



Evaluation of Learning Money Matters (LMM)

Final report

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Contents

Executive Summary	i
1. Introduction	1
2. Schools involved in LMM	5
2.1 Characteristics of LMM schools	5
3. Support received by schools and their satisfaction with the support	9
3.1 Satisfaction with support received	9
3.2 Support received by schools	11
3.3 Other support requirements	13
4. The delivery of PFE in schools	15
4.1 Teaching PFE	16
4.2 Key success factors for delivering PFE	20
4.3 Challenges in teaching PFE	21
4.4 Students' views of PFE lessons	23
5. Impact and outcomes	25
5.1 The impact of PFE on students	25
5.2 The impact of LMM on staff	34
5.3 Assessment of impact	35
6. Conclusions and recommendations for action	37

Executive Summary

This report presents the final findings of research carried out by the National Foundation for Educational Research (NFER), as part of an independent evaluation on behalf of pfeg, of the Learning Money Matters (LMM) initiative. LMM provides help, support and advice for secondary schools in delivering personal finance education (PFE) to their students. Trained pfeg consultants deliver support to schools regionally, offering guidance and coaching to individual teachers. The three main aims of LMM are to:

- provide **teachers** with support and resources, and help them develop confidence and competence to deliver PFE effectively
- help **schools** to develop a coherent scheme for PFE across different areas of the curriculum.
- improve the financial knowledge, understanding and confidence of **students** in secondary schools in England.

KEY FINDINGS

- The research underlines the **ongoing need in schools for the support provided by pfeg through LMM**. Delivery of PFE remains variable across schools, with many schools not yet delivering lessons to students in all year groups in an effective way. Furthermore, 3,690 schools and colleges – that is over 53 per cent of all providers – had not yet been involved in LMM by the end of June 2009.
- The majority of **teachers are very satisfied** with the support provided by pfeg consultants. They particularly value consultants' knowledge of financial topics, resources and curriculum requirements, their professionalism and their flexibility in responding to the needs of the school and students.
- Involvement in **LMM often acts as a catalyst** to encourage teachers to initiate or expand the teaching of PFE in their schools. However, this encouragement needs to be supported within schools by senior management buy-in, sufficient curriculum time and enthusiastic and motivated teaching staff in order to ensure the successful and sustained delivery of PFE.
- The **main barriers** to the successful delivery of PFE in schools include other competing curriculum demands, lack of time to prepare and coordinate delivery, and difficulties in finding staff that are interested, confident and enthusiastic about teaching Personal and Financial Education (PFE).
- PFE lessons have a noticeable **impact on students' attitudes** towards saving and borrowing, their confidence in dealing with money and their views on being taught about finance at school. The study also identified an impact on students' knowledge of finance and financial products in some schools.

Main findings and recommendations for action

The following sections explore main findings arising from the evaluation. The findings are grouped in relation to **pfeg, schools and students**. They raise issues for further consideration relating to these three groups of stakeholders.

Pfeg

Pfeg are very good – they speak the school’s language!
(PFE coordinator)

The study revealed that the large majority of schools surveyed and visited as part of this study were **very satisfied** with the support received as part of LMM and commended the professionalism of the pfeg consultants. In particular, they appreciated pfeg consultants’ specialist knowledge of teaching PFE and their awareness of current curriculum developments and requirements. Schools valued pfeg for being independent and for providing free and helpful support without a hidden agenda. Interviews also showed that the LMM programme had encouraged and enabled schools to expand and improve their delivery of PFE, using up-to-date resources and engaging teaching materials. The resources provided on the pfeg website were trusted and generally regarded as encouraging creative teaching approaches.

The research suggests that **pfeg** should:

- **Provide ongoing support to schools involved in LMM** in order to ensure that PFE delivery continues to build on up-to-date resources, makes links to other curriculum subjects and prepares students for the current challenging economic situation. This could entail sending reminders to schools of new resources made available on the pfeg website and also offering more tailored support to overcome particular challenges, such as the PFE coordinator leaving the school or when delivery is expanded to involve other year groups or curriculum areas.
- **Consider how to foster and strengthen a more strategic and lasting whole-school commitment to PFE within schools** in order to ensure that schools dedicate sufficient curriculum time and resources to the teaching of PFE. This should involve promoting the value of teaching PFE to school SMTs and headteachers, both through LMM and at national events in order to raise the profile of the importance of PFE within schools. Schools should be encouraged to appoint a senior teacher as PFE co-ordinator, use specialist PFE teachers and allow sufficient lesson time for the delivery of PFE across all year groups.

- **Continue to promote the value and importance of teaching PFE to all schools and colleges** in order to ensure that all key stage 3 and key stage 4 students are equipped with the financial skills and awareness to prepare them for the current difficult economic situation. This should involve targeting those 53 per cent of schools and colleges not yet involved in LMM by June 2009, in order to encourage and assist them to teach PFE effectively.
- **Develop a ‘good practice’ guide** focusing on the planning, delivery and assessment of PFE in different curriculum contexts, which consultants can share with schools and which can be used to promote more effective teaching of PFE. This could include case-studies of effective teaching of PFE as well as examples of how schools can make the most effective use of LMM.

The strength with pfeg is that they have given us lesson plans. So often with training, you have some input and then you have to go away and do it yourself. These people have given the time and done it for us. Just excellent!

(PFE coordinator)

Schools

The study has shown the uneven and variable planning and delivery of PFE in schools and underlined the continued need and demand for targeted support and training for PFE in schools. Though some schools have put in place effective ways of delivering PFE, others are further behind or have not yet started delivering such lessons. This was the case even in some schools which had received support from pfeg as part of the LMM programme.

The research suggests that in order for pfeg and pfeg consultants to promote and support the effective teaching of PFE through LMM, they need the active support of schools, their leaders, staff and students. Such promotion is a two-way process, involving pfeg and pfeg consultants working in partnership with schools. The research raises interesting questions about what needs to happen in schools in order for them to make the most of the support available from pfeg and pfeg consultants and to begin to lay strong and sustainable foundations for PFE across their schools.

The one thing I didn't like about teaching [PFE] was the idea that I was teaching at the edge of my knowledge, and sometimes when kids asked a question I just couldn't answer. And I don't like being in that situation.

(PSHE and maths teacher)

The research suggests that schools need to consider how best to support the effective delivery of PFE as part of the new curriculum, so that they make a genuine contribution to improving young people's 'economic wellbeing'. This includes considering the following questions:

- **What is the best model of delivery for PFE and how much lesson time should it receive?** The study suggests that a one-off day focussing on PFE is not enough to have an impact on student's knowledge and attitudes and that the impact of PFE is the greatest in those schools that dedicate a series of up to 25 lessons per year group to this topic area.
- **What curriculum areas are best suited to the teaching of PFE?** Most of the schools visited are delivering PFE as part of PSHE or mathematics, although some have adopted a more cross-curricular approach.
- **Which year groups will be taught PFE, how and why?** The study reveals that many schools are focusing mainly on students in key stage 4 (students aged 14 to 16), although others are teaching, or planning to expand delivery to, other year groups in key stage 3 (students aged 11 to 14).
- **What teaching staff will be tasked to teach PFE and what training or support will they receive to help them deliver PFE lessons in an engaging way?** As the study shows, PFE lessons are more likely to change students' attitudes and knowledge where they are taught by teachers who are knowledgeable, enthusiastic and committed to teaching PFE. It is also important that they are able to facilitate active and engaging teaching and learning approaches.
- **What approaches will be used to assess the outcomes of PFE lessons?** This study highlights the fact that many schools currently do not see assessing the outcomes of PFE lessons as a priority and/or are unsure how best to do this. However, assessment is crucial if schools are to build successfully upon their initial approaches to PFE and assist students to make progress in their development of relevant knowledge, understanding and skills.

Students

It is a fantastic time to be doing personal financial capability because [the students] are so aware of it. Every time they open a newspaper it is coming out at them.

(PSHE coordinator)

The study has shown that:

- students are more interested in learning about finance as a result of the current economic climate
- PFE lessons can have very positive impacts on their attitudes towards saving and borrow, can make them feel more confident about managing their own money and increase their knowledge of financial matters
- having PFE lessons makes students more positive about being taught about personal finance at school and not just rely on what they are taught by their parents, friends or relatives.

Most of the students interviewed said that they preferred practical lessons involving group work focussing on topics relevant to their experiences. They were often put off by more formal lessons aimed at developing their knowledge about financial topics or products. This was particularly an issue for lower ability students who found it hard to cope with such lessons, particularly those involving a lot of writing or mathematics.

Issues for consideration of relevance to **students** include:

- Schools need to take advantage of **student interest** in finance as a result of the current economic climate and the **impetus to teach PFE** in the new national curriculum
- Schools need to deliver PFE using **teaching approaches and resources** that are practical and interactive and are relevant to students' experiences and concerns. Such approaches and resources are essential in order that students enjoy the lessons but still develop important knowledge, understanding and skills.
- Schools need to **continue to draw on support from pfeg** and other organisations to ensure that their PFE lessons use up-to-date resources and draw on good practice developed by other schools and colleges.

Final comment

The study has shown that LMM has encouraged many schools to make considerable progress towards implementing a stronger platform for PFE learning, in particular, by helping them to develop appropriate teaching approaches and resources. However, it has also highlighted that more needs to be done not only to sustain and improve the teaching of PFE in existing LMM schools, but also to extend and embed PFE effectively to a broader range of schools. There is a danger that without the continued support provided by pfeg, through initiatives such as LMM, that the gains made in securing a PFE entitlement for all students in schools will be lost.

Methodology

The study was based on four separate, but interrelated, strands of research activities carried out between April 2007 and July 2009, including:

- an analysis of the pfeg database at two time points (August 2007 and June 2009) to determine the extent to which schools participating in the initiative are representative of all secondary schools in England
- two telephone survey of a sample of 133 schools in Year 1 (2007/08) and 109 school in Year 2 (2008/09) of the evaluation, to gain a broad picture of the effectiveness and impact of LMM
- case-study visits to 28 schools (13 school in Year 1 and 15 schools in Year 2)
- telephone interviews with ten pfeg consultants on two occasions.

This report presents the findings of the most recent analysis of the pfeg database, the Year 2 telephone survey of schools and the case study visits to schools in both Year 1 and Year 2 of the evaluation.¹

Year 2 analysis of pfeg database

In June 2009, pfeg supplied a file listing the schools that had signed up for LMM since the beginning of the programme. This file was matched against NFER's Register of Schools, yielding details of 3,239 'LMM schools', which were compared against the total 6,929 schools and colleges in England, on a range of criteria.

Year 2 telephone survey of 109 schools

In the autumn term of 2008, the NFER conducted a telephone survey of a sample of 109 schools across the five LMM areas (North West, North East, Central, South East and South West). Telephone interviews were completed with the key contacts in the 109 schools. The purpose of the survey was twofold: to provide a broad picture of what was happening in LMM schools, and to provide information which would enable us to select 15 schools for case-study visits.

Case study visits to 28 schools in Year 1 and Year 2 of the evaluation

Case study schools were selected to provide a broad overview of the schools involved in LMM based on the information collected as part of the telephone survey. Case-studies consisted of two repeat visits to the same schools – the first visit was carried out before any PFE lessons had been delivered; the second visit was conducted after the PFE lessons had been delivered. As part of the visits, interviews were conducted in each school with:

- a member of the senior management team (SMT)
- the school contact responsible for coordinating the teaching of PFE ('the PFE coordinator')
- a teacher teaching PFE (where applicable)
- one or two groups of between four to eight students.

¹ The findings of earlier data collection exercises were presented in two previous reports submitted to pfeg in February 2008 and October 2008.

1. Introduction

This report presents the final findings of the evaluation of pfeg's Learning Money Matters (LMM) initiative by the National Foundation for Educational Research (NFER) conducted between April 2007 and July 2009. LMM provides help, support and advice for secondary schools in delivering personal finance education (PFE) to their students. The overall objective of the initiative is to equip school-leavers with the skills, knowledge and confidence they need to make well-informed financial decisions and to engage with the financial services sector. More specifically, it was intended that LMM would:

- provide **teachers** with support and resources, and help them develop confidence and competence to deliver PFE effectively
- help **schools** to develop a coherent scheme for PFE across different areas of the curriculum
- improve the financial knowledge, understanding and confidence of **young people** in secondary schools in England.

Trained pfeg consultants deliver support to schools regionally, offering guidance and coaching to individual teachers.

The NFER evaluation has comprised:

- an analysis of the pfeg database at two time points (August 2007 and June 2009) to determine the extent to which schools participating in the initiative are representative of all secondary schools in England
- two telephone survey of a sample of 133 schools in Year 1 (2007/08) and 109 school in Year 2 (2008/09) of the evaluation, to gain a broad picture of the effectiveness and impact of LMM
- case-study visits to 28 schools (13 school in Year 1 and 15 schools in Year 2)
- telephone interviews with ten pfeg consultants on two occasions.

This report presents the findings of the most recent analysis of the pfeg database, the Year 2 telephone survey of schools and the case study visits to schools in both Year 1 and Year 2 of the evaluation.² These three strands are described in more detail below:

² The findings of earlier data collection exercises were presented in two previous reports submitted to pfeg in February 2008 and October 2008.

Year 2 analysis of pfeg database

In June 2009, pfeg supplied a file listing the schools that had signed up for LMM since the beginning of the programme. This file was matched against NFER's Register of Schools, yielding details of 3,239 'LMM schools', which were compared against the total 6,929 schools and colleges in England, on a range of criteria.

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Case study visits to 28 schools in Year 1 and Year 2 of the evaluation

Case study schools were selected to provide a broad overview of the schools involved in LMM based on the information collected as part of the telephone survey. Case-studies consisted of two repeat visits to the same schools – the first visit was carried out before any PFE lessons had been delivered; the second visit was conducted after the PFE lessons had been delivered. As part of the first visit, interviews were conducted in each school with:

- a member of the senior management team (SMT)
- the school contact responsible for coordinating the teaching of PFE ('the PFE coordinator')
- a teacher who was going to teach PFE (where applicable)
- a group of between four to eight students.

The second visits included, as far as possible, the same interviewees, although no interviews were conducted with SMTs. Furthermore, no second round student interviews were conducted in four of the 28 schools because they had either decided not to deliver PFE in that academic year (three schools) or all students had left by the time the NFER revisited the school (one Pupil Referral Unit (PRU)).

Following this short introduction, Chapter 2 presents the results of the analysis of the pfeg database, including the extent to which 'LMM schools' were representative of all

secondary schools in England. The remaining chapters present the findings from the telephone survey and case-study visits to schools. Chapter 3 starts by presenting the support schools received as part of LMM and their level of satisfaction with that support, while Chapter 4 explores how schools were delivering PFE as a result of their involvement in LMM. The next chapter (Chapter 5) focuses on the main impact and outcomes measured by the evaluation. It presents the impact of the PFE lessons on students' knowledge and attitudes and the extent to which LMM had impacted on teachers' confidence to teach PFE in their schools. The report ends with a final chapter that draws together the main conclusions from the study and presents a series of key findings from the research and recommendations for action in relations to pfe, schools and students.

2. Schools involved in LMM

Key findings

- Almost half of all secondary schools and colleges (3,239) have been involved in Learning Money Matters – which means that 53 per cent of providers have not yet received any support.
- Exposure to Learning Money Matters was greatest among comprehensive schools with students aged 11-16 and 11-18.
- Smaller proportions of special schools, independent schools and pupil referral units (PRUs) were involved in Learning Money Matters, although this proportion has increased since the first year of the programme.
- Levels of exposure to Learning Money Matters varied noticeably across different types of local authorities (LAs) – it was greatest in metropolitan and unitary authorities, and lowest in London Boroughs.
- Schools with particularly high and low levels of achievement at GCSE, young people eligible for Free School Meals and students with any level of special educational needs (SEN) were less likely to be involved in Learning Money Matters – this probably reflects the lower levels of involvement of independent schools, special schools and PRUs.
- Almost all of the 109 schools contacted as part of a telephone survey thought it was important to teach personal finance education (PFE) in schools – 89 per cent thought it was very important, while 11 per cent said it was quite important.
- Less than a quarter (23 per cent) thought that their schools currently placed enough emphasis on PFE – although 41 per cent thought this was changing as a result of their involvement in Learning Money Matters, combined with the impetus of the new curriculum and the current economic climate.

This chapter presents the main findings from the analysis of the pfeg database of schools involved in LMM up until June 2009, which was matched against NFER's Register of Schools, yielding details of 3,239 'LMM schools', which were compared against the total 6,929 schools and colleges in England, on a range of criteria.

2.1 Characteristics of LMM schools

By June 2009, there were a total of 3,239 schools listed on the pfeg database as having had some involvement in Learning Money Matters – this includes a mixture of schools and other types of providers as shown in the following table (Table 2.1).

Table 2.1: Profile of LMM schools

	All secondary schools % in each category	LMM schools % in each category
Comprehensive to 18	21	34
Comprehensive to 16	17	29
Special	23	13
Independent	17	6
Pupil referral units	7	5
Grammar	2	3
Middle deemed secondary	3	3
Other secondary	2	3
Secondary modern	2	2
FE colleges	3	2
Sixth form colleges	2	1
Total number of schools	6,929	3,239

Due to rounding, percentages may not sum to 100.

** denotes a figures less than 0.5 per cent.*

Table 2.1 shows that the largest proportion of schools on the pfeg database was comprehensive schools for students aged 11-18 and 11-16. In total, 63 per cent of schools involved in Learning Money Matters fell into these two categories, which is well above the total proportion across all secondary schools (38 per cent). This discrepancy is further illustrated in Table 2.2, which shows the proportion of schools in each category that were exposed to the programme.

Table 2.2: Proportion of schools in LMM

	No. in England	No. in LMM	% in LMM
Comprehensive to 16	1,189	925	78
Comprehensive to 18	1,475	1,088	74
Special	1,576	405	26
Independent	1,182	203	17
PRU	461	75	16

Table 2.2 indicates that around three-quarters of comprehensive schools (for 11-16s and 11-18s) were exposed to Learning Money Matters, whereas the proportion of special, independent and PRUs was considerably lower. However, it is worth noting that analysis carried out at the end of the first year of the programme (August 2008) showed even lower proportions of these types of schools involved in Learning Money

Matters. This indicates that they had been increasingly targeted in the second year of the evaluation.

The differences between types of schools exposed to the programme were reflected in some of the other variations identified. Thus, schools with particularly high as well as low levels of achievement at GCSE were less likely to have been exposed to Learning Money Matters. Thus, while 73 per cent of schools in the middle quintile of total GCSE point scores were involved in the programme, this was only the case for 54 per cent of schools in the highest achievement band and 60 per cent of schools in the lowest band. Similarly, schools with particularly high and low levels of young people eligible for Free School Meals and those with the highest and lowest levels of students with SEN were less likely to be involved in Learning Money Matters. As noted above, these differences can be assumed to be the result of the lower levels of involvement of special schools, independent schools and PRUs.

Finally, Table 2.3 shows that schools in metropolitan and unitary authorities were noticeably more likely to be involved in Learning Money Matters than those in London Boroughs.

Table 2.3: Proportion of schools across different types of LAs in LMM

Schools in:	No. in England	No. in LMM	% in LMM
Metropolitan Authorities	1,407	791	56
English Unitary Authorities	1,122	581	52
Counties	3,420	1,516	44
London Boroughs	980	351	36

Telephone interviews with a cross-section of 109 schools showed that almost all of them valued the importance of teaching about PFE – 89 per cent thought it was very important, while 11 per cent said it was quite important. However, interviewees in only 23 per cent of schools thought, at the time of the interview, that their schools currently placed enough emphasis on PFE. However, 41 per cent thought that this was changing as a result of their involvement in Learning Money Matters, combined with the impetus of the new curriculum and the current economic climate. Schools indicated that the current economic climate in particular was focussing more attention on financial issues and providing a topical backdrop for the Learning Money Matters programme. The survey reveals that even though schools see the importance of PFE, more needs to be done to make it fully embedded within schools.

3. Support received by schools and their satisfaction with the support

Key findings

- The majority of teachers were very satisfied with the support provided by pfeg consultants. They particularly valued consultants' knowledge of financial topics and products, their professionalism and their flexibility in responding to the needs of the school and students.
- Schools had received a variety of different types of support from pfeg that had been tailored to their needs via the initial meetings with pfeg consultants. In most cases, this included auditing existing provision in the school, providing help in planning a programme of PFE lessons, and designing materials and lessons plans.
- Almost all schools reported that pfeg consultants had stayed in touch with them after providing support via e-mail or telephone and had sent them or suggested the use of new resources or materials.
- Some schools were hoping for further support from pfeg to help them deliver PFE to students in other years group or to provide up-to-date resources and materials.
- Overall, interviewees' comments suggested an ongoing and, in some cases, growing need for the kind of support provided through LMM.

This chapter considers the extent to which schools were satisfied with the support received from pfeg, what support most frequently was provided by pfeg as part of LMM, and any future support requirements identified by schools. It is based on the telephone survey of schools and interviews conducted with teachers as part of the case study visits to 28 schools.

3.1 Satisfaction with support received

Around three-quarters of PFE coordinators (74 per cent) contacted as part of the telephone survey in Year 2 of the evaluation who had received support via LMM said that they were 'very satisfied' with the support they had received as part of LMM, while 18 per cent said they were 'quite satisfied'.³

³ This is very similar to the level of satisfaction expressed in Year 1 of the evaluation, where 74 per cent of those who had received support said they were 'very satisfied' and 25 per cent said they were 'quite satisfied'.

In response to an open question at the end of the survey, which asked respondents whether they had any further comments about LMM or pfeg, many schools chose this opportunity to express their high levels of satisfaction with the support provided (see Box A). These comments show that schools were particularly satisfied with:

- the provision of high quality resources and lesson plans, which many staff would not have had time to develop themselves
- the flexible/adaptable nature of the support provided
- the knowledge and experience of teaching and schools demonstrated by pfeg consultants
- the proactive nature of the support provided – not just waiting for schools to ask for support, but proactively offering the support to schools
- the provision of expert advice in an area in which many staff felt they lacked confidence or expert knowledge.

Box A – Satisfaction with support received from pfeg

Pfeg are very good – they speak the school's language!

The strength with pfeg is that they have given us lesson plans. So often with training, you have some input and then you have to go away and do it yourself. These people have given the time and done it for us. Just excellent!

I am impressed that this financial information has been proactively packaged, so it has come in to us – we haven't had to go looking for it!

It's something new we have to do and don't really know how to – and here's the support you need to do it. So it's been very good – even down to planning lessons for us. Very nice and thank you!

It's the best support I've had in any of my teaching areas! I'm highly satisfied – they know what customers want.

To have such experience and knowledge of PFE and the resources available helps take the pressure off the responsibility we all feel.

These positive views were reflected in the 28 case study schools visited as part of the evaluation. The large majority of PFE coordinators said that they had found the level of support offered by pfeg to be positive and appropriate to their needs. One respondent said, for example, that he was pleasantly surprised by the extent of support on offer: *'It was more than I expected – I thought they'd just point me to their website or something'*. Moreover, the consultants' knowledge about finance was an area for praise, contributing to the positive view of the support offered: *'being able to draw on [consultant's] financial understanding, which I didn't have, was really useful'*.

There were only a few cases where the support provided by pfeg was felt to be lacking in some ways. One PFE coordinator, who worked in a special school, (interviewed in Year 1 of the evaluation) said that she would have liked resources to be available which were specifically geared to young people with special needs, and, additionally, that she would have liked more training on how to teach low ability students. This was seen to be less of an issue in Year 2 of the evaluation, where several respondents commented on having received ideas and guidance on how to teach lower ability students or provide differentiated delivery. However, some teachers still commented that they needed to adapt the resources provided by pfeg to suit the needs of pupils with lower abilities or special educational needs (SEN).

In spite of these concerns, schools were generally satisfied with the support which they had received from pfeg, and had found it to be appropriate to their needs. Respondents stated that they had been impressed by the ‘professionalism and calibre’ of pfeg staff and had found their support ‘extremely valuable’.

3.2 Support received by schools

The support which schools had received from pfeg took various forms:

- discussions of the particular needs or support requirements of schools
- help with the design and planning of a programme of PFE lessons
- provision or making links to printed or online materials
- help in developing resources specifically tailored to the school’s requirement
- delivering training to the PFE coordinators and/or other teachers
- supporting the delivery of PFE lessons
- reviewing/evaluating the success of PFE lessons and offering additional support.

Case study visits to 28 schools suggested that the most common forms of support included carrying out an audit of existing provision and providing lesson plans and resources. Schools particularly valued the expertise of pfeg consultants in relation to the PFE subject matter as well as their up-to-date knowledge of ‘*the changes in PSHE and Citizenship and what we’re required to do*’. Several interviewees said that LMM enabled them to deliver PFE using engaging and up-to-date resources, which they would not have had time to develop on their own.

In all schools, the initial support received from pfeg followed a broadly similar pattern. It usually started with an initial meeting involving the pfeg consultant and the school's PFE coordinator. However, on some occasions, meetings included other members of staff, such as the heads of relevant departments. The meetings often consisted of a preliminary discussion of what the school wanted to do in relation to PFE, and how pfeg could support them in this. It also often involved exploring how the school was already delivering PFE and how this could be expanded or adapted.

In most cases, the pfeg consultant subsequently provided the school with lesson plans and resources specifically tailored to the school's needs, based on the preliminary discussion. This involved adapting them, for example, to the delivery subject (citizenship, mathematics or PSHE), the delivery approach (one-off event or series of lessons), the number of PFE lessons and the age and ability of the students. This process was described by one teacher in the following way:

[Pfeg consultant] came for the initial meeting to look at our Lifeskills curriculum and how we deliver it and then came for another meeting to discuss a rough delivery plan for Years 7-9. He then went away over the summer, but kept in constant email contact with me, and wrote a rough version of the plan based on what we'd discussed. He then came back in September and brought a rough draft with him on his laptop – he went through all the lesson plans and video clips with me and then went away and put it into the final format.

This active involvement with programme design and planning was welcomed by the schools, as it was seen as something different from what would normally be offered by providers of resources:

I was a bit surprised by that, because rather than just being a supplier of resources [...] they offered to come down for two visits to help out.

Similarly, another teacher who was responsible for PFE delivery in a PRU had wanted to use specific pfeg materials. However, these were designed for use with large groups of young people, whereas in the PRU, the teaching groups tended to consist of only three or four individual students. The pfeg consultant, therefore, offered recommendations on how the material could be adapted to meet these specific requirements.

Only a minority of schools had accessed other forms of support offered by pfeg, including the delivery of lessons and providing training to other teachers. Often this

was a result of lack of time or that schools did not see the need for such additional support.

Most of the schools visited said that they had maintained email or telephone contact with the pfeg consultant after they had started delivering PFE lessons, and some said they were planning another visit from the consultant to review/evaluate the lessons. Consultants had also sometimes sent new materials to teachers, or recommendations for particular resources or websites which could be used in PFE teaching.

3.3 Other support requirements

Several of the schools planned to involve pfeg in their future PFE activities. In one school, the PFE coordinator said that they were planning to take all of their students off-timetable for a *'financial capability day'*, and that pfeg would get involved with this activity. She was also keen for the school to work with pfeg in relation to their enterprise education programme.

Some teachers noted that they had set up additional meetings with the pfeg consultant in order to develop additional materials for subsequent years or year groups. One interviewee, for example, said:

[We] are very keen on inviting her back in to do some work with key stage 3 – because the expertise that pfeg have, as well as the resources, will really help us to know how to deliver it.

Other schools intended in subsequent years to continue to use the materials which they had resourced from, or developed in conjunction with, pfeg. Yet others were planning to use the same materials but to make some changes. One respondent said, for example: *'I'll probably go ahead with how I did it again – not follow the blueprint but put my own spin on it'*, and another stated that *'I think we can always tinker with it – but the core content was good as it was'*. Others said that there were aware of the need to keep the resources up-to-date, particularly in light of the current economic climate, and were hoping for additional help and advice from pfeg in this area.

Overall, interviewees' comments suggested an ongoing and, in some cases, growing need for the kind of support provided through LMM.

4. The delivery of PFE in schools

Key findings

- Both students and teachers increasingly see the value of teaching and learning about PFE as a result of the current economic climate. However, there is still a great variability in the extent and ways in which schools are delivering PFE, even after their involvement in LMM. Only a minority of schools have currently put in place a substantial programme of lessons across all year groups.
- The majority of schools are delivering PFE via PSHE, although others are delivering it via mathematics, citizenship, enterprise education or work-related learning. A few schools have adopted a more cross-curricular approach, in keeping with their ethos and general approach to the curriculum.
- Involvement in LMM often acts as a catalyst to encourage teachers to expand or initiate the teaching of PFE in their schools. However, senior management buy-in, sufficient curriculum time and enthusiastic and motivated teaching staff are often even more important enabling condition to ensure the successful delivery of PFE.
- Schools emphasised the need to use a mixture of teaching approaches and resources to keep students engaged. They valued the support provided by pfeg consultants in developing a set of lesson plans or resources which non-specialist teachers could use without too much preparation time.
- The main barriers to the successful delivery of PFE in schools include other competing curriculum demands, lack of time to prepare and coordinate delivery, and difficulties in finding staff that are interested, confident and enthusiastic about teaching PFE.
- Most of the students in the case-study schools had found the PFE lessons interesting. They enjoyed the lessons most when teachers were enthusiastic about the subject area, and delivered PFE via interactive and practical lessons, focusing on topics relevant to students' own experiences and concerns.

This chapter explores the ways PFE was delivered in the 28 case-study schools and the 109 schools contacted as part of the telephone survey in Year 2 of the evaluation. In particular, it focuses on how schools were delivering PFE, the key success factors enabling schools to teach PFE effectively, and any challenges experienced. It concludes with an exploration of students' views of the delivery of PFE lessons in the case-study schools.

4.1 Teaching PFE

The telephone survey of schools in both Year 1 and Year 2 of the evaluation showed that there was a great variability in the extent and ways in which schools were delivering PFE. Thus, even after their involvement in LMM, several schools were still only at the early stages of implementing a programme of PFE lessons or had put off delivery till the following year. The following sections present the ways the case-study schools were currently delivering, or planning to teach, PFE.

4.1.1 Aims of PFE lessons in schools

In most schools, the main aim of teaching PFE was to *'improve financial literacy'* and *'make pupils know what they've got money to spend on in later life'*. Many interviewees commented that recent developments had made teachers more committed to teaching PFE and had made students more interested in finance-related topics. One PFE coordinator, for example, said:

It is a fantastic time to be doing personal financial capability because [the students] are so aware of it. Our young people want to know how to control their finances because they've heard of so many things happening to other youngsters going to university and getting in debt and things. I feel that this, if anything, is the best time to be doing it as we even have the media supporting what we're doing. Every time they open a newspaper it is coming out at them.

Another teacher, working in a school in a quite deprived area with 50 per cent of pupils eligible for free school meals (FSM), said that many of her students' parents were *'at the frontline of the recession'* and felt that because of this students perceived PFE as *'directly relevant'* to themselves and their families. Many schools, therefore, increasingly saw the main of teaching PFE to prepare students *'for the changing economic realities they will or are likely to face'*.

Some teachers also identified more specific aims of their school's PFE activities. These included encouraging students not to get into debt and to gain a greater understanding about the risks of borrowing money. As one PSHE coordinator said:

I want all kids to be aware that if they borrow money they need to be able to pay it back and have the ability to pay it back.

Other specific aims mentioned by respondents included giving students:

- the confidence to manage their money
- enough information so they are aware that they have *'financial choices'* as a consumer
- the ability to make decisions about money.

It is worth noting that many teachers made reference to the need for the delivery of financial topics to be age-appropriate in order to engage students. For younger students (in key stage 3), lessons tended to be aimed at teaching them about money in general and linking the lessons to age-relevant topics such as pocket money and mobile phones in order to 'keep it real'. In contrast, for older students (in key stage 4 or older) the activities were aimed at preparing students for adult life and providing a broader overview of financial topics and products, in order to teach them about how 'money fits into society'.

4.1.2 Delivery approaches

The majority of the 28 case-study schools delivered PFE as part of the PSHE curriculum, although some schools also used LMM to inform the teaching of PFE in mathematics, citizenship, enterprise education and work-related learning. Three of the case-study schools were teaching PFE across the curriculum – however, it is worth noting that these schools⁴ have integrated curricula across key stages or do not have a fixed timetable for particular subjects.

The amount of time spent on delivering PFE varied considerably between schools. The minimum amount of time spent in delivering PFE was just three hours in a school that allocated a 30-minute lesson to each of six financial subjects. At the other end of the scale, one school dedicated around 25 lesson periods to finance-related lessons. On average, most schools dedicated between six and eight lessons to the teaching of PFE. Two of the case-study schools had delivered PFE via an off-timetable day.

As part of the second visit to schools, PFE coordinators were asked whether they had in any way changed their delivery plans. Even though most schools had kept to their plans for delivering PFE that they had outlined in the initial interviews, some coordinators said that they had not got as far as they had initially hoped because of time pressures or because they had not managed to encourage other departments to get *'on board in terms of financial capability'*. Three of the 28 case study schools had

⁴ One was a special school, one a PRU and the other a very small faith school with only 13 pupils in the whole of key stage 3.

decided not to deliver PFE after all and had postponed delivery to the following (autumn) term (see Section 4.3 for a more detailed discussion of some of the challenges encountered by schools).

Case Study School A: Delivering PFE through PSHE

In School A, the delivery of PFE is coordinated by an Assistant Head who teaches Business Studies and also has responsibility for student guidance, mainly via PSHE and citizenship. She is coordinating the delivery of PFE via PSHE for Year 9 students, but also encourages teachers in other subjects to focus on financial topics. In addition, she always runs two whole-school life skills days in July on finance, organises school assemblies using pfe resources for each year group, and plans to organise a sixth-form day on personal finance linked to a careers fair to raise their awareness of personal finance.

With the help of pfe, she has developed between eight and 12 lessons focusing on a variety of topics, including budgeting, salaries for different careers, different types of bank accounts and the cost of mobile phones. She praised pfe for providing lots of interactive resources to support the lesson, which also allowed for differentiation across the ability range:

The pfe resources provide real life examples. They provide links to videos; in one of them there are pupils from a local school talking, so they feel it is really relevant to them.

This year they had used a variety of teaching approaches including group work, class discussions and independent research. As part of one lesson focusing on mobile phones, students worked in groups and then had to present to other groups which mobile phone they would choose and why:

It was interesting that most of them chose a phone because of what it looked like and that again led to a discussion about value for money.

Eight students in the school were interviewed and all had found the lessons interesting and felt that they had learnt a lot from them.

4.1.3 Year groups involved

Very few schools were delivering PFE across all year groups, although it was acknowledged by many that they intended to, or at least would like to do so in the future, if time and resources permitted. Schools delivering PFE for the first time tended to select one or two year groups to pilot the lessons with and intended to revise and 'roll-out' the lessons more widely across the school in subsequent. Some schools felt that a 'drip, drip' approach would be optimum, enabling students to revisit PFE topics in each year, although lack of planning time and other curriculum priorities often meant that schools were not yet doing this.

4.1.4 Financial topics covered within PFE lessons

Most schools covered more than one area of finance within their lessons with the most popular topics being budgeting, banking, saving and borrowing, as teachers considered those most relevant or ‘more urgent’. A couple of case-study schools offered the Preparation for Working Life exam to some students which also includes these topics. Other topics that were covered in PFE lessons included the stock market, global finance, fair-trade, insurance and consumerism.

There was some evidence that a few schools were tailoring their choice of topics to reflect the current economic situation as one assistant head explained:

We’ve also decided for these lessons to look at unemployment and [how] it affects people – getting them prepared for their parents being unemployed.

4.1.5 Teaching approaches and resources used

Schools used a mixture of teaching approaches and resources to deliver PFE lessons – in fact, most respondents emphasised the importance of adopting a flexible approach ‘to keep [the students’] interest in it. If it’s all the same, they’d get bored very quickly’. Most schools had, therefore, used a variety of resources downloaded from the internet, provided by pfeg or developed themselves (often with the help of pfeg). One school, for example, said that they had used the Bank of Scotland ‘Money Sense’ website, leaflets from banks about how to open accounts, material from Connexions providing information about the Educational Maintenance Allowance (EMA), as well as games provided by the pfeg consultant to develop students’ budgeting skills. Several schools had used DVDs to support the teaching of PFE. One respondent gave the following example of how a DVD had been used in lessons:

We’ve got this DVD that we show them about these two lads who take a flat; it’s really good because they’re sitting there and they are trying to work out how much money they’ve got. They haven’t got much, but when they add it all up, it’s like: “Wow, we’ve got all this money!”, but then they take everything out and they have almost none left at the end. They don’t even do things like going out drinking – none of that comes into their budget.

Several schools emphasised the importance of adapting resources to the schools’ and students’ specific needs and interests. One interviewee was particularly appreciative of the way pfeg had encouraged schools to do this:

What I like is that far from just tolerating us adapting their resources, they're very interested in us adapting them for the specific needs of our students.

Allowing teachers the freedom to interpret and adapt lesson plans themselves in order for them to engage with it whilst at the same time providing a structure that saved them time and that they could use *'pretty much off-the-shelf without too much preparation time'* was important. This was especially the case in schools delivering PFE in PSHE with non-specialist teachers.

4.1.6 Future plans

Extending the PFE provision throughout the school was an aim of coordinators in several schools. Planned (or hoped for) extensions tended to fall into these categories:

- delivering PFE to additional year groups
- improving links with other subject areas, in order to offer a *'more rounded package'*. This was often something they would have liked to have done but had not yet found time for. For many, this focus was a result of the audit of existing PFE provision within the school that pfeg had conducted
- increasing the number of PFE lessons delivered to allow coverage of more financial topics
- assessment of PFE lessons.

When planning to deliver to the same year group in the coming year teachers generally felt that they would continue with the same structure of lessons and financial topics. Most intended to make some modifications in order to provide a *'stronger package next year'* because, as one PFE coordinator explained, *'the first year is always tricky'*.

4.2 Key success factors for delivering PFE

Interviews with teachers were used to try and ascertain the extent to which LMM had been crucial in ensuring the effective teaching of PFE in the case-study schools. Many teachers reflected that contact with pfeg had *'forced'* them to focus on PFE, whereas without it they would not have got round to considering PFE until a later date. As one PFE coordinator explained, the school would not have made the same progress in delivering PFE without pfeg's support and encouragement: *'because I would not have had the time and it would not have been a priority.'* In particular, as discussed in

Section 3.1., schools valued the way LMM had given them access to useful resources and provided bespoke lesson plans tailored to the needs of the schools. In one school, for example, the PSHE coordinator said that the lesson plans had been an important factor to win staff over:

Because we could say to the staff: 'These lessons are the ones you can deliver'. And we could say to them: 'This tells you what you need to do. This is your starter activity, this is your main activity and you can bring your lesson to a conclusion with this activity'. And that was very helpful – to get the staff on board.

Although many echoed this notion that **involvement in LMM acted as a catalyst** to expand or initiate the delivery of PFE in their schools, other factors were often identified as equally important to ensure the successful teaching of PFE. In particular, schools highlighted the importance of having:

- the support from members of the senior management team (SMT) or the headteacher
- enthusiastic teaching staff who were committed to teaching PFE
- sufficient curriculum time to deliver PFE effectively.

SMT support was considered essential by many schools (and thought to be beneficial by those where it currently was not in place) in order to foster a more strategic and lasting whole-school commitment to the teaching of PFE. As one PFE coordinator put it, 'SMT needs to be buying it or else it won't happen.' It is also worth noting that the successful delivery of PFE also appeared to rely often on the enthusiasm and commitment of the PFE coordinator as well as teachers' knowledge and commitment to teach PFE:

The cooperation of the staff was key – because without that it wouldn't have mattered how fantastic the resources had been; they needed to want to deliver it to their pupils.

4.3 Challenges in teaching PFE

The ways and extent to which schools were delivering PFE varied widely across the case-study and telephone survey schools. Some schools were delivering many lessons across many year groups, whereas others had not yet delivered any PFE or had done very little so far. Most teachers were able to identify barriers to the delivery of PFE.

Indeed, 61 per cent of schools said that they anticipated or had already faced any *major* barriers to teaching PFE, in response to a closed question.

The main challenges identified in relation to the delivery of PFE included:

- **Other competing curricular demands.** Staff delivering PFE as part of PSHE frequently highlighted the difficulty of balancing the teaching of PFE with other elements of the curriculum. Interviewees said that the inclusion of ‘economic wellbeing’ as part of the new curriculum for PSHE had already helped to make PFE more of a priority. However, it was still seen as competing with many other equally important topics as the PSHE curriculum continues to expand.
- **Staffing.** This was identified as more of a challenge in the medium to long-term, again in relation to the delivery of PFE as part of PSHE. This related both to finding members of staff who were interested and enthusiastic about delivering PFE and *‘the annual turn-over of those time-tabled to teach PSHE’*. As one PSHE coordinator explained: *‘I never know whom I am going to have teaching it from year to year; I have got 26 staff at the moment teaching PSHE from every subject area’*.
- **Time needed to prepare and coordinate the delivery of PFE.** Teachers often complained that in the absence of dedicated time, they were not able to find suitable resources and prepare lesson plans needed to support the effective delivery of PFE. Even though the support provided by pfeg through LMM was often seen as helping to alleviate this challenge, several teachers still said that such a lack of time was one of the reasons for putting off the delivery of PFE or restricting the teaching of PFE.
- **Staff confidence.** One immediate barrier perceived by PFE coordinators was their own or other teachers’ lack of confidence in delivering PFE lessons, often because they lacked knowledge of the topics covered. As one teacher explained: *‘The one thing I didn’t like about teaching [PFE] was the idea that I was teaching at the edge of my knowledge, and sometimes when kids asked a question I just couldn’t answer. And I don’t like being in that situation’*. Teachers’ levels of confidence also depended on the topics being taught. They often felt fairly confident about teaching general topics, such as banking and taxation, which they had direct experience of, but lacked confidence when asked to deliver lessons about specialist topics such as those relating to the global economy or the stock-market.

Other challenges mentioned by respondents related to the resources not performing as expected, having difficulty accessing computers to use in school, and not being able to afford to buy relevant materials or resources. It is worth noting that engaging students in PFE was identified as much more of a challenge in Year 1 of the evaluation, whereas in Year 2 most schools said that the current economic climate made it much easier to raise students’ interest in finance-related topics.

4.4 Students' views of PFE lessons

Most of the 167 students interviewed as part of the second round of case-study visits had found the PFE lessons interesting. In response to a closed question, 29 per cent said that they had found them 'very interesting', while most of the rest had either found them 'quite interesting' (40 per cent) or 'a bit interesting' (25 per cent). Only ten interviewees (six per cent) said that they found them 'not at all interesting'.

Students were asked about what aspects of the PFE lessons they had liked best and how they could be improved. Teachers were asked similar questions – in particular, what topics or approaches had been successful and which ones had not been so successful. Overall, students liked:

- **Enthusiastic and engaging teachers.** Students were most positive about the lessons they had received and felt they had learned the most about PFE in those schools in which their teachers were motivated and enthusiastic about the subject area. In contrast, as discussed in Chapter 5, the lessons had the least impact on students' attitudes and knowledge where teachers were not interested in teaching the lessons: *'Mrs X teaches us it – well I'm not sure it's right to say she teaches us about it. She says she's only doing it because she has to. She's said: "I don't like this as much as you don't!", so we're like: "Thank you very much"!'*
- **Interactive and practical lessons.** Students were enthusiastic about the interactive elements of the lessons, citing the use of the internet and doing independent research as being the *'best thing'*, alongside games and *'having to do stuff for yourself on the computer rather than someone talking at you'*. This view was mirrored by teachers, who said that students had enjoyed the more 'hands-on' activities within the lessons – being able to get involved seemed to appeal to the students. As one coordinator explained: *'They loved getting involved, the role plays – they loved the Shanty Town shoe game. Collecting the taxes and the rent and then buying and selling, they absolutely loved that. They were trying to outdo each other and make as much profit as they could. The more hands on the better!'*
- **Group work.** Students also liked group work, favouring lessons where they were able to work together on an activity. For example, one group of students mentioned how much they had enjoyed a business competition on the stock-market: *'We had to work together as a group and chose the companies and decide how much to invest in them week by week and every two minutes was a week, so they'd go up or down'*.

- **Relevant topics.** Students said that they had liked the lessons that they could relate to and that would help them in ‘*real life*’, such as part-time jobs, pocket money and mobile phone. As one student commented: *‘I liked it that it was relevant – not like algebra – and it is something you will use, so it is useful’*. Interviewees said they were less interested in learning about mortgages or pensions. Some students indicated that whilst they could not see the relevance of the lessons to their current daily lives, the lessons had taught them valuable information that they could see would be helpful for adult life. One student, commenting on an activity which focussed on the expenses of owning a house, said that: *‘I thought it might help us later on when we buy a house, how to deal with different taxes and things like that – so I found it quite interesting.’* Teachers said that the current economic climate made it much easier to engage students in topics such as saving or the dangers of borrowing.

5. Impact and outcomes

Key findings

- Interviews with students revealed that the PFE lessons had had a noticeable impact on their attitudes towards saving and borrowing, their confidence in dealing with money and their views on being taught about finance at school.
- The study also identified some impact on students' knowledge of finance and financial products in 17 out of 24 schools. No such impact was identified in schools which had delivered PFE on one day as an off-timetable activity and where teachers were very reluctant to teach the subject.
- Two-thirds of teachers contacted as part of the telephone survey reported that LMM had increased their confidence to teach PFE.
- Very few schools had put in place systematic approaches to assess the impact of PFE on students, but instead almost all relied on informal classroom discussions to explore any changes in their knowledge, understanding or attitudes. However, several schools were planning to put in place systems for assessing students' learning next year, sometimes as a result of their involvement in LMM.

This chapter explores the impact PFE lessons had on young people in those schools involved in LMM, as well as any other outcomes of LMM on schools and staff. It is based on interviews with students and teachers in 24 participating schools before and after the delivery of PFE lessons. It is worth noting that any impact identified on students' knowledge and attitudes cannot be attributed directly to LMM. Instead, LMM has to be viewed as a contributing factor to the success of the PFE lessons delivered by schools – interviews with teachers were used to explore the extent to which it was a contributing factor, but it remains difficult to make a judgement in absolute terms across schools.

5.1 The impact of PFE on students

Group discussions with students using a series of closed questions entered using Audience Response System (ARS) handsets, as well as some open questions, prior to and after the delivery of PFE showed that such lessons can:

- make young people see the value of saving regularly
- increase their confidence in dealing with money

- make them recognise the dangers of borrowing money
- increase young people’s knowledge of different aspects of finance and financial products.

However, it is worth noting that this impact was not uniform across all 24 schools which had carried out PFE lessons by the time of the second visit. Instead, the impact was greater in some schools depending on the particular topics taught, the age and maturity of students, teaching approaches adopted and the number of lessons received.

5.1.1 Attitudes towards saving and borrowing

Table 5.1 shows that even though many students saw the importance of saving before receiving PFE lessons, there was a noticeable change in attitudes afterwards. Across the 24 schools two-thirds appreciated the value of saving regularly at the time of the first visit. At the time of the second interview (after the PFE lessons), the proportion of young people who appreciated the value of saving regularly had risen to more than three-quarters of students.

Table 5.1: Attitudes towards saving (before and after receiving PFE lessons)

What is your attitude towards saving?	Visit 1 %	Visit 2 %	Change %
It is important to save regularly	63	76	+13
It is worth saving if you want to buy something expensive	37	23	-14
There is no point in saving	<1	1	+1
N =	214	167⁵	

Due to rounding, percentages may not sum to 100.

This change is probably not surprising given the fact that most of the schools visited had focused some of their lessons on bank accounts and savings. One PSHE coordinator, for example, thought that the lessons had helped students:

⁵ A smaller number of students took part in group discussions as part of the second round of interviews as not all 28 schools visited had, in fact, delivered PFE lessons as planned. Instead, group discussions were only carried out with students in 24 schools on two occasions (prior to and after PFE lessons). Furthermore, in some schools, students were off sick or not available on the second visit to their schools.

To think more about what they are spending their money on and to think before they spend it. I think they have learned the importance of having some savings.

Such a change in attitude was confirmed by several students. The following dialogue between a researcher and a student illustrates such a shift:

Boy (Year 10): I save more than I did before.
NFER: How do you do that?
Boy: I put money into a savings account.
NFER: Did you have that before or is that a new thing?
Boy: Well I did have it before but I didn't use it. I get some money off my mum and my dad each month for work I do for them and now it goes straight into the account.

Table 5.2 shows a much smaller change in relation to students' attitudes towards borrowing as a result of the lessons. The large majority of students (86 per cent) already stated before receiving any lessons that they would not borrow any money, but would save up instead. This only changed by three per cent by the time of the second visit.

Table 5.2: Attitudes towards borrowing

Simon is 18 years old and he wants to buy a laptop that cost £500. He has not got the money to pay for it and neither have his parents. What do you think he should do?	Visit 1 %	Visit 2 %	Change %
Forget about it	5	6	+1
Save until he can afford it	86	89	+3
Borrow to pay for it	9	5	-4
N =	214	167	

Due to rounding, percentages may not sum to 100.

It is worth noting though that there was a larger shift in attitudes recorded in the first year of the evaluation, where only 80 per cent of students chose the saving option at the time of the first interview and 90 per cent by the time of the second visit. **The increasingly careful attitude towards borrowing among students in the second year of the evaluation** (reflected in the overall figures reported in Table 5.2) **seems to reflect the current economic climate.** As one student, for example, stated at the time of the first interview during the second year of the evaluation in January 2009:

I don't think borrowing is ever a good idea, unless it's like for a mortgage, but even a mortgage is not such a good idea at the moment! I've heard that banks are taking their money back, so not good.

It is worth noting that the question asked is unlikely to be sufficient to predict respondents' likely future borrowing habits – especially as, at the time of interview, they were not yet old enough to get a loan. However, it still shows that PFE lessons can raise some students' awareness of the dangers and implications of borrowing. This was confirmed via open questioning of students and teachers. Having received a series of PFE lessons one girl, for example, explained why she had chosen the savings option:

If you want to buy something that's worth £500 or £600, it is better if you save for it regularly because if you borrow from people they can ask for it back anytime even if you haven't got the money!

Several students also showed that the lessons had made them aware of having to pay interest on any money borrowed from a bank and that: 'you end up paying so much more back than you borrowed, so it's better to just save up for it'.

5.1.2 Confidence in dealing with money and budgeting

Table 5.3 shows a positive effect of receiving PFE lessons on students' confidence of managing their finances. It is worth noting that at the time of the first interviews, only around a third said that they felt 'very confident', while just over one-fifth said that they were 'not at all confident'. At the time of the second visit to schools, 42 per cent felt 'very confident' – an increase of 11 per cent over the first round. This included one boy, for example, who said that the lessons had made him more aware, and therefore confident, about money and finance:

That's the way of getting through life really. You could get scammed and all sorts if you didn't know much about, like loans and stuff, not knowing how much you've got to pay back.

Table 5.3: Confidence in dealing with money

How confident do you feel about looking after or managing your own money?	Visit 1 %	Visit 2 %	Change %
Very confident	31	42	+11
Quite confident	45	47	+2
Not at all confident	23	11	-12
N =	214	167	

Due to rounding, percentages may not sum to 100.

This improvement in students' confidence is likely to be linked with many schools placing a heavy emphasis on 'budgeting' as part of their PFE lessons. Perhaps unsurprisingly, therefore, many of the teachers interviewed identified increased awareness of the need to budget as one of the main positive outcomes. As one PSHE teacher said:

I think it opened their eyes to the fact that when they are older, they will have to budget or be aware of the need to budget because it is so easy to fall into debt.

Another respondent explained what he had done to achieve such an increased awareness:

The two classes I have worked with were quite able classes – many of them will go to university and they will have to budget for that. I brought my son's bills in and they were quite shocked by them – you know the fees, the halls of residence, and things like that.

Students were also asked a series of closed questions which required them to rate their awareness of different aspects of finance and financial products. As part of this list, they were asked to judge how much they knew about budgeting. In the first round of interviews, 19 per cent of respondents said they knew 'a lot', while just over half (51 per cent) said they knew 'a little', and 29 per cent knew 'nothing'. **After having received PFE lessons, twice the proportion of students (38 per cent) reported they knew 'a lot' about budgeting, while only 13 per cent said they knew 'nothing'.**

Several interviewees commented on the way the lessons had made them more aware of how they needed to think more carefully about what to spend their money on and

plan for the future. One girl in Year 11, for example, who was planning to go to university said:

It's just that now I know that we can't just spend our money on anything. It's like now we've got to think about university, and bills and stuff like that. I've learnt about the consequences kind of – like that when you're older all of a sudden your car could crash and maybe you do need some kind of savings as a backup to pay for that kind of thing.

Many of the schools visited had helped to raise students' awareness of budgeting via group activities or watching a DVD, as one boy reported:

I've learnt about budgeting, how you like have to budget for your house. I realised it wasn't going to be as simple as I thought it was going to be. We watched a video about these two guys who bought this apartment and then they had to pay for all of these things and they were like, they realised how little they could afford.

It is worth noting that a minority of students maintained that the lessons had not made them any more confident about handling money. As one girl observed '*I still spend all the money that I have*'.

5.1.3 Attitudes towards learning about finance at school

Table 5.4 indicates that a further outcome of having lessons on PFE was that it changed some students' attitudes towards learning about money and finance at school. In the first round of interviews, before the start of PFE lessons, 82 per cent thought it was important to have such lessons. Having received lessons, 87 per cent of students thought it was important.

Table 5.4: Attitudes towards learning about finance at school

Do you think it is important to have lessons about money and finance at school?	Visit 1 %	Visit 2 %	Change %
Yes	82	87	+5
No	8	5	-3
Don't know	10	7	-3
N =	214	167	

Due to rounding, percentages may not sum to 100.

Those saying it was not important to have lessons in the first round of interviews included some who were strongly opposed to it – one girl, for example, said that teachers do not have *‘the right to tell you what you should do with your money’*. Others thought that school was not the best place to learn about finance. As one boy said:

They can teach you some things, but what you need is real-life examples and you can’t get those in school. They can’t really show you the real thing.

This contrasts with students’ comments after having received lessons on PFE. Several interviewees said they had changed their minds as a result of the lessons and now recognised the importance of not just relying on other sources of information. In one school, for example, some students said that they now recognised the role the school could play in *‘explaining to us about student loans and interest’*, while another felt that teachers *‘are also more objective in the information they give you’*.

Students were also asked to rank, before and after receiving lessons, the most important influences in teaching them about money and finance. Initially, more than three-quarters (77 per cent) of respondents said that their parents were the most important influence, while only ten per cent ranked ‘school’ as most important. After receiving PFE lessons, this changed to 28 per cent ranking ‘school’ as most important (while 43 per cent still put ‘parents’ at the top of their list).

5.1.4 Awareness of different aspects of finance and financial products

Students’ awareness of different financial aspects were assessed in two ways during interviews. First, as indicated above (Section 5.1.2), they were asked a series of closed questions which required them to rate their awareness of different aspects of finance and financial products. As part of this list, they were asked to judge how much they knew about:

- bank accounts
- savings
- budgeting
- income and taxes
- pensions

- loans
- mortgages, and
- stocks and shares.

The impact of the lessons obviously varied depending on the topics covered within lessons – it is, therefore, hardly surprising that smaller changes were recorded in relation to some of these. **Overall, though, the largest impacts on students’ self-declared awareness occurred in relation to bank accounts** (23 per cent said they knew a lot about them in round 1, compared with 42 per cent in round 2 of interviews), **budgeting and savings**. Only relatively modest changes were recorded in relation to the other items. The lowest levels of awareness in both rounds 1 and 2 were, perhaps unsurprisingly, stated in relation to pensions (12 per cent said they knew a lot about them in round 1, compared with 17 per cent in round 2), income and taxes, and stocks & shares. As noted above, such modest improvements were usually due to less or no time being dedicated to teaching about these topics.

It is important to note though that these levels of confidence reported by interviewees are unlikely to reflect ‘real’ levels of knowledge. Thus, it is actually quite unrealistic to assume that even after having had a series of PFE lessons, 17 per cent of respondents really knew ‘a lot’ about pensions. Of relevance to students’ attitudes towards borrowing (see Section 5.1.1 above), it is also of relevance to observe that quite high proportions of respondents felt they knew ‘a lot’ about loans – 21 per cent in round 1 and 35 per cent in round 2.

The extent to which students’ self-declared increased awareness of different aspects of finance reflected a real change was tested by a short ‘quiz’. As part of this, researchers asked students a series of around **ten True/False questions** which tested their knowledge in relation to some of the topics they had studied as part of their PFE lessons (see Appendix 2 for a quiz used with Year 10 students, who had a series of lessons focussing on the stock-market). It is important to note that the questions were tailored to the PFE lessons delivered by individual schools and to the age and ability of students. It is, therefore, impossible to draw any strong, general conclusions across schools. However, the quiz provided a useful insight into the extent to which the PFE lessons had really had an impact on students’ knowledge of finance.

A positive change in students’ knowledge was identified 17 of the 24 schools in which pre- and post-delivery visits were conducted. In one school, for example, the six students in Year 9 interviewed before the start of the lessons had answered on

average three out of ten questions correctly. After only six lessons focused on banking (for example, what banks are all about or how to write a cheque), borrowing and personal budgeting delivered as part of PSHE, students gave on average more than five correct responses. The questions asked, included such items as ‘Current accounts usually pay more interest than savings accounts – True or False?’ or ‘Your gross pay will be higher than your net pay – True or False?’.

Analysis of the schools in which an impact was not identified using this quiz suggests the following possible explanations. In some cases, the quiz questions asked did not sufficiently correlate with the topics covered. Researchers tried to ascertain before visiting schools what topics the lessons would be focussed on. However, on some occasions this information was not provided on time or the schools subsequently changed their plans. On some occasions, no impact was also measured where students were already very knowledgeable in relation to the quiz questions asked before the delivery of the PFE lessons. Otherwise, there was also no impact on students’ knowledge where:

- schools had delivered PFE on one day as an off-timetable activity
- teachers teaching PFE were very reluctant to teach the subject (see Section 5.2.2).

This suggests that schools need to dedicate more than just one day to PFE activities and to make sure that those asked to teach PFE are both able and willing to deliver these lessons. The following case study provides an illustration of the approach adopted by a school in which a very noticeable impact was recorded on students’ knowledge and attitudes towards personal finance.

Case Study School B – Impact of PFE delivery via mathematics

School B was delivering six lessons of PFE in mathematics lessons over a two-week period for their Year 11 students using the resource pack 'Adding up to a lifetime' from SSAT. PFE was also built into schemes of work for other year groups: 'So that when they're doing percentages it's all tied in'. The lessons have been delivered by the same maths teachers over the last two years, which has enabled them to adapt the resources and their teaching approaches. PFE delivery is coordinated by the head of department (who is an Assistant Headteacher in the school), but he has delegated the preparation and development of resources to another teacher in his department. She adapted and piloted the resources with her class and then passed on tips and ideas to the other teachers, who delivered the lessons after her. This meant they could learn from her experiences. This had involved developing differentiated materials for students in the top, middle and bottom set – 'the top set involved much more number crunching than the middle or bottom sets'. They had also learned to relate the teaching to real life situations, including linking it to the current economic climate:

We started from a news article about a massive drop in banking shares and repossessions going up and the number of bankruptcies – and we started with a discussion of that: 'Can anyone go bankrupt? Was it their fault? Was it banks' fault – did they lend too much?'

A group discussion with eight Year 11 students before and after the lessons showed that they had learnt a lot from the lessons. This was demonstrated via a series of ten questions related to their lessons administered by NFER before and after the lessons. Prior to the lessons, the students answered, on average, 4.125 of the ten questions correctly – after the lessons this had risen to 6.5 correct questions on average (an improvement of more than 50 per cent). Students said that the lessons had raised their awareness of the dangers of borrowing and made them more confident about money and budgeting:

I now know how much everything would cost, whereas before we'd either over-estimate it or under-estimate it. So now I've got a better picture really.

5.2 The impact of LMM on staff

As discussed in Chapter 4, all of the main contacts interviewed in schools were very satisfied with the support received and were able to identify ways in which they had benefited from LMM. Furthermore, telephone interviews in 109 schools showed that **two-thirds of respondents (66 per cent) thought that LMM had helped them become more confident about teaching PFE than before** (15 per cent said that they were confident already before receiving the support). This question was explored in interviews with the school contact and with other teachers by asking them in the second round of visits how confident they now were about delivering PFE and what had made them more confident.

On the positive side, respondents in almost all schools said that their involvement in LMM and, even more so, having actually delivered PFE lessons, had raised their confidence. One teacher, for example, who had participated in a two-hour training session with a pfe consultant and had, subsequently, delivered lessons to Year 10 pupils in PSHE reported that she now felt:

Very confident – I feel that I have now got an understanding of where it fits in with the Every Child Matters agenda, and it is such an important skill. And if you listen to the news reports, it is such a serious problem. It is about giving them the tools to make an informed decision.

However, an issue raised by the PSHE coordinator in this school and echoed by interviewees in several others was *‘that there is no guarantee that the same staff will deliver it next year – it is quite random who does it’*. This meant that the staff delivering it next year would not have benefited from the training or experience of delivering it this year. The coordinator said that she hoped to run a similar session for teachers next year, but was not sure they would have the time or resources to do this. However, several interviewees said that teaching staff had still benefited from the production of user-friendly resources or teaching schemes which had given them more confidence.

A more sustained impact was identified in those schools, using the same staff to deliver PFE each year. This was most likely to be the case in schools teaching PFE via mathematics lessons (see Case Study School B above).

5.3 Assessment of impact

Very few of the schools visited in both years of the evaluation had put in place systematic approaches to assess students’ learning. Instead, most relied on more informal ways, such as regular class discussions or conversations with small groups of students, to assess changes in students’ knowledge or attitudes. Teachers in some schools argued that they were, in fact, opposed to using formal assessment in order to keep students engaged in learning about personal finance, as one interviewee stated:

The problem is that we have to make the personal finance interesting and that it is not a GCSE with a test, because then ‘I will just switch off!’

However, **schools in Year 2 of the evaluation were noticeably more likely to report that they were planning to put in place systems for assessing students’**

learning, sometimes as a result of their involvement in LMM. One school had, for example, carried out a trial of assessment materials used in an Institute for Financial Services (IFS) qualification consisting mainly of multiple choice questions and wanted to use it more widely in the following year. The teacher responsible for coordinating the teaching of PFE said:

I like the idea of doing assessments – because it is interesting to know what they have learnt not only in the short-term, but what they have actually taken away from it in the long-term sense. Because that is the main point I guess, that they take things with them to help them in future.

6. Conclusions and recommendations for action

The study has identified many positive outcomes of LMM and also highlighted the continuing importance of the programme in order to ensure that PFE is taught effectively across all schools and colleges. The following sections explore findings relevant to pfeg, schools and students and raise recommendations for action relating to these three groups of stakeholders.

Pfeg

The study revealed that the large majority of schools surveyed and visited as part of this study were **very satisfied** with the support received as part of LMM and commended the professionalism of the pfeg consultants. In particular, they appreciated pfeg consultants' specialist knowledge of teaching PFE and their awareness of current curriculum developments and requirements. Schools valued pfeg for being independent and for providing free and helpful support without a hidden agenda. Interviews also showed that the LMM programme had encouraged and enabled schools to expand and improve their delivery of PFE, using up-to-date resources and engaging teaching materials. The resources provided on the pfeg website were trusted and generally regarded as encouraging creative teaching approaches.

The research suggests that **pfeg** should:

- **Provide ongoing support to schools involved in LMM** in order to ensure that PFE delivery continues to build on up-to-date resources, makes links to other curriculum subjects and prepares students for the current challenging economic situation. This could entail sending reminders to schools of new resources made available on the pfeg website and also offering more tailored support to overcome particular challenges, such as the PFE coordinator leaving the school or when delivery is expanded to involve other year groups or curriculum areas.
- **Consider how to foster and strengthen a more strategic and lasting whole-school commitment to PFE within schools** in order to ensure that schools dedicate sufficient curriculum time and resources to the teaching of PFE. This should involve promoting the value of teaching PFE to school SMTs and headteachers, both through LMM and at national events in order to raise the profile of the importance of PFE within schools. Schools should be encouraged to appoint a senior teacher as PFE co-ordinator, use specialist PFE teachers and allow sufficient lesson time for the delivery of PFE across all year groups.

- **Continue to promote the value and importance of teaching PFE to all schools and colleges** in order to ensure that all key stage 3 and key stage 4 students are equipped with the financial skills and awareness to prepare them for the current difficult economic situation. This should involve targeting those 53 per cent of schools and colleges not yet involved in LMM by June 2009, in order to encourage and assist them to teach PFE effectively.
- **Develop a ‘good practice’ guide** focusing on the planning, delivery and assessment of PFE in different curriculum contexts, which consultants can share with schools and which can be used to promote more effective teaching of PFE. This could include case-studies of effective teaching of PFE as well as examples of how schools can make the most effective use of LMM.

Schools

The study has shown the uneven and variable planning and delivery of PFE in schools and underlined the continued need and demand for targeted support and training for PFE in schools. Though some schools have put in place effective ways of delivering PFE, others are further behind or have not yet started delivering such lessons. This was the case even in some schools which had received support from pfeg as part of the LMM programme.

The research suggests that in order for pfeg and pfeg consultants to promote and support the effective teaching of PFE through LMM, they need the active support of schools, their leaders, staff and students. Such promotion is a two-way process, involving pfeg and pfeg consultants working in partnership with schools. The research raises interesting questions about what needs to happen in schools in order for them to make the most of the support available from pfeg and pfeg consultants and to begin to lay strong and sustainable foundations for PFE across their schools.

The research has shown that most of the PFE coordinators interviewed in case-study schools were committed to the teaching of PFE and could see the benefits of providing such lessons. However, this view was not shared by all teachers tasked with delivering such lessons. This was particularly an issue in relation to the teaching of PFE as part of PSHE (the main route of delivery in most schools). Even though the emphasis on teaching ‘economic wellbeing’ as part of the new curriculum had raised the profile of PFE, not all staff were said to be confident about, or committed to, teaching PFE. Indeed, the research suggests that the effective delivery of PFE is often dependent on one committed individual and the support of the senior management team – where this is the case, effective delivery is more likely to occur.

The research suggests that schools need to consider how best to support the effective delivery of PFE as part of the new curriculum, so that they make a genuine contribution to improving young people's 'economic wellbeing'. This includes considering the following questions:

- **What is the best model of delivery for PFE and how much lesson time should it receive?** The study suggests that a one-off day focussing on PFE is not enough to have an impact on student's knowledge and attitudes and that the impact of PFE is the greatest in those schools that dedicate a series of up to 25 lessons per year group to this topic area.
- **What curriculum areas are best suited to the teaching of PFE?** Most of the schools visited are delivering PFE as part of PSHE or mathematics, although some have adopted a more cross-curricular approach.
- **Which year groups will be taught PFE, how and why?** The study reveals that many schools are focusing mainly on students in key stage 4 (students aged 14 to 16), although others are teaching, or planning to expand delivery to, other year groups in key stage 3 (students aged 11 to 14).
- **What teaching staff will be tasked to teach PFE and what training or support will they receive to help them deliver PFE lessons in an engaging way?** As the study shows, PFE lessons are more likely to change students' attitudes and knowledge where they are taught by teachers who are knowledgeable, enthusiastic and committed to teaching PFE. It is also important that they are able to facilitate active and engaging teaching and learning approaches.
- **What approaches will be used to assess the outcomes of PFE lessons?** This study highlights the fact that many schools currently do not see assessing the outcomes of PFE lessons as a priority and/or are unsure how best to do this. However, assessment is crucial if schools are to build successfully upon their initial approaches to PFE and assist students to make progress in their development of relevant knowledge, understanding and skills.

Students

The study has shown that:

- students are more interested in learning about finance as a result of the current economic climate
- PFE lessons can have very positive impacts on their attitudes towards saving and borrow, can make them feel more confident about managing their own money and increase their knowledge of financial matters
- having PFE lessons makes students more positive about being taught about personal finance at school and not just rely on what they are taught by their parents, friends or relatives.

Most of the students interviewed said that they preferred practical lessons involving group work focussing on topics relevant to their experiences. They were often put off by more formal lessons aimed at developing their knowledge about financial topics or products. This was particularly an issue for lower ability students who found it hard to cope with such lessons, particularly those involving a lot of writing or mathematics.

Issues for consideration of relevance to students include:

- Schools need to take advantage of **student interest** in finance as a result of the current economic climate and the **impetus to teach PFE** in the new national curriculum
- Schools need to deliver PFE using **teaching approaches and resources** that are practical and interactive and are relevant to students' experiences and concerns. Such approaches and resources are essential in order that students enjoy the lessons but still develop important knowledge, understanding and skills.
- Schools need to **continue to draw on support from pfeg** and other organisations to ensure that their PFE lessons use up-to-date resources and draw on good practice developed by other schools and colleges.

Final comment

The study has shown that LMM has encouraged many schools to make considerable progress towards implementing a stronger platform for PFE learning, in particular, by helping them to develop appropriate teaching approaches and resources. However, it has also highlighted that more needs to be done not only to sustain and improve the teaching of PFE in existing LMM schools, but also to extend and embed PFE effectively to a broader range of schools. There is a danger that without the continued support provided by pfeg, through initiatives such as LMM, that the gains made in securing a PFE entitlement for all students in schools will be lost.