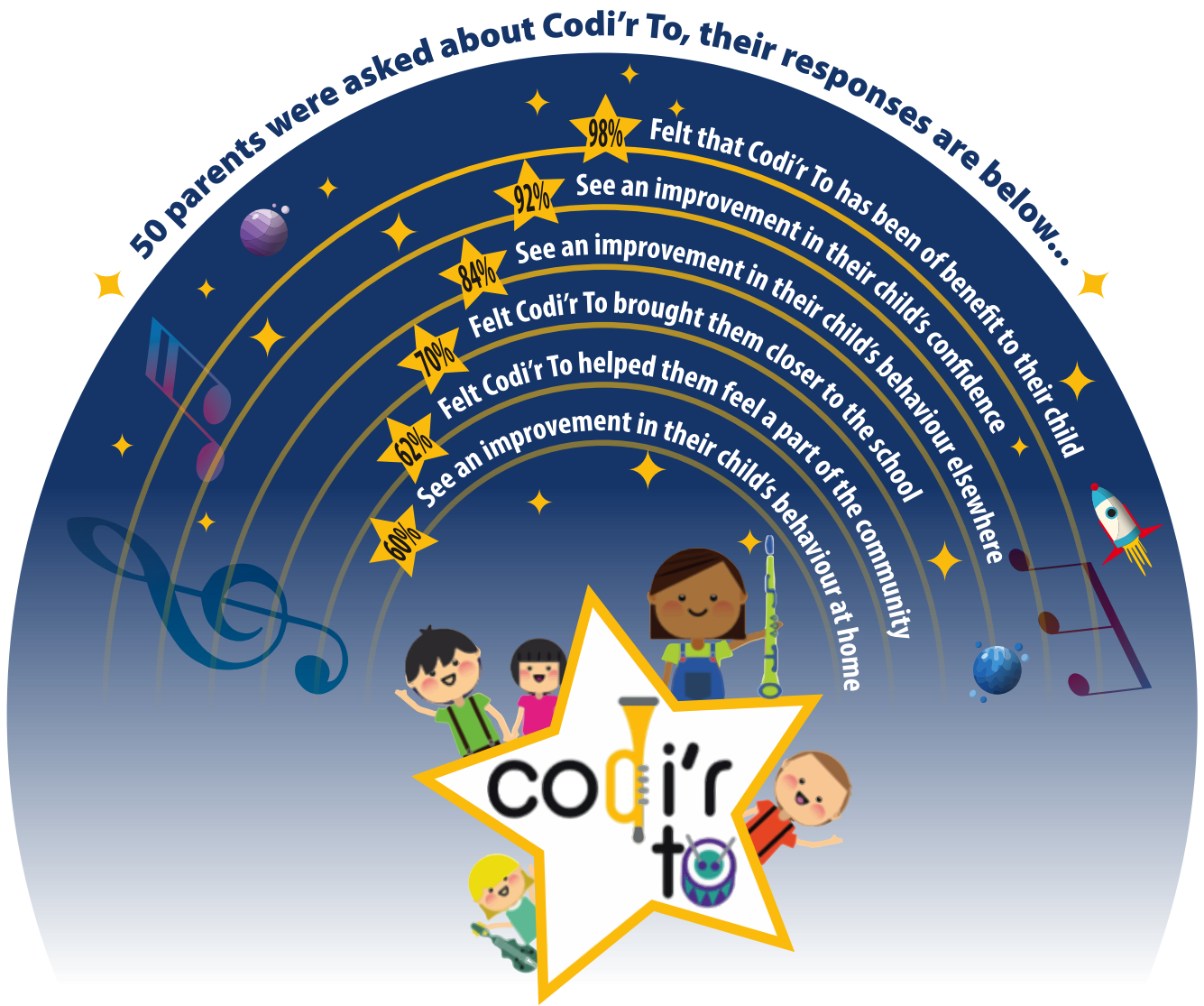
We used 'financial proxies' to put a potential value on the outcomes we identified. Financial proxies are used in this type of analysis to put a value on outcomes that are intangible, and in this analysis we have identified services that may have been commissioned in the absence of Codi'r To to tackle adverse outcomes, or in some cases the value of outcomes as identified by other SROI studies.

**Table 2 Outcomes & Evidence**

STAKEHOLDER	OUTPUT	OUTCOME	EVIDENCE
PUPILS WHO PARTICIPATE	ATTENDING SESSIONS	INCREASED CONFIDENCE IMPROVED BEHAVIOUR ELSEWHERE (SCHOOL) MORE ENGAGED WITH MUSIC	92% OF PARENTS AGREED 84% OF PARENTS AGREED HEAD TEACHER REPORTED
THEIR FAMILY MEMBERS	282 CHILDREN TAKING PART FAMILY MEMBERS ATTENDING CONCERTS IN SCHOOL FAMILY MEMBERS ATTENDING CONCERTS IN THE COMMUNITY AND LOCAL THEATRES	IMPROVED BEHAVIOUR AT HOME IMPROVED RELATIONSHIP WITH THE SCHOOL FEELING MORE A PART OF THE COMMUNITY	60% OF PARENTS AGREED 70% OF PARENTS FELT CLOSER TO THE SCHOOL 62% OF PARENTS FELT MORE A PART OF THE COMMUNITY
THE WIDER SCHOOL	GENERAL BEHAVIOUR AND HARMONY IN THE CLASSROOM WILL IMPROVE CHILDREN WILL GET ALONG BETTER WITH THEIR PEERS	IMPROVED BEHAVIOUR ELSEWHERE (SCHOOL) DECREASED SDQ SCORES (A CHILD BEHAVIOUR MEASURE)	84% OF PARENTS AGREED
COMMUNITY	CHILDREN ENGAGED IN AFTER SCHOOL AND HOLIDAY CLUBS	LESS LIKELY TO ENGAGE IN ANTI-SOCIAL BEHAVIOUR	CODI'R TO REGISTERS IMPROVED BEHAVIOUR ELSEWHERE

**Table 3 Outcomes & Proxies**

STAKEHOLDER	OUTCOME	PROXY	VALUE
PUPILS WHO PARTICIPATE	INCREASED CONFIDENCE IMPROVED BEHAVIOUR \ ELSEWHERE (SCHOOL) MORE ENGAGED WITH MUSIC	CONFIDENCE & SELF ESTEEM SCHOOL BASED EMOTIONAL LEARNING PROGRAMME GO TO YOUTH CLUB	£238 PER CHILD £132 PER CHILD £2,300 PER CHILD
THEIR FAMILY MEMBERS	IMPROVED BEHAVIOUR AT HOME IMPROVED RELATIONSHIP WITH THE SCHOOL FEELING MORE A PART OF THE COMMUNITY	FAMILY SUPPORT TO ASSIST PARENTING SCHOOL FAMILY LIASON OFFICER FEELING BELONGING TO THE NEIGHBOURHOOD	£711 PER FAMILY £10.74 PER HOUR OF CONTACT £3935 PER PERSON
THE WIDER SCHOOL	IMPROVED BEHAVIOUR ELSEWHERE (SCHOOL) DECREASED SDQ SCORES (A CHILD BEHAVIOUR MEASURE)	RESPONSIVE CLASSROOM PROGRAMME SCHOOL-WIDE POSITIVE BEHAVIOUR PROGRAMME	£149 PER CLASSROOM £419 PER SCHOOL
COMMUNITY	LESS LIKELY TO ENGAGE IN ANTI-SOCIAL BEHAVIOUR	NO PROBLEM WITH ANTI SOCIAL BEHAVIOUR	£6714



*Quote from Head Teacher*



The engagement of parents is a difficult challenge here - in terms of parent's evenings that has improved substantially. They have more interest in the work of their children.



## IMPACT

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We were careful to estimate any other factors which may have influenced the programme outcomes, and use the terms attribution, deadweight, displacement and drop off to adjust our findings accordingly.

**Attribution** considers that the changes or outcomes declared in the analysis may not be due to Codi'r To alone. The communities in which the Codi'r To programme take place are Communities First areas, and the children involved are likely to go to other community clubs, confirmed by 58% of parents questioned. The schools also confirmed that clubs run at break times and after school, and so attribution, or who else contributed to the outcomes has been estimated for the children's outcomes at 40% - suggesting that 40% of the change may have been generated by other activities.

All of the attributions can be seen in the SROI Map (appendix).

**Deadweight** allows us to suggest how much of the change may have happened regardless of the Codi'r To programme – for example, a deadweight of 40% suggests that 40% of the change observed would have happened anyway, and those figures are also detailed in the SROI Map (appendix).

**Displacement** is used in SROI to discuss how outcomes from the programme or intervention being assessed may have affected other outcomes in other areas – for example, a programme for reducing crime in one area may have the effect of not necessarily stopping the behaviour, but moving the activity to another community. We did not think that the outcomes produced by this programme justified displacement analysis, so we set the displacement rate as 0%.

**Drop off** looks at outcomes that we believe will have an effect for the stakeholders for longer than one year, but will weaken over time. Some of the children taking part in this programme will take part for more than two years during their school attendance, and increasing confidence, for example, will likely continue to benefit the child after they finish participating in the programme. All of the drop off data can be seen in the SROI Map (appendix).

*Quote from Head Teacher*

There's some kind of unity in a way.



Quote from Head Teacher

Parents come to the school more thanks to Codi'r To.

## SOCIAL RETURN ON INVESTMENT (SROI)

The value generated by the SROI Map must be adjusted in order to project those values into the future. We discount the values which are estimated to last longer than one year by 3.5% as recommended by the UK Government Green Book (2018).

The Social Return on Investment (SROI) value is expressed as a ratio, and is calculated by dividing the value of the impact by the value of the investment

### TOTAL PRESENT VALUE GENERATED

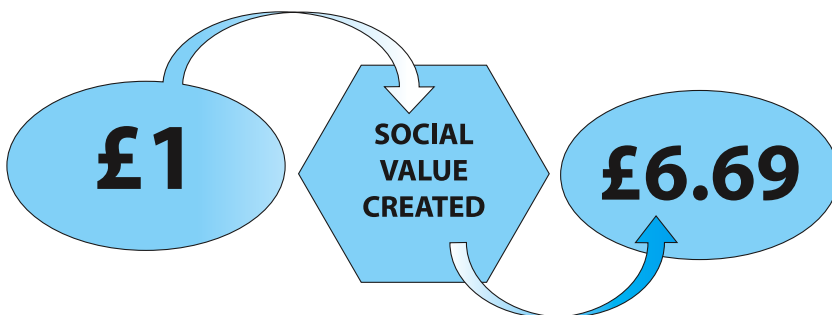
SROI = -----

### TOTAL INPUTS

The total value of the impacts created by Codi'r To per year	<b>£390,722.26</b>
The Total Present Value for Codi'r To (discounted up to 3 years)	<b>£1,120,878.25</b>
The Net Present Value	<b>£953,239.25</b>
Total Input per year	<b>£167,639.00</b>

$$\text{SROI} = \frac{1,120,878.25}{167,639.00} = \text{£}6.69$$

This means an SROI ratio of **£6.69: £1** - for every pound invested in the Codi'r To programme, £6.69 of social value is created.



Quote from Head Teacher

We organised a trip to the Liverpool Philharmonic – we had to put two buses on in the end!



## SENSITIVITY ANALYSIS

Sensitivity analysis allows us to test different scenarios in the research. Changing elements in the Impact Map will affect the SROI ratio, and it allows us assess which assumptions we have made have the biggest effect on the final figure.

Our SROI base case figure was calculated as £6.69: £1. Changing our assumptions gave us a range of possible figures, and we have listed some of those here:

**Table 4 Sensitivity Analysis**

ITEM	BASE CASE	NEW CASE	SROI
CHILDREN MORE CONFIDENT	40% DEADWEIGHT 40% ATTRIBUTION	60% DEADWEIGHT 20% ATTRIBUTION	£6.57 £6.80
PARENT FEELS PART OF COMMUNITY	40% DEADWEIGHT 60% ATTRIBUTION	60% DEADWEIGHT 30% ATTRIBUTION	£5.68 £8.95
PARENT FEELS MORE A PART OF THE SCHOOL	20% DEADWEIGHT	50% DEADWEIGHT	£8.94
CHILDREN IMPROVED BEHAVIOR	40% ATTRIBUTION	60% ATTRIBUTION	£6.63
CHILDREN FEEL MORE CONFIDENT	260 PUPILS	130 PUPILS	£6.51
PARENT FEELS PART OF COMMUNITY	175 PARENTS	88 PARENTS	£5.19
PARENT FEELS CLOSER TO THE SCHOOL	PROXY: FAMILY LIASON PER HOUR	NO FAMILY LIASON	£5.63
DURATION	ALL OUTCOMES LAST 1 – 3 YEARS	ALL OUTCOMES LAST 1 YEAR	£4.59
ATTRIBUTION	RANGE FROM 20 – 40%	50% ALL ATTRIBUTION	£7.89
DEADWEIGHT	RANGE FROM 20 – 50%	50% ALL DEADWEIGHT	£5.64

\*Deadweight – what would have happened anyway \*Attribution – how much change was caused by other programmes, etc.

The figures produced for the Wider School stakeholder were not adjusted for sensitivity analysis as the financial figures were relatively small.

The item which was most sensitive to change was the ‘parent feels part of a community’. This was a substantial financial proxy – we used the value for an adult feeling belonging to the neighbourhood, at £3935 per person, per year.

Following the sensitivity analysis, we calculate that Codi’r To could generate social value across a range of £4.59 to £8.95 for every pound invested:





*Quote from Head Teacher*

The education system hasn't been too kind to some of the parents – getting them over our doorstep is a big, big thing for some of them

## CONCLUSION

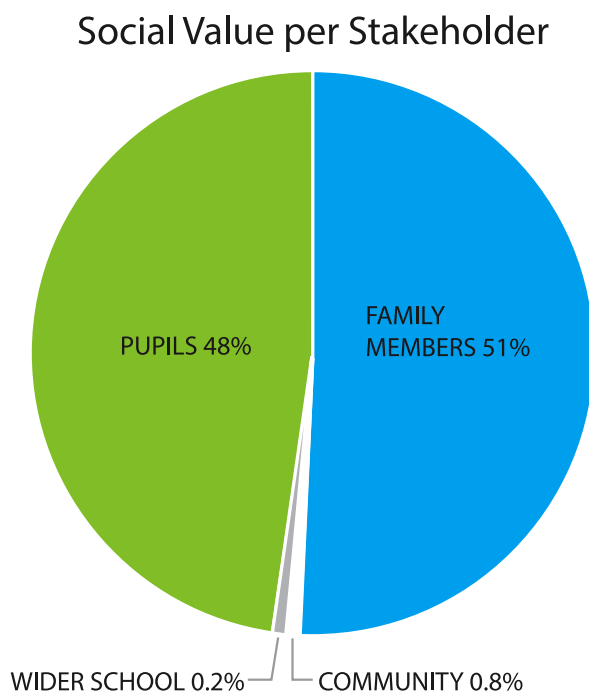
Codi'r To was developed as a schools programme in order to give children and communities in disadvantaged areas of North Wales the opportunity to develop and connect through music and tackle disadvantage and educational under achievement.

This SROI analysis has been an effective method for demonstrating the impact that the programme can have for the pupils involved, family members, the wider school and the community.

Codi'r To creates a considerable social value of between £4.59 and £8.95 for every pound invested, and based on our assumptions and research, we estimate a base case Social Return on Investment of £6.69: £1, which means that for every pound invested, a social value of £6.69 is created.

The social value created per stakeholder group produced interesting results, and demonstrates that the social value created for parents is the highest percentage, driven by the value attached to parents feeling part of the community.

**Figure 1 Social Value per Stakeholder**



This SROI evaluation of Codi'r To demonstrates that this programme offers positive social value for children, family members, schools and communities.

*Quote from Head Teacher*

The concerts in the theatres are always full

APPENDIX 1: IMPACT MAP

STAKEHOLDERS	INPUT	OUTCOME & QUANTITY		DEADWEIGHT % WHAT WOULD HAVE HAPPENED WITHOUT CODIR TO?	ATTRIBUTION % WHO ELSE CONTRIBUTED TO THE CHANGE?	DROP OFF % IN FUTURE YEARS?	IMPACT	CALCULATING SOCIAL RETURN (DISCOUNT RATE OF 3.5%)			
		PROXY VALUE PER YEAR, PER STAKE - HOLDER	IMPACT					CURRENT YEAR	YEAR 1	YEAR 2	YEAR 3
PUPILS WHO PARTICIPATE	£0	260 CHILDREN ARE MORE CONFIDENT	£238	40%	40%	50%	£22,277	£22,277	£22,277	£11,138	£5,569
		260 CHILDREN'S BEHAVIOUR IMPROVES AT HOME AND IN SCHOOL	£132	40%	40%	60%	£12,355	£12,355	£12,355	£4,942	£0
		282 CHILDREN ARE MORE ENGAGED IN MUSIC	£230	40%	60%	40%	£155,659	£155,659	£155,659	£93,395	£56,037
FAMILY MEMBERS	£0	113 CHILDREN'S BEHAVIOUR AT HOME IS IMPROVED	£711	50%	30%	60%	£28,127	£28,127	£28,127	£11,251	£0
		197 PARENTS HAVE A BETTER RELATIONSHIPS WITH THE SCHOOL	£11	20%	20%	40%	£1,354	£1,354	£1,354	£812	£487
THE WIDER SCHOOL	£0	175 PARENTS FEEL A PART OF THE COMMUNITY	£3,935	40%	60%	30%	£166,270	£166,270	£166,270	£115,689	£80,982
		BEHAVIOUR AND HARMONY IMPROVED IN 8 CLASSROOMS	£149	40%	30%	60%	£500	£500	£500	£200	£0
COMMUNITY	£0	BETTER RELATIONSHIPS BETWEEN PUPILS IN 2 SCHOOLS	£482	40%	40%	60%	£347	£347	£347	£139	£55
		CHILDREN LESS LIKELY TO ENGAGE IN ANTI SOCIAL BEHAVIOUR IN 2 COMMUNITIES	£6,714	40%	40%	40%	£484	£4,834	£4,834	£1,906	£0
CODIR TO	£167,639	282 PUPILS ENGAGED IN THE PROGRAMME	£0.00	0%	0%	0%	£0	£0	£0	£0	£0
<b>TOTAL</b>	<b>£167,639</b>						<b>£386,372</b>	<b>£391,722</b>	<b>£390,722</b>	<b>£239,472</b>	<b>£143,132</b>

Present value of each year	£391,772	£377,509	£223,550	£129,096
<b>Total Present Value (PV)</b>				<b>£1,120,878</b>
<b>Net Present Value (PV minus the investment)</b>				<b>£953,239</b>
<b>Social Return Value per amount invested</b>				<b>SROI RATIO £1: £6.69</b>



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