

# Delight

## IMPACT EVALUATION REPORT

SEPTEMBER 2024

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## Executive Summary

By directly working with professional arts organisations and cultural venues through workshops, exhibitions and performance literature programmes, Delight offers quality creative experiences for children, whilst providing continuing professional development for teachers. Delight programmes are child-centred, but to achieve maximum impact they target not only the children themselves but also the teachers and parents/carers who support them.

This Impact report presents findings on Delight's impact in 2023-24. It includes retrospective comparisons with findings from previous evaluation years 2020-23 throughout the results section in an effort to provide an overarching understanding of Delight's impact over time.

Outcomes, including resilience, well-being, and confidence, were assessed using pre- and post-surveys. A separate analysis focused on pupils eligible for PP, utilising survey questions designed to measure changes in the creative, social, and academic development of pupils throughout the programme. Teachers completed these surveys for each pupil and responded to additional questions about parental engagement with the programme and their confidence and intent to use arts-based education. This quantitative data was complemented by qualitative insights gathered from data collected from pupils, teachers, and parents in the questionnaires. Below are the key findings from this evaluation:

### Pupils' social and emotional Development

- ▶ Pupils' wellbeing remained stable throughout all three Delight programmes between 2020-24. There was an unprecedented increase in wellbeing scores of pupils in Delight in Dance that was not statistically significant (2.43 percentage points).
- ▶ Pupils' resilience remained stable throughout 2020-24. There was however a decrease of 2.74 percentage points in Delight in Dance pupils' resilience in 2023-24 that was statistically significant.
- ▶ In 2023-24, pupils' confidence in expressing themselves through the arts significantly increased by 6.88 percentage points in the Delight in Dance and 5.90 percentage points in the Delight in Shakespeare.
- ▶ Pupils expressed interest in engaging with art in the future in 2023-24.

### Development of pupils with Pupil Premium

- ▶ The average social development score of pupils with PP significantly increased for pupils across programmes by 15.4 percentage points.
- ▶ A 20.1 percentage point increase was observed in the social development scores of pupils with PP in Delight in Watts. This was the highest increase observed across years 2020-24.
- ▶ The average creative development score of pupils with PP significantly increased by 26.9 percentage points across programmes, in line with previous years 2020-23.

- ▶ There was a statistically significant increase of 8.9 percentage points in the academic development scores of pupils with PP across all programmes. This is in line with previous academic years' trends.

### Embedded in schools

- ▶ There was a statistically significant increase in teachers' confidence and intent to deliver arts-based education.
- ▶ Parents this year reported increased pupil engagement in art, dance, and acting at home in line with findings in 2020-23.
- ▶ Parents this year reported improved increased social and emotional skills in line with findings in 2020-23.

### Longitudinal cohort

- ▶ There was consistent improvement in the social development of the longitudinally tracked pupils between baseline and endline timepoints of each academic year.
- ▶ There was an increase in the creative development of the longitudinally tracked pupils across all three cohorts.
- ▶ The academic development of pupils with PP increased over time for Cohorts 1 and 3. Cohort 2 pupils' scores have been high at both baseline and endline despite slightly decreasing over time.
- ▶ Within the same academic year (2022/23), parental engagement scores were higher for pupils who were in their 3rd year of participating in Delight programmes compared to pupils who were in their 2nd and 1st year of participating in Delight respectively.

# 1. Introduction

**Delight works to broaden children’s horizons, increase self-esteem and learning engagement, and create positive experiences for children, teachers, parents, and carers, through the delivery of arts-based learning programmes.** By directly working with professional arts organisations and cultural venues through workshops, exhibitions and performance literature programmes, Delight offers quality creative experiences for children, whilst providing continuing professional development for teachers.

Delight programmes are child-centred, but to achieve maximum impact they **target not only the children themselves but also the teachers and parents/carers who support them.** Teachers benefit from an extended 5-month wrap-around package of continuing professional development (CPD) before, during and after the in-school project delivery, including CPD days, personal CPD objectives, co-delivery with professional arts practitioners, and tailored resources. For parents/families, each project concludes with a celebratory performance or exhibition, enabling them to share in their child’s creative achievements – and providing a positive platform for improved relationships between home and school. Programmes are delivered in partnership with local professional arts organisations that share Delight’s values and commitment to quality and inclusivity.

ImpactEd Evaluation (IEE) is working with Delight to independently evaluate the programme to assess the impact on intended outcomes for children, as well as the schools, teachers and families who support them. **The present impact report is the fourth and final annual evaluation report of Delight’s impact by IEE.** Three programmes’ outcomes will be explored; Delight in Shakespeare, Delight in Watts, and Delight in Dance.

## 1.1 Delight Programmes

This report highlights the impact of three high-quality inclusive arts programmes: Delight in Shakespeare, Delight in Watts, and Delight in Dance.

- **Delight in Watts** is a 6-week long programme that aims to strengthen Year 4 pupils’ wellbeing and life skills through the delivery of visual arts-based activities. Pupils begin the programme by visiting the Watts Gallery and taking part in an on-site workshop. Following this, pupils work with a professional artist to explore artistic techniques, before creating and presenting a painting of their own, to be exhibited at the local Watts Art Gallery. The programme aims to increase each pupil’s confidence, knowledge and skills in creativity.
- **Delight in Dance** uses dance as a medium to increase children’s engagement with literacy. Over 6 weeks, Year 3 pupils work with professional dancers to use the narrative of the Hero and the Villain to explore various elements of storytelling by creating a dance movement story that they perform for parents and teachers. It is aimed this helps build each child’s teamwork skills and self-expression while encouraging participation in dance. This programme was run with the storyline of ‘**Story Detectives**’, where pupils acted as either heroes or villains.
- **Delight in Shakespeare** aims to strengthen Year 6 pupils’ learning and life skills by increasing their enthusiasm for drama, storytelling, and heritage texts. Delivered within a 7-week

programme, pupils work together and alongside professional actors to learn about scriptwriting, drama, and performance. Each child has a script pack which they can annotate with the line for their part in the play. As a result, it is hoped that each student builds a strong foundation in knowledge of Shakespeare before moving into secondary school. The pupils within this evaluation performed 'The Tempest'.

## 1.2 This Impact report 2023-24

This Impact report presents findings on Delight's impact in 2023-24. It includes retrospective comparisons with findings from previous evaluation years 2020-23 throughout the results section in an effort to provide an overarching understanding of Delight's impact over time.

First, the report examines the social and emotional development of all pupils, offering insights into the broader impact of the programme in these areas. Next, it focuses specifically on the social and emotional development of pupils eligible for PP, exploring whether this subgroup experienced distinct outcomes related to their social, creative and academic development and the engagement of their parents. Following this, we explore the outcomes for stakeholders outside of the Delight workshops, detailing for example how teachers' experiences and professional development were influenced by their involvement with the programme. Finally, the report assesses longitudinal data for pupils with PP from across three different cohorts. Each section provides valuable data and insights, contributing to a holistic understanding of the program's impact. As a result, the report aims to answer the following research questions:

1. What was the impact of the Delight programmes on pupils' social and emotional outcomes in 2023-24?
2. What was the impact of the Delight programmes on the social, creative and academic development of pupils with PP?
3. What was the impact of the Delight programmes on teachers and parents of pupils participating in them?
4. What are the overarching outcomes for pupils across academic years?

## 1.3 Impact Findings 2020-23

This section provides an overview of the key findings from the evaluations conducted in the academic years 2020-23.

**Pupil resilience and wellbeing remained relatively stable** between a 2-percentage point decrease and a 1-percentage point increase throughout the 2020/21, 2021/22 and 2022/23 evaluations across programmes with no statistically significant changes.

**Pupils' confidence in expressing themselves through the arts consistently increased** throughout academic years 2020-23 (between 9-11.6 percentage points for Delight in Shakespeare, 2.6-9 percentage points for Delight in Watts and 5-18 percentage points for Delight in Dance).

Moreover, there was a consistent **increase** (between 4-18.9 percentage points for each programme) **in the social, creative and academic development of pupils with PP** across findings from the 2020-23 evaluations.

In academic years 2020-23, a **substantial increase in teachers' confidence in delivering arts-based education** was found consistently (between 8 to 25 percentage points across programmes). Teachers' **intention to incorporate arts-based education into their lessons increased** across the three programmes in 2020 to 2023 for Delight in Shakespeare, Delight in Dance and Delight in Watts by 19-54 percentage points. There were overall positive trends on teachers' perceptions on programme quality and impact on them.

Moreover, **increased parental engagement** was observed by teachers across academic years for parents of pupils with PP (2.7-13 percentage points). There was an exception in 2021-22 where parents of pupils with PP in Delight in Watts experienced a 5-percentage point decrease according to teachers.

Finally, looking at the **longitudinally tracked pupils with PP**, their social, artistic and academic confidence as well as reported parental engagement increased across programmes between 9 and 33 percentage points in 2020-23, with the **highest baseline and endline scores observed in 2021-22**.

**The aforementioned findings will be discussed alongside this academic year's findings (2023-24) throughout the report where there are interesting comparisons to be made.**

## 2. Methodology

### 2.1 Theory of Change Outcomes

ImpactEd and Delight worked together to design an evaluation of three programmes: Delight in Watts, Delight in Dance and Delight in Shakespeare. The evaluation focused on measuring the following outcomes identified in the Theory of Change:

- ▶ Pupils improve their **skills and knowledge of the arts**, including through the development of technical vocabulary
- ▶ Pupils are **proud** of their achievements
- ▶ Pupils improve their **teamwork, communication and interpersonal skills**
- ▶ Pupils are **more confident** in using the arts to express themselves
- ▶ Pupils see **arts education and careers as viable options** for them
- ▶ Pupil oracy, literacy and attitudes to learning improve, and **pupil attainment** in related subjects improves
- ▶ Pupil **wellbeing, resilience and self-esteem** improve
- ▶ Parents and carers deepen their **engagement with the arts** and with the schools
- ▶ Teachers gain skills and knowledge to **increase their confidence in talking about, and teaching, the arts** and incorporating it into lessons cross-curriculum
- ▶ Teachers introduce the **arts into other parts of the curriculum**

Following the first year's evaluation (2020/21), it was decided to not go ahead with collecting academic attainment data in favour of not overburdening schools with data collection. This means that this evaluation report **does not report on academic attainment results** for the outcome: "Pupil oracy, literacy and attitudes to learning improve, and pupil attainment in related subjects improves".

Pupil, teacher and headteacher focus groups were not undertaken in this academic year, and the evaluations **predominantly relied on quantitative data**. This means that two outcomes, which were primarily measured using this qualitative approach, will not be reported in as much detail as in previous evaluation reports. The two outcomes are:

- ▶ Pupils improve their skills and knowledge of the arts, including through the development of technical vocabulary.
- ▶ Pupils improve their teamwork, communication and interpersonal skills.

However, some qualitative data was assessed from teacher, parent/carer, and pupil feedback in the questionnaires, and from emails sent by teachers, which assessed these outcomes to some degree.

To evaluate these outcomes, we carried out the following activities:



Evaluation Activity	Details	Before	After
All pupil questionnaire	Completed by all pupils who participated in one of the Delight programmes, consisting of both pupils eligible for PP and those who are not. This data was collected by Delight staff.	✓	✓
Pupil Premium questionnaire	Completed by teachers of pupils with PP who had participated in one of the Delight programmes. This data was collected by Delight staff.	✓	✓
Teacher questionnaire	Completed by teachers whose class had participated in a Delight programme. This data was collected by Delight staff.	✓	✓
Parent survey	Completed by parents of children who had participated in one of the Delight programmes. This data was collected by Delight staff.	-	✓
Teacher qualitative feedback	Written feedback gathered from teachers who were closely involved with the Delight programmes. This data was collected by Delight staff	-	✓

Table 1. Evaluation activities conducted to measure various stakeholders' perspectives.

## 2.2 Questionnaire Design

### 2.2.1 General Pupil Questionnaire

ImpactEd and Delight agreed upon a blended questionnaire design. The core question set for the general pupil survey comprised a series of **academically validated scales which measured resilience and wellbeing** among participating pupils in the Delight programmes (Table 2). These scales were chosen as they closely match the outcomes of the evaluation as outlined in the Theory of Change. An additional set of **custom questions** was also included to provide further contextual information on the various Delight programmes, focusing on **constructs such as confidence and programme enjoyment**. Depending on the programme that each pupil participated in, the wording was adapted accordingly. These questions were structured on a similar 3-point Likert scale as the validated measures above to present consistency in pupil responses.

Surveys	Details
Grit-S	This scale measures a <b>pupils' personal sense of resilience</b> . This scale tests how diligently an individual works towards achieving their goals, maintaining focus and effort despite having to face adversity and a lack of progress. Individuals who highly score face challenges with stamina when faced with disappointment or loss of interest they maintain focus and stay the course. Questions were answered on a 3-point Likert scale from 'Never' to 'Most of the time'.
Stirling Children's Wellbeing Scale (SCWBS)	This positively worded scale measures the <b>emotional and psychological wellbeing of children aged 8 – 15 years old</b> and is used to assess any changes in children's'

	individual wellbeing from a mental wellbeing perspective. Questions were answered on a 3-point Likert scale from 'Never' to 'Most of the time'.
Confidence	This question set measured <b>pupils' sense of confidence in expressing themselves through arts</b> . This was measured on a 3-point Likert scale from 'Disagree' to 'Agree'.
Programme enjoyment	<b>One question was included in the final post-survey</b> , asking pupils' about their overall experience engaging with the Delight programme. This was measured on a 4-point scale from 'Poor' to 'Excellent'.

Table 2. Academically validated scales and custom questionnaires included in the General Pupil questionnaire.

## 2.2.2 Pupil Premium Questionnaire

The core question set for the Pupil Premium Questionnaire was comprised of a set of custom questions that were devised in collaboration between ImpactEd and Delight. Unlike the general pupil survey, which assessed the constructs of resilience, wellbeing and confidence, these questions aimed to measure **academic and social development, as well as artistic development and parental engagement among pupils with PP** (Table 3). The survey was completed by teachers for each of their pupils with PP.

Surveys	Details
Social development	The custom questions covered <b>areas of engagement, resilience, sense of self-worth, personal pride, confidence, communication, and teamwork skills</b> . They are measured on a 1-5 Likert scale, where 1 indicated "never displays this" and 5 represented the highest level of academic ability, "always displays this."
Artistic development	The custom questions covered <b>areas of confidence in expressing themselves through artistic means or creating a show or performance</b> . They are measured on a 1-5 Likert scale, where 1 indicated "never displays this" and 5 represented the highest level of academic ability, "always displays this."
Academic development	The custom questions focused on <b>skills such as speaking fluently and correctly, understanding and using new concepts</b> , following complex instructions, using new vocabulary, decoding words, explaining learning, and summarising main ideas from what they read or watch. They are measured on a 1-5 Likert scale, where 1 indicated "never displays this" and 5 represented the highest level of academic ability, "always displays this."
Parent engagement	The custom questions focused on <b>events such as having regular contact with the class teacher, engaging with the child's learning</b> , supporting learning at home, and attending the child's events or activities. They are measured on a 1-5 Likert scale, where 1 indicated "never displays this" and 5 represented the highest level of academic ability, "always displays this."

Table 3. Custom surveys included in the Pupil Premium Questionnaire.

Pupil Premium Questionnaire responses by teachers between 2020 and 2024 **constituted the sample for the longitudinal cohort**. Results for these pupils can be found in Part 6 of this report.

### 2.2.3 Teacher Questionnaire

The questionnaire that was administered to teachers aimed to measure any change in teachers' confidence in and use of arts-based education as well as their impression of the impact of Delight at home and within schools through custom surveys (Table 4).

Surveys	Details
Teachers' confidence and use of arts-based education	A 5-question custom survey explored teachers' confidence in using arts-based education on Likert scale ranging from 1 (disagree) to 5 (agree), at baseline and endline. Also, one custom question explored their intention to use the arts in their pedagogy in the future at baseline and endline on the same scale.
Impact of the programme	Teachers were presented with two key statements: 'I feel arts-based learning had a positive impact on me' and 'I feel that working with professional artists/actors/dancers had a positive impact on me.' They were asked to rate their agreement with these statements on a Likert scale ranging from 1 (disagree) to 5 (agree).
Embedding Delight	Teachers were asked "Do you feel that arts-based learning is embedded within the wider school curriculum?" and answered on a 3-point scale of 'Yes', 'Maybe' or 'No'.

Table 4. Custom surveys included in the Teacher Questionnaire.

### 2.2.4 Parent Questionnaire

A survey was administered to parents/carers of Delight participants at the end of the programme. The questionnaire aimed **to gather parents' perspectives** on how the Delight programme impacted their child from a home environment perspective. Specifically, three questions focused on pupils' social and emotional outcomes, one question asked about whether their children had talked about Delight activities at home and the final question asked if parents feel more encouraged to participate in arts' activities with their children at home. All questions were answered on a 5-point scale.

## 2.3 Sample

### 2.3.1 Survey samples in academic year 2023-24

Table 5 below summarises the number of matched surveys across three programmes: Delight in Dance, Delight in Watts, and Delight in Shakespeare, with totals provided for each category in 2023-24. Overall, 677 General Pupil Questionnaire responses, 96 Pupil Premium Questionnaire responses and 29 Teacher Questionnaire responses were matched between baseline and endline timepoints. In total 336 parents' endline surveys were collected.

Questionnaire	Number of matched participants' surveys per programme in 2023-24			Total
	Delight in Dance	Delight in Watts	Delight in Shakespeare	
General Pupils	230	106	341	677
Pupil Premium	35	11	50	96
Teacher	8	5	16	29
Parents (only endline surveys)	179	156	116	336

Table 5. Number of participants' matched surveys and parents' endline surveys per programme.

### 2.3.2 Survey samples in academic years 2020-23

The sample for the 2023-24 evaluation was made up of year 3, year 4 and year 5 pupils. Table 6 below depicts each year group and the corresponding Delight programme pupils participate in per year group. **Pupils in year 5 have participated in Delight for three years and those in year 4 have participated for two years.** Similarly, many teachers will have interacted with Delight for more than one year. Therefore, participants who have had different levels of exposure are likely to show different levels of change in each of the outcomes.

It is important to note that in 2020/21, the art programme that pupils participated in was Delight in Art – Out of this World. The following year, this programme was replaced with Delight in Watts.

	2020/21	2021/22	2022/23	2023-24
Year 3	Delight in Dance	Delight in Dance	Delight in Dance	Delight in Dance
Year 4	Delight in Art (Out of this World)	Delight in Watts	Delight in Watts	Delight in Watts
Year 5	Delight in Shakespeare	Delight in Shakespeare	Delight in Shakespeare	Delight in Shakespeare

Table 6. Delight programmes offered to each year group across academic years.

Below are the sample sizes for each questionnaire per programme in academic years 2020-21, 2021-22 and 2022-23 (Table 7). These sample sizes are important to keep in mind when comparisons are being made between this academic year's results (2023-24) and previous years' (2020-23) findings.

Questionnaire	Number of participants' surveys analysed per programme between 2020-23								
	2020-21			2021-22			2022-23		
	Delight in Dance	Delight in Watts	Delight in Shakespeare	Delight in Dance	Delight in Watts	Delight in Shakespeare	Delight in Dance	Delight in Watts	Delight in Shakespeare
General Pupils	135	168	265	295	146	262	280	144	371
Pupil Premium	74	63	39	31	33	46	39	27	56
Teacher	10	19	14	6	5	13	11	8	15
Parents (only endline surveys)	-	-	-	247	156	309	225	174	246

Table 7. Number of participants' surveys analysed per programme between 2020-23.

### 2.3.3 Longitudinal pupil cohort

The longitudinal deep-dive conducted compared the results of three separate cohorts of pupils who participated in Delight programmes between 2020 and 2024. More specifically, Cohort 1 consists of 14 pupils who participated in Delight programmes in 2020/21, 2021/22, and 2022/23, Cohort 2 consists of 7 pupils who participated in Delight programmes in 2021/22, 2022/23 and 2023/24 and Cohort 3 consists of 22 pupils who participated in Delight

programmes in 2022/23 and 2023-24. It should be noted that for 2 of the 7 pupils in Cohort 2, endline data in 2022/23 was not collected.

It is important to clarify that the data on pupils' social, creative, and academic development, along with parental engagement were **aggregated from multiple programmes and averaged to establish baseline and endline scores**. The analysis explored whether any change in social, artistic and academic development had taken place over the past two years for pupils participating in a Delight programme for the last two academic years.

## 2.4 Analysis

### 2.4.1 Quantitative analysis

Quantitative analysis in 2023-24 followed the same analysis process as in the previous years 2020-23. Baseline and endline average scores were produced for matched pupil responses and percentage point changes were calculated. Where applicable, significance testing was performed using a two-tailed paired sample t-test. When the data did not follow a normal distribution, a Wilcoxon Signed Rank Test was used. The findings for 2023/24 were then compared to the headline results for 2022/23, 2021/22 and 2020/21 to understand change over time. Where interesting trends were observed, these were discussed.

For parent/carer questionnaires, responses were collected only at the endline, so endline averages were produced and compared to previous years' averages. Percentage point changes couldn't be calculated as there was no baseline score. Despite this limitation, these findings offer valuable insights into the experiences and perspectives of parents and caregivers throughout their involvement in the Delight programme.

For the longitudinally tracked pupils, a similar process was followed, where three years of baseline and endline survey data were identified and matched for Cohorts 1 and 2 pupils and two years of baseline and endline survey data was matched for Cohort 3 pupils. Subsequently, the average change in outcomes was calculated, presented in percentage points and compared between the academic years.

### 2.4.2 Qualitative analysis

While focus groups with pupils, teachers, and parents were conducted in previous evaluation years, they were not held this year. Instead, **qualitative data was gathered through questionnaires completed** by pupils, teachers, and parents/carers, as well as from emails and evaluation meetings.

## 2.5 Limitations

Although all efforts were made to mitigate any confounding variables brought about by standard evaluation limitations, several must be noted.

- ▶ For younger pupils within the Year 3 cohort, **comprehension and digital engagement could have acted as confounding variables** in delivering a robust set of reliable data.
- ▶ The questionnaires measuring pupils' socio-emotional outcomes are based on academically validated scales. At the time of data collection for this evaluation, **symbol-led surveys were not available as alternatives to the words-only surveys**. Therefore, it is likely that the level of understanding of the surveys by younger pupils and those with SEND (who typically complete symbol-led surveys) may have been hindered.
- ▶ The **sample sizes** for some of the Pupil Premium Questionnaire analyses and the teacher analysis were **relatively small**, which limits the generalisability of the findings.
- ▶ **Pupil demographic data was not collected**. This means that certain sub-group analyses were not possible, such as looking at differences between gender and ethnicity.
- ▶ This evaluation **does not feature a comparator group**. Therefore, whilst ImpactEd may be able to identify changes in measures between the baseline and endline surveys, a causal link between these changes and pupils' experiences of the Delight programmes cannot be made.

## 3. Pupils' Social and Emotional Development

- 1** Pupils' wellbeing remained stable throughout all three Delight programmes between 2020-24. There was an unprecedented increase in wellbeing scores of pupils in Delight in Dance that was not statistically significant (2.43 percentage points).
- 2** Pupils' resilience remained stable throughout 2020-24. There was however a decrease of 2.74 percentage points in Delight in Dance pupils' resilience in 2023-24 that was statistically significant.
- 3** In 2023-24, pupils' confidence in expressing themselves through the arts significantly increased by 6.88 percentage points in the Delight in Dance and 5.90 percentage points in the Delight in Shakespeare.
- 4** Pupils expressed interest in engaging with art in the future in 2023-24.

**Finding 1: Pupils' wellbeing remained stable throughout all three Delight programmes between 2020-24. There was an unprecedented increase in wellbeing scores of pupils in Delight in Dance that was not statistically significant.**

Throughout the evaluation pupil wellbeing remained stable with no statistically significant changes across all three assessed programmes. On average, pupils' wellbeing remained stable over the three programmes with a 0.1 percentage point increase (Figure 1). This is a positive finding in light of trends during the COVID-19 pandemic, showing a decrease in KS2 pupils' wellbeing in 2020-2021<sup>1</sup>.

In 2023-24, while there was a slight percentage point decrease in wellbeing for pupils in Delight in Shakespeare (1.2 percentage points) and Watts (0.2 percentage points), there was a **2.43 percentage point increase in wellbeing for pupils participating in Delight in Dance** that was not statistically significant.

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<sup>1</sup>Lockdown Lessons: pupil learning and wellbeing during the Covid-19 pandemic. Available at: <https://www.evaluation.impactgroup.uk/research-and-resources/lockdown-lessons#report>

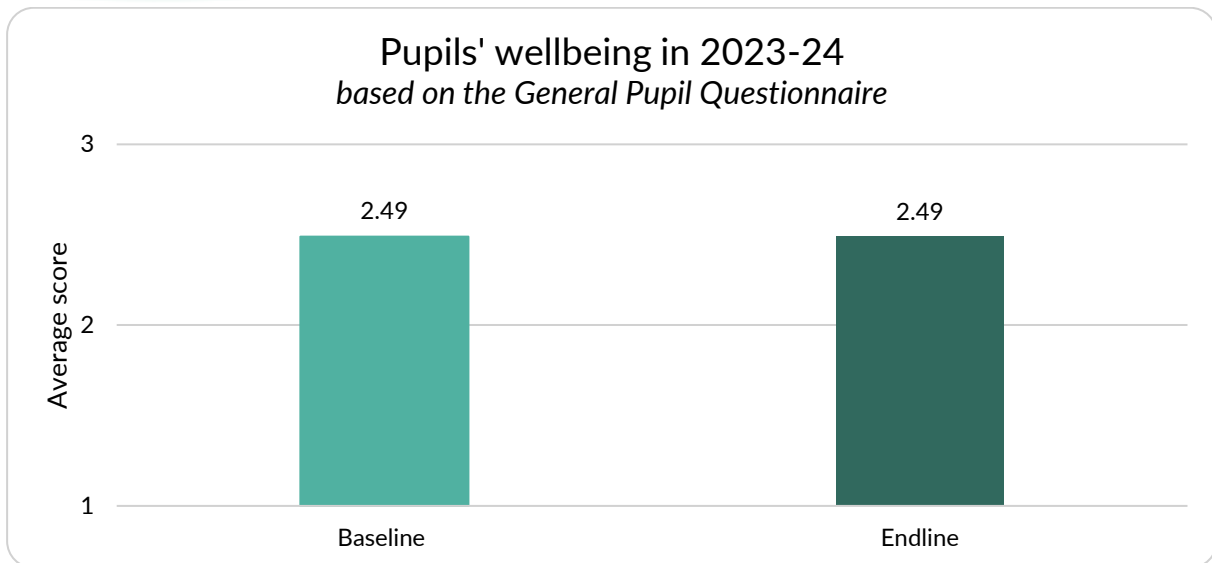


Figure 1: Pupils' average wellbeing score at baseline and endline based on the General Pupil Questionnaire in 2023-24 (n=677).

Looking at trends across 2020-24, there are small fluctuations in wellbeing across programmes that do not surpass 2.5 percentage points.

Interestingly, while wellbeing in previous academic years decreased by 2 percentage points overtime for pupils in Delight in Dance, there was an **increase of 2.43 percentage points in pupils' wellbeing scores from 2.45 to 2.50 out of 5 in 2023-24** (Figure 2). None of the changes observed are statistically significant.

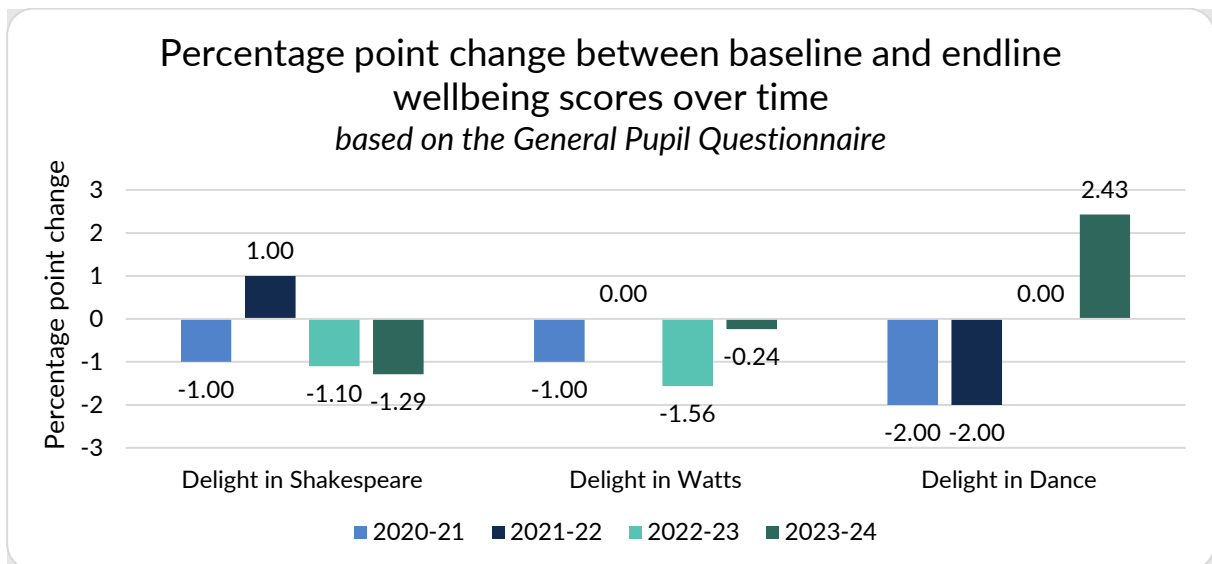


Figure 2: Percentage point change in wellbeing scores of pupils by programme based on the General Pupil Questionnaire in 2020-24 (Shakespeare 2020-21 n=265, Shakespeare 2021-22 n=262, Shakespeare 2022-23 n=371, Shakespeare 2023-24 n=341, Watts 2020-21 n=168, Watts 2021-22 n=146, Watts 2022-23 n=144, Watts 2023-24 n=106, Dance 2020-21 n=135, Dance 2021-22 n=295, Dance 2022-23 n=280, Dance 2023-24 n=230).

**Key finding 2: Pupils' resilience remained stable throughout 2020-24. There was however a decrease of 2.74 percentage points in Delight in Dance pupils' resilience in 2023-24 that was statistically significant.**



Pupils' resilience decreased by 1.40 percentage points, a decrease that was not statistically significant (Figure 3).

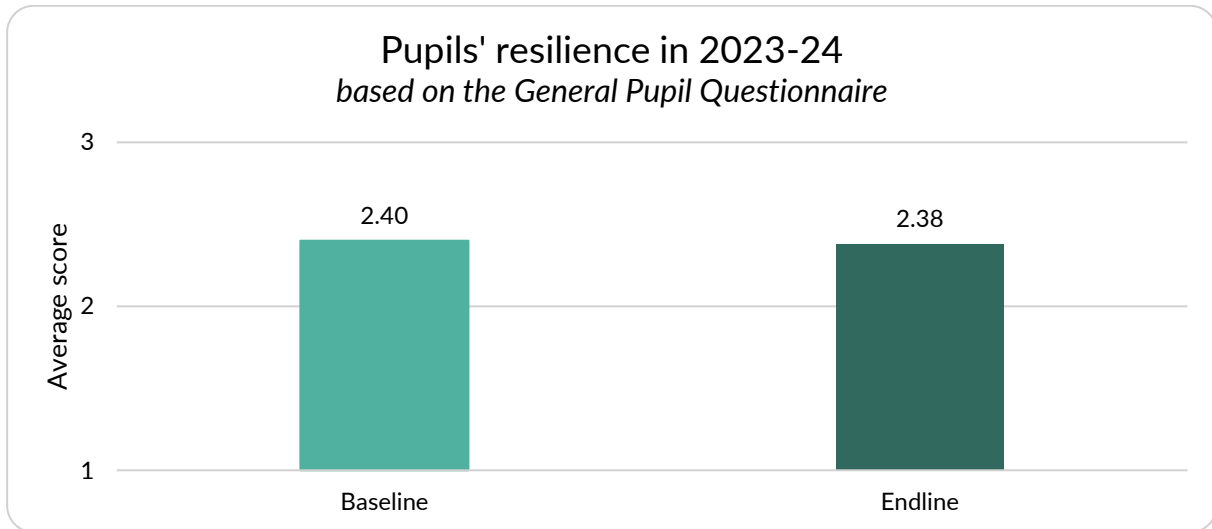


Figure 3: Pupils' average resilience score at baseline and endline based on the General Pupil Questionnaire in 2023-24 (n=677).

There was little to no change between baseline and endline data for pupils' resilience in Delight in Watts (-0.9 percentage points) and Delight in Shakespeare (-0.09 percentage points; Figure 4). Contrarily, there was a **decrease of 2.74 percentage points in the resilience of pupils in Delight in Dance, which was statistically significant ( $p < 0.05$ )**. Apart from this decrease, pupils' resilience remained stable (between -1 to 1 percentage point change) throughout 2020-24.

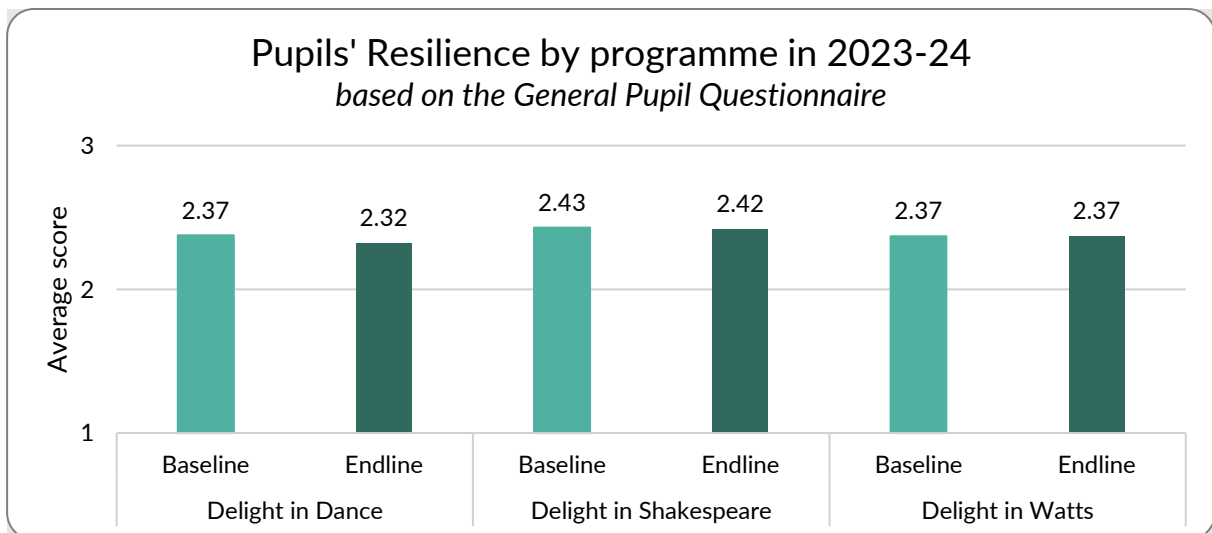


Figure 4: Pupils' average resilience score at baseline and endline by programme based on the General Pupil Questionnaire in 2023-24 (Dance n=230, Shakespeare n=341, Watts n=106).

**Finding 3: Pupils' confidence in expressing themselves through the arts significantly increased by 6.88 percentage points in the Delight in Dance and 5.90 percentage points in the Delight in Shakespeare.**

Overall, pupils' confidence in expressing themselves through art, dance or drama increased from 2.20 to 2.31, marking a 5.24 percentage point increase across all three programmes that was statistically significant ( $p < 0.05$ ; Figure 5).

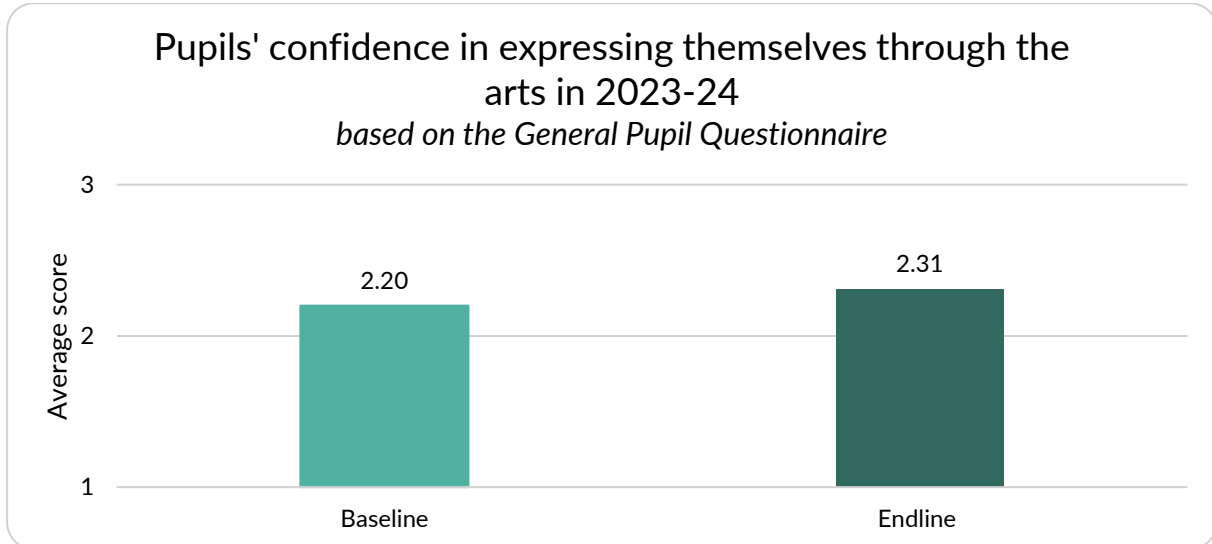


Figure 5: Pupils' average confidence score at baseline and endline based on the General Pupil Questionnaire in 2023-24 (n=677).

Figure 6 below illustrates an **increase in pupils' confidence in Delight in Dance and Delight in Shakespeare, with statistically significant results ( $p < 0.05$ )**. Specifically, pupils' confidence in Delight in Dance increased by 6.88 percentage points, from 1.94 to 2.08. It is worth noting that children start off from a stronger point in visual arts as it is the most common art form in schools.

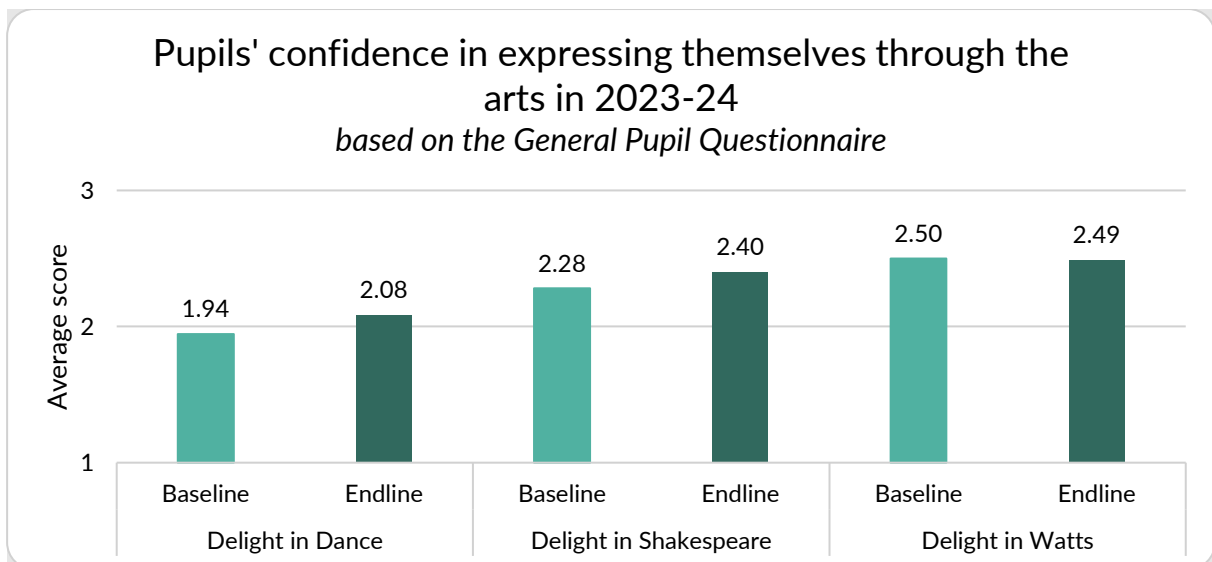


Figure 6: Pupils' average confidence in expressing themselves through the arts score at baseline and endline by programme based on the General Pupil Questionnaire in 2023-24 (Dance n=230, Shakespeare n=341, Watts n=106).

This improvement is exemplified by a student from Delight in Dance, who explained a decrease in their shyness as a result of partaking in the programme:

**bb** [Delight in Dance was] really good... I am normally shy but Delight [in] Dance made me face my fears.”

Another teacher described the noticeable difference where a child who previously avoided social events now performs in front of crowds:

**bb** One girl who had previously refused to go on in the Christmas nativity and left in tears performed the dance perfectly in front of her parents... The ones who don't usually join in with dance took this programme very seriously.”

Similarly, as depicted in Figure 7, confidence in participants of Delight in Shakespeare increased by 5.90 percentage points, from 2.28 to 2.40. This finding is also demonstrated by the qualitative findings, as one pupil explained:

**bb** It's [Delight in Shakespeare is] the best thing if you want to be confident speaking out loud in front of people.”

Teachers also observed an increase in pupils' confidence in expressing themselves through drama, as one teacher observed in pupils who participated in Delight in Shakespeare:

**bb** There [is]... a noticeable difference in children putting hands up more in class. One child... allowed his character to sing 'Love is in the air' without being silly or shy. Another child... had the confidence to go up on stage and it was a real moment, as it was never expected she would do this.”

While there wasn't an increase in the confidence of **pupils participating in Delight in Watts, had the highest baseline and endline averages in confidence in expressing themselves through the arts across programmes**. These findings are in line with the trends in 2020-23, where pupils in Delight in Watts consistently have the highest confidence at baseline and endline and the lowest percentage point increase across programmes. It is worth noting that there is an increase in confidence across academic years between 2.6-18 percentage points.

#### **Finding 4: Pupils expressed interest in engaging with art in the future in 2023-24.**

With an average 2.35 out of 3, **the majority of pupils were positive about engaging with the arts in the future**. The responses differed marginally across the three programmes (Figure 7). The average score for Delight in Shakespeare, Delight in Watts and Delight in Dance is 2.39, 2.46 and 2.24 respectively. Delight in Dance was closer to 2, indicating a more neutral response than the other two programmes.

These trends are in line with - but **slightly lower than - those 2022-23**; Pupils in Delight in Shakespeare, Watts and Dance scoring 2.40, 2.59 and 2.39 out of 3 respectively.

The positive trends were supported by qualitative findings. Pupils mentioned they wanted to participate in Delight in Dance again as it was “really fun”. Similarly, Delight in Shakespeare pupils explained that they would “love to take part in the future” and “want to do more drama performances”. One pupil explained that the Delight in Shakespeare programme has fostered a deep and sustained passion for acting in them, stating:



It made me feel like I can be the best actor I can ever be and honestly, I just love acting all the time. Thanks to Delight I can now feel really confident in acting.”

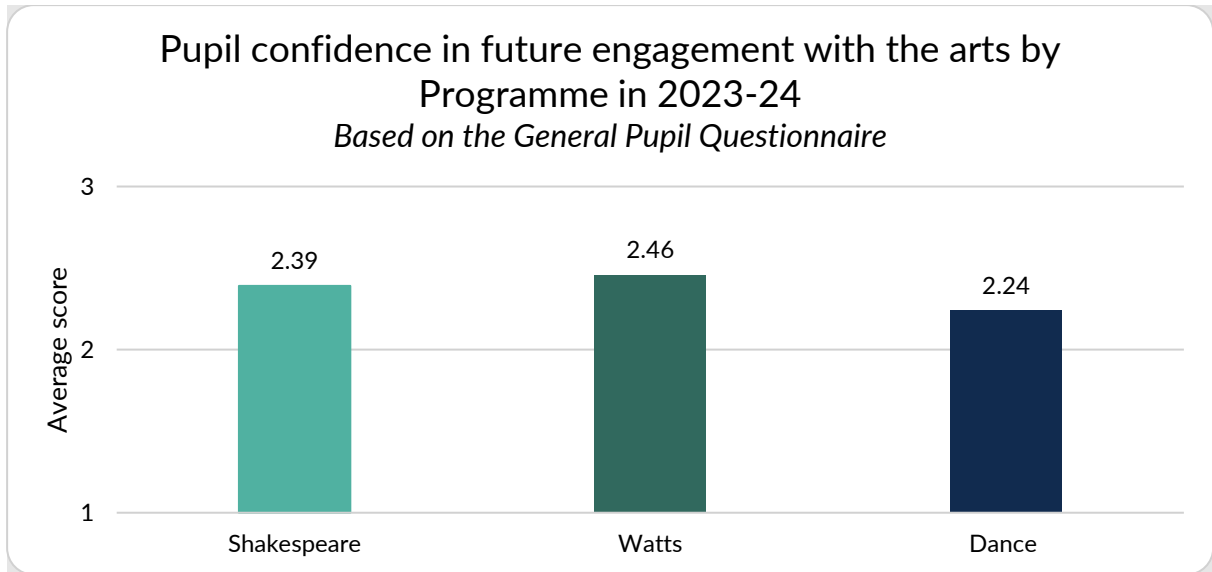


Figure 7: Pupils’ average confidence in future engagement with the arts score at endline by programme based on the General Pupil Questionnaire in 2023-24 (Dance n=230, Shakespeare n=341, Watts n=106).

## 4. Development of Pupils with Pupil Premium

- 1 The average social development score of pupils with PP significantly increased for pupils across programmes by 15.4 percentage points.
- 2 A 20.1 percentage point increase was observed in the social development scores of pupils with PP in Delight in Watts. This was the highest increase observed across years 2020-24.
- 3 The average creative development score of pupils with PP significantly increased by 26.9 percentage points across programmes, in line with previous years 2020-23.
- 4 There was a statistically significant increase of 8.9 percentage points in the academic development scores of pupils with PP across all programmes. This is in line with previous academic years' trends.

### Finding 1: The average social development score of pupils with PP significantly increased for pupils across programmes by 15.4 percentage points.

According to the Pupil Premium Questionnaire filled in by teachers, the social development of pupils with PP increased across all programmes from 2.99 to 3.61 by 15.4 percentage points (Figure 8). This increase was statistically significant ( $p < 0.05$ ).

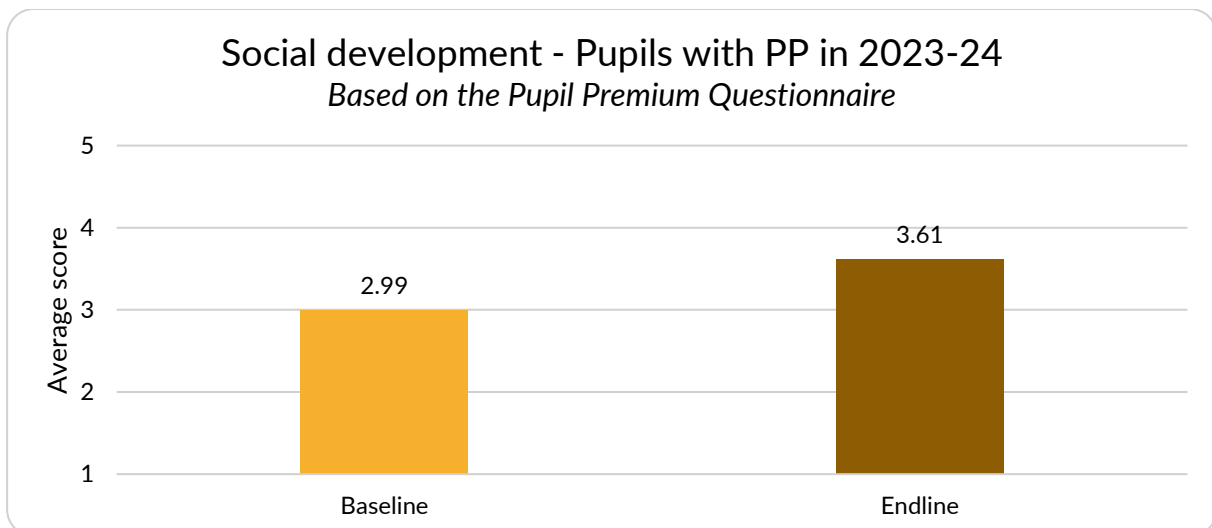


Figure 8: Average social development scores for Pupils with PP at baseline and endline across the three programmes in 2023-24 based on the Pupil Premium Questionnaire (n=96).

**Key finding 2: A 20.1 percentage point increase was observed in the social development scores of pupils with PP in Delight in Watts. This was the highest increase observed across years 2020-24.**

The social development of pupils with PP who participated in Delight in Shakespeare statistically significantly increased by 15.6 percentage points ( $p < 0.05$ ). Similar trends were found in pupils with PP in Delight in Dance whose social development significantly increased by 13.3 percentage points ( $p < 0.05$ ). This is in line with findings reported in the **previous academic years of evaluation 2020-23, where the social development scores of pupils with PP significantly increased for Delight in Shakespeare and Dance pupils** between 8 and 15.5 percentage points.

Delight in Watts pupils with PP had a notable percentage point increase on 20.1 in their social development. Due to its' small sample size ( $n=11$ ) no statistical significance testing was conducted for the PP cohort in Delight in Watts. This is the **highest increase observed within the four years of evaluation**, with increases noted between 2020-23 reaching between 7 and 14.6 percentage points.

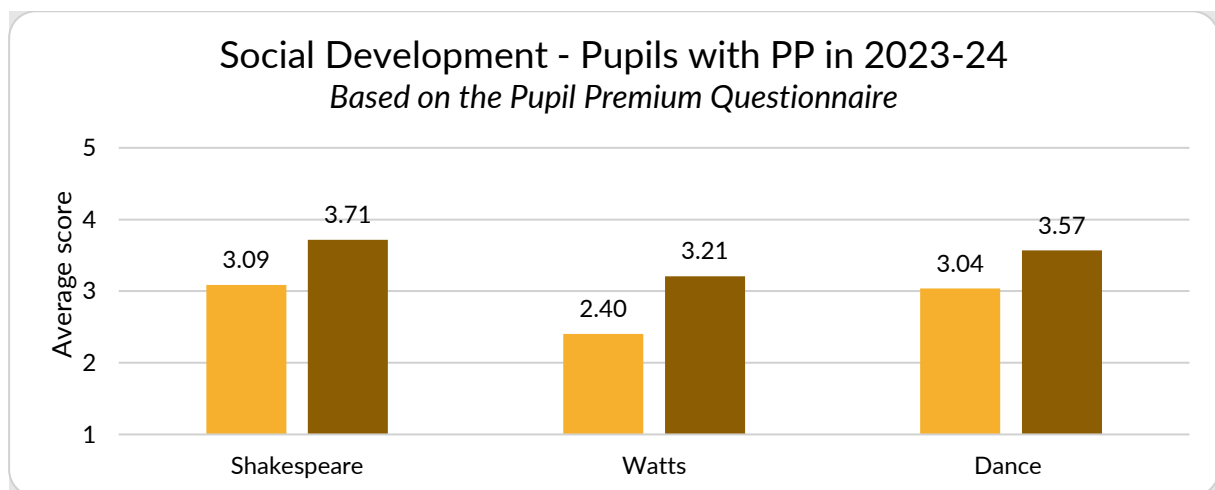


Figure 9: Average social development scores by programme at baseline and endline for Pupils with PP based on the Pupil Premium Questionnaire in 2023-24 (Dance  $n=35$ , Shakespeare  $n=50$ , Watts  $n=11$ ).

**Finding 3: The average creative development score of pupils with Pupil Premium significantly increased by 26.9 percentage points across programmes.**

According to teachers' responses on the Pupil Premium Questionnaire, the creative development of pupils with PP across all programmes increased from 2.51 to 3.59, marking a 26.9 percentage point increase that was statistically significant (Figure 10).

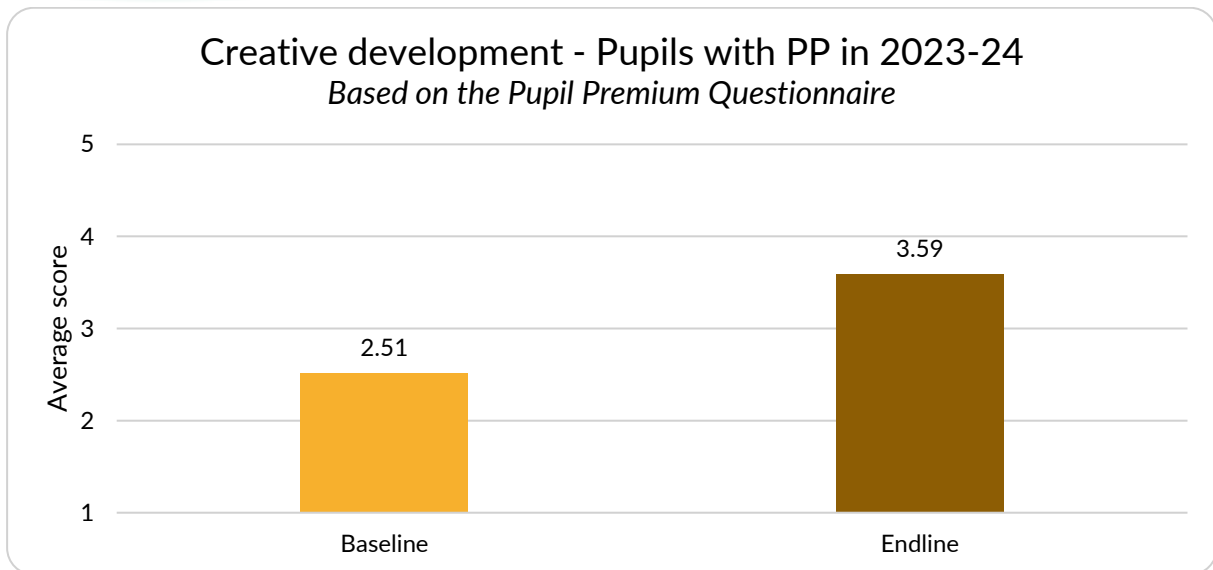


Figure 10. Average creative development scores for Pupils with PP at baseline and endline across the three programmes in 2023-24 based on the Pupil Premium Questionnaire (n=96).

More specifically, the creative development of pupils with PP who participated in **Delight in Shakespeare and Delight in Dance, significantly increased by 27.8 and 27.9 percentage points** respectively ( $p < 0.05$ ; Figure 11). The creative development of pupils with PP from **Delight in Watts increased by 20.5 percentage points**. Given the small sample size (n=11) for matched pupils with Pupil Premium who participated in Delight in Watts, statistical significance could not be determined.

While it is worth noting that increases in creative development scores reached up to 40.7 percentage points within 2020-23, **the positive momentum continued this year with statistically significant increases observed.**

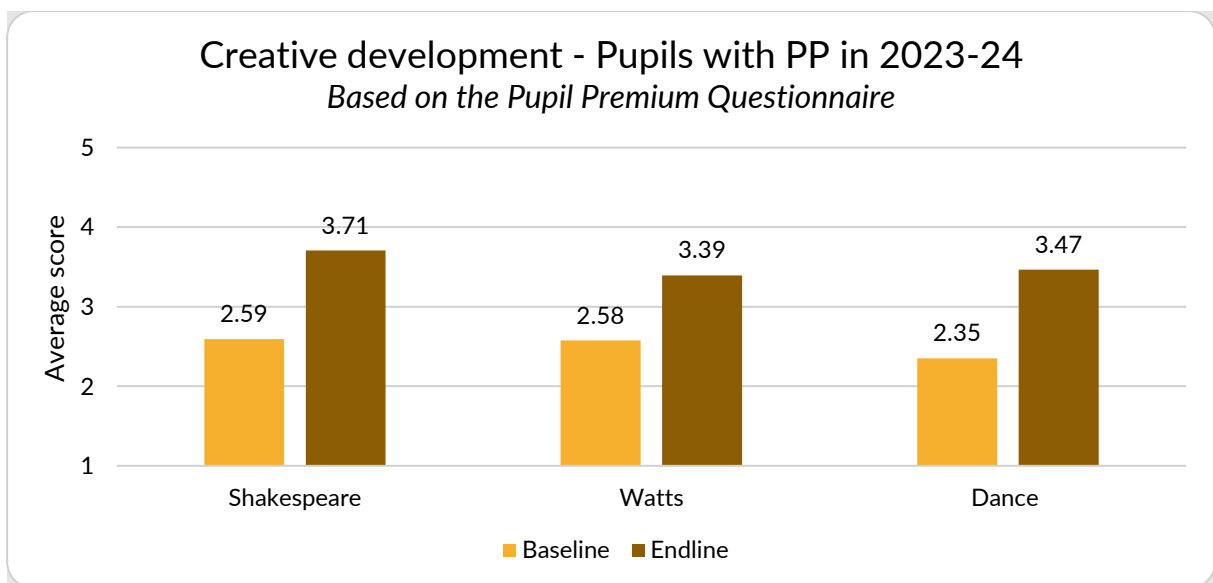


Figure 11: Average creative development scores by programme at baseline and endline for Pupils with PP based on the Pupil Premium Questionnaire in 2023-24 (Dance n=35, Shakespeare n=50, Watts n=11).

**Finding 4: There was a statistically significant increase of 8.9 percentage points in the academic development scores of pupils with PP across all programmes. This is in line with previous academic years' trends.**

According to teachers' responses, the average academic development score of pupils with PP increased by 8.9 percentage points from 3.22 to 3.58 out of 5 (Figure 12). This increase was statistically significant ( $p < 0.05$ ).

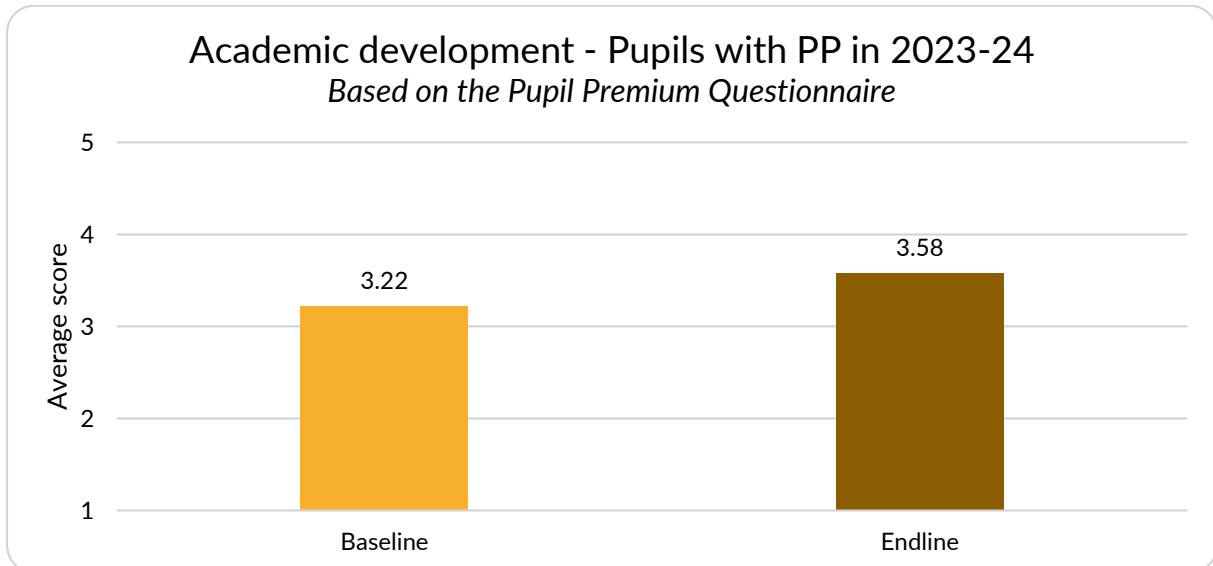


Figure 12: Average academic development scores for Pupils with PP at baseline and endline across the three programmes in 2023-24 based on the Pupil Premium Questionnaire (n=96).

Specifically, the academic development of pupils with PP participating in **Delight in Shakespeare and Delight in Dance significantly increased by 8.6 and 9.3 percentage points ( $p < 0.05$ ; Figure 13)**. The academic development of pupils with PP participating in Delight in Watts increased from 3.09 to 3.51 by 10.51 percentage points. No statistical significance testing was carried out due to the small sample size (n=11).

These increases in academic development were in line with increases observed in the previous academic years 2020-23 (between 4.00 and 13.31 percentage points).



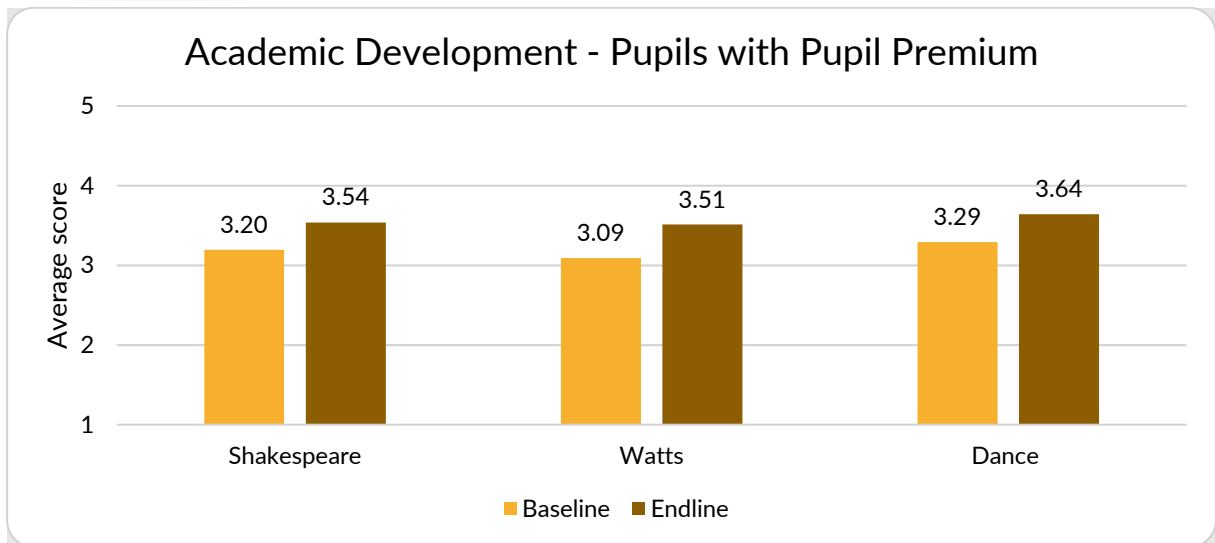


Figure 11: Average social development scores by programme at baseline and endline for Pupils with PP based on the Pupil Premium Questionnaire in 2023-24 (Dance n=35, Shakespeare n=50, Watts n=11).

**Finding 5: A statistically significant increase was observed in the engagement of parents of pupils with PP in Delight in Shakespeare and Delight in Dance. Parents of pupils with PP in Delight in Watts had the highest averages at both timepoints.**

Figure 14 below shows an increase in parental engagement as reported by teachers across all three programmes. This 4.6 percentage point increase from 3.34 to 3.53 out of 5 was statistically significant ( $p < 0.05$ ).

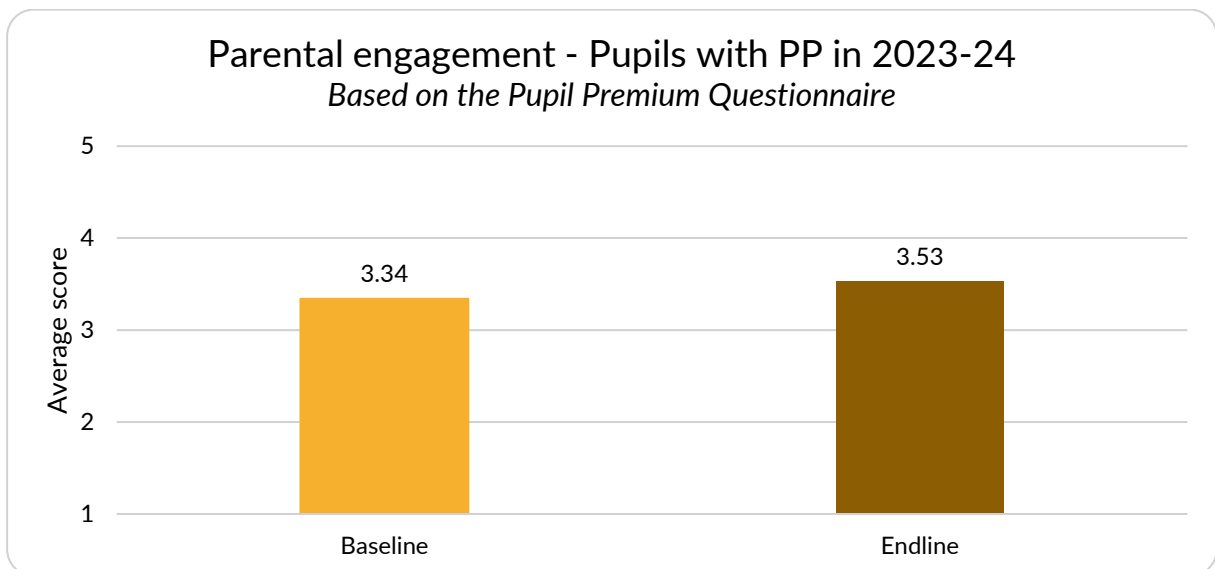


Figure 14: Averages parental engagement scores at baseline and endline for Pupils with Pupil Premium based on the Pupil Premium Questionnaire across the three programmes (n=96).

The largest improvement was in **Delight in Shakespeare**, where **parental engagement significantly increased by 5.38 percentage points ( $p < 0.05$ ; Figure 15)**. This was followed by Delight in Dance, where there was a statistically significant increase in parental engagement (4.29 percentage points ;  $p < 0.05$ ). This is consistent with previous years' findings.

There was also a parental engagement increase of 2.27 percentage points in Delight in Watts, but statistical significance could not be determined due to small sample size. It is worth noting **that parents of pupils with PP in Delight in Watts had the highest engagement at both baseline and endline.** Interestingly, the increase in engagement of parents of pupils with PP participating in Delight in Watts at endline has been higher in the previous two academic years, with a 7.0 percentage points increase in 2021-22 and 6.9 percentage point increase in 2022-23.

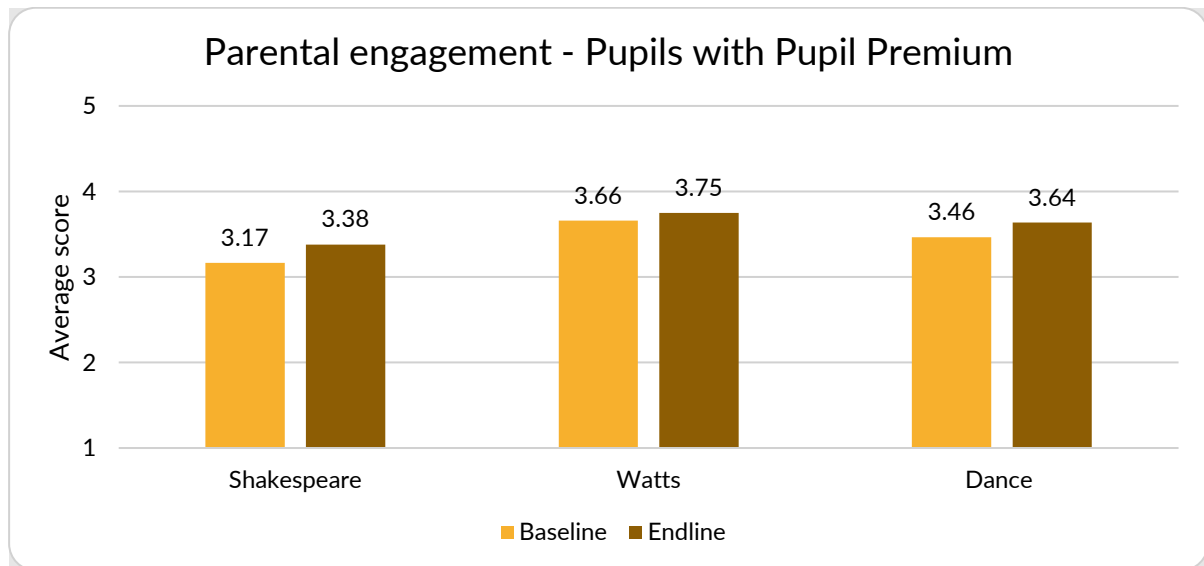


Figure 15: Average parental engagement score at baseline and endline for pupils with PP based on the Pupil Premium Questionnaire by programme (Dance n=35, Shakespeare n=50, Watts n=11).

## 5. Embedded in schools

- 1 There is a statistically significant increase of 18.3 percentage points in teachers' confidence and of 48.5 percentage points in teachers' intent to deliver arts-based
- 2 Parents this year reported increased pupil engagement in art, dance, and acting at home in line with findings in 2020-23.
- 3 Parents this year reported improved increased social and emotional skills in line with findings in 2020-23.

### Finding 1. There was a statistically significant increase in teachers' confidence and intent to deliver arts-based education.

There was an 18.3 percentage point increase in teachers' confidence score in delivering arts-based education across all three programmes between baseline and endline data from a baseline of 3.73 to an endline of 4.36 out of 5 (Figure 16). This increase was statistically significant ( $p < 0.05$ ).

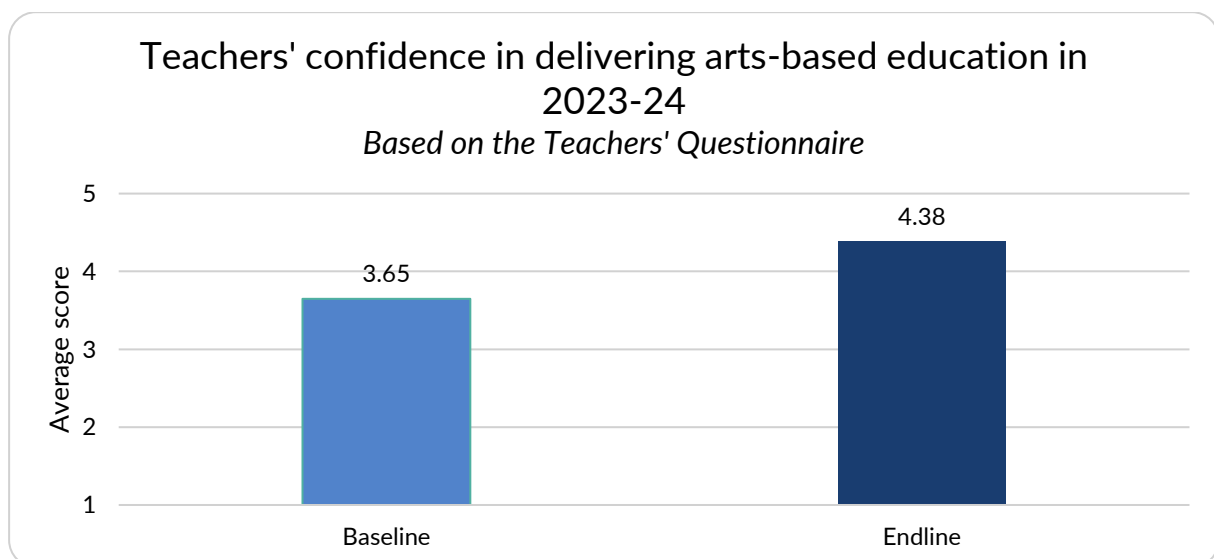


Figure 16: Teachers' confidence in delivering arts-based education based on the Teachers' Questionnaire in 2023-24 (Dance  $n=29$ ).

**The largest increase in confidence scores was in teachers in the Delight in Shakespeare programme (21.6 percentage points;  $n=16$ ).** This increase was followed closely by teachers in Delight in Dance at 18.6 percentage points ( $n=8$ ). Teachers in Delight in Watts scored 7 percentage points higher on average endline compared to baseline timepoints ( $n=5$ ). While no statistical significance testing was conducted due to low sample sizes, the increases observed are noteworthy. The increase in confidence in integrating arts-based education is demonstrated by one teacher from Delight in Dance, who commented:

**bb** I have always struggled to teach dance. But with the training, learning to do it step, I realised that I could do it and any reservation I had went [away]. I felt a lot more confident.”

Furthermore, there was a statistically significant increase of 48.3 percentage points in teachers’ intentions to incorporate arts-based education in their lessons across the three programmes, increasing from a baseline score of 2.51 to an endline score of 4.44 out of 5 (Figure 17).

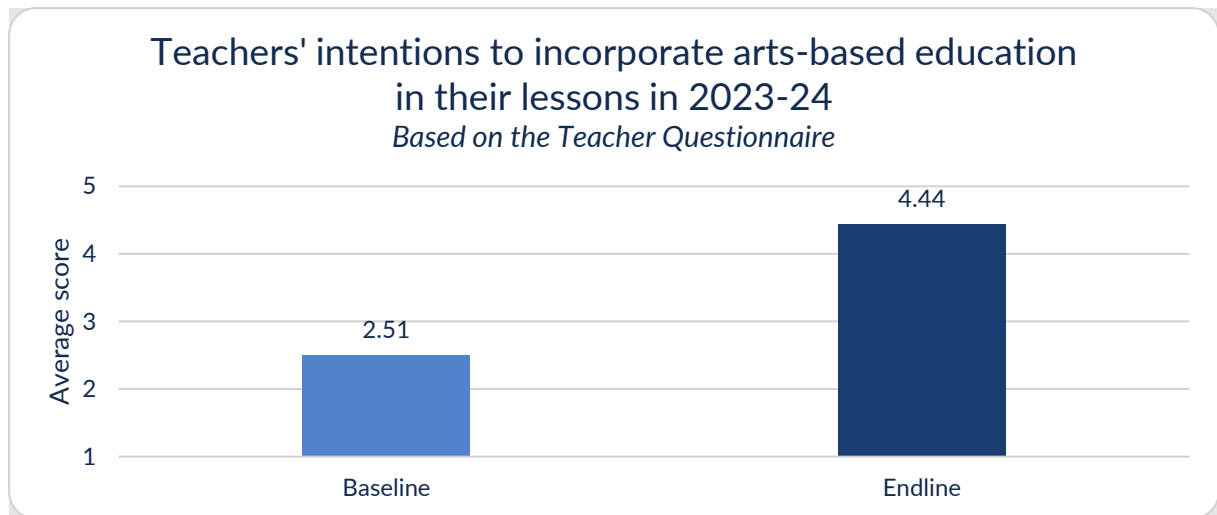


Figure 17: Teachers’ intentions to incorporate arts-based education in their lessons based on the Teachers’ Questionnaire in 2023-24 (n=29).

Specifically, **teachers’ intentions to incorporate arts-based education in their lessons increased by 68.8 percentage points in the Delight in Dance programme and by 56.6 percentage points for teachers in the Delight in Shakespeare programme** (Figure 18). The aforementioned increases were in line with qualitative statements by participants. One teacher referencing Delight in Shakespeare explained:

**bb** [I have] already used drama within their Egyptian history topic and have got the children to interview the Pharaohs. They [the pupils] engage better if they are physically involved in what they are doing or if there is a hook at the start of something new.”

Teachers who participated in **Delight in Watts experienced a notable percentage point increase of 20, from 3.40 to 4.20**, in their intention to incorporate arts-based education into their lessons. This is highlighted by the comments from teachers. One teacher who referenced Delight in Watts stated:

**bb** [I have] already used [the] window wonders idea in another lesson and got the children to draw their portraits using this method. It was great to see the success of this art activity again.”

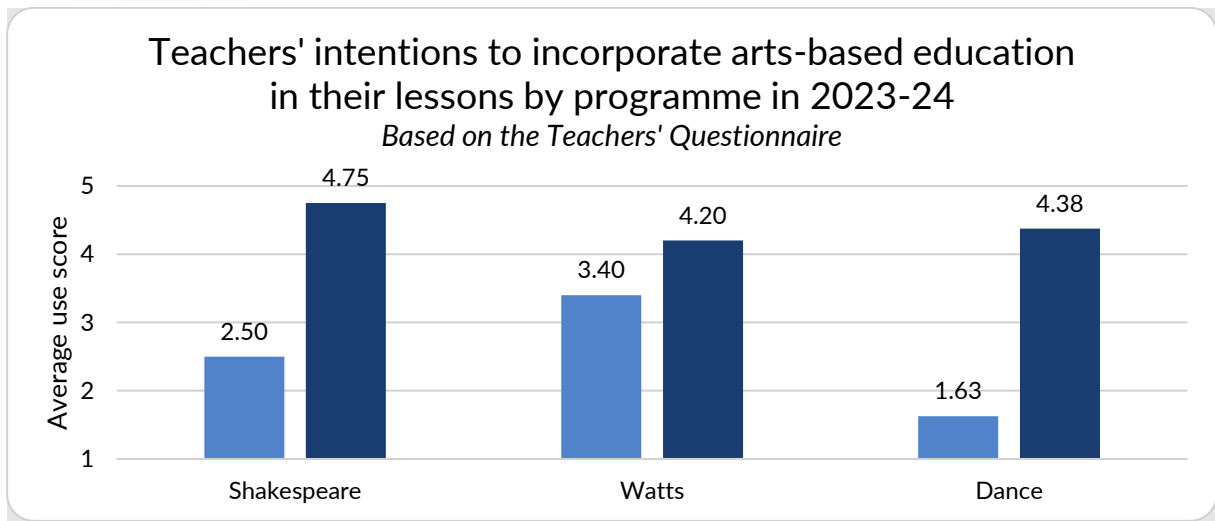


Figure 18: Teachers' intentions to incorporate art-based education in their lessons by programme based on the teachers' questionnaire in 2023-24 (Dance n=8, Shakespeare n=16, Watts n=5).

**The increase in teachers' baseline and endline scores for their intention to incorporate arts-based education into their lessons is noticeably higher than that observed from findings in 2020 to 2023 for Delight in Shakespeare and Dance (Figure 19). The percentage point change for Delight in Dance increased by 15 percentage points between 2022-23 and 2023-24 and the percentage point change for Delight in Shakespeare increased by 12.5 percentage points between 2022/23 and 2023/24. However, the percentage point change for Delight in Watts remained relatively stable over the last four years, increasing by 1.25 percentage points from 18.8 in 2022/23 to 20 percentage points in 2023/24.**

**Therefore, it is suggested that throughout their delivery, Delight programmes inspire teachers to adopt arts-based techniques in their educational activities. It would be interesting to further explore whether in addition to their intention, teachers proceed to embed arts-related activities in their teaching.**

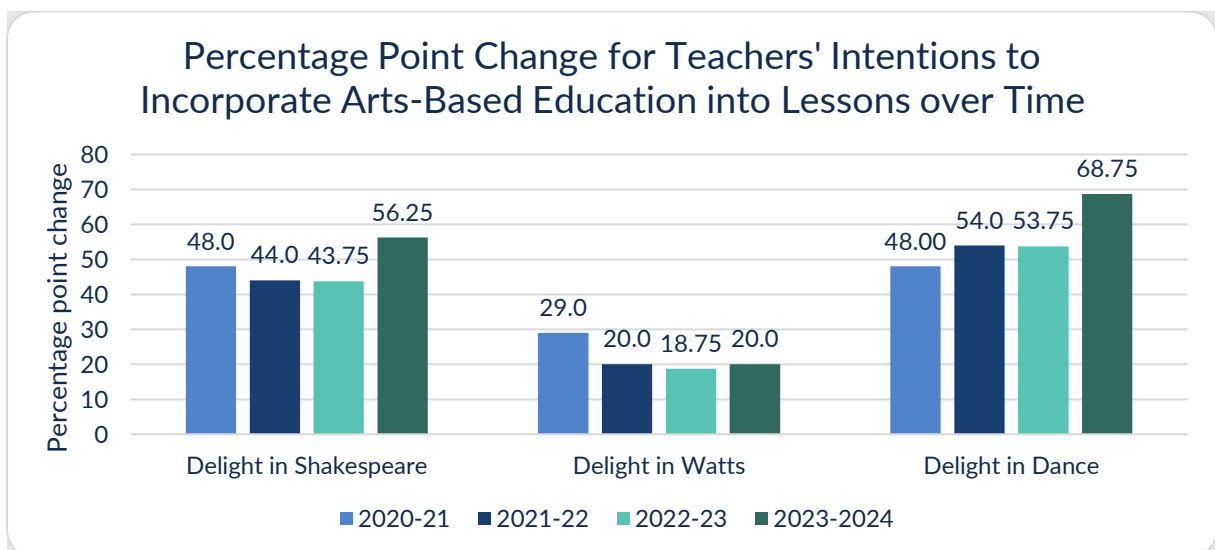


Figure 19: Percentage point change of teachers' intentions to incorporate art-based education in their lessons across programmes based on the Teachers' Questionnaire over time (Shakespeare 2020-21 n=14, Shakespeare

2021-22 n=13, Shakespeare 2022-23 n=15, Shakespeare 2023-24 n=16, Watts 2020-21 n=19, Watts 2021-22 n=5, Watts 2022-23 n=8, Watts 2023-24 n=5, Dance 2020-21 n=10, Dance 2021-22 n=6, Dance 2022-23 n=11, Dance 2023-24 n=8).


Based on teachers' self-reported answers, the three **Delight programmes positively impacted teachers, with an average score of 4.71**. This positive impact on teachers is notably high as it is close to the highest answer of 5 on the Likert scale. More specifically, teachers who participated in Delight in Shakespeare, Watts and Dance reported an average impact score of 4.72, 4.50 and 4.81, respectively.

**Teachers felt satisfied with the quality of all three Delight programmes**, scoring an average of 4.76 out of 5 at endline. This is a particularly high average of teacher satisfaction with the programme's quality, with scores for Delight in Shakespeare, Watts, and Dance averaging 4.86, 4.60 and 4.88, respectively. Findings on the impact of the programme on teachers as well as their perception of its quality are **in line with findings in 2020-23**.


## **Finding 2. Parents this year reported increased pupil engagement in art, dance, and acting at home in line with findings in 2020-23.**

Across all three Delight programmes, parents felt the Delight programmes have had a **positive impact in their homes**, where they enjoy participating in creating art, dance, or theatre with their children. Based on 537 parents' responses, the average score for the impact of the Delight programmes at home across all three programmes was 4.50 out of 5 in 2023-24. More specifically, Delight in Shakespeare, Watts and Dance averaged 4.55, 4.50 and 4.50 out of 5 respectively. These scores were **aligned with all previous years' scores (2020-23)**, which suggested high engagement with arts in pupils' homes.


Parents noted that their **children enjoyed Delight in Dance and that they engaged with the dances they learned at home**. One parent stated "My child has been keen to share his dance moves at home". Likewise, another parent of a pupil in Delight in Dance noted:

 My child has been really enthusiastic about dancing ever since the dance classes."

Similarly, parents whose children were in the Delight in Watts Programme, were pleased to see their child's interest in art grow. They explained that their children eagerly discuss their experience with the Delight in Watts programme at home. One parent noted:

 Listening to [my child] talk about his experience [with Delight in Watts] was lovely. He usually tells me 'he's forgot' what he's done that day. But his art experience he raved about."

Likewise, another parent explained "[Delight in Watts] has encouraged me to do more art with my child". Another parent/carer explained that they have bought more art supplies to facilitate their child's creation of art at home:

 My daughter loved using new mediums and we have had to expand our art supplies at home!"

Similar qualitative findings were observed for the Delight in Shakespeare programme, with parents explaining how the programme has impacted their child's life outside of school. A number of parents stated their children had **read more books since starting the programme**. One parent expressed:

**bb** [My child] is a much more avid reader than he was before the programme, always has a book on his desk and has opted to read a few more of the Oxford Classic Shakespeare series, despite this not normally being his kettle of fish."

Like the Delight in Watts programme, parents reported that their child has "talked about it [Delight in Shakespeare experience] non-stop". One parent noted, "It's been lovely to hear our daughter talking so passionately about Shakespeare!". Another parent/carer remarked on the impact of Delight in Shakespeare at home:

**bb** This [Delight in Shakespeare] has been a main topic that has been discussed as a family."

### **Key finding 3: Parents this year reported improved increased social and emotional skills in line with findings in 2020-23.**

Parents felt that the Delight programmes have had a positive impact on their child's social and emotional skills, and specifically pupils' confidence and resilience. The average score of the impact of the Delight programmes on the pupils' social and emotional skills across all three programmes is 4.30 out of 5.

More specifically, parents' scores for Delight in Shakespeare, Watts and Dance in 2023-24 averaged 4.35, 4.31 and 4.28, respectively. **These high scores are in line with previous years' scores** and they indicate that parents/carers felt strongly that the Delight programmes had a positive impact on their child's social and emotional skills. In line with the quantitative findings, a parent whose child was in Delight in Shakespeare this academic year explained:

**bb** It was such a pleasure to watch how passionate the children were whilst performing. It is such a great experience for them to build their confidence, teamwork and presenting in public skills."

Parents **emphasised the impact of Delight in Shakespeare on their child's confidence**. As a parent explained, Delight in Shakespeare "helped with [their child's] confidence and performing in front of an audience." This is explained by another parent/carer:

**bb** She [my child] took it very seriously and her confidence and enjoyment improved even more on the days that Delight attended school for workshops. This will definitely be the highlight of her school year."

**An increase in pupils' confidence and resilience was reported by parents of pupils in the Delight in Watts programme**. As one parent wrote:

**bb** To have his artwork displayed in a real gallery has been such a great experience for him and his confidence has grown because of it”.

In addition to an increase in confidence, a parent mentioned an increase in their child’s resilience stating that the “confidence and encouragement” their child gained from the Delight in Watts programme has allowed their child to “overcome a lot of things”.

Similarly, parent whose children were in **Delight in Dance noted improvements in their social and emotional skills**. For instance, a parent said:

**bb** It was wonderful to see my child on stage dancing when he was quite worried about it. He overcame his fears. Great life lesson.”

Another parent explained briefly explained other social and emotional outcomes that were improved in their child:

**bb** My daughter has thoroughly enjoyed it, it shows discipline, teamwork and joy of dancing.”



## 6. Longitudinal Cohort

- 1 There was consistent improvement in the social development of the longitudinally tracked pupils between baseline and endline timepoints of each academic year.
- 2 There was an increase in the creative development of the longitudinally tracked pupils across all three cohorts.
- 3 The academic development of pupils with PP increased over time for Cohorts 1 and 3. Cohort 2 pupils' scores have been high at both baseline and endline despite slightly decreasing over time.
- 4 Within the same academic year (2022/23), parental engagement scores were higher for pupils who were in their 3rd year of participating in Delight programmes compared to pupils who were in their 2nd and 1st year of participating in Delight respectively.

As part of this evaluation, a longitudinal deep-dive was conducted, comparing the results of three separate cohorts of pupils who participated in Delight programmes between 2020 and 2024. More specifically, Cohort 1 consists of 14 pupils who participated in Delight programmes in 2020/21, 2021/22, and 2022/23, Cohort 2 consists of 7 pupils who participated in Delight programmes in 2021/22, 2022/23 and 2023/24 and Cohort 3 consists of 22 pupils who participated in Delight programmes in 2022/23 and 2023-24. It should be noted that for 2 of the 7 pupils in Cohort 2, endline data in 2022/23 was not collected.

**Finding 1. There was consistent improvement in the social development of the longitudinally tracked pupils between baseline and endline timepoints of each academic year.**

Figure 20 below illustrates that **pupils with PP from all three cohorts made progress in social development across all academic years, based on their teachers' responses.** There is a variation in the cohorts' progress throughout years, with Cohort 1 pupils having the highest increase in social development score between 2.48 at baseline in 2020/21 and 3.39 at endline in 2022/23 (22.8 percentage point increase). Cohort 2 pupils had a 2.1 percentage point decrease between baseline in 2021/22 and endline in 2023-24. Finally, **Cohort 3 pupils had a 16.2 percentage point increase within only two years of participating in Delight programmes.**

It is worth noting that Cohort 2 had higher baseline scores in their first year of Delight compared to the other cohorts, so despite their overall decrease across the three years, their score was close to that of Cohort 1. Due to small sample sizes, statistical significance testing was not conducted to determine the likelihood of these findings not being due to chance.

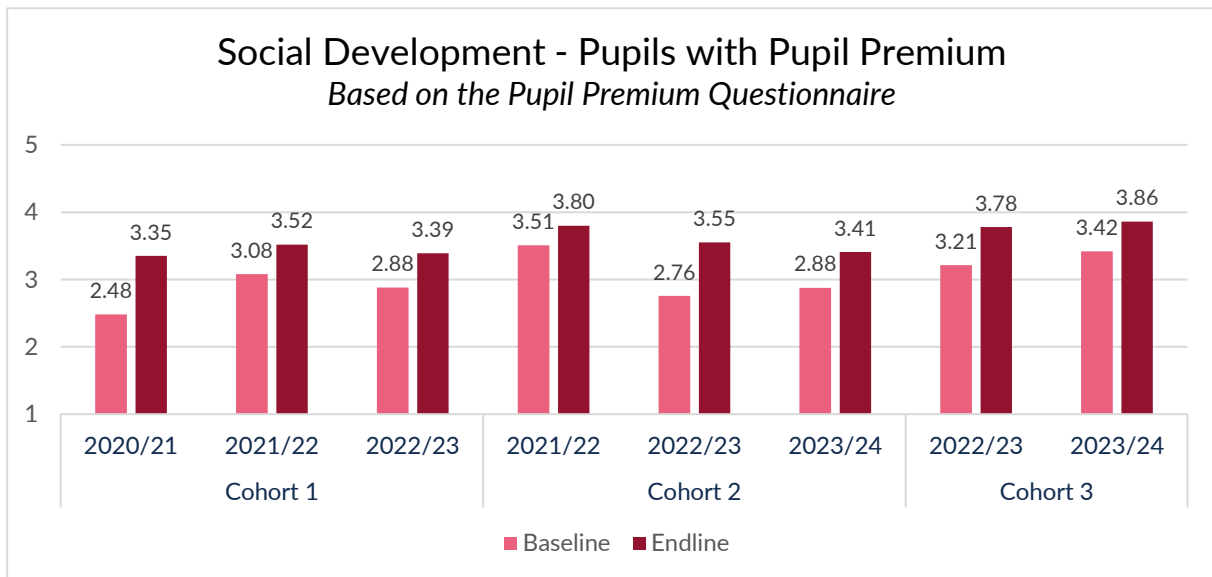


Figure 20: The social development of pupils with Pupil Premium based on the Pupil Premium Questionnaire across multiple Delight programmes (Cohort 1 n=14, Cohort 2 n=7, Cohort 3 n=22).

**Finding 2. There was an increase in the creative development of the longitudinally tracked pupils across all three cohorts.**

As shown in Figure 21 below, there was an **increase in the creative development scores of pupils with PP across academic years** between baseline and endline timepoints. Across the three years, Cohort 1 pupils' scores increased from 2.18 out of 5 at baseline in 2020/21 to 3.67 at endline in 2022/23 (37.2 percentage points). Cohort 2 pupils' scores increased from 2.67 out of 5 in 2021/22 to 4.05 at endline in 2023/24 (34.5 percentage point increase). **Within two years of attending Delight programmes, pupils in Cohort 3 have seen an increase of 21 percentage points.**

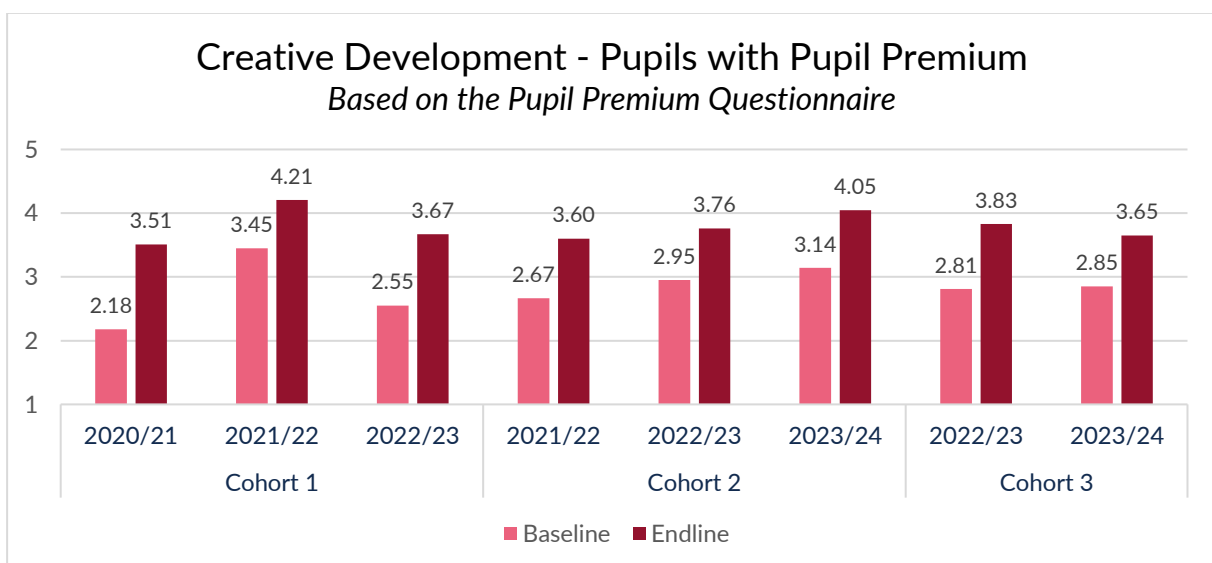


Figure 21: The creative development of pupils with Pupil Premium based on the Pupil Premium Questionnaire across multiple Delight programmes (Cohort 1 n=14, Cohort 2 n=7, Cohort 3 n=22).

**Finding 3.** The academic development of pupils with PP increased over time for Cohorts 1 and 3. Cohort 2 pupils' scores have been high at both baseline and endline despite slightly decreasing over time.

When looking at pupils' academic development, **pupils with PP in Cohort 1 had an increase of 30 percentage points** between baseline timepoint in 2020/21 and endline timepoint in 2022/23. Similarly, pupils in **Cohort 3 have seen an increase of 11 percentage points within two years of attending the Delight programmes.**

When looking at pupils' academic development, Cohort 2 pupils had a noticeably high score at baseline in 2021/22 (4.00 out of 5). Despite their decrease of 6.2 percentage points at endline after 3 years, Cohort 2 pupils' academic development score after 3 years was relatively high (3.75 out of 5).

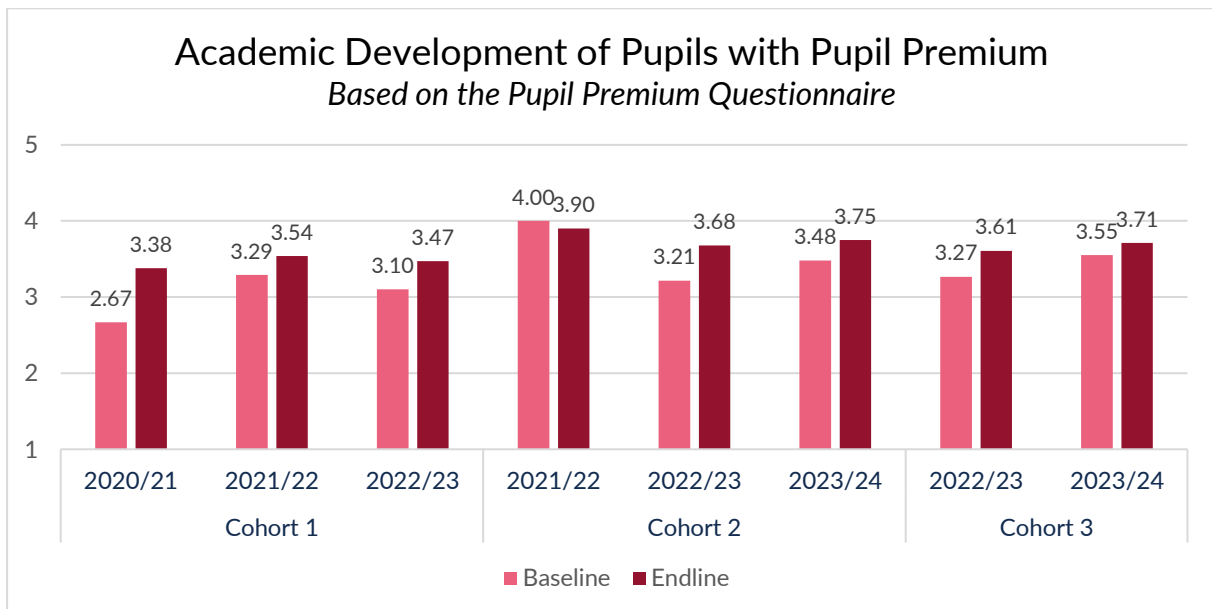


Figure 22: The academic development of pupils with Pupil Premium based on the Pupil Premium Questionnaire across multiple Delight programmes (Cohort 1 n=14, Cohort 2 n=7, Cohort 3 n=22).

Considering that only 7 pupils in Cohort 2 completed surveys across the 3 years, it is likely that due to self-selection bias, **these pupils completed all surveys (and as a result formed the sample) as a result of having higher social and academic development at the start of the programme.**

**Finding 4.** Within the same academic year (2022/23), parental engagement scores were higher for pupils who were in their 3rd year of participating in Delight programmes compared to pupils who were in their 2nd and 1st year of participating in Delight respectively.

Despite fluctuations in the parental engagement scores, Cohort 1 pupils' parental engagement increased by 6.7 percentage points between baseline in 2020/21 and endline in 2022/23 (Figure 23). Similarly, Cohort 2 pupils' parental engagement increased by 4.2 percentage points between baseline in 2021/22 and endline in 2023/24.

There was an increase in teacher reported engagement of parents of Cohort 3 pupils in 2022-23 and 2023-24. Interestingly, the engagement of parents of Cohort 3 pupils was higher at baseline (3.53 out of 5) and endline (3.67) in 2023-24 compared to 2022-23 (2.74 and 3.27 out of 5 respectively), suggesting sustained parental engagement with the Delight programmes over time for this cohort.

It is also worth noting that within the same academic year (2022/23), **parental engagement scores were higher for pupils who were in their 3rd year of participating in Delight programmes (Cohort 1) compared to pupils who were in their 2nd (Cohort 2) and 1st year of participating in Delight (Cohort 3) respectively.** This further suggests a positive relationship between pupils' length of participation with the programme and parental engagement.

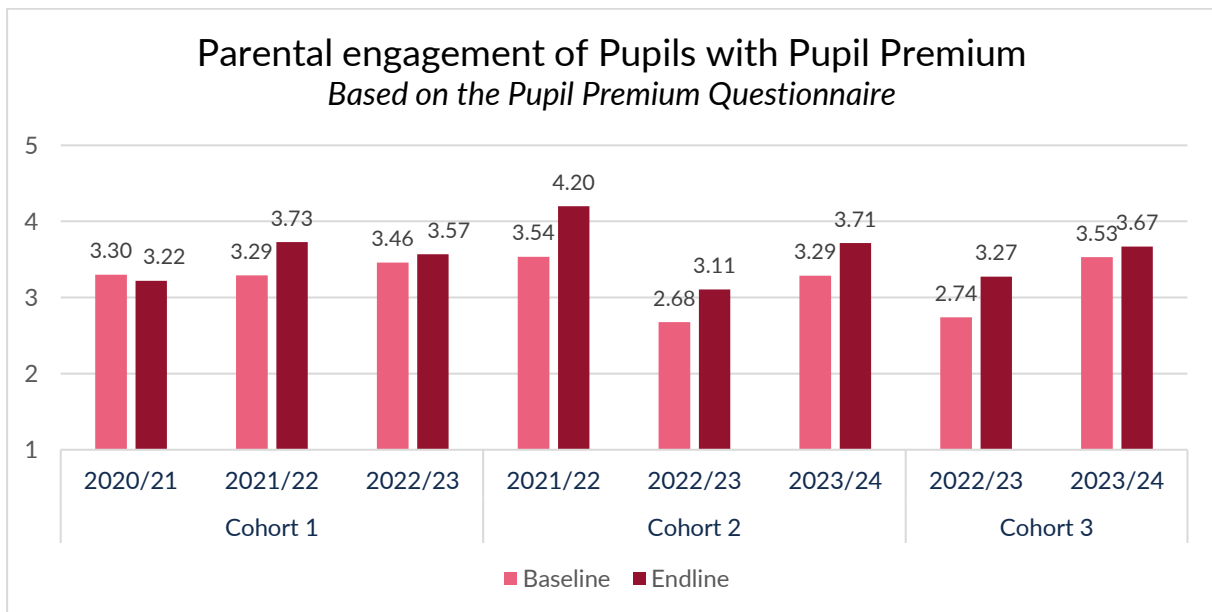


Figure 23: The engagement of parents of pupils with Pupil Premium based on the Pupil Premium Questionnaire across multiple programmes (Cohort 1 n=14, Cohort 2 n=7, Cohort 3 n=22).

## 7. Conclusion

### 7.1 Summary of findings

Conducted from Autumn 2023 to Summer 2024, this evaluation aimed to assess the impact of three Delight programmes on pupils' social and emotional skills, cognitive abilities, and teachers' experiences in facilitating the programmes.

In line with 2020-23, Delight **pupils' wellbeing and resilience remained relatively stable between baseline and endline timepoints in 2023-24** based on self-reported measures. There was a statistically significant decrease of 2.74 percentage points in the resilience of pupils who participated in Delight in Dance that would be interesting to further explore. Also, there was an **unprecedented percentage point increase in the wellbeing scores of pupils in Delight in Dance**.

Findings also showed that **pupils' confidence in expressing themselves through art significantly increased** by 6.88 percentage points in the Delight in Dance programme and 5.90 percentage points in the Delight in Shakespeare programme. While there wasn't an increase in the confidence of **pupils participating in Delight in Watts, they had the highest averages in confidence across programmes**. These findings are in line with the trends in 2020-23, where pupils in Delight in Watts consistently have the highest confidence at baseline and endline and the lowest percentage point increase across programmes. Pupils also expressed interest in engaging with art in the future.

In line with 2020-23, pupils with PP had **statistically significant percentage point increases in their social, creative, and academic development across Delight programmes**. The social, creative and academic development of pupils with PP significantly improved for pupils in Delight in Shakespeare and Dance. A 20.1 percentage point increase was observed in the social development scores of pupils with PP in Delight in Watts. This was the highest increase observed across years 2020-24. Furthermore, the findings in 2023-24 showed an increase in the engagement of parents of pupils with PP. This increase was statistically significant for Delight in Shakespeare and Delight in Dance and was in line with academic years 2020-23.

Looking at Delight programmes' wider impact, **teachers' scores in confidence in delivering arts-based education significantly increased in 2023-24 between baseline and endline**. There was also a statistically significant increase in their intention to incorporate arts-based learning in class. It would be interesting to further explore whether in addition to their intention, teachers proceed to embed arts-related activities in their teaching. Moreover, parents observed enhanced social and emotional skills in their children, along with increased engagement in art, dance, and acting at home, **suggesting that the programmes' learnings were embedded in pupils' lives**. These findings were in line with findings in 2020-23 suggesting a longitudinal improvement across the aforementioned outcomes.

Based on the longitudinal analysis of pupils with PP, with very few exceptions, **pupils' social, creative and academic development has increased between baseline and endline timepoints across each academic year**. Pupils' creative development was the aspect of their development that has most consistently increased over time. Cohort 1 and 3 pupils' social and academic

development scores have also increased over time, and Cohort 2 pupils' scores have been high at both baseline and endline despite slightly decreasing over time. Furthermore, the engagement of parents whose children have been participating in Delight for multiple years is suggested to increase over time.

## 7.2 Programme recommendations

### ► **Strengthen pupil wellbeing and resilience across all programmes**

While pupil wellbeing and resilience remained relatively consistent between 2020-23, the resilience scores of pupils in Delight in Dance significantly decreased this year. It would therefore be important for Delight **to help pupils maintain a stable resilience score**. The increase in the wellbeing scores of Delight in Dance pupils is encouraging, however, to ensure a more balanced development, it is essential to prioritize resilience alongside wellbeing. For example, the programme could include targeted activities that focus on building resilience, such as reflective sessions, and discussions about overcoming challenges.

### ► **Selecting pupils with lower confidence in expressing themselves through the arts for Delight in Watts**

Delight in Watts pupils consistently demonstrate the highest levels of confidence in expressing themselves through the arts, both at baseline and endline assessments. Given this success, it is recommended to prioritize selecting pupils who initially exhibit lower confidence. By focusing on supporting these students, the Delight in Watt programme can further expand its impact and help more pupils increase their confidence over time.

### ► **Focus on sustaining gains in pupil confidence**

Statistically significant increases in pupil confidence were observed in the Delight in Dance and Delight in Shakespeare programmes and high confidence scores at both baseline and endline were observed in Delight in Watts. The programmes should continue incorporating activities that boost self-esteem and self-expression. Teachers mentioned improvements of pupils who undertook leading roles in drama or dance performances, so it might be beneficial as many pupils as possible get the opportunity to perform a solo. Another suggestion would be the opportunity for pupils to participate in improvisation sessions to allow pupils to express themselves more and build their confidence through dance and acting. Additionally, it is suggested to provide sufficient practice time for pupils so they can build confidence in their dance and acting roles.

## 7.3 Next steps for the Evaluation

### ▶ Enhance age-appropriate survey design

The young age of pupils may have impacted their ability to fully understand and accurately respond to survey questions. Future evaluations should include questionnaires tailored to pupils' developmental levels, using simplified language, visual aids, or interactive methods to improve response accuracy and reduce self-report bias. Symbol-based surveys which are now available by ImpactEd Evaluation could be a first step towards simplifying the surveys for pupils.

### ▶ Incorporate a comparator group

The lack of a comparator group limits the ability to attribute observed outcomes solely to the programmes. Future evaluations could include a comparator group to provide a clearer understanding of the programmes' effectiveness by comparing the progress of participating pupils against those who did not participate.

### ▶ Ensure a large enough sample size for longitudinal tracking

Positive outcomes were noted among pupils with PP over three academic years. Ensuring that the number of longitudinally followed pupils remains as high as possible would positively contribute to successful monitoring of the programme's long-term impact.

### ▶ Incorporating interviews and focus groups in the evaluation again

Delight schedules evaluation meetings with teachers and has conducted focus groups in previous evaluation years to triangulate findings deriving from the quantitative aspect of the evaluation. To improve the validity of the evaluation, Delight may consider including interviews or focus groups with pupils, teachers and parents alongside questionnaires again in the next academic year. This approach would provide a more holistic understanding of the programmes' impact.



Supporting our purpose driven partners to make better decisions using high quality evidence.



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