

AllChild

By [AllChild](#)

AllChild seeks to help children and young people build the social, emotional, and academic skills they need to flourish. They provide a tailored, place-based approach to identify the children most in need of opportunity, with the aim of preventing crises. Solutions are then designed and led by the people, organisations and support systems already established in their community.	AllChild has supported thousands of children and young people to flourish, with measurable improvements in their social, emotional, and academic wellbeing. AllChild, formerly West London Zone, began in 2016, focusing their work on the communities of greatest need. They found that despite children and young people in these communities having	multiple, interrelated needs such as poor attendance and wellbeing concerns, none of these children were at the threshold to quality for additional statutory support. Beginning with the London boroughs of Hammersmith and Fulham, Kensington and Chelsea, Brent and Westminster, as of September 2024, AllChild has expanded to serve the communities of Leigh, Atherton and Tyldesley in Wigan.
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AllChild is an organisation that aspires to effect change at a national level. They aim to achieve this through **two key approaches**:

- 1 Working in new geographies and sharing learnings from this process.
- 2 To develop their political networks to influence change and make the case for a co-designed, local model of support.

AllChild measures the following people-led outcomes on its Impact Programmes:

- % of children at risk in peer relationships
- % of children at risk in emotional wellbeing
- % of children at risk of low confidence
- % of children on track to meet age-related expectations in English/ Reading
- % of children on track to meet age-related expectations in Maths
- % of children that are persistent absent
- % of children engaged with Children’s Services

On a community level, their aim is to help create a local system wherein families, schools, communities and the wider system work together more effectively to produce positive outcomes for children and families.



Looking at AllChild’s expansion to Wigan, there is plenty to learn from their operating model. Following Wigan Borough Council’s interest in partnership with AllChild, they began a process of programme co-design, which included consultation workshops with children, families and voluntary sector organisations. These reinforced the need for support to children’s emotional wellbeing at home, school and in the community. In order to implement this programme, AllChild have appointed a Regional Director, who was responsible for establishing relationships with partner schools and recruiting a team of ten Link Workers. They have now identified ten delivery partners to provide additional support. A key role of the Regional Director has been to develop links with community organisations and local authority services in which Link Workers can link families to.

With each partner school they’ve identified, they subsequently identify 30-40 children who would most benefit from holistic support. This is done with data drawn from the school and local authority, supplemented with additional surveys. These children are then enrolled on Impact Programmes, led by trusted adults or ‘Link Workers’ who are based in the school of each child they work with. They guide, support and champion each child and are responsible for the design and facilitation of a two-year programme with them, their families and their teachers. Within this programme, they seek to bring together the relevant specialist support for children at the right time, involving the local authority, charities, schools, families and funders. AllChild is backed by a collective funding model, which incorporates:

- 3 Major donors (27%)
- 4 Central government contributions alongside local commissioners (21%)
- 5 Grants from Trusts and Foundations (18%)
- 6 Commissioners paying on each child achieving milestones (12%)
- 7 Lead commissioners paying on each child achieving milestones (10%)
- 8 Partnerships and donations from local and national organisations/ corporations (7%)
- 9 Private commissioners paying on each child achieving milestones (5%)

One of the main challenges they face is collaborating with governmental departments working in silos. Another limitation relating to the commissioning income stream is that they are only paid upon successful evidence of impact against a maximum of three outcomes as selected by the commissioning authority e.g. a reduction of % of children at risk in emotional wellbeing.

At a child-level, they have **greatly increased outcomes post-intervention, including:**

- 10 81% of children at risk in peer relationships improved.
- 11 86% of children at risk in emotional wellbeing improved.
- 12 69% of children at risk of low confidence improved.
- 13 71% of children on track to meet age-related expectations in English/ Reading improved.
- 14 65% of children on track to meet age-related expectations in Maths improved.

There are a range of external learning projects and evaluations that have been undertaken and are underway, using a range of qualitative and quantitative methods. These include: UCL Centre for Education Policy and Equalising Opportunities, Nesta, CFEY and Shift.

In regards to community-level impact, through evaluation by ATQ consultants, AllChild was able to evidence **an £81k per child average in savings to the state and/ or wider economic benefit, modelled on 500 children in Brent, based on past outcomes achieved.**

Coram Impact and Evaluation are the commissioned Learning Partner for AllChild’s expansion of their programme to Wigan. The learning partnership will include an evaluation looking at the implementation and emerging outcomes of the programme, which is designed to identify and support children at risk of negative outcomes through trained Link Workers based in schools.

Coram are working with AllChild and partners to develop a theory of change and an outcome framework which will underpin our evaluation for the programme. Their approach includes using methods such as qualitative stakeholder interviews and a series of creative qualitative evaluation sessions run with participating children, as well as analysis of participant outcome data collected by AllChild and administrative data from Wigan Council. The evaluation will follow a participatory approach working with a team of young (16 to 18 years) Peer Researchers, who will play a fundamental role in co-producing the evaluation and ensuring the evaluation is child centred. Coram plan to produce a number of learning outputs for a variety of audiences over the course of the learning partnership, the first of which will be published in spring 2025.

30-40 CHILDREN ARE IDENTIFIED FOR SUPPORT IN EACH PARTNER SCHOOL



Upstream England

By [Centrepoint](#), a registered charity

Centrepoint is the UK’s leading youth homelessness charity. Alongside their partners, they support almost 14,000 young people every year and are campaigning to end youth homelessness by 2037.

They are tackling youth homelessness through [Upstream England, a school-based prevention programme designed to identify and support young people aged 11–16 who are at hidden risk of homelessness](#). Drawing inspiration from successful initiatives like the Geelong Project in Australia, Upstream Cymru, and research from Cardiff University, this pilot programme operates within secondary schools across England to deliver targeted, evidence-based interventions.

Upstream England utilises an internationally evaluated digital survey, [Upstream digital survey](#), to identify young people at risk of homelessness. By analysing responses, the programme pinpoints individuals who may be facing hidden challenges that place them at a heightened risk of becoming homeless in the future. The programme then partners with local organisations to deliver **tailored support, which includes:**

- Family mediation and support
- Holistic health interventions
- Homelessness prevention education, including support for parents and caregivers

These interventions are driven by a psychologically informed approach, designed to address the unique needs of each young person and their school community.

The initial pilot focuses on secondary school students aged 11–16 who are not in care but are identified as having a higher risk of homelessness. These students are often overlooked within their school and local communities because their

risk factors are not immediately visible. **Risk indicators include:**

- Sleeping away from home
- Underperforming or disengaging at school
- Involvement in offending behaviours
- Being “hidden but at heightened risk”

Research highlights the importance of this approach. For example, a Welsh study of over 800 young people found that more than 60% of those identified as at risk of homelessness showed little or no signs of school disengagement, reinforcing the need for a nuanced approach to identifying and supporting these young people.

Schools play a pivotal role in the success of Upstream England. As safe and familiar spaces, schools offer a unique opportunity to engage with young people who may be struggling. Students complete the Upstream survey in the classroom, and the subsequent support is tailored to meet the needs of both the individual student and the wider school community.

By partnering closely with schools, the programme ensures that interventions are embedded within existing support structures, making it easier to address challenges early and effectively. Schools are essential collaborators, helping to shape and refine the prevention approach while creating an environment that supports vulnerable students.

Centrepoint’s vision for Upstream England is to build a robust evidence base that supports the expansion of effective interventions. By starting with small-scale pilots, the programme aims to develop a scalable model that can be implemented more broadly as additional funding and support are secured.

The ultimate goal is to break the cycle of youth homelessness for future generations through early intervention, local partnerships, and tailored support strategies.

See more: [Pre 16 prevention pilots](#)

