



Doncaster Council

Agenda

To all Members of the

CABINET

Notice is given that a Meeting of the Cabinet is to be held as follows:

Venue: Room 8, Waterdale, Doncaster, DN1 3BU

Date: Tuesday, 6th February, 2018

Time: 10.00 am

Items for discussion:

1. Apologies for Absence.
2. To consider the extent, if any, to which the public and press are to be excluded from the meeting.
3. Public Questions and Statements.

(A period not exceeding 20 minutes for questions and statements from members of the public and Elected Members to the Mayor of Doncaster, Ros Jones. Questions/Statements should relate specifically to an item of business on the agenda and be limited to a maximum of 100 words. As stated within Executive Procedure Rule 3.3 each person will be allowed to submit one question/statement per meeting. A question may only be asked if notice has been given by delivering it in writing or by e-mail to the Governance Team no later than 5.00 p.m. on Thursday, 1st February 2018. Each question or statement must give the name and address of the person submitting it. Questions/Statements should be sent to the Governance Team, Floor 2, Civic Office, Waterdale, Doncaster, DN1 3BU, or by email to Democratic.Services@doncaster.gov.uk).

Jo Miller
Chief Executive

Issued on: Monday, 29 January 2018

Governance Services Officer for this meeting:

Andrea Hedges
Tel. 01302 736716

Doncaster Metropolitan Borough Council

www.doncaster.gov.uk

4. Declarations of Interest, if any.
5. Decision Record Forms from the meeting held on 23rd January, 2018 for noting (previously circulated).

A. Reports where the public and press may not be excluded

Key Decisions

- | | | |
|----|--|-----------|
| 6. | Early Help Strategy. | 1 - 32 |
| 7. | Social Mobility Opportunity Area Programme. | 33 - 102 |
| 8. | Schools Admissions Arrangements for 2019/20 Academic Year. | 103 - 116 |

Cabinet Members

Chair

Ros Jones, Mayor of Doncaster

Vice-Chair

Councillor Glyn Jones, Deputy Mayor

Portfolio Holder for:

Housing and Equalities

Councillor Nigel Ball

Public Health, Leisure and Culture

Councillor Joe Blackham

Highways, Street Scene and Trading Services

Councillor Rachael Blake

Adult Social Care

Councillor Nuala Fennelly

Children, Young People and Schools

Councillor Chris McGuinness

Communities, Voluntary Sector and the Environment

Councillor Bill Mordue

Business, Skills and Economic Development

Councillor Jane Nightingale

Customer and Corporate Services



Doncaster Council

Report

6 February 2018

To the Chair and Members of the
CABINET

EARLY HELP STRATEGY

Relevant Cabinet Member(s)	Wards Affected	Key Decision
Councillor Nuala Fennelly Cabinet Member	All	No

EXECUTIVE SUMMARY

1. A cabinet report was supported in November 2015 which set out the transformation plans of the partnership Early Help offer (Early Help Strategy 2015-18) and local authority early help services. It included proposals and plans for transformation of the Children Centres into Family Hubs and a new delivery model for Youth provision.
2. Significant progress has been made in the embedding of an early help partnership offer. This is evident through robust performance management and reporting, positive external scrutiny, including the most recent Ofsted Single Inspection Framework.
3. 12 Family Hubs are operating in the 4 locality model and are integral in the delivery of the refreshed Early Help Strategy.
4. A cabinet report will be presented in April 2018 which will evidence the significant transformation of Youth provision in Doncaster via EXPECT Youth.
5. The main focus of this report is to inform Cabinet of the refreshed Early Help Strategy that was agreed by the Children and Families Executive Board in September 2017. This new Strategy (2017–2020) provides the opportunity to refocus the partnership understanding of Early Help and importantly how Commissioners and provider services 'think' and 'work' more effectively together over the long term.
6. Early Help should not only be seen as a response to additional or multiple/complex needs requiring a multi-disciplinary Team Around the Family (TAF) alone. Early Help is also an overarching philosophy that promotes prevention and earlier intervention that should influence all Strategies in Doncaster to achieve better outcomes for children and young people with a focus on the whole family's needs. In all cases it should seek to

narrow the gap in outcomes for some children and young people who are disadvantaged, either by their circumstance or the environment in which they live.

EXEMPT REPORT

7. This report is not exempt.

RECOMMENDATIONS

8. It is recommended that Cabinet:

- i) note the progress made in relation to the partnership Early Help Offer; and
- ii) Endorse the refreshed Early Help Strategy.

WHAT DOES THIS MEAN FOR THE CITIZENS OF DONCASTER?

9. The improved state of Early Help means that:

- Families who require additional support is identified earlier, receiving support in a timely manner, thus preventing problems escalating to more intensive levels of statutory intervention.
- The quality of early help support is continuously improving meaning that once families are stepped down to universal services, they are able to maintain their independence with limited additional support needed.

BACKGROUND

10. The past 2 years has seen significant transformation and progress in the partnership response to early help and the following provides some evidence:

Some examples of comments from parent and child audit evaluations include:

“I’ve never opened up to anyone before, they was good and supported me” Young person aged (16)

“Things are better, because they are making it more fun at home” Child aged (6)

“How to cope better with child’s behaviour” (Parent)

11. The early help approach has been embedded and as a result we know:

- 74% of **all** enquiries (8,437 of 11,411) into the early help hub are for children living in the 30% most deprived Local Super Output Areas (LSOAs) in Doncaster, which is a key indicator of need.
- 54% of enquiries (6,163 out of 11,411) to the early help hub have been for children aged 0 to 9, which shows a focus on the younger age range and earlier intervention.
- There continues to be an increase in the number of open early help cases from 1,637 Q3 16/17 to 1,948 in Q2 17/18, representing a 19% increase of children, young people and families receiving support at the earliest opportunity.
- 74% + of cases closed in Early Help (Team Around Child) have been sustained within universal services following closure (Sept 2016 to Feb 2017 cases closed between 6 to 12 month)

- Once children have been identified as having multiple or complex needs these are being assessed earlier resulting in children and young people being supported with a trusted person as their lead practitioner.
- Early Help case file audits (All partners excluding Parenting and Family Support Services (PAFSS) continue to evidence the improvements in compliance and quality of case recording and interventions with children, young people and families.
- Q3 (2017-18) 77% of cases audited (72/94) evidence that the needs of the child/young person are being met by the plan and that the interventions are making a difference to both the child and the family.

12. In stark contrast to the 2015 Ofsted SIF report which stated that the Early Help offer was under developed and fragmented resulting in families only receiving support once needs has escalated to a level where social care intervention is needed; the most recent Ofsted SIF (November 2017) states the following:

‘Early help work is well coordinated across 12 family hubs in four locality areas (0–18). A revised early help strategy has led to the integration of family support services and clearer pathways for parenting support, which ensures timely and targeted support for the most vulnerable families. The recent introduction of an early help hub encourages all agencies to support children and their families promptly. Early help coordinators provide valued support and training to lead professionals and track the timeliness and quality of work across the wider partnership. Cases are stepped up to children’s social care at the right time. Most early help assessments are detailed and child-focused.’

13. The previous Early Help Strategy (2015–2018) was written at a time of significant challenge to improve direct work with families and to evidence multi-agency responses to children and young people’s needs. This led specifically to the development of the Early Help Hub as the first point of contact for all enquiries from practitioners and Early Help Co-ordinators to support and challenge practice. The aim was to help practitioners to share information, seek advice and access services to support prevention and early intervention work with children and young people alongside their family.

14. There was a need to refresh the Early Help strategy in the wake of the development of the Children and Young People’s Plan (2017-20). The Early Help Strategy 2017 to 2020 intends to support the commissioning and delivery of services for prevention and earlier intervention (known as Early Help) to promote and secure better outcome for children and young people with the support of their families. Its focus is twofold:

1. The approach for individual children and young people (with their families) and how to respond to additional or more complex needs as they arise at any point in a child’s life; thereby securing better outcomes and avoid more costly interventions in the future.

2. The approach and practice from research and local intelligence to respond to groups of children and young people who are disadvantaged or vulnerable by known circumstances or environment.

15. The strategy identifies early help as a way of thinking and working together as services with families that have additional or more complex needs. Early help can prevent problems from getting worse by providing support to families when a need is identified or as soon as a problem emerges. This can be at any point in a child's life, from conception, through childhood and into adolescence. It can also prevent further problems arising by building resilience with families to find their own solutions in the future. It should not be seen as a specific service, but any service, and crucially how services work collectively through tailored support packages for specific needs in individual families. Any service should therefore be seen as early help as it is the quality of the response to family's needs rather than a specific service.
16. The Children and Families Executive Board has defined early help as the job of all public, private, voluntary and community services as well as citizens in Doncaster by taking a whole family approach and intervening in a co-ordinated way. **All services** and **all practitioners** including specialist services are responsible for delivering early help. Early help is based on needs of families not service thresholds. For example attendance support in schools, mental health services, substance misuse support etc. working with universal services, such as GP's, teachers or health visitors.
17. The effectiveness of Early Help is measured through the Early Help Strategy which details specific outcomes delivered through partnership working, as well as contributing to the child, young people and family outcomes within the Children and Young People's Plan (2017–20)
18. The strategy identifies 4 key objectives which will deliver the Early Help Strategy and approach:
 - Promote early help to families, communities and partners to develop a common understanding of prevention and earlier intervention
 - Embed the early help pathway to support children and young people who have additional or multiple/complex needs. This is being evidenced by the increase in referrals. There is now a Single Agency pathway, which will increase Early Help pathways support at a lower level and increase enquiries made for Early Help. Evidence of this will be reported in Q3 2017-18.
 - Support the lead practitioner role and increase responsibility across partner organisations
 - Develop Family Hubs to promote participation; increased access to services and improve integrated working to secure better outcomes
19. Doncaster Family Hubs are the transformational model designed to bring services together to work with families from conception, through childhood and into adolescents (0 to 18 and 24 where they have a disability) to deliver an integrated local offer. Any service that families may need can be accessed through Family Hubs through the provision of information or direct access to them; from day care and early learning to schools and alternative education; from midwifery and health visiting to mental health; from advice on parenting to family support and adult learning to employment opportunities.
20. There are 12 Family Hubs covering the whole of Doncaster with a number of venues in each geographical area where services are delivered. These are clustered and co-ordinated together in 4 locality areas to make best use of resources and space, along with service partners own buildings with many services delivered in a family's home.

Services should be accessible independently by families but also work together when a family have additional needs, or through an early help assessment and a lead practitioner to support multiple/complex needs. Family Hub's provide support through Early Help Co-ordinators to help any service or practitioner with the lead practitioner role.

OPTIONS CONSIDERED

21. Not applicable

REASONS FOR RECOMMENDED OPTION

22. DMBC is a the lead agency for early help through a partnership approach and joint responsibility under section 10 of the Children Act (2004) and restated in Working Together to Safeguard Children (2015).
23. With strong support from the Doncaster Children's Services Trust the Early Help agenda has progressed significantly from the 2015 position. Effective challenge and support has been evident at the highest level through the DfE appointed improvement partner Achieving for Children (AfC), the Performance Accountability Board (PAB), Doncaster Safeguarding Children's Board (DSCB) and the Early Help Implementation Group. The latter being a small focussed multi-agency group that provided leadership and pace in the early days whilst setting up the infrastructure and driving some of the performance improvements.
24. The previous Early Help Strategy (2015–2018) was written at a time of significant challenge to improve direct work with families and to evidence multi-agency responses to children and young people's needs. This led specifically to the development of the Early Help Hub as the first point of contact for all enquiries from practitioners and Early Help Co-ordinators to support and challenge practice. The aim was to help practitioners to share information, seek advice and access services to support prevention and early intervention work with children and young people alongside their family. There was a need to refresh the strategy in the wake of the development of the Children and Young People's Plan (2017–2020)

IMPACT ON THE COUNCIL'S KEY OUTCOMES

25.

	Outcomes	Implications
	<p>All people in Doncaster benefit from a thriving and resilient economy.</p> <ul style="list-style-type: none"> • <i>Mayoral Priority: Creating Jobs and Housing</i> • <i>Mayoral Priority: Be a strong voice for our veterans</i> • <i>Mayoral Priority: Protecting Doncaster's vital services</i> 	
	<p>People live safe, healthy, active and independent lives.</p> <ul style="list-style-type: none"> • <i>Mayoral Priority: Safeguarding our Communities</i> • <i>Mayoral Priority: Bringing down the cost</i> 	Through Early Help families are safeguarded and supported earlier preventing needs from escalating

	of living	
	<p>People in Doncaster benefit from a high quality built and natural environment.</p> <ul style="list-style-type: none"> • <i>Mayoral Priority: Creating Jobs and Housing</i> • <i>Mayoral Priority: Safeguarding our Communities</i> • <i>Mayoral Priority: Bringing down the cost of living</i> 	
	<p>All families thrive.</p> <p><i>Mayoral Priority: Protecting Doncaster's vital services</i></p>	
	<p>Council services are modern and value for money</p>	
	<p>Working with our partners we will provide strong leadership and governance.</p>	<p>DMBC is the early help partnership lead and the strategy is governed through the Early Help Strategy group – a multi-agency partnership.</p>

RISKS AND ASSUMPTIONS

26. The delivery of the early help strategy is critical in the building of a strong, vibrant Doncaster where families are able to thrive and to live in safe communities.
27. If the strategy is not effectively delivered, there is a strong risk of reputational damage to the Council as the partnership lead.

LEGAL IMPLICATIONS

28. The Council must make arrangements to promote co-operation between itself and partners with a view to improving the well-being of children relating to their physical and mental health and well-being, their protection from harm and neglect, their education, training and recreation and their contribution to society. When making these arrangements the Council must have regard to the importance of parents and other persons caring for children in improving their well-being.

FINANCIAL IMPLICATIONS

29. There are no specific financial implications arising from this report. During the period of the previous Early Help Strategy (2015-18), savings of £1.430m were achieved by the service. The total 2017/18 gross controllable budget for the Early Help Service is £2.411m. The Early Help Service is funded from a combination of General Fund Budget (£1.341m), DSG (£0.598m) and Public Health funding (£0.472m).
30. For information, grant funding of £475,000 to be paid over 3 years to EXPECT Youth (formerly Strategic Youth Alliance) was approved by Cabinet on 18th October 2016.

HUMAN RESOURCES IMPLICATIONS

31. While there are no specific HR implications related to the content of this report it should be noted that there is a functional review taking place covering all services

within the Learning and Opportunities: Children and Young People (LOCYP) directorate including the Starting Well service. The main strategic drivers, including the Early Help Strategy, have been taken into account as part of the functional review when considering any implications on the future structure of the service.

TECHNOLOGY IMPLICATIONS

32. None identified

EQUALITY IMPLICATIONS

33. We must give due consideration to the extent to which the council has complied with its public equality duty and given due regard to the need to eliminate discrimination and promote equality of opportunity. The equality of expectation for all children, including those that are disadvantaged, is a core value within all aspects of the early help strategy.

CONSULTATION

34. Families, through the Family Hubs were consulted on the design and implementation of a communications strategy and platform for early help.

BACKGROUND PAPERS

35. The complete strategy can be found at:
<https://dmbcpublicwebsite.blob.core.windows.net/media/Tenant1/Professionals%20Page/Documents/Early%20Help%20Strategy%20Revised%202017%20to%202020%20Final%20with%20Action%20Plan.pdf>

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Doncaster
Metropolitan Borough Council



Working together
for Stronger Families

Early Help Strategy for Children, Young People and their Families

***‘To increase opportunity and improve outcomes
through prevention and earlier intervention’***

2017 – 2020

**Revised following publication of the
Doncaster Children and Young People’s Plan 2017 – 2020**

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1. Introduction

This partnership strategy supports the commissioning and delivery of services for prevention and earlier intervention (known as Early Help) to promote opportunity and secure better outcome for children, young people and their families.

Its focus is twofold:

The approach for **individual children and young people** (with their families) and how to **respond to additional or more complex needs as they arise at any point in a child's life**; thereby securing better outcomes and avoid more costly interventions in the future.

The approach and practice from **research and local intelligence to respond to groups of children and young people who are disadvantaged or vulnerable** by known circumstances or environment.

1.1 Why a revised Early Help Strategy?

The Early Help Strategy has been revised and updated to reflect the publication of the Doncaster Children and Young People's Plan (C&YPP) 2017- 2020.

The previous Early Help Strategy (2015 – 2018) was written at a time of significant challenge to improve direct work with families and to evidence multi-agency responses to children and young people's needs. This led specifically to the development of the Early Help Hub as the first point of contact for all enquiries from practitioners and Early Help Co-ordinators to support and challenge practice. The aim was to help practitioners to share information, seek advice and access services to support prevention and early intervention work with children and young people alongside their family.

The Children's and Young People's Plan was also in development and prior to publication the Early Help Strategy led on a number of key indicators which needed to be progressed in the meantime. For example, Increase the number of children who were school ready; a decrease in persistent absence in schools; a decrease in the number of young people Not in Education Employment or Training (NEET).

1.2 Re-focusing delivery of Early Help

This new Early Help Strategy provides the opportunity to refocus our understanding of Early Help and importantly how Commissioners and provider services ‘think’ and ‘work’ more effectively together over the long term.

Early Help should not only be seen as a response to additional or multiple/ complex needs requiring a multi - disciplinary team around the family (TAF) alone. Early Help is also an overarching philosophy that promotes prevention and earlier intervention that should influence all Strategies in Doncaster to achieve better outcomes for children and young people with a focus on the whole family’s needs. In all cases it should seek to narrow the gap in outcomes for some children and young people who are disadvantage, either by their circumstance or the environment in which they live.

Early Help requires a whole family integrated approach and goes beyond a response and focus on children alone and their outcomes. It requires a collective response across a broad range of services, both in the community and adult services to address parents’ own vulnerability, or challenge behaviour which affects their children’s lives now and in the future.

2. What is Early Help?

Early Help is not a service but a way of ‘thinking’ and ‘working’ through a collaborative approach between services with families.

It is about prevention and earlier intervention, by providing support to families when a need is identified or as soon as a problem emerges, at any point in a child’s life. This can be from the point of conception through to the teenage years, to prevent or reduce the need for statutory services.

Early help can also prevent further problems arising, for example, if it is provided as part of a support plan where a child has returned home from a period of care, or protection through Children’s Social Care.

It is about working with the family by identifying their strengths whatever they may be and involving wider family members and friends building resilience to sustain change and to find their own solutions in the future.

3. Why is Early Help important?

By changing the culture from a late reaction to chronic and acute need and re-focussing activities and resources on the root causes of social problems, outcomes for children and families improve and costly statutory interventions can be avoided.

Investing in early help and better coordination of existing services will deliver significant benefits for partners and residents in Doncaster.

Graham Allen's (2011) ¹ report identified a long list of financial costs to society as a result of poor preventative services: For example

- a child with untreated behavioral problems costs statutory services an average of £70,000 a year by the time they reach 28 years old (10 times the cost of children without behavioral problems);
- the average cost of an individual spending a lifetime on benefits is £430,000 not including lost tax revenue;
- young people between the ages of 16 – 18 years who are not in employment, education or training cost an additional £45,000 in resource costs and £52,000 in public finance costs per annum;
- societal costs associated with mental health problems in the UK are estimated at £105.2 billion per annum. Health economists have calculated that a return of up to 3 to 7 times the original investment could be achievable by the time the young person is 21 years.

A Cost Benefit Analysis (Appendix 1) for Doncaster has been undertaken that details potential savings to the public purse that could be achieved through the effective delivery and the prevention of needs escalating to a level that requires significant intervention.

The calculations, based on national cost estimates, indicate that the annual cost of these interventions is in excess of £44m per annum across public sector services in Doncaster.

4. Who is responsible for delivering Early Help?

Local authorities, under Section 10 of the Children Act 2004, have a responsibility to promote inter-agency cooperation to improve the welfare of children.

The Children and Families Executive Board has defined this as the job of all public, private, voluntary and community services as well as citizens in Doncaster by taking a whole family approach and intervening in a co-ordinated way.

Operationally - This means **all services** and **all practitioners** including specialist services are responsible for delivering early help. Early help is based on needs of families not service thresholds.

Working with families rather than doing to them, services across all agencies and sectors can deliver combined support when additional needs arise.

¹ Early Intervention: Next Steps; 2011

For example attendance support in schools, mental health services, substance misuse support etc. working with universal services, such as GP's, Teachers or Health Visitors.

When required, families should have access to a person they can trust and have confidence in from any one of these services (universal or targeted) to act as a 'lead practitioner' as a single point of contact. This lead practitioner will help steer and co-ordinate a package of support where there are multiple/complex needs to secure better outcomes, i.e. a multi-disciplinary team around the family.

Strategically - Early help is also dependant on strategic vision and leadership for prevention and earlier intervention. Through the use of research and local intelligence resources will be targeted to whole communities and groups of children where there is possible risk and known vulnerability. This can be achieved through joint commissioning of services for shared outcomes; as well as providers looking for greater service integration and joint working across children's, adults and community services.

We know for example that the early years are a significant time in a child's life and therefore a specific area of focus for vulnerable families who would benefit from extra help. Likewise we know that poor school attendance is a good indicator of poor educational attainment which affects future employment and training opportunities as young people grow. This can affect both their long term outcomes and future generations of children through them as parents.

5. Outcomes to be achieved

The Early Help Strategy has specific outcomes² to achieve through partnership working as well as contributing to the child, young people and family outcomes within the Children and Young People's Plan (2017 – 2020)

Partnership Outcomes:

Provider services:

- actively identify and assess a child and families holistic needs as they arise
- respond to child and family's needs at the earliest opportunity, appropriate to those needs
- are confident as Lead Practitioners and collaborate as members of the TAF
- increase involvement of children and families in services they need
- improve integrated working around families and communities needs in order to reduce or avoid costly interventions.

² Appendix 2 - Early Help Performance and Outcome Measures

Children, Young People and Families Outcomes:

Doncaster Children and Young People's Plan Outcomes

- Staying Safe
- Being Healthy and Happy
- Achieving
- Equality

Early Help Strategy contribution

Children and young people with their family:

- live in safe, stronger families and communities
- thrive and are emotionally well
- are supported to reach their full potential
- become self-reliant and confident

For individual Family's progress through Early Help will be measured by an:

- 1.1 Increase in the confidence and ability of parents / carers to support and provide for their family – evidenced through the **Outcome Star** process
- 1.2 Increase in parenting capacity and confidence evidenced through parenting programme measures (**SDQ and DAS**)
- 1.3 Improvement in family resilience and reduced risk evidenced through a **reduced vulnerability level between allocation and closure**

The effectiveness of the whole Early Help Strategy will be determined by the key measures detailed in the performance scorecard (Appendix 2), along with the implementation of the key objectives through the planned actions in Section 9

6. How do we respond?

6.1 Early Help for Individual children, young people and families

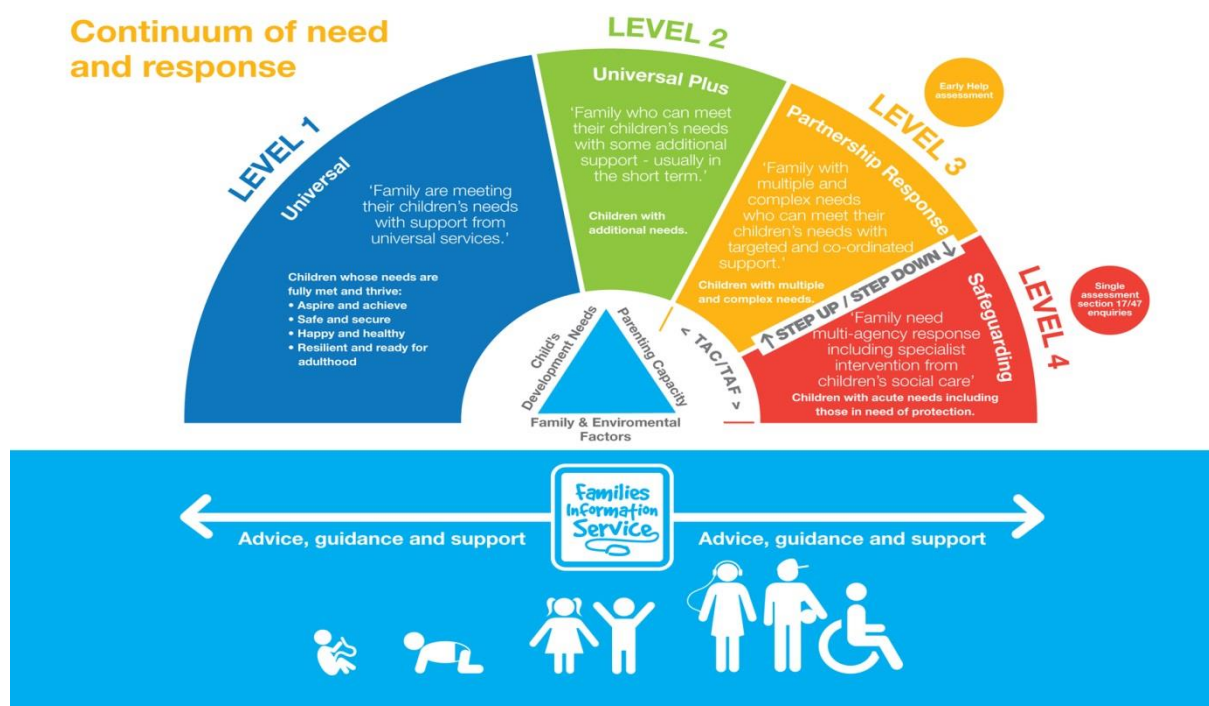
In Doncaster we use Early Help as the umbrella term that describes our continuum of service response from universal/additional needs (level 1 and 2) to multiple or complex needs (level 3) for individual children and families **wherever they live in Doncaster and whenever needs arise.**

This requires three levels of response:

- **Encourage and support parents** to access services on their own, making use of the [Families Information Service](#).
- **Single service response** when an additional need is identified where the family cannot deal with or meet on their own and can be addressed by promoting self-help with direct support to develop skills, knowledge and personal resilience.

- **Early help assessment and team around the family (TAF)** at times when multiple or complex needs are identified with the help of a lead practitioner to co-ordinate a multi - service response.

Note: Early Help through a TAF should respond to needs not only when they increase but also when they are reduced following any Children’s Social Care intervention. A Lead Practitioner will be identified, where appropriate, at case closure through safeguarding arrangements to continue work to sustain the family plan and outcomes achieved.



6.2 Early Help for known groups of children and young people

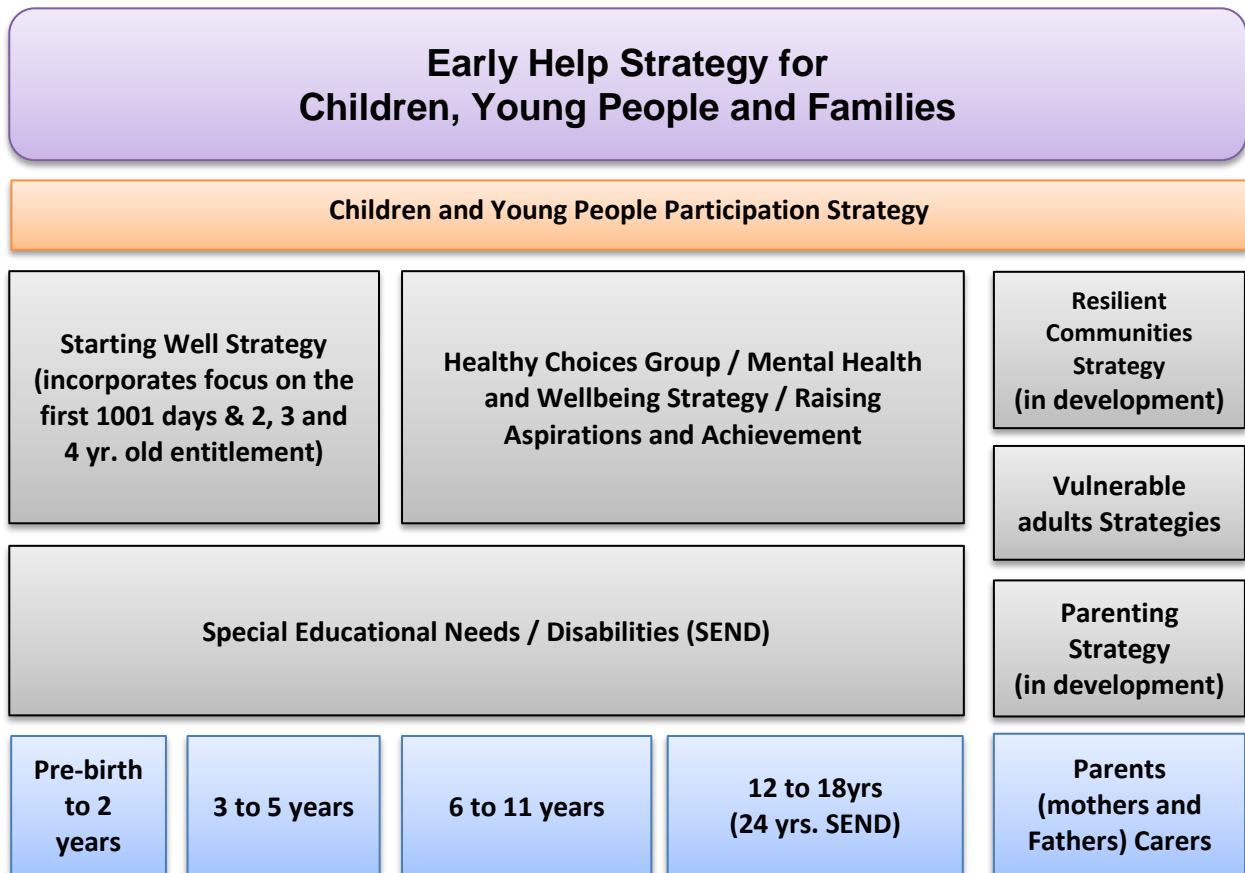
We also see Early Help in terms of the response to groups of children and young people who require planned and targeted support in advance who are vulnerable by circumstance or environment and require help to address inequality and poor outcomes as a result. For example, this could be children and young people who have special education needs or disability (SEND); from a specific cultural or ethnic background (BME); or children living in poverty.

Under these conditions **the Early Help Strategy will influence and support a number of key Strategies through a set of 9 principles to guide working arrangements and practice.** It is expected that this will establish and embed a philosophy of prevention and early intervention across Doncaster.

Principles for Prevention and Earlier Intervention.

- 1) Listen to the voice of children and young people to understand their journey and life experience and engage them in their own right as citizens in the design and delivery of services.
- 2) Whole family integrated working through knowledge and understanding of their holistic needs and the community in which they live, identifying a trusted person when needed to co-ordinate a response to multiple needs.
- 3) Strengths based approach to working with families and communities recognising their skills, knowledge and experience when developing plans.
- 4) Prevention and earlier intervention approaches to working that respond more quickly to risks and vulnerability to prevent escalation
- 5) Focus and emphasis on reducing the impact of parental / adult vulnerabilities and behaviour to promote better outcomes and safeguard children and young people
- 6) Involve the workforce and individual workers in understanding needs and issues of working with children, young people and families to inform practice and service delivery
- 7) Deliver evidence based and research informed practice that is focused on outcomes and learning from what works promoting innovative practice.
- 8) Services deliver in and through Family Hubs to share resources; develop effective joint working arrangements and promote a 'no wrong door' approach to support family's needs and interests.
- 9) Joint commissioning through pool budgets and shared resources to better understand needs; support effective planning; deliver efficient services; measure and evidence impact.

The Children and Young People’s Plan (2017 - 2020) identifies a number of Strategies and Groups who will adopt these principles and approach to support commissioning and delivery of services.



7. How do we achieve it?

We have identified 4 key objectives which will deliver the Early Help Strategy.

- Promote Early help to Families; Communities and Partners to develop a common understanding of prevention and earlier intervention
- Embed the Early Help pathway to support children and young people who have additional or multiple/complex needs
- Support the Lead Practitioner role and increase responsibility across partner organisations
- Develop Family Hubs to promote participation; increased access to services and improve integrated working to secure better outcomes

The planned actions to support the delivery of these objectives are in Section 9.

7.1 Promote Early help to Families; Communities and Partners

A guiding and key principle of early help and working with families is that **parents are the first source of support and influence for their children**. Parents³ and children themselves should be encouraged to 'self-serve', building on the skills, knowledge and experience of the whole family. Whether this is for additional or for more complex needs, this expectation of personal and collective responsibility and resourcing will support families to develop and find solutions for themselves now and in the future.

- Through redesigning and re-engineering the Families Information Service from a service led directory and source of information to a searchable 'need's' led resource will enable parents and children to find a range of service provision they can access to support their needs and interests.
- This FIS should also be used by partners to be aware of other services available and co-operate with each other when supporting individual families



Where needs increase and become more complex Parents and the wider family should know how to access help through any professional from any agency they come in contact with, or through their local Family Hub. They should know this is by consent and be supported throughout the assessment to identify their needs; identify the outcomes they would want to achieve and with the help of a trusted professional contribute to their family plan.

Communities and a wide range of Partners play a significant role in Early Help and need to be a source of support to individual families and help build communities as safe places for children and young people to grow up in.

The Early Help Strategy will support the ambition for Doncaster to be the most child friendly Borough in the country promoting the prevention and early intervention principles through key strategies and working practice

³ The term 'parents' is intended to include all those individuals of either gender or wider family in a parenting role.

7.2 Embed the Early Help pathway to support children and young people who have additional or multiple/complex needs

Effective Early Help for some individual children and young people relies upon local agencies and services working together to:

- Identify children and families who would benefit from early help;
- Undertake a whole family assessment of the need for early help; and
- Provide services to address the assessed needs of a child and their family which focuses on activity to significantly improve the outcome for the child

In Doncaster we have built the infrastructure and 'One Front door' to support families and practitioners from any agency to flag concerns or enquire about Early Help; share information and be supported to find the right pathway to support individual family's needs.



In the coming months we will build on the foundations of this work to ensure the pathways are embedded to address a range of needs and ensure the continuum of support is consistent and outcomes are evidenced.

7.3 Support the Lead Practitioner role and increase responsibility across partner organisations

A Lead Practitioner is someone who takes the lead to co-ordinate provision for a child and their family. This person can come from any professional background or agency known to the family. They act as the single point of contact when a range of services are involved with a child, young person or family and an integrated response is required.

The Lead Practitioner is not a job title or a new role, but a set of functions to be carried out as part of the delivery of effective integrated support – with assistance from an Early Help Coordinator.

These functions are to:

- **Act as a single point of contact** for the child or family, who they can trust and who can engage them in making choices, navigating their way through the system and effecting change.
- **Co-ordinate the delivery of the actions agreed by the practitioners involved** with the family to ensure that children receive effective support which is regularly reviewed.
- **Reduce overlap and inconsistency** in the services received.

Support package for Lead Practitioners



When a Lead Practitioner is identified, an Early Help Coordinator, based in the Family Hubs around Doncaster, is available to support them.

Lead Practitioner Support Package

There is a range of support for practitioners and services delivering an Early Help response:



When you are identified as a Lead Practitioner, an Early Help Coordinator, based in one of the Family Hubs around Doncaster, will support you in a number of ways:

 <p>One to one support As required, on all aspects of the role.</p>	 <p>Early Help and Lead Practitioner Networks (weekly) Covering case work discussions, (not management supervision), information sharing, and developing practice.</p>
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 <p>Early Help multi-agency case file audits Including assessing and evaluating the multi-agency response to the family's needs and the outcomes achieved from whole family plans. (N.B. this does not replace single agency audits were services are auditing the quality of their own professional practice.)</p>	 <p>Training and courses The case management system; What is Early Help; Role of Lead Practitioner; Assessment; Outcomes and Plans; Outcome Star; Other training as required. To book onto Lead Practitioner training, visit www.engagedoncaster.co.uk</p>	<p>For full support and information, advice and guidance, download the Early Help Handbook.</p>
 <p>Lead Practitioners are also offered information, advice and guidance from specialists, for example in:</p> <ul style="list-style-type: none"> • Childrens' mental health (CAMHS) • DVA (Domestic Abuse Navigators) • Employment advisors • CSE / EPIC • • Substance misuse / sex education / smoking cessation (Project 3) • Child development 0 to 5 yrs • 		

7.4 Develop Family Hubs to promote participation; increased access to services and improve integrated working to secure better outcomes

In 2014, the Centre for Social Justice proposed a model that they termed “Family Hubs”, which would see Children’s Centres become:

the ‘go to’ place for any parent to access services or information about all family-related matters including: birth registration, antenatal and postnatal services, information on childcare, employment and debt advice, substance misuse services, relationship and parenting support, local activities for families and support for families separating.

In July 2016 an All Party Parliamentary Group (APPG) report called ‘Family Hubs: The future of Children’s Centres’ was published with whole Family working becoming the norm, with Stronger Families Programme and Early Help driving this agenda.

A significant restructuring of Council services has meant a progressive move away from direct delivery providing the opportunity to progress the transition of our Children’s Centres in to Family Hubs in line with the recommendations set out in the APPG.

7.4.1 What are Family Hubs⁴ in Doncaster?

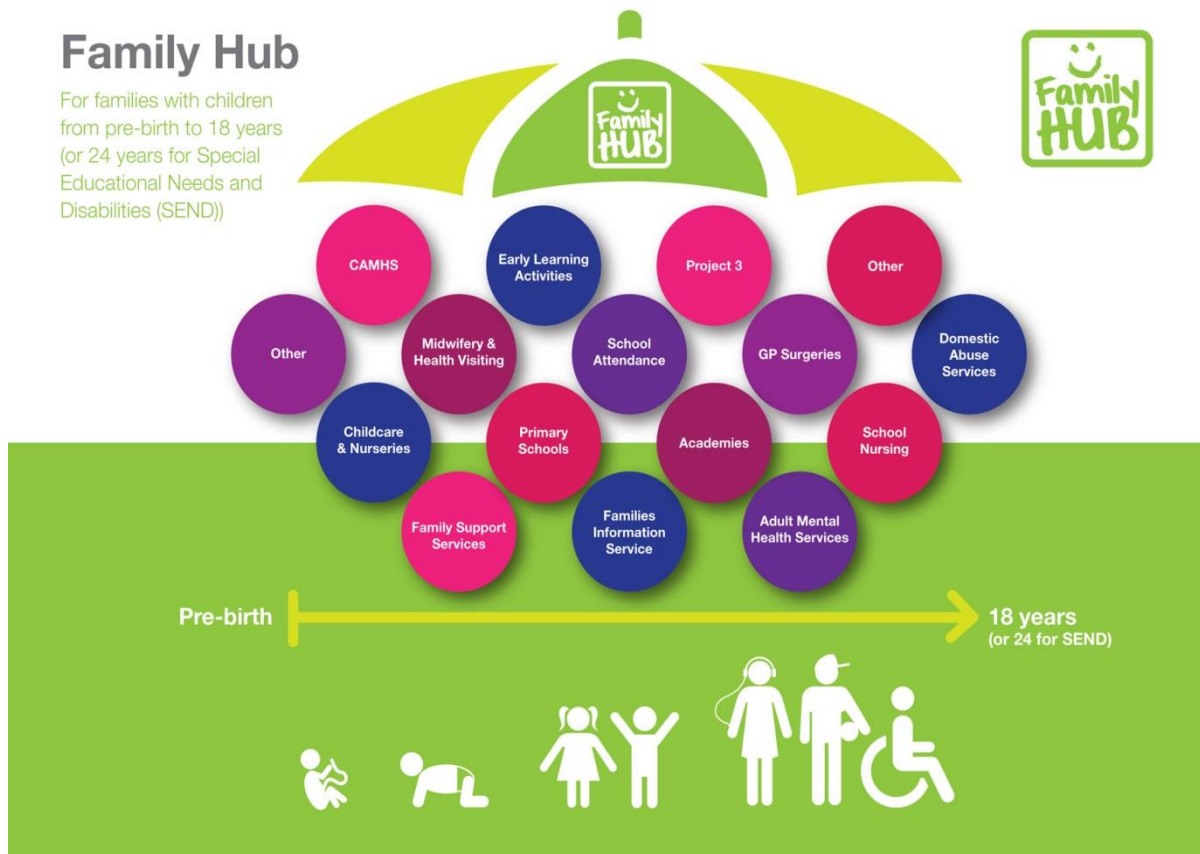
Doncaster Family Hubs are designed to bring services together to work with families from conception, through childhood and into adolescents (0 to 18 yrs. and 24yrs SEND) to deliver an integrated local offer. Think about any service that families may need and Family Hubs will provide information and access to them; from day care and early learning to schools and alternative education; from midwifery and health visiting to mental health; from advice on parenting to family support and adult learning to employment opportunities.

There are 12 Family Hubs covering the whole of Doncaster with a number of venues in each geographical area where services are delivered. These are clustered and co-ordinated together in 4 locality areas to make best use of resources and space, along with service partners own buildings with many services delivered in a family’s home. Services should be accessible independently by families but also work together when a child, young person or parent/carer has an additional need or through an early help assessment and a lead practitioner to support multiple/complex needs. Family Hub’s provide support through Early Help Co-ordinators to help any service or practitioner with the lead practitioner role.

⁴ Family Hubs should be seen as a family of services, not buildings, supporting the needs of children, young people and their families in their communities (12 localities)

Family Hub

For families with children from pre-birth to 18 years (or 24 years for Special Educational Needs and Disabilities (SEND))



Family Hubs for children and young people have a distinct brand to attract children and their parents and other family members. Within the Family Hubs brand a further youth brand has been developed to appeal specifically to young people called Youth Hubs.



7.4.2 What is the aspiration and outcomes for Family Hubs?

There are two key outcomes we want from our Family Hubs which are measured through the Early Help Strategy. They are:

- Increase involvement of children and families in services they need:
 - Children and young people are recognised in their own ‘right’⁵ and listened to when developing and reviewing services. (support the delivery of the Children and Young People Strategy)
 - Parents are encouraged and supported to self-serve the help their family’s need.
 - A broader range of services are available which make Family Hubs the ‘Go to Place’
 - Young People identify with the Youth Hub brand and access services they want through the EXPECT youth alliance⁶
 - Embed the Active Involvement of young people through ‘Youth Voice’ to ensure young people influence service provision and are actively involved in shaping their communities.

- Improve integrated working around families and communities needs in order to reduce or avoid costly interventions:
 - Timely response to child and family’s needs with support being delivered at pace to improve outcomes
 - Broad range of practitioners make Early Help enquiries and take on the lead practitioner role and contribute to TAF’ to support family’s needs
 - Quality of practice is good or better securing longer term outcomes
 - Practitioners and provider organisations identify with Family Hubs and make use of Families Information Service to develop effective working relationships and arrangements.
 - Actively promote and engage practitioners in delivering the Stronger Families Programme⁷ to maximise additional resources available, secure individual family outcomes and demonstrate payment by results.

8. Governance and Performance Management

⁵ United Nations Convention on the Rights of the Child (UNCRC)

⁶ EXPECT is an alliance of youth service commissioners and providers across the statutory and VCS to improve the response to young people’s needs, specifically those who are most disadvantaged

⁷ The Stronger Families Programme is the local name for the national Troubled Families Programme

8.1 Governance of the Strategy

This Strategy is owned by the Early Help Strategy Group (EHSg) on behalf of the Children and Families Executive Board. The EHSg has the strategic lead for Early Help, which includes partnership working at both operational and strategic levels, ensuring collaboration with service users and partners.

This Strategy and the action plan will be led collectively by the EHSg holding lead officers and partner agencies to account for its implementation and for the impact of service delivery.

The EHSg is supported by a permanent Performance and Practice Group which meets quarterly and is responsible to monitor and report on performance and make recommendations for practice. The EHSg also establishes specific task and finish groups, as required, to consult and develop partnership recommendations for improvement.

8.2 Working with other Strategic Boards and Groups

The EHSg do not intend to replicate the work undertaken by other Boards or Group but this strategy does provide the context and approach from which commissioning and service delivery should be driven for Prevention and Earlier Intervention.

The **Principles for Prevention and Earlier Intervention** detailed in Section 6.2 provide the context for working and will influence the work across Doncaster. For example, the Starting Well Strategy identify from research that the first 1001 days of a child's life has a significant bearing on future outcomes – this is Early Help; Targeted Youth support for young people missing key opportunities - this is Early Help; and Healthy Choices Group steered by research responding to young people's lifestyle choices which place them at risk – this is Early Help.

8.3 Individual Partner responsibility and accountability

The Children and Families Executive Board through the EHSg will provide leadership to improve the outcomes and well-being of children, young people and families through prevention and earlier intervention.

However, it is the responsibility of individual partners to evidence the work they do to improve the quality, effectiveness and contribution they make to Early Help. They will do this through a range of activities for example, participation of their workforce in training and development; evidence outcomes from family plans; and workers taking on the lead practitioner role.

They should also adopt, where appropriate the agreed **Principles for Prevention and Earlier Intervention** to support their day to day work detailed in Section 6.2

8.4 How Partners will measure progress and success

The Partnership agrees that promoting Early Help is a shared priority for all agencies and in order to achieve value for money, it is important that we quality assure the work we do both in terms of the individual service user's experience, but also the overall effectiveness of services. In support of this there are a number of different ways the partnership will measure progress and the impact of the strategy.

8.4.1 Strategy Action Plan

This Strategy has planned actions to progress the objectives and work towards the outcomes detailed in Section 9. This will be reviewed quarterly throughout the year by the EHSG with a key stage review report in March 2019 detailing progress so far and the impact of the work. This review will determine the actions required in 2020 and final year of the strategy.

Where there is concern over progress in an area of practice or outcome throughout the year the partnership may decide on a 'deep dive' to understand the issue in more detail and help overcome any challenges or barriers identified. This maybe a single agency 'deep dive' or a specific task and finish group to undertake this work.

8.4.2 Progress of Early Help Performance and Outcome Measures

Annually the partnership will formally review the Performance Scorecard (Appendix 2) to monitor improvement, although indicators will be reviewed by exception quarterly. This review may identify areas where improvement has slowed or the trend causes concern. The partnership will discuss with the lead partner who has responsibility for these specific indicators their plans for improvement with the intention to provide support to change the current or trend position.

The Performance and Practice Group will meet quarterly to support and progress this work on behalf of the EHSG and report progress with specific recommendations.

9. Early Help Strategy Objectives and Actions - 2017 to March 2019

Objective One - Promote Early help to Families; Communities and Partners to develop a common understanding of prevention and earlier intervention	Objective Two - Embed the Early Help pathway to support children and young people who have additional or multiple/complex needs	Objective Three - Support the Lead Practitioner role and increase responsibility across partner organisations	Objective Four - Develop Family Hubs to promote participation; increase access to services and improve integrated working to secure better outcomes
<p>Key actions:</p> <ul style="list-style-type: none"> • Review and develop as necessary communication products to disseminate key messages for Early Help to professionals. This will include information Family Hubs and their development, and the Families. • Develop and implement a full Engagement Plan: <ul style="list-style-type: none"> a) to promote and engage partners in delivering Early Help (B2B) through FiS and Family Hubs and b) engage children/ parents in use of the FiS and Family Hubs to support their needs (B2C) and • Embed Early Help (9 Principles and Practice) through key strategies to deliver the Children and Young People Plan and narrow the gap in outcomes for children against their peers. • Engage Commissioners of services to deliver Early Help (9 Principles and Practice) for families with additional and multiple/complex needs. • Engage key strategic/ programme leads for children and adults with specific vulnerabilities and behaviours to deliver Early Help. <ul style="list-style-type: none"> ➤ Place Plan – Complex Lives, specifically parental impact on C&YP; Starting Well (impact of first 1001 days) and Vulnerable Adolescents 	<p>Key actions:</p> <ul style="list-style-type: none"> • Develop measures to reduce waiting times between referral and support (High Priority). • Expand the range of practitioners and services making enquiries for Early Help, specifically for those families identified as vulnerable and underrepresented through local intelligence reports. • Embed the step up and step down arrangements which are in place between early help and CSC to support family's needs and engage families to promote and sustain outcomes for their children • Develop the use of the single service pathway within the EHM by key partners to improve the collection and use of CYP and family's information to support their needs • Harmonise the SEND pathway with EH pathway to assess the holistic needs of these children and improve the practice response • Consider harmonising EH path with other processes to support vulnerable children's needs e.g. school attendance; behaviour • Review the Early Help pathway to make further improvement to the system to improve the quality of the assessment framework; family plan and recording of work and outcomes. (consider one single assessment across EH and CSC to improve information sharing; understanding of needs and decision making – 'One Front Door' principle and practice) 	<p>Key actions:</p> <ul style="list-style-type: none"> • Improve the timeliness; quantity and quality of assessments and family plans to reflect the range of family's needs securing longer term outcomes by: <ul style="list-style-type: none"> ➤ Increasing the take up of training and other workforce development opportunities to improve multi-agency staff skills and knowledge. (Early Help, Lead Practitioner, Outcomes Star use of EHM) ➤ Improve the one to one support for lead practitioners and use of weekly network meetings to increase confidence of all practitioners ➤ Improve case file audit processes to support participation and consistency of practice through effective moderation and quality of audit ➤ Develop and commission multi-agency training that support the identification of needs within individual case work e.g. neglect; family functioning etc... ➤ Increase the range of specialist services offering IAG to lead practitioners and workers in TACs to build confidence and skills to support family's needs. ➤ Agreed worker roles and case limits across adults and children's workforce to take on the LP role 	<p>Key actions: Promoting Participation</p> <ul style="list-style-type: none"> • Undertake a needs analysis of each locality using data and local intelligence to identify the particular needs and gaps in services of each local community. • Develop partnerships with other services to widen and better coordinate the offer within each locality. • Support the Children and Young People's Participation Strategy by engaging with families and providers in gaining their voice of children and young people to influence, develop and review services. • Define the Youth Offer, Including Expect Youth Alliance⁸ with young people to enable them to influence service development. <p>Key actions: Increase access to services</p> <ul style="list-style-type: none"> • Develop Community profiles for each local area served by Family Hubs which incorporates the needs of community and identifies key indicators of need. • Promote and develop the use of FIS within Hubs as a resource for families and professionals. • Redesign and re-engineer the Families Information Service to be: <ul style="list-style-type: none"> ➤ a searchable 'need's' led resource for families

⁸ EXPECT is an alliance of youth service commissioners and providers across the statutory and VCS to improve the response to young people's needs, specifically those who are most disadvantaged

<p>➤ Stronger Families</p> <ul style="list-style-type: none"> • Support the development and delivery of a 'Resilient Communities' Strategy which promotes participation of children and young people and builds communities responsibility to safeguard C&YP • Improve the collection and assessment of key performance indicators/measures and outcomes at Borough and locality level to drive the quality and effectiveness of practice through the Early Help response by partners • Local intelligence from performance and outcome data informs the commissioning and contracting of services 		<ul style="list-style-type: none"> • Improve the quality of support for LP's through development of the EH Co-ordinators as exemplar practitioners for Early Help • Develop and promote a standard practice model of supervision for the role of LP which is used across the partnership to improve the quality and effectiveness of case work with families and support the welfare of staff. • Support and challenge partners who are currently not undertaking the role of LP across the age range, but specifically those working with children 0 to 3 years and with adolescents. 	<ul style="list-style-type: none"> ➤ accessible and used by partners to be aware of other services available and co-operate with each other when supporting individual families ➤ a single repository of information to support service mapping for commissioning <p>Key actions: Improve integrated working</p> <ul style="list-style-type: none"> • Review all locality governance arrangements and forums to ensure active engagement of families and the community and to reduce duplication of partner's resources • Engage practitioners in delivering the Stronger families Programme to maximise additional resources • Work with partners to develop and implement information sharing agreements. • Promote an open door policy to professionals and identify appropriate areas they can work and make them aware of the resources within Hubs
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10. Abbreviations

APPG	All Party Parliamentary Group
BME	Black and Minority ethnic
C&YPP	Children and Young People Plan
EHSG	Early Help Strategy Group
FIS	Families Information Service
NEET	Not in Educations, Employment or Training
SEND	Special Educational Needs and Disabilities
TAF	Team around the family

11 Appendices

- Appendix 1 Cost benefit values - based on Early Intervention Foundation Estimates
- Appendix 2 Early Help Performance and Outcome Measures

Appendix 1: Cost benefit values (based on Early Intervention Foundation Estimates⁹)

Service	Activity	EIF Cost Item	Assumed Value per child**	Number per annum	Cost/Rate Source	Beneficiary	Total Cost	1% reduction	5% reduction
Schools DMBC EWO	Managing persistent school absence Managing school Exclusions	Pupils receiving one + fixed period exclusion PRU placements	£730	1140	Brookes ¹⁰ /DMBC	SY Police	£832,200	£8,322	£41,160
			£15,000	84	DMBC/DMBC	DSG	£1,260,000	£12,600	£63,000
DCST	Child Protection surveillance Children in Care support Children in Need support	Child Protection Plan LAC	£5,524	320	Saied-Tessier ¹¹ /DCST	DMBC	£1,767,680	£17,676	£88,384
			£66,064	487	NEM ¹² /DCST	DMBC	£32,173,168	£321,731	£1 608,658
		£1,610	1661	NEM/DCST	DMBC	£2,674,210	£26,742	£133,710	
NHS Trusts	Hospital treatment	Admission due to injury Admission due to self-harm	£1,384	354	NICE ¹³ /CCG	NHS RDaSH	£489,936	£4,899	£24,496
			£1,996	126	NICE/CCG	NHS RDaSH	£251,496	£2,515	£12,574
	Substance abuse treatment	Substance abuse treatment	£126	144	DH ¹⁴	DMBC PH	£18,144	£181	£907
				88		DMBC DCST contract	£11,088	£110	£554

⁹ Early Intervention Foundation 'The Immediate Fiscal Cost of Late Intervention for Children & Young People' 2015

¹⁰ Brookes et al 'Misspent Youth' 2007

¹¹ Saied- Tessier' Estimating the cost of sexual abuse'2014

¹² New Economy Manchester Unit Cost database 2015

¹³ National Institute for Health & Clinical Excellence 2010/11

¹⁴ DH NHS reference costs 2012-13

DMBC	Financial support to NEET	16/17 NEET number	£575	127	NEM	DWP	£73,025	£730	£3,651	
		18/19 NEET number	£4,597	397	NEM	DWP	£1,825,009	£18,250	£91,250	
DCST YOS/Police	Managing anti-social behaviour Managing Youth offending & support	Reported anti-social behaviour incidents	£353	Not available at present	NEM NAO ¹⁵	Police Justice Police DMBC DCST contract (YOS)	Not available at present	Not available at present	Not available at present	
		Young offender in youth justice system	£7,307 £1,132 £459							
DCST/Police	Supporting Domestic Violence child victims	Reported domestic violence cases involving children	£1,415 £758 £1,923 £317	566	Walby ¹⁷	Justice SY Police NHS DMBC DCST contract* Housing DMBC DCST contract *** Wider Public Sector	£3,141,300	£31,413	£157,065	
			£181 £5,550							
		DMBC ¹⁶ Innovations figure	£923							391
							44,878,149	448,777	2,243,453	

¹⁵ National Audit office 2011

¹⁶ Innovations Programme Full proposal DCST 2015

¹⁷ Walby, 'The Cost of Domestic Violence' 2009

*Doesn't include LAC costs

** Base on 2014-15 valuation by EIF

***Includes LAC costs

Appendix 2 - Early Help Performance and Outcome Measures Scorecard

Early Help Performance and Outcome Measures Scorecard

Children, Young People and Families Outcomes:

Children and young people with their family:

- live in safe, stronger families and communities
- thrive and are emotionally well
- are supported to reach their full potential
- become self-reliant and confident

Partnership Outcomes:

- Actively identify and assess a C&F's holistic needs as they arise
- Respond to C&F needs at the earliest opportunity, appropriate to those needs
- Are confident as Lead Practitioners and collaborate as members of the TAFs
- Increase involvement of children and families in services they need
- Improve integrated working around families and communities needs in order to reduce or avoid costly interventions.

Process Measures:

- 3.1 * Time taken from an Early Help enquiry to a family receiving an early help support
 - a. Average working days from enquiry to allocation
 - b. Average working days from allocation to start of EHA
 - c. Average working days from start of EHA to completed EHA including draft Family Action Plan
 - d. Average working days from completed EHA to the TAF/C meeting
- 3.2 * Number of families eligible through the Stronger Families programme
 - a. Identified and eligible
 - b. Engaged with
- 3.3
 - a. Increase in the use by CYP&F of the Families Information Service
 - b. Increase in the No. and % of organisations updating service information on the FIS [website](#) within agreed timescales
- 3.4 Increased registration, accessing and engagement with Family Hubs

Quality Measures:

- 4.1 Broad range of practitioner's access training and development to undertake the Lead Practitioner role
- 4.2 Broad range of practitioner's making enquiries to the Early Help Hub to support family's needs
- 4.3 Broad range of practitioner's across agencies using the EHA and take on the Lead Practitioner role to support family's needs
- 4.4 Children and young people's wishes and needs are evidenced through the family plan
- 4.5 Quality of practice increases and is evidenced through audits being judged good or better

Outcome Measures

Family:

- 1.1 Increase in the confidence and ability of parents / carers to support and provide for their family – evidenced through the Outcome Star process
- 1.2 Increase in parenting capacity and confidence evidenced through parenting programme measures
- 1.3 Improvement in family resilience and reduced risk evidenced through a % decrease in vulnerability level between allocation and closure.

Practitioner / Service:

- 2.1 * Rate of Children receiving a multi-service Early Help support, per 10,000 population
- 2.2 * % Re-referrals for Early Help Services
- 2.3 * % of Social Care referrals previously receiving Early Help support
- 2.4 % of cases closed to Children's Social Care receiving Early Help support
 - a. following C&F assessment
 - b. following intervention
- 2.5 * Rate of Children in Need, per 10,000 population
- 2.6 * Rate of Children in Care, per 10,000 population
- 2.7 * % Re-referrals for statutory Social Care Services
- 2.8 * Number of Stronger Families: claim made

*Identified measure within the C&YPP 2017-2020



To the Mayor and Members of the CABINET

SOCIAL MOBILITY OPPORTUNITY AREA PROGRAMME

Relevant Cabinet Member(s)	Wards Affected	Key Decision
Cllr Nuala Fennelly Lead Member Children, Young People and Schools	All	Yes

EXECUTIVE SUMMARY

1. This paper provides detail regarding the recent publication of the Doncaster Opportunity Area (OA) Delivery Plan (DP) and sets out the funding associated with the OA programme which is due to be transferred to DMBC over the life of the programme (2017/18 to 2019/20)
2. The Delivery Plan includes 4 priorities:
 - Building solid foundation for all children;
 - Brilliant teaching and leadership for all secondary pupils programme;
 - No career out of bounds; and
 - Opportunities extend to all
3. Each priority is led by a working group made up of local stakeholders and the programme is governed by a Partnership Board (PB) into which all the working groups report. The Partnership Board is responsible for making decisions relating to the OA Programme, these will then need to be signed off through Council governance in accordance with relevant guidelines. For expediency we are seeking Partnership Board approval of these proposals in parallel. Any substantive changes resulting from this process will need to be signed off by Cabinet.
4. The paper makes proposals about commissioning services with the dedicated funding to implement the activities promised in the Delivery Plan, in 2017/18 this includes a £1,050k grant to Expect Youth to deliver the Essential Life Skills element of the OA programme and an associated mentoring offer, a £300k grant to Partners in Learning (PIL) to deliver tailored training to teachers and school leaders, in line with identified need and £100k of further expenditure through contracted services, grants of under £50k to, for example, schools or staff salaries.
5. The paper also proposes that the Council provide commissioning support to Expect Youth and PIL, to both enable them to commission further activity in year and to develop each organisations internal commissioning capacity.
6. It also proposed working with other OAs and DfE to establish a National framework for

2018/19 and 2019/20.

7. The Delivery Plan is attached at Annex A and available following this link [Doncaster plan](#)

EXEMPT REPORT

8. This report is not exempt.

RECOMMENDATIONS

9. It is recommended that Cabinet:

- a) Acknowledge and support the Opportunity Area Delivery Plan;
- b) Agree to accept funding of up to £8.75m over the lifetime of the programme and to receive a further report detailing the terms of the grant and proposed allocation of funding for 2018/19 and 2019/20;
- c) Approve a grant of £1,050k to Expect Youth and a grant of £300k to Partners in Learning and to agree the method of providing the funding, process/approval for withdrawing the funding and approval of the specific funding agreement to be delegated to the Director of People and Chief Financial Officer, in consultation with the portfolio holder for Children, Young People and Schools;
- d) Agree to £100k of further expenditure through contracted services and grants of under £50k and the allocation of such funding be delegated to the Director of People in consultation with the Partnership Board; and
- e) Agree that for 2018/19 and 2019/20 the Council work with the DfE and other OAs to develop a national framework spanning all OAs over the early stages of the coming year.

WHAT DOES THIS MEAN FOR THE CITIZENS OF DONCASTER?

10. The Doncaster Opportunity Area Delivery Plan sets out an ambitious agenda to improve social mobility for the children and young people of Doncaster by reducing the gap in attainment between disadvantaged and non-disadvantaged children at primary school; improving the performance of the borough's secondary schools, helping Doncaster's young people to find the right academic and vocational routes to the careers they aspire to; and taking active steps to help the most vulnerable, to access opportunities that will support them in and out of education.

BACKGROUND

11. The Opportunity Area Programme was launched in January by the Department for Education (DfE), it identified 6 social mobility hotspots and allocated each £6m over three years to tackle social mobility, building on the available evidence base. On 18th January a further 6 regions were announced, including Doncaster.
12. Over the last year DfE, working closely with the Council, have analysed available data, engaged local stakeholders and consulted with young people and professionals to develop a plan to improve the life chances of Doncaster's young people. The plan, that was published on the 19th January sets out high level proposals for change and improvements and particular activities in 2018.
13. The OA programme has established a working group for each of the 4 priorities and a

Partnership Board (PB) to govern the programme. The PB is chaired by Professor Chris Husbands, Vice Chancellor of Sheffield Hallam University and Damian Allen, Director of People is a PB member. The full membership of the working groups and the partnership board is at Annex B. The working groups' role now is to develop detailed proposals to deliver the DP commitments. All decisions relating to the OA will be taken by the PB.

14. To ensure synergy with wider Council activity the OA work also sits within the learning theme in the Doncaster Growing Together Programme. We will monitor and report on progress and manage dependencies with related projects and programme through the DGT programme.
15. We have recruited a Programme Manager, Robin MacNeill to lead on implementation of the plan, working closely with colleagues across the Council, DfE and wider stakeholders. David Ayre Head of Service in the Strategy & Performance Unit, has acted as the LA lead on the development of the plan, working in partnership with DfE and drawing on expertise of colleagues across the Council and the wider Team Doncaster partnership, as required.
16. Development of the delivery plan has been informed by the views of children and young people, who were engaged through a variety of approaches including an event at the Doncaster Dome and visits to particular vulnerable groups, including looked after children. We will continue this engagement through implementation to ensure the views of children and young people have not only informed the identification of high level priorities but also the detail of the activities we put in place.
17. An Essential Life Skills Programme has also been launched, this aims to share opportunities to engage in extra-curricular activities with the more disadvantaged to develop non-cognitive abilities, collectively named, 'essential life skills'. There is additional funding associated with this programme. The ELS programme brings £2.75m over the 3 year lifetime of the programme. It is funding released by the 'sugar tax' and has been distributed between OAs on the basis of the number of disadvantaged children in the areas. More detail on the rationale for the ELS programme can be found in Annex C.
18. Expect Youth is the name the Strategic Youth Alliance (SYA) have taken since they were established as an association. The Council committed £475k over 3 years to develop the SYA to deliver the youth offer element of starting well. This was grant funding approved through a Cabinet report in June 2016. Since their formation Expect Youth have performed well against the principles in their grant agreement including exceeding ambitions in terms of identifying match funding to sit alongside the Council grant, including successfully bidding for £1m of #iwill¹ funding.
19. Expect Youth's partners are already delivering a range of high quality youth-centred provision across the borough. Partners include Club Doncaster Foundation, Flying Futures, Doncaster Community Arts, Doncaster Culture and Leisure Trust, Doncaster Children's Service Trust, Active Fusion, the Chamber of Commerce, Public Health and Doncaster Council Youth Services.

¹ The #iwill campaign vision is to make involvement in social action the norm for 10 to 20 year-olds across the UK by 2020. The provision of high quality opportunities, available to all, will enable social action to become a part of life for young people and, it is hoped, form a lifelong habit of community engagement.

FUNDING

20. In addition the ELS funding of £2.75m, the OA Programmes brings with it £6m of funding which will be transferred through to the Council, in quarterly instalments. The assumption is that this funding will be used to deliver the activities and ambitions in the plan. £450k is profiled for 2017/18 and £1m of ELS is profiled for 2017/18. The annual profile of funding for the OA and ELS funding streams is included in table 1 below.

Table 1

	2017/18	2018/19	2019/20
OA ²	£450,000	c£3.5m	c£2m
ELS	£1,008,267.22	£1,750,199.70	0
total	£1,458,267.22	£5,250,199.70	£2,000,000

21. In addition to these dedicated funds national programmes are also being focussed on OAs. This includes the Teaching and Leadership Fund and the Strategic School Improvement Fund. This funding will go to national providers who will deliver training to teachers in schools in the borough, this is managed nationally so the Council will not be required to commission this provision.

22. We recommend that Cabinet agree to accept the funds associated with the OA and ESL programmes and that we seek to allocate these funds to meet the DP objectives as set out in this paper.

Commissioning in 2017/18

23. 2017/18 is the first year of a three year programme, we are keen to drive implementation forward and give our interventions as much time as possible to have an impact. DfE share this desire to see implementation progress and as such have asked that we commit funding profiled for 2017/18 by the end of March 2018 and that funding is spent promptly within an agreed timeframe but at latest by the end of the next academic year, August 2019, with spent meaning spent in the fullest sense, for example delivering services to children and young people. There is a risk that failure to commit and spend funding could result in future years payments from DfE reducing or in extreme cases being stopped.

24. The proposals in this paper look to move quickly to implementation while ensuring the funding is used effectively and in line with the relevant finance and procurement guidelines, it also seeks to strike a balance between expenditure on the issues now and investment in the future. Part of the approach taken is to recommend using organisations already actively engaged in the programme, with whom the Council already has grant funding arrangements, on the basis these organisations will be well placed to hit the ground running.

Essential life skills

25. We propose grant funding £1,050k to Expect Youth to deliver an Essential Life Skills

² The 2018/19 and 2019/20 figures are estimates, DfE will be confirming the 2018/19 figure in the New Year, the total transferred to DMBC from the OA line will be less than £6m as there are some central costs around for example evaluation that have been taken out at source.

offer to the schools in the borough and an associated mentoring programme targeted at the most vulnerable children in Doncaster. Vulnerable children include children in care of the state, those supported by national programmes, like the Troubled Families Programme, those with Special Educational Needs or elective home schooled children. The offer would take the form of a directory of extra-curricular activities schools could pick from to best meet the needs of their children, supported by mentoring and coaching to help children make the most of these opportunities. These would be designed to develop essential life skills. We would ask that in developing the directory of activities they carry out a tendering exercise to both broaden the offer available to Doncaster children but also to further develop the voluntary community sector (VCS) in the borough, in line with the objective we gave them when they were established. This increased investment in the VCS would bring wider benefits to local communities, where we can find ways to engage this valuable sector in delivery of delivery agreement priorities, with the vulnerable children priority being a particularly good fit. Expect Youth do not currently have commissioning capacity so we propose the Council provide commissioning support to the tendering exercise with a view to developing internal commissioning capacity in Expect Youth.

26. A specification for this activity is included in Annex D, this sets out what needs to be delivered plus ongoing performance management arrangements, to monitor spend and impact.

Continuing Professional Development in Doncaster Schools

27. Continuing Professional Development (CPD) is a significant part of the offer to schools and the DP sets out a range of strands of activity to both establish and meet CPD needs in Doncaster schools

28. We propose a £300k grant to Partners in Learning to meet the variety of training needs expected to arise over the first year of the programme.

29. Some of the training would be delivered by PIL, some through national programmes and some through training providers procured by PIL. The benefit of this approach is it allocates funding within the required timeframe but enables us to take time working with schools to identify specific training needs, for example through the proposed curriculum review of secondary schools maths, English and science provision. PIL do not have significant commissioning capacity so we would offer commissioning support to both carry out any tendering and develop commissioning capacity in PIL.

OPTIONS CONSIDERED

30. Do nothing. Clearly this is not a viable option, it would cause reputational damage with DfE and fail to realise the benefits of this funding on local children and young people. Failure to spend the funding in year 1 is likely to result in funding being withdrawn in future years.

31. A competitive tender process. The timeframes associated with a competitive tender of this scale are prohibitive if we are looking to commit funding this financial year. It is not possible in the available time.

32. Grant fund another provider. This was considered but discounted based on the strong track record PIL have in this area and the breadth of partners EY bring together.

REASONS FOR RECOMMENDED OPTION

33. Both EY and PIL have been closely engaged with the OA programme to date so can help moved swiftly to implementation and maintain momentum developed through the early planning phase of the work. They are both exceptionally well placed to take this work on. Supporting local middle tier organisations brings additional sustainability, not only will the investment deliver immediate gains but it will also increase local capacity and strengthen partnerships, to the benefit of the region for years to come.
34. The proposal that they both carry out onward commissioning brings on opportunity to test the market and bring in additional capacity and capability to enhance the offer they can bring as organisations and partnerships. This offers a best of both worlds solution.

Remaining areas of commissioning

35. The range of services we anticipate funding / commissioning with the remaining £100k of 2017/18 OA funding includes: salary associated with the programme manager role; the Post 16 Review; a study looking at parental engagement and funding for Children’s University places for disadvantaged children.

Commissioning in 2018/19 to 2019/20

36. Decisions on this spend will be made through the priority working groups and agreed with the PB. To support commissioning in future years we aim to establish a national framework, spanning all OAs, hosted either by DfE or one of the OA Local Authorities. The benefits of this approach include:
- Provide a structure for organisations to work with OAs;
 - Support organisations with a “national footprint” to deliver in OAs and encourage them to think about an offer to OAs;
 - Enable OAs to act with scale, improving our purchasing power and our collective ability to deliver VfM;
 - Enable greater efficiency in delivery through collaborative advantage;
 - Ensure “compliance” and “transparency” across OA delivery.
37. We will work with DfE and other OAs to implement this over early stages of the coming year. We will update Cabinet on progress on a 6 monthly basis and will seek approval for spend in years 2 and 3 of the programme through these updates.

IMPACT ON THE COUNCIL’S KEY OUTCOMES

38. There is strong correlation between the priorities in the Delivery Plan, and the council’s key outcomes. The implications for these are set out below:

	Outcomes	Implications
	<p>All people in Doncaster benefit from a thriving and resilient economy.</p> <ul style="list-style-type: none"> • <i>Mayoral Priority: Creating Jobs and Housing</i> • <i>Mayoral Priority: Be a strong voice for our veterans</i> 	<p>Young people, particularly those from a disadvantaged background are equipped to access education, employment or training with a view to moving into further or higher</p>

	<ul style="list-style-type: none"> • <i>Mayoral Priority: Protecting Doncaster's vital services</i> 	education and employment.
	<p>People live safe, healthy, active and independent lives.</p> <ul style="list-style-type: none"> • <i>Mayoral Priority: Safeguarding our Communities</i> • <i>Mayoral Priority: Bringing down the cost of living</i> 	Most vulnerable children supported in engaging in school and extra-curricular activities to equip them with the skills they need to thrive.
	<p>People in Doncaster benefit from a high quality built and natural environment.</p> <ul style="list-style-type: none"> • <i>Mayoral Priority: Creating Jobs and Housing</i> • <i>Mayoral Priority: Safeguarding our Communities</i> • <i>Mayoral Priority: Bringing down the cost of living</i> 	Allocation of funding to the voluntary community sector will strengthen this sector, to the benefit of Doncaster citizens.
	<p>All families thrive.</p> <ul style="list-style-type: none"> • <i>Mayoral Priority: Protecting Doncaster's vital services</i> 	Families from disadvantaged backgrounds encouraged to engage in their children's education.
	Council services are modern and value for money.	
	Working with our partners we will provide strong leadership and governance.	

RISKS AND ASSUMPTIONS

39. The DfE ambition to have all 2017/18 funding spent within the next 2 academic year is potentially challenging. There is a risk that a drive to spend could impact on the quality of service or that a failure to spend could lead to reputational damage between the Council and the DfE and potentially to lower sums being transferred in future. To mitigate this risk we will work with partners to model a likely profile of spend across the large spend areas and share this with DfE with a view to agreeing an ambitious but deliverable spend profile.

40. Working across all OAs to commission in 2018/19 and 2019/20 would bring significant advantages but in turn requires greater coordination and proactive project management. A failure to successfully delivery a national framework brings a risk of each OA going through its own labour intensive and potentially sub-optimal procurement processes. To mitigate this risk OA leads need to develop a robust project plan for activity and ensure the project maintains momentum.

LEGAL IMPLICATIONS

41. Section 1 of the Localism Act 2011 provides the Council with a general power of competence, allowing the Council to do anything that individuals generally may do. Section 111 of the Local Government Act 1972 gives an Authority power to purchase goods and services.

42. The Council will be expected to sign a funding agreement in order to access this funding. It is important that legal advice is provided on the terms of that funding agreement and that the responsible Directorate understand the terms under which the

funding is provided. It is standard practice within such funding agreements to require clawback of funded monies (or refuse payment) if funding conditions are not complied with.

43. All funding (including the £1 050 000.00 funding to Expect Youth and the £300 000.00 to the PIL) should be the subject of a funding agreement, approved by Legal Services and should only be entered into when the Director is satisfied that the obligations in the FPRs have been satisfied. Such funding agreements should mirror the terms of the funding agreement referred to in the above paragraph in order to protect the interests of the Council.
44. The service contracts referred to in this report should be procured in compliance with the Council Contract Procedure Rules and the Public Contracts Regulations 2015 (if applicable).
45. Further specific legal advice will be given throughout the life of the project.

FINANCIAL IMPLICATIONS

46. The funding of up to £8.76m will be received from DfE in the form of Section 31 non-ring fenced grant, £6m for the Opportunity Area (OA) Programme and £2.76m for the Essential Life Skills (ELS) Programme, and under the grant determination we are required to confirm at the end of each financial year that the funding has been properly expended. The funding will be received in instalments as agreed through the delivery plans with the first payment of the OA programme funding having been received in October 2017 (£100k) and the remainder for 2017/18 expected in January 2018. The indicative OA funding profile for 2018/19 (£3.5m) and 2019/20 (£2m) shown in the report covers the overall programme however elements of this funding will be retained centrally by DfE for expenditure on elements such as programme evaluation, therefore the final grant the Council will receive will be less than the totals shown.
47. The grants to be made from the 2017/18 allocations for the OA and ELS programmes, as outlined in the report, of £1,050k to Expect Youth and a grant of £300k to Partners in Learning require Cabinet approval, as they have a financial value greater than £50k, as covered under financial procedure rule (FPR) E14. Appropriate funding agreements will also be required, as outlined in FPRs E15-E16. The remaining 2017/18 allocations for the OA programme of £100k will be required to cover programme lead and support costs, contracted services and grants of under £50k, as covered in the report, in order to meet the delivery plan objectives, with the final spend profile for 2017/18 still to be agreed with DfE.

HUMAN RESOURCES IMPLICATIONS

48. There are no specific HR implications related to the content of this report. If there are HR implications arising from specific elements of the Opportunity Area Delivery Plan and any other associated delivery plans these will be addressed at the appropriate time.

TECHNOLOGY IMPLICATIONS

49. There are no specific technology implications related to the content of this report. Where requirements for new, enhanced or replacement technology to support the delivery of the Opportunity Area Delivery Plan are identified, these would need to be considered by the ICT Governance Board (IGB).

EQUALITY IMPLICATIONS

50. The OA programme's explicit aspiration is to narrow the gap between disadvantaged and non-disadvantaged children and young people and to support the most vulnerable. Improving the equality and inclusivity of the education system sits at the heart of the programme. On this basis the programme should have a disproportionately positive impact on protected groups. We will carry out an equality impact assessment on major activities to ensure there are no unexpected negative impacts on protected groups.

CONSULTATION

51. The DP has been consulted on extensively with partners across Doncaster during its production. The full list of partners that have engaged with the Plan is reflected by the range of organisations represented through the working groups, we have also consulted with children from a variety of backgrounds and school heads.

BACKGROUND PAPERS

52. Strategic Youth Alliance Cabinet Report 18th October 2016, agenda item 8.
<https://doncasterintranet.moderngov.co.uk/ieListDocuments.aspx?CId=131&Mid=2416&Ver=4>

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Department
for Education

Social Mobility



Doncaster

Opportunity Area 2017-20

A local delivery plan to drive social mobility in Doncaster through educational improvement



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OUR VISION

A message from the Secretary of State for Education



Beyond expectations

Everyone should be able to make what they can of themselves, and where they end up should not be dictated by where

they began. This should be the case for every single young person in Doncaster, regardless of their background or which part of the borough they have grown up in. No child should be trapped in personal circumstances that mean they cannot access mainstream society and opportunities.

Great teachers are the single most important factor in education and in this plan we are placing greater emphasis on the need to narrow the education gap in Doncaster. Young people will also be given greater opportunity to enhance their life skills which not only increase educational success but will support them to go as far as their talents and aspirations will take them. What happens after the school bell rings is just as relevant as what happens in the classroom.

Social mobility matters both in terms of people, but also in delivering economic growth. The world economy is changing and it is through education, skills and training from the early years into adulthood that we will make sure no one is left behind – delivering a modern country that is globally competitive and fit for the future. As a nation, we cannot afford to have talent going to waste. Doncaster will need to play an important role in supporting the South Yorkshire economy and supporting the region to thrive. Doncaster has a proud heritage

of manufacturing, engineering and in the railways, and the recently opened National College for High Speed Rail is providing new opportunities for young people to learn world-class technical skills alongside the country's existing workforce. It is vital that we offer young people a choice in pathways to higher education, providing alternatives to traditional academic routes.

It is important that the Doncaster Opportunity Area Partnership Board brings together leaders from education, enterprise and skills, but also those organisations that work directly with children and young people, including the most vulnerable. I am grateful to all of the board members, and local partners, for their invaluable contributions to developing this delivery plan. The plan sets out our shared ambition and the priorities for levelling the playing field on opportunity for children and young people in Doncaster, including how we will get this underway with pace over the coming year.

Finally, my thanks to Professor Chris Husbands for taking up the role as Chair of the Doncaster Opportunity Area Partnership Board but also for ensuring we place the Doncaster Opportunity Area programme in a wider regional context as part of 'South Yorkshire Futures', Sheffield Hallam University's own social mobility programme.

The Rt Hon Damian Hinds MP

Secretary of State for Education

A message from the Chair of the Doncaster Opportunity Area partnership board



Collaboration, no matter what

I began working with local partners in Doncaster around eighteen months ago following the Education

and Skills Commission's report 'One Doncaster'. I was struck by the sense of ambition the town has but also by its unique feel as a vast metropolitan borough made up of a number of smaller communities, each diverse and each with its own strong sense of identity born out of history. Some of these communities have flourished. However, some areas of the town have not and experience high levels of deprivation creating significant inequality of opportunity in the town between the economically disadvantaged and those who are more affluent. We will address this with urgency to improve social mobility for this generation as well as the next.

I appreciate the scale of the challenge we have in improving education and skills, and social mobility, in Doncaster. Too many children are being held back based on where they live in the town, not because of their ability, drive and determination. Too many young people from disadvantaged backgrounds do not get access to high quality teaching and learning in Doncaster. Too many do not get access to learning opportunities that enhance non-cognitive skills such as resilience and self-

efficacy that will support success in education and employment, and too many miss out on securing high skilled jobs that are available in the town.

I see collaboration across the borough as crucial, which is why the partnership board have made it one of our underpinning themes of this plan. We need to harness pride and motivation for change across the whole of the borough so that everyone works together to create inclusion and strength, not division and weakness. I am incredibly pleased to have a partnership board working with me that is made up of local leaders who will work collaboratively to address significant barriers Doncaster faces to improve social mobility. Board members have a wealth of expertise and experience and this has helped us create this delivery plan and shape the activity we will do against the four priority areas.

Professor Chris Husbands

Independent Chair of Doncaster Opportunity Area partnership board, Vice Chancellor of Sheffield Hallam University

GET IN TOUCH



Opportunity.areas@education.gov.uk



@ Doncaster_OA



**DELIVERING OPPORTUNITY
FOR THE YOUNG PEOPLE
OF DONCASTER**

Building on strong foundations

Strengths and opportunities

Doncaster is geographically the largest metropolitan borough in the country with a population of over 300,000 people of which around 72,000 are children and young people. It is extremely diverse – from the rurality of the north to the former coal mining communities in the south. This gives Doncaster a unique feel and helps to make it a fantastic place to live, work and go to school. In each of these communities there is a wealth of opportunity that can be used to inspire children and young people, enhance aspiration and guard against insularity.

- **The new National College for High Speed Rail** was officially opened by Education Secretary, Justine Greening, in October 2017 and will act as a catalyst to maximise the economic benefit of HS2 on local communities, bringing significant numbers of new jobs to the area and training thousands of new high skilled rail engineers. The college builds on Doncaster's existing national and international reputation for leading innovation in rail engineering and advanced manufacturing. It also supports Doncaster's position within the region, leading the way in a number of sectors including manufacturing and multi-modal logistics based at the Doncaster International iPort.
- **The Unity regeneration project** in Hatfield, Stainforth and Dunscroft proposes to create around 3,000 new homes, 180 acres of commercial manufacturing space and approximately 6,000 new jobs.
- Doncaster is a great place to live and work and **holds many significant cultural assets** for young people to access such as the Northern Racing College (who run a programme to support young people from disadvantaged backgrounds), the Yorkshire Wildlife Park and a multi-purpose sports stadium; The Keepmoat.
- Local leaders **have high ambition for children and young people** who live in the borough. Through implementation of the Doncaster Children and Young People's Plan it seeks to become 'the most child friendly borough' in the country by 2020. The plan signals a shift in partnership working in the borough and a change in approach to ensure the best outcomes for young people.
- There is a **strong youth alliance** partnership, EXPECT Youth, whose partner organisations provide children and young people with a range of support in arts, sports, careers advice and social action projects. At the Doncaster Chamber of Commerce Business Awards 2017, EXPECT Youth won

an award for delivering success through partnership working.

- The **National Collaborative Outreach Programme¹** run by the Higher Education Progression Partnership (HEPP) is already working with Doncaster College and six secondary schools in Doncaster's most deprived wards to increase the number of young people with academic potential, participating in higher education – either as part of a degree-level apprenticeship or a university course.
- **The local authority's Education Inclusion programme seeks to improve educational outcomes for all children in Doncaster**, with a particular focus on vulnerable and/or disadvantaged children. High numbers of fixed term exclusions, managed moves, persistent absence and poor educational outcomes for children and young people in alternative provision triggered a whole system review in relation to behaviour management.

“The Opportunity Area programme has brought honest conversations and challenge to the area.”

**Helen Redford-Hernandez, Headteacher
Hungerhill School and Lead Director of
Secondary Teaching School, Partners
in Learning.**

¹ www.hefce.ac.uk/sas/ncop/

Work already underway

Since Doncaster was selected as an Opportunity Area, strong partnerships have been forged across the borough to build solid foundations for the programme. Through a number of key initiatives, we have introduced additional support for those working with children and young people across the town. Some of the work already underway includes:

- **Launch of a new EEF Research School²** – The Partners in Learning EEF Research School builds on and takes forward the organisation's existing work as a leading Teaching School Alliance in South Yorkshire.
 - including phonics, STEM (science, technology, engineering and maths) and school leadership.
- **Appointment of a new Enterprise Coordinator** who is working with seventeen secondary schools and colleges that are now part of the Enterprise Adviser network to ensure pupils receive four quality encounters with the world of work. The Careers & Enterprise Company held a workshop in December with employers to share information about how they can engage in this programme.
- **Three cornerstone employers have been announced** (Mantra Media, Adecco and Willmott Dixon) and are helping to prepare young people to make the most out of education, employment and training opportunities available to them so that they unlock their occupational potential.
- **School improvement and continuing professional development (CPD):** ensuring national support is being delivered effectively at a local level, in particular:
 - Strategic School Improvement Fund (SSIF) – three teaching school alliances are already supporting seventeen schools across Doncaster. We will work with the sub-regional improvement board to maximise the impact of this fund locally.
 - Teaching and Leadership Innovation Fund (TLIF) – funded professional development training for teachers delivered by five providers in a number of different areas
- **Support for children and young people with special educational needs and disability (SEND):** Additional careers advice and guidance, and improved links with employers for children and young people with SEND.

To support this activity, the Opportunity Area team put in place by the Department for Education have:

- Worked with local partners to unlock their impetus and energy to improve social mobility in Doncaster and to create a shared urgency for securing improved outcomes for children and young people.
- Significantly increased collaboration through the coming together of the partnership board and four working groups that have co-constructed this delivery plan.
- Engaged regularly and meaningfully with stakeholders – three well-attended interactive events that have allowed stakeholders to input their views, give feedback on the priorities and shape the delivery plan. The team have also held a 'drop in' session for children, young people and their families so that they can share their views on the programme.
- Introduced research and academic thinking into the programme. A strong partnership has been developed between 'South Yorkshire Futures', a regional social mobility programme being led by Sheffield Hallam University, and the Opportunity Area programme that allows the university to share research and academic thinking.

² The Research Schools Network is a collaboration between the Education Endowment Foundation (EEF) and the Institute for Effective Education (IEE) to fund a network of schools which will support the use of evidence to improve teaching practice. www.educationendowmentfoundation.org.uk/our-work/research-schools

Engaging young people in the programme

Engaging young people in developing the delivery plan

The partnership board have put children and young people firmly at the heart of our programme and we have engaged directly with over 100 young people in Doncaster from different social backgrounds. We have seen the National Citizen Service programme in action, attended a Youth Council meeting, spoken to the Youth Council alumni and run a large consultation event at The Doncaster Dome in conjunction with EXPECT Youth – Doncaster’s youth alliance. Our aim is to ensure that young people feel part of this programme and see this plan as something that they have directly added value to – ultimately they are the experts when we talk about a young person’s experience of education.

Young people tell us that:

- They have negative perceptions of Doncaster.
- There is a lack of clear careers advice and guidance available to all students – no matter what their ambitions or dreams.

Young people have told us that too often careers advice consists of researching jobs online with little support from a trained careers adviser. Many say they feel ‘forced’ to take a particular career route by those advising them at school, because they are told that they don’t have the skills to achieve the career that they might actually want. We have also heard that young people would find it useful if careers advice was delivered by professionals who are independent of school but with time built into the school day so that they can access it.

“I would like to see people from the Opportunity Area programme attend social events and take questionnaires to capture my views in the future.”

“I would like to see the Opportunity Area programme in schools interacting with students.”

“I would like to see the Opportunity Area programme continue getting people’s opinions and views.”

Engaging young people in implementing the delivery plan

At the consultation event we asked children and young people how they would like the Opportunity Area programme to capture their views in the future. A number of young people said that they would like interaction in schools with the programme; other responses included 'put on more events' and 'use social media and more communications'.

We will be working with children and young people to:

- **Promote Doncaster as a great place to live and work** – working with a group of children and young people to develop their own marketing campaign for the borough that will be rolled out to schools.
- Design and implement **the programme of work** to deliver our ambition that there are 'no careers out of bounds' for young people.
- **Recruit Doncaster ambassadors** from children and young people's groups including: care leavers; young people with special educational needs and disabilities (SEND); and young people from the lesbian, gay, bi-sexual and trans (LGBT) community. Ambassadors will ensure a 'youth voice' remains heard in this programme and will work with primary school pupils to open their eyes to opportunities.
- **Establish an alumni of former Doncaster school students** who have gone on to experience personal and career success, who can inspire future generations of young people in Doncaster to go as far as their dreams, ambitions and drive will take them.

A photograph of a Gothic cathedral, likely Doncaster Minster, at dusk. The sky is a mix of blue and pinkish-orange. The cathedral's facade is illuminated from below, highlighting its intricate stonework and large Gothic windows. A teal banner with a white border is positioned on the left side of the image, containing the text 'WHY DONCASTER' in white, bold, uppercase letters. The banner has a jagged, white outline that extends across the top and bottom of the page.

WHY DONCASTER

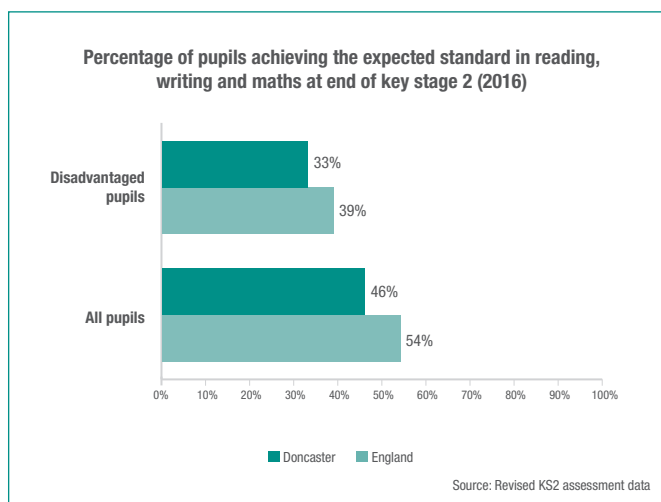
Why Doncaster

We must build on Doncaster’s strengths to overcome entrenched failure in schools and remove barriers that prevent many children and young people from reaching their full potential.

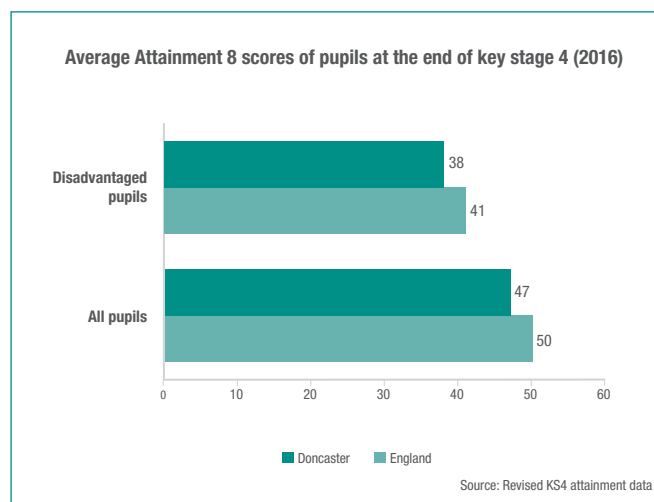
301st out of 324 districts

Doncaster’s ranking in the Social Mobility Index (2016)³ that compares the chances that a child from a disadvantaged background will do well at school and get a good job⁴.

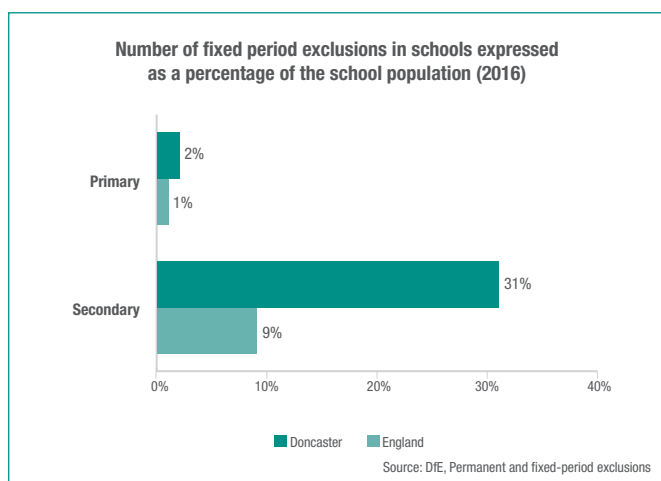
Attaining well – primary



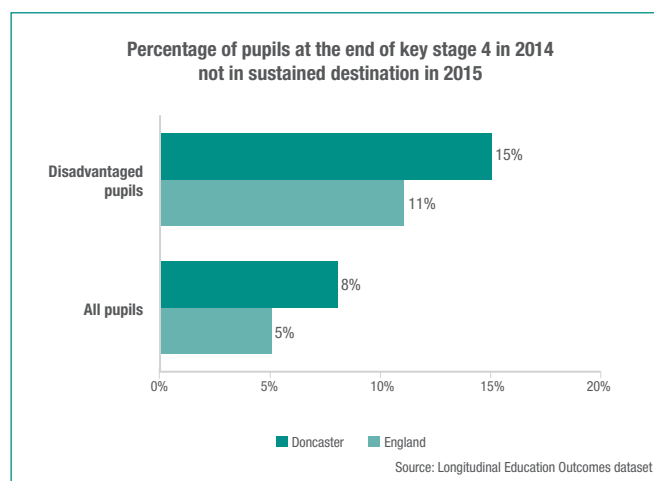
Attaining well – secondary



Thriving in school



Good guidance into adulthood



3 This is Doncaster’s ranking within the 2016 social mobility index. <https://www.gov.uk/government/publications/social-mobility-index>. The more recent publication on the Social Mobility Index 2017, places Doncaster within a similar position at 298 out of 324 districts. <https://www.gov.uk/government/publications/social-mobility-index-2017-data>

4 For this analysis, we have grouped local authority districts into six groups (sextiles). The markers on the graphs described as ‘high performing’ and ‘low performing’ relate to the top and bottom local authority district sextile. Within this plan, the ‘disadvantaged’ group varies depending on the Department for Education data source. However, they all include the number of pupils who were eligible for free school meals at any point in the previous six years. For further details about the specific definition of ‘disadvantage’ for each Department for Education data source, see the ‘Education statistics by local authority, district and pupil disadvantage’ release found on the Department for Education Statistics page.



Our key challenges

Attaining well in primary and secondary

Children in Doncaster achieve relatively well in their early years education, up to the end of their reception class year. From this point onwards however, pupil attainment starts to fall away from national levels and the gap between outcomes for all children and those from disadvantaged backgrounds grows. Attainment at key stage 2 is below national for all children and disadvantaged children across the core subjects of reading, writing and maths and this continues to poor attainment at key stage 4 where Attainment 8 scores are markedly lower for all pupils and pupils from disadvantaged backgrounds.

Thriving in school

Fixed term exclusion data for the area shows a markedly higher rate than is the case nationally, or even when compared to neighbouring local authority areas.

Coupled with high persistent absence data, this shows that too many children and young people are spending too little of their time accessing learning in school. We are keen to build a better culture of school attendance across the district and there is a commitment now to drive this forward.

Good guidance into adulthood

Analysis of post-16 and post-19 destinations data show that more young people in Doncaster fail to reach a sustained destination post-16 and post-19 than is the case nationally. In conversations with young people in Doncaster, there is a clear sense that they do not feel the guidance they receive reflects all the opportunities available to them and is of a sufficient quality and frequency to enable them to make the best decisions that they can.



STRENGTH THROUGH PARTNERSHIP

Club Doncaster Foundation is absolutely committed to improving lives of young people, particularly those who are from some of the most challenging areas of the borough. In association with EXPECT Youth, Doncaster's youth alliance organisation, we bring experience, energy and an enthusiasm that can add value to the social mobility priorities set out in this plan. I see the importance of partnership working across the area. I am confident that through this programme, which brings a wide variety of organisations together to work in collaboration, we will deliver more opportunities for children and young people in Doncaster that will have a positive impact on their lives."

Jim Lord – CEO, Club Doncaster Foundation

"Doncaster College is committed to working actively in partnership to ensure we make a positive difference to the lives of all our young people. We have a real opportunity here to make a step change and raise their ambitions, aspirations and achievement so that we secure their futures and Doncaster's future."

Anne Tyrrell – CEO, Doncaster College (part of DN Colleges Group)

The Doncaster Opportunity Area partnership board: Engineering success in Doncaster

The Doncaster Opportunity Area partnership board is made up of representatives from organisations across Doncaster including the largest Teaching School Alliance (and now EEF Research School), the Children's Services Trust and the charitable arm of Doncaster Rovers Football Club. It brings together those people who can make a difference in Doncaster by overseeing and influencing successful delivery of this plan. To support the partnership board, four working groups have been established that will help to deliver the activities set out against each of the priorities. The partnership board will meet regularly to oversee progress, working alongside the Department for Education and other national organisations to ensure the programme is coherent, effective and represents good value for money.

Doncaster partnership board membership

Chair – Professor Chris Husbands

Professor Chris Husbands is a university leader, academic, educationalist and public servant. His expertise in educational policy and improvement led to his appointment as Co-Chair of the former Doncaster Education and Skills Board. He became Vice-Chancellor of Sheffield Hallam University in January 2016 and during this time has been leading work across the region to drive improvements in education and skills – particularly through the South Yorkshire Futures programme.

Partnership board members

- **Damian Allen:** Director of People, Doncaster Metropolitan Borough Council
- **Carolyn Blundell:** Associate Executive Principal, Outwood Grange Academies Trust
- **Nigel Brewster:** Partner, Brewster Pratap and Vice Chair Sheffield City Region Local Enterprise Partnership
- **Janet Foster:** Executive Headteacher, Kirk Sandall Academy Trust and Director of Primary Teaching School Alliance, Partners in Learning
- **Clare Hutchinson:** Area Manager – North, The Careers & Enterprise Company
- **Jim Lord:** CEO, Club Doncaster Foundation
- **Paul Moffatt:** Chief Executive, Doncaster Children's Services Trust
- **Helen Redford-Hernandez:** Headteacher Hungerhill School and Lead Director of Secondary Teaching School, Partners in Learning
- **Lisa Suter:** Headteacher, Heatherwood Special School
- **Anne Tyrrell:** CEO, Doncaster College (part of DN Colleges Group)

The board will also be attended by Department for Education officials, including the Regional Schools Commissioner and the Doncaster Opportunity Area team. A local programme manager will also attend as part of their role supporting the work of the partnership board.

Our partnership with national organisations

The partnership board welcomes the opportunity to work collaboratively with national as well as local partners to deliver success against the four priorities set out in this plan. We are currently working with two national partner organisations (The Careers & Enterprise Company and the National Citizen Service Trust) that can offer young people a range of personal development experiences – and we are being supported by the Education Endowment Foundation to implement evidence based good practice in schools in Doncaster.

The Careers & Enterprise Company (CEC)



Deliver encounters with the world of work: The Careers & Enterprise Company (CEC) will ensure that every eleven to eighteen year old benefits from at least four high quality employer encounters over the lifetime of the Opportunity Area programme. This follows research from the Education and Employers Taskforce⁵ which shows that a young person who has four or more encounters with an employer is 86% less likely to be unemployed or not in education or training, and can earn up to eighteen percent more during their career. Delivering these four encounters will help schools achieve the Gatsby Benchmarks relating to ‘encounters with employers’, and ‘experiences of workplaces’.

Working with CEC, we will deliver 96,000 encounters over the lifetime of this plan. A share of the CEC’s £2m investment fund will also contribute to the delivery of four or more meaningful employer encounters for pupils aged eleven to eighteen in Doncaster.

This work will be supported by two dedicated Enterprise Co-ordinators for Doncaster, already in post and co funded by the CEC and the Local Enterprise Partnership. Enterprise Co-ordinators will offer every school and college in Doncaster access to an Enterprise Adviser (a senior business volunteer), who will help schools and colleges develop a strategy for their careers work with young people and help to better connect schools and colleges with employers. To leverage more encounters, including for young people with SEND, we will work with our cornerstone employers who will role model the closer working between employers, schools and colleges that we will create in Doncaster.

5 https://www.educationandemployers.org/wp-content/uploads/2014/06/its_who_you_meet_final_26_06_12.pdf

Education Endowment Foundation (EEF)



An independent charity dedicated to breaking the link between family income and educational achievement. EEF will support the partnership board by working with schools across the borough to make the best use of evidence about what works in education – particularly improving outcomes for pupils from disadvantaged backgrounds.

The EEF have designated Partners in Learning, a Teaching School Alliance, as the area's dedicated EEF Research School who already offer support to schools of all phases. The EEF Research School was formally launched in October 2017, and the event was well-attended by nearly 100 delegates including senior Department for Education speakers and the EEF who have already started working with Partners in Learning to develop a plan for the EEF Research School. The plan will include priority areas for accelerating school improvement across Doncaster and sharing evidence based good practice.

The National Citizen Service programme



Delivered by Club Doncaster Foundation (on behalf of the English Football League Trust (EFLT) and the National Citizen Service) this programme offers young people the chance to develop their personal skills including confidence and resilience, and helps them to build relationships with students who attend different secondary schools, in different parts of the borough.

Young people take part in activities as part of a residential trip, including: rock climbing; hiking; canoeing; and archery. After the residential trip, participants take part in a discovery week where they learn new skills that they might not get the chance to learn in school – such as an insight into politics. The final phase of the programme involves a community-based social action project. This project is planned by the young people and it helps them to build relationships with their local communities.

National Citizen Service graduates report that the programme has a long lasting impact on their lives, helping many young people to form friendships across the borough that they do not feel they would have done otherwise.



The 2017 cohort of young people on the programme was nearly ten times larger than it was four years ago, with 705 young people aged fifteen to seventeen taking part. 2017 graduates volunteered for 21,150 hours and raised £9,000 for local charities.

As a result of the Opportunity Area programme, National Citizen Service Trust, EFL Trust and Club Doncaster are looking to widen the scope of the programme and extend its reach locally. For example, a specific programme for vulnerable young people.

Through our engagement with young people in care and those who have left care, we have heard that they do not feel comfortable attending the programme at present, for fear of isolation as a minority – we must address this with urgency.

We will explore the feasibility of partnering the National Citizen Service with other local organisations to develop additional ways of enhancing young people’s skills as part of the three week programme. For example, we have heard from young people that there is limited advice and guidance on starting up your own business and there is an opportunity for the National Citizen Service to work with Doncaster Chamber of Commerce to produce an enterprise-focused National Citizen Service programme which addresses this gap.

“Unforgettable week away in the Lake District with the National Citizen Service programme, amazing experience.”

National Citizen Service graduate

“Part of the course was actually learning new skills for the future. I thought that this was really good in that they didn’t teach us useless skills...better yet having the National Citizen Service experience on your CV is just incredible.”

National Citizen Service graduate

OUR PRIORITIES

Overview of priorities

Levelling up attainment and opportunities for children and young people who face disadvantage.

Priority 1. Building solid foundations for all children

Narrowing the attainment gap between disadvantaged and non-disadvantaged primary pupils in literacy and numeracy, giving all children the strongest possible start to their schooling.

Priority 2. Brilliant teaching and leadership for all secondary pupils

Increasing the number of good school places so that every young person in Doncaster has access to high quality teaching and learning in a school that is run by strong leaders.

Priority 3. No career out of bounds

Helping more of Doncaster's young people to find the right academic and vocational routes for the careers they aspire to.

Priority 4. Opportunities extend to all

Taking active steps to help the most vulnerable to access opportunities that will support them to succeed in and out of education – and go as far as their ability and ambition will take them.

Underpinning themes

Collaboration

Recruiting quality
teachers

Essential life skills

Priority 1: Building solid foundations for all children

We will narrow the attainment gap between disadvantaged and non-disadvantaged primary pupils in literacy and numeracy, giving all children the strongest possible start to their schooling.

Why this is an issue

An improving picture in early years

According to 2016 data, children eligible for free schools meals in Doncaster outperformed their national peers in achieving a good level of development at the end of the early years phase and a higher percentage of pupils compared to national figures reached the expected standard in all early learning goals. The standard of provision for three and four year olds is high, with 87% of settings rated as good or outstanding in 2016. Participation in early years provision is above national average with 74% of two year olds and 96% of three and four year olds taking up funded early education places. These are strong educational foundations to build on.

The importance of building strong foundations

Prior attainment is particularly critical in helping children from disadvantaged backgrounds reach the expected standards in literacy and numeracy by the time they

leave primary. Employers place a high value on English and maths but locally, considering Doncaster's largest growth sectors – logistics and transport, advanced manufacturing, and financial and professional services – it is even more important that all children leave primary school and move to secondary school with solid literacy and numeracy attainment.

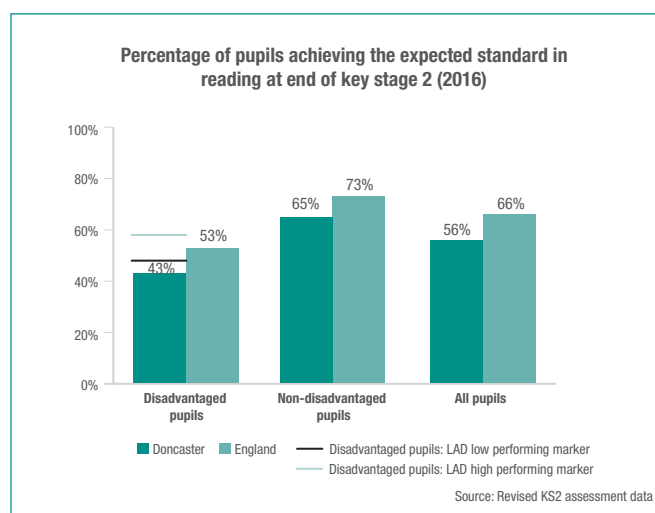
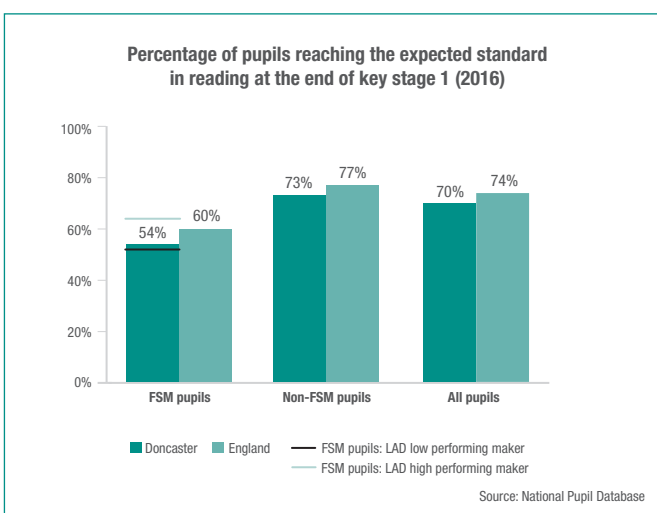
Too few children from disadvantaged backgrounds in Doncaster however are reaching the expected standard in literacy and numeracy by the end of key stage 2 – with reading and maths the areas of greatest concern. In 2016, less than half (43%) of all pupils from disadvantaged backgrounds reached the expected standard in reading and only 6% reached greater depth – compared nationally to 53% and 10% respectively. In the same year, of the 3,760 pupils who had a phonics screening check, one in five did not reach the expected standard – nearly a quarter of those were eligible for free school meals (FSM).

Why this is an issue

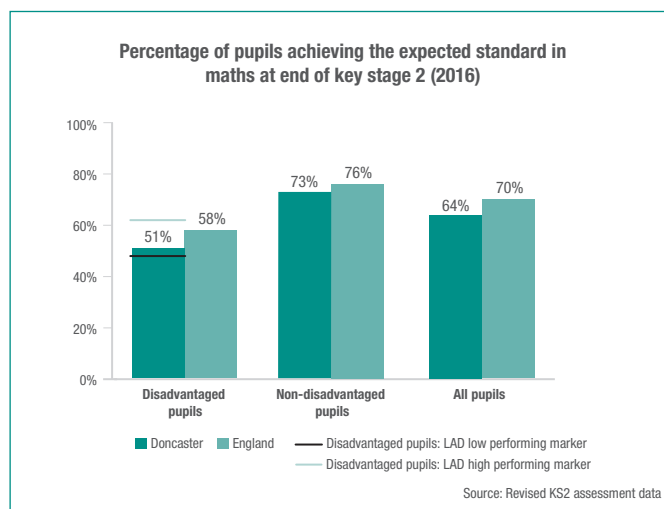
In maths, outcomes for pupils from disadvantaged backgrounds were also below national average in 2016: only 51% reached the expected standard and 6% reached greater depth of understanding – compared nationally to 58% and 9% respectively. Data shows a strong relationship between schools that were below the Government’s floor standard in 2016 – i.e. the minimum it expects all schools to achieve⁶ – and those situated in areas with highest levels of deprivation, with greatest numbers of disadvantaged pupils. Some schools in Doncaster are bucking this trend. For example, at one school 36% of pupils were eligible for free school meals (FSM) in 2016 yet outcomes were above national average, including those for disadvantaged pupils: 70% met the expected standard and the average progress score in maths was +3.1 (significantly more progress than children make on average).

Simply driving standards up across the entire borough may not address the gap between disadvantaged and non-disadvantaged children in Doncaster. We need to be more targeted. Evidence shows that pupils eligible for FSM will still have comparatively worse attainment even when they attend good schools.

The most important school-level factor in raising attainment for disadvantaged pupils is ensuring that high quality teaching, together with strong leadership, are in place in the schools with the highest numbers of children from disadvantaged backgrounds. For Doncaster, this means supporting the best teachers and leaders to work in schools serving the most disadvantaged and deprived communities so that we narrow the gap, remove education inequality and ensure all pupils have the same opportunity to succeed.



6 In 2016, the Department for Education set the floor standard at 65% of pupils reaching the expected standard in reading, writing and maths or sufficient progress across all areas.



What we will do

We will concentrate our efforts on narrowing the gap between disadvantaged and non-disadvantaged pupils at the end of key stage 2 so that more disadvantaged pupils meet the expected standards – focusing specifically on reading and maths. To do this, we will target all schools for some interventions but in most, we will adopt a targeted approach working with schools with the greatest number of disadvantaged children or the most significant attainment gaps. We have already established a new primary headteacher group, led by the Partners in Learning Teaching School Alliance. This group will oversee successful delivery of this ambition and will develop and implement a cross-borough primary school improvement plan.

This plan will set out how we will:

- Raise the bar on training and development to increase the number of great teachers who are advocates of learning and are passionate about the craft of teaching.** There is an urgent need to increase the number of outstanding teachers within Doncaster’s primary schools. We want to retain existing talent so that they are able to have influence in schools operating in challenging circumstances and make sure high quality teaching and learning is delivered to children who need it the most. We will ensure teachers in mainstream and special schools get access to the best evidence based professional development, including support being offered by through the Teaching and Leadership Innovation Fund.

What we will do

We will also commission a new and complementary continuous professional development (CPD) programme tailored to the needs of schools in Doncaster. The combined national and local CPD programmes will help schools retain good teachers by growing existing talent and making Doncaster stand out as a great place to teach.

- **Improve the quality of maths teaching and learning to achieve better outcomes for disadvantaged pupils.**

There are examples of outstanding maths practice within the borough, where brilliant teachers have narrowed the gap in maths attainment between disadvantaged and non-disadvantaged pupils. There is also an active network of maths hubs (the South Yorkshire Maths Hub, the West Yorkshire Maths Hub and the Yorkshire and Humber Maths Hub) who all support work to improve maths outcomes at key stage 2 in Doncaster. Using the mastery specialist and teacher research groups approach embedded in maths hubs, we will cascade a mastery approach to teaching across the borough. In addition to this, the Partners in Learning EEF Research School will deliver training to schools in understanding and using the new maths guidance report produced by the EEF and more widely will ensure evidence based good practice is disseminated throughout the local primary schools network.

- **Create a new literacy campaign that will draw on evidence based good practice** such as that from the EEF and the local authority's existing reading strategy. We will work with all schools to improve the quality of literacy teaching, focusing on improving outcomes for disadvantaged pupils by promoting classroom practices that are shown to have greatest impact in closing the gap. We will draw on the EEF Toolkit⁷ and its guidance on developing meta-cognition, ('learning to learn') and collaborative and co-operative learning. Priority support will be given to those schools in areas of deprivation and targeted towards 30 schools where reading outcomes at key stage 2 are a concern.
- **Ensure schools receive help from an education adviser.** The adviser will work supportively with them to access the right school improvement programmes to improve educational outcomes. This offer will help 25 schools where outcomes are below the minimum expected. An education adviser will be deployed to work with these schools to identify areas for improvement with a high level of specificity, and to navigate the school improvement system so that schools access the best and most appropriate support available.

⁷ <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>

Our 2018 activity will include:

- **We are using the Teaching and Leadership Innovation Fund to provide primary school leaders and teachers with quality professional development.** Ruth Miskin Training will provide teachers with training in reading and phonics. STEM Learning will deliver the Aspire to STEM programme. Edison Learning will work with a network of primary schools to deliver training to school leaders on teaching and assessment for learning and strengthening school leadership. These programmes are already being targeted at schools judged to require improvement or special measures (Ofsted categories 3 and 4).
- **We are supporting schools using the Strategic School Improvement Fund – targeted, evidence based school improvement support.** We will implement successful bids to ensure that they deliver agreed outcomes for our schools most in need of support and we will look for opportunities to ‘scale up’ successful bids where we feel they could have greater impact on schools in Doncaster.
- **We will commission a bespoke professional development programme** that will use robust evidence and research to support leaders of teaching and learning to embed a change leadership model. This will lead to sustainable improvements to the quality of teaching and learning. This programme will focus on catch up strategies, reading, maths and meta-cognition and self-regulation (learning to learn). We will target ten schools that have the weakest outcomes in reading, writing and maths (combined) at key stage 2 and those that are in areas of greatest deprivation.
- **We will ensure two more primary maths leads from Doncaster commence training as teaching for mastery specialists** in order to support other schools in implementing this approach.
- **A new dedicated education adviser will work with 25 primary schools from March 2018** to improve their access to school improvement programmes and additional support.

Our targets for 2020/21 are:

- 75% of all pupils to achieve the expected standard in reading, writing and maths combined at the end of KS2 in 2020/21 (equating to 1,290 more children). Nationally, 54% of pupils reached this standard in 2016 and 62% in 2017.
- We will narrow the attainment gap between disadvantaged and non-

disadvantaged pupils by six percentage points so that 69% of disadvantaged pupils achieve the expected standard in reading, writing and maths combined at the end of key stage 2 in 2020/21 (equating to 260 more disadvantaged children achieving the combined outcome).



Priority 2: Brilliant teaching and leadership for all secondary pupils

We will increase the number of good school places so that every young person in Doncaster has access to high quality teaching and learning in a school that is run by strong leaders.

Why this is an issue

As with primary attainment, research shows that the biggest educational influence on raising secondary attainment is the quality of teaching and leadership⁸ – and this is again particularly important for pupils from disadvantaged backgrounds.

Data from 2016 indicates that the overall quality of secondary schools in Doncaster is poor, with only 61% of pupils attending a school rated good or outstanding. By comparison, a higher percentage of pupils nationally (82%) attend schools rated good or outstanding. There is even less opportunity for young people from disadvantaged backgrounds in Doncaster to go to good schools, with only 50% of pupils eligible for FSM attending schools that have been rated good or outstanding for overall effectiveness.

Locally, secondary leaders report difficulty recruiting enough high quality subject-specific teachers – particularly in science, English and maths – which means schools are forced to draw on existing teaching staff to teach outside of their specialism without having received good quality training. In some schools, this is overcome by teachers

retraining in the core subjects and by schools developing resources, training and CPD to upskill existing staff. In other schools, there is not the capacity to do this ‘in house’.

Data from 2016 also highlights the borough’s challenge in ensuring all young people attend a school with strong leadership – a prerequisite of raising attainment for all pupils but particularly those from disadvantaged backgrounds. The opportunity for young people to attend a school where the leadership and management has been rated good or outstanding is lower than national levels, particularly for those pupils who are eligible for FSM.

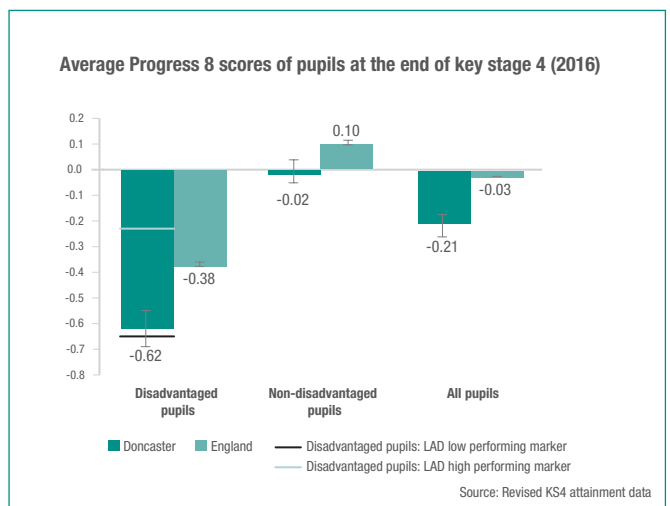
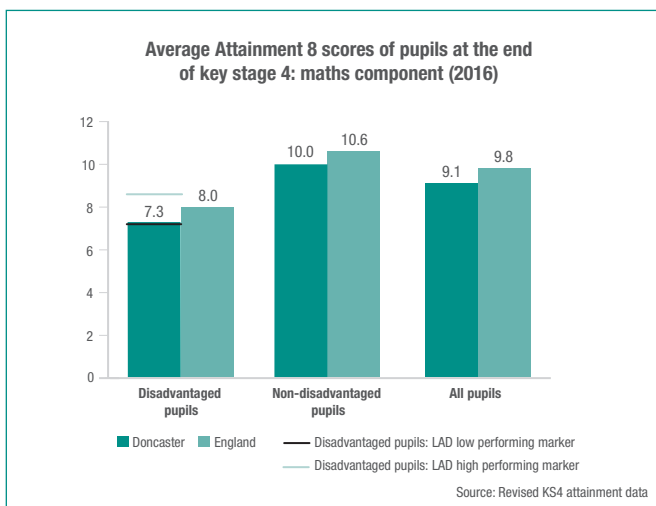
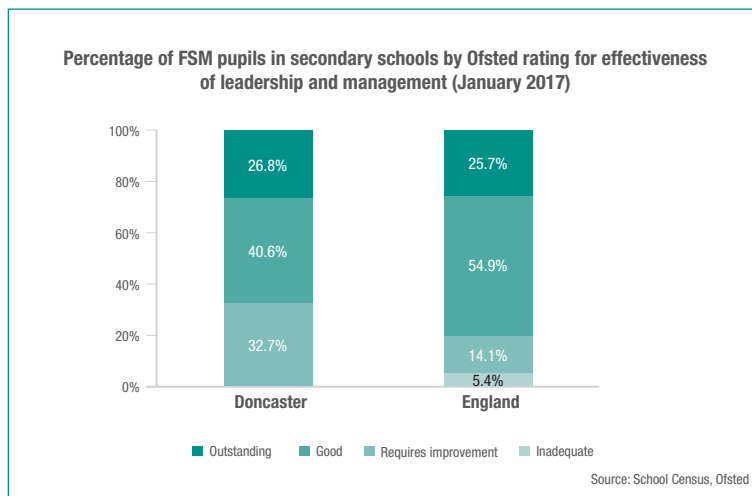
There is also correlation (as with the primary) between schools with the lowest numbers of pupils securing good outcomes, those situated in wards with highest levels of deprivation (for example, Balby and Hatfield) and schools with greatest numbers of disadvantaged pupils. The secondary school system in Doncaster has not had sufficient stability in recent years, with work needed to ensure all secondary academies are part of strong, high performing multi-academy trusts with capacity to deliver school improvement.

⁸ See for example Sutton Trust (2014) What makes great teaching? Review of underpinning research. <https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf>

Why this is an area of focus

In terms of the impact that this has on outcomes, on average young people in Doncaster make significantly less progress than their national peers. The average Progress 8 score for all pupils in Doncaster is -0.21 compared to -0.03 nationally. This is particularly evident in STEM subjects (crucial for many of the high skilled jobs in the local and regional labour markets) and specifically in maths where the average Attainment 8 scores for disadvantaged and non-disadvantaged pupils is 9.1– 0.7 points lower than the national rate.

The number of pupils entered for the EBacc qualification is also far lower than national average – denying some young people a broad set of academic qualifications from which they can build on further academic or vocational learning. Based on 2016 data, 27.4% of pupils were entered; over twelve percentage points lower than the national rate and out of the 830 entered, only 147 were pupils from disadvantaged backgrounds.





What we will do

We will address the urgent need for all secondary schools to work together for the benefit of pupils in Doncaster. We will increase the number of excellent leaders at every level and ensure existing high quality teaching, developed in schools and within multi-academy trusts, is used to support those schools most in need of improvement. Collaboration and collective ownership for better outcomes for Doncaster's young people will be the underpinning principles for how we will ensure better outcomes for all.

We will work with the Regional Schools Commissioner (who holds all secondary academies to account for outcomes in Doncaster) and Doncaster Metropolitan Borough Council to carry out granular analysis that will inform development and implementation of a cross-borough secondary school improvement strategy. The strategy will set out how we will:

- **Continue supporting multi-academy trusts to be high performing and sustainable** – targeting support in particular to those trust that accountable for the eight schools rated requires improvement or inadequate⁹. We are helping them to access support, both financially and in expert advice and guidance, to ensure they are well managed and run by strong leaders. Where this aligns with the urgent need to improve school standards in Doncaster schools, we are encouraging strong multi-academy trusts to access financial support to grow their school improvement capacity using the Department for Education's Multi-Academy Trust Development and Improvement Fund.
- **Build leadership capacity at all levels** – we will boost teacher retention and leadership capacity by supporting teachers to progress in their careers and in turn

⁹ In addition to these schools, we will also support those schools who do not currently have an Ofsted rating but under their predecessor school were rated as 'requires improvement' or 'inadequate'.

What we will do

allow the secondary school network to increase the number of strong leaders at every level. We will support secondary schools to access fully funded places on the newly accredited National Professional Qualification (NPQ) training, with a strong focus on developing middle leaders, as well as promoting take up of training programmes that develop leadership skills at all levels.

- **Create a comprehensive CPD offer available to all Doncaster's secondary school teachers** – to help retain talented teachers in the area and to ensure more children experience great teaching we will ensure there is a package of high quality training for schools in Doncaster to access. This will include the existing offer of whole-school leadership development from Teach First and physics CPD being delivered by the Institute of Physics – both funded through the Teaching and Leadership Innovation Fund (TLIF). We expect the schools facing the greatest challenges to access this support and we will help ensure resource reaches those who needed it the most. At a stakeholder event designed to get feedback on our priorities, a structured, borough-wide CPD offer was identified by school leaders and multi-academy trust CEOs as a priority area of need.

- **Improve subject specific leadership and pedagogy models in English, maths, and science**, as core subjects critical to many progression routes. Through the data analysis exercise, we will identify good teaching and learning practice in each of these subjects that can be used to develop and deliver subject specific training to specialist teachers and subject leaders. Support through the CDP offer will be targeted based on the outcomes of peer-to-peer curriculum reviews that all secondary schools will participate in, with support from expertise within maths hubs and science learning partnerships to upskill those carrying out the reviews. The curriculum reviews will identify schools and departments that need additional support to improve pupil attainment and progress, as well as capturing good practice. Following the curriculum reviews, we will provide schools with a training bursary to match fund the cost of additional training needed where it cannot be sourced via other funding mechanisms. While all secondary schools will be encouraged to participate in this programme, the core priority will be to support those schools with the weakest outcomes and greatest gaps for disadvantaged pupils in these three subjects.

Our 2018 activity will include:

- We will invite all secondary schools to participate in curriculum reviews in English, maths and science, drawing on expertise within the multi-academy trusts operating in Doncaster schools to identify good practice that can be shared across the borough and aspects of teaching and learning that could be improved.
- We will work with all secondary schools to develop a shared inset opportunity for teacher training and network building for subject specialists. The opportunity will also be used to launch the curriculum reviews and deliver CPD to staff.
- We are working with Teach First to double the number of graduate placements working in Doncaster's secondary schools from September 2018 as part of a wider strategy to increase the number of specialist teachers in post across the borough.
- We will prioritise leadership development, targeting a fully funded package of at least 80 NPQs at existing and aspiring secondary school leaders.

Our targets for 2020/21 are:

- 700 more secondary pupils, who are eligible for free school meals, are able to access a place in a mainstream secondary school rated good or outstanding.
- In 80% of mainstream secondary schools at least 40% of young people secure a level 5 pass in English and maths.
- 240 more young people achieve the EBacc element of science.



Priority 3: No career out of bounds

Helping more of Doncaster's young people to find the right academic and vocational routes for the careers they aspire to.

Why this is an issue

As well as succeeding in education, securing good careers advice is vital if young people are going to seize the opportunities around them in the growing Doncaster economy and within the wider region. As new technical education routes are developed, there has never been a better time for young people to follow academic or vocational pathways that truly lead to promising careers. But guiding young people in the right direction is critical, and they must know about these routes and which one is right for them. Young people who see a career path that they can follow, and a next step to work towards, are more likely to commit to their education and work to secure a good outcome at the end of key stage 4.

Too many young people in Doncaster, however, do not find a career path that inspires them. 8% of the area's young people don't reach a sustained destination (employment with training, training or education) in the first six months following the end of key stage 4.

This increases to 15% for disadvantaged young people. Of some 995 disadvantaged young people, 150 didn't find a post-16 option which they continued with during the first six months of post-16 education or training in 2014/15. This puts Doncaster in the worst performing grouping nationally.

At age nineteen, a similar picture exists, whereby again 15% of disadvantaged young

people in the key stage 5 cohort (2013/14) did not reach a sustained destination post-19. Access to good, impartial careers advice is critical to improving on this. Young people need to know the full range of options available to them and be supported to make the right decisions for themselves.

Many stakeholders, including the local authority, college leaders and school sixth-form leaders have reported concern about the market for post-16 provision in the area, with the area's place capacity exceeding the population of post-16 learners. Almost every secondary school offers post-16 provision in Doncaster and almost 50% of all post-16 destinations in 2014/15 were to a school sixth-form. This is alongside a broad range of provision on offer in Doncaster College, apprenticeships and the new sixth-form college – New College Doncaster.

Young people we have spoken to have raised their concerns over access to good quality careers advice and guidance that starts in their formative primary school years and continues through to post-16. Young people have also told us that they want more support to enhance their employability skills such as help with CV writing and signposting to opportunities – something which was also highlighted as an opportunity at a wider stakeholder event.

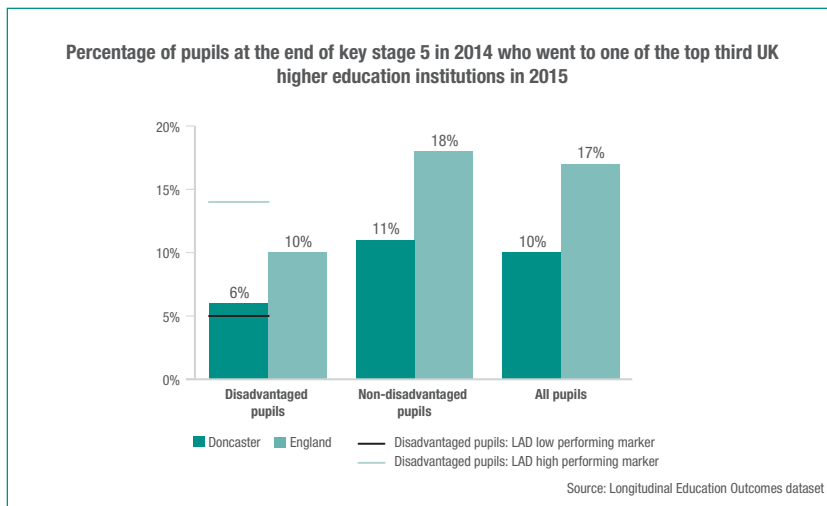
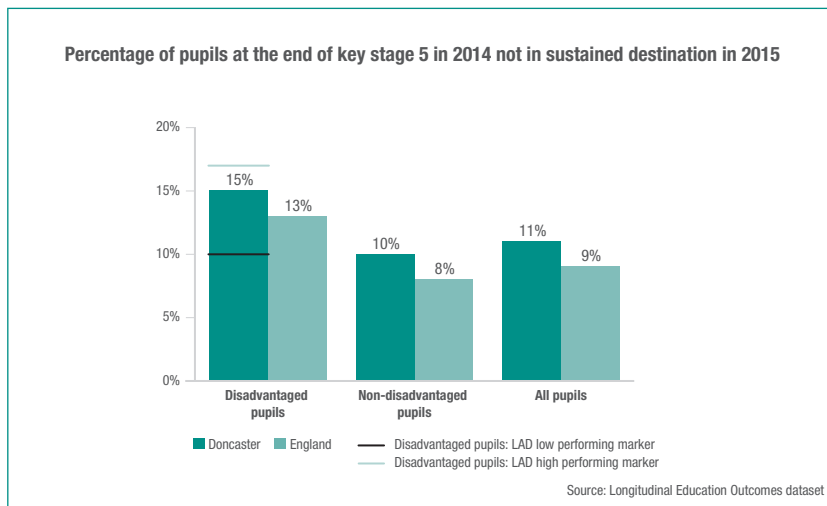
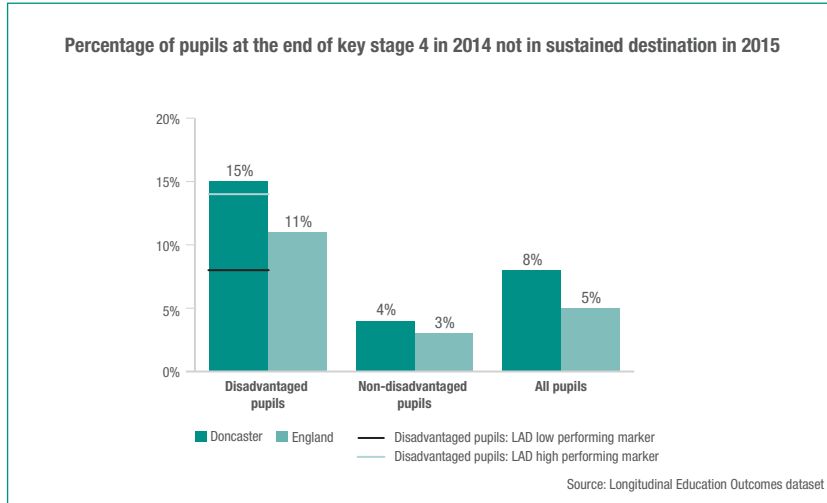
Many career routes are unlocked through participation in higher education. However,

Why this is an area of focus

progression of young people to UK higher education institutions in Doncaster is below the national average for all young people as well as young people from disadvantaged backgrounds. Within this, there are some communities in Doncaster where progression to higher education is notably low – with eleven wards in Doncaster falling in the list of lowest higher education participation areas nationally.

Progression to the most selective universities is also significantly lower in Doncaster than it is nationally, particularly for disadvantaged young people, with only 6% securing places in the top third of universities compared to 10% nationally.

Priority 3 – No career out of bounds



What we will do

We will help more of Doncaster's young people to find the right academic and vocational routes for the careers they aspire to. We will rapidly build a best practice system for providing careers advice in Doncaster, based on collaboration between partners. This system will have a relentless focus on what is right for young people, in both schools and colleges, to help them achieve their career aspirations. In order to do this, we will:

- **Improve how we deliver careers information, advice and guidance.**

We will bring together existing careers, information, advice and guidance (CIAG) leaders to establish a new careers 'network' for Doncaster linked to the Enterprise Adviser Network – a network of senior representative from business who advise schools and colleges on their strategies for careers and enterprise support. We will pilot a new approach to the provision of CIAG, ensuring greater collaboration and information sharing. We will ensure there is funding available to upskill all careers leaders in schools and colleges and help them to move towards meeting the eight Gatsby Benchmarks. These leaders will be skilled to become effective 'air traffic controllers' of the offer to young people. Through a new collaborative approach, all schools in Doncaster will meet their responsibilities to ensure providers of both vocational and academic learning can talk to young people about their offer. The partnership board will also assess the outputs from the local authority led project with the Open Data Institute (ODI) on opening up

data around careers information, advice and guidance. We will commission a comprehensive survey of young people's views on the careers advice they receive in Doncaster at the start and end of the programme.

- **Deliver encounters with the world of work:** The Careers & Enterprise Company (CEC) will ensure that every eleven to eighteen year old benefits from at least four high quality employer encounters over the life of the Opportunity Area programme. Delivering these four encounters will help schools achieve the Gatsby Benchmarks relating to 'encounters with employers', and 'experiences of workplaces'. By working with CEC, we will deliver 96,000 encounters over the lifetime of this plan. A share of the CEC £2m investment fund will also contribute to the delivery of this target. This work will be supported by two dedicated Enterprise Co-ordinators for Doncaster, already in post and co funded by the CEC and the Local Enterprise Partnership. Enterprise Co-ordinators will offer every school and college in Doncaster access to an Enterprise Adviser, who will help schools and colleges develop a strategy for their careers work with young people and help to better connect schools and colleges with employers. To leverage more encounters, including for young people with SEND, we will work with our cornerstone employers who will role model the closer working between employers, schools and colleges that we will forge in Doncaster.

What we will do

- **Develop better routes for young people with SEND as they transition to adulthood.**

We are already working with Mencap and the National Development Team for Inclusion (NDTi) to ensure there is greater ambition set out in education, health and care plans. This will mean young people with SEND can realise a career of their choice and can secure more independence in preparing for adulthood. NDTi have brought together senior leaders from the local authority, education providers and employers to focus on supported employment for young people with SEND. They are also working closely with Mencap who will roll out work preparation workshops for young people with SEND to prepare them for employment.

- **Widen participation in higher education:**

We will encourage more young people from economically disadvantaged backgrounds to consider higher education after secondary school, or post-16 study, where they have achievement that meets entry criteria but personal circumstances might otherwise hold them back. The National Collaborative Outreach Programme, run by the Higher Education Progression Partnership in Sheffield, is already working with Doncaster College

and six secondary schools in Doncaster's most deprived wards to increase the number young people participating in higher education.

- **Test approaches to working with primary schools:** We will explore with local stakeholders and the CEC how, in schools with high numbers of disadvantaged children, we can test approaches to raising career aspirations and preventing career stereotypes emerging, and join work nationally to build the evidence base on what work in this area.

The range of post-16 provision in Doncaster is being reviewed to ensure it meets the needs of a modern economy and is of good quality and is sustainable. The local authority has commissioned an independent review of post-16 provision in Doncaster, working with the Local Enterprise Partnership and the Regional Schools Commissioner. This includes an in-depth assessment of current post-16 provision, taking account of leadership, and how the different post-16 options impact on student destinations. When this review reports in April 2018, the partnership board will consider its findings and take steps to act on any changes to provision that are needed.

Our 2018 activity will include:

We will help more of Doncaster's young people to find the right academic and vocational routes for the careers they aspire to.

- We will establish a Doncaster-wide career network by September 2018 that will bring together all careers leaders across schools and post-16, and build a new best practice system.
- We will commission a survey of young people's views on the quality of careers advice they receive to establish a robust baseline and to monitor progress as we improve the careers system.
- Through the Enterprise Adviser Network we are providing every school and college with a dedicated Enterprise Adviser and support to develop a plan for achieving each of the Gatsby principles of good career guidance by September 2018. Through this, we will make sure careers leaders in all schools and post-16 settings are upskilled to lead their own institution's

improved offer to young people.

- We will implement the NDTi action plan to support development of employment outcomes in education health and care plans by March 2018. This was created as a result of the priorities identified at an employment pathway workshop in November 2017.
- The National Collaborative Outreach Programme is placing outreach staff in six schools and one college who will work with students in year 9 and 12 to double the number of young people from disadvantaged backgrounds moving into high education.
- We will test approaches to early careers work in up to four primary schools with high numbers of disadvantaged children during 2018 and join national work to understand what careers activities work well in primary schools.

Our targets for 2020/21 are:

- 96,000 encounters with employers delivered in Doncaster through the Enterprise Adviser Network (equating to four encounters for every young person aged eleven to eighteen).
- All schools and colleges based in Doncaster assessed to be meeting all eight Gatsby benchmarks using tools such as the Careers & Enterprise Company's Compass careers benchmarking tool.
- Reduction in the number of disadvantaged young people who do not secure a sustained destination post-16 to below 50 (currently 150)¹⁰.
- Increase in the number of young people, when surveyed, who rate the quality of the careers advice they have received as good or better.



¹⁰ The Partnership board will agree a quantified target when the baseline survey has been completed.

Priority 4: Opportunities extend to all

Taking active steps to help most vulnerable to access opportunities that will support them to succeed in and out of education – and go as far as their ability and ambition will take them.

Why this is an issue

Children and young people with multiple barriers to opportunities: Doncaster has significant numbers of children who fall under the seven categories of vulnerability set by the Children’s Commissioner¹¹ which include children in care of the state, those supported by national programmes like the Troubled Families programme or those with Special Educational Needs. There are approximately 530 children in care in Doncaster and around 270 care leavers who are all supported by Doncaster Children’s Services Trust. There are nearly 5,000 children eligible for free school meals (an indication of short or longer term economic disadvantage) and of the total number of pupils, over 16% are known to be part of the Troubled Families programme (known locally as Stronger Families). We have carried out a data mapping exercise to assess the number of children who experience multiple layers of disadvantage

and vulnerability. For children and young people in these circumstances, life in Doncaster can be extremely challenging, resulting in a lack of experiences and access to enrichment opportunities, and reduced engagement in education. We will do a small number of specific and targeted programmes to support this group to thrive.

Vulnerable young people miss out in developing essential life skills: Along with high quality teaching, research shows the link between educational attainment and extra-curricular activity that enhances resilience, self-efficacy and emotional and social skills. The Education Endowment Foundation have also published evidence on how extra-curricular activities can benefit disadvantaged and vulnerable pupils, such as helping to improve education outcomes.

11 See <https://www.childrenscommissioner.gov.uk/wp-content/uploads/2017/07/CCO-On-vulnerability-Overveiw-2.pdf>

Why this is an issue

Opportunities currently bypass vulnerable children and young people:

outside of school, vulnerable children and young people need more support to engage in extra-curricular programmes that are already operating:

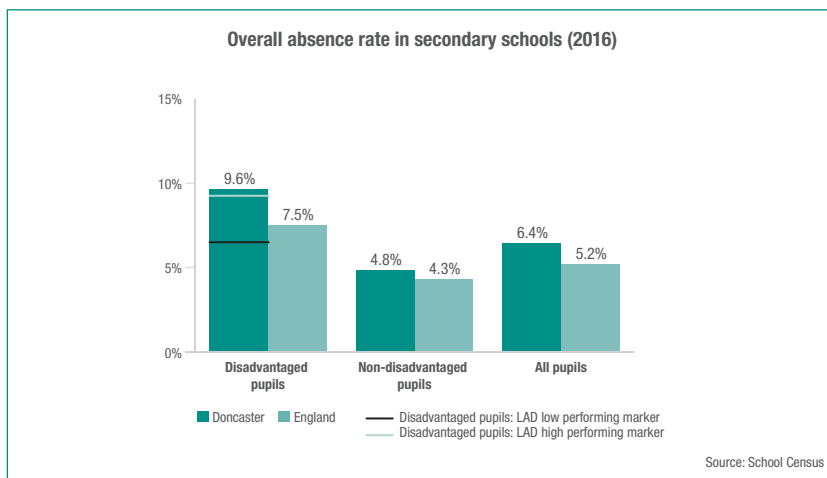
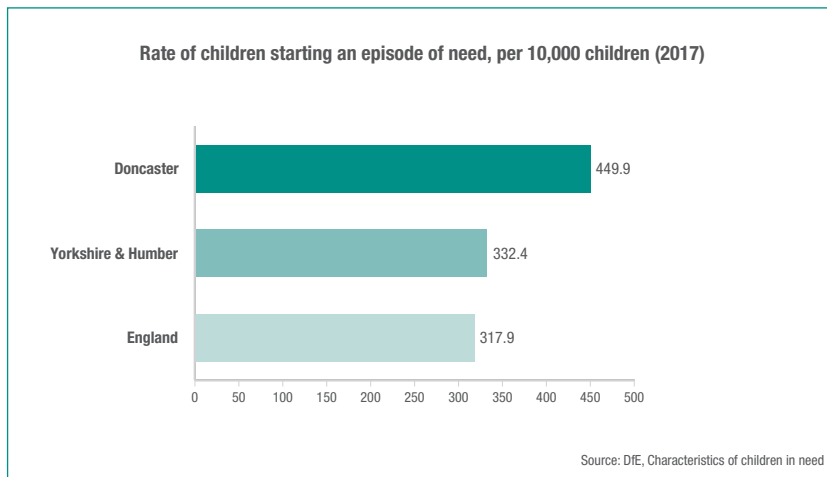
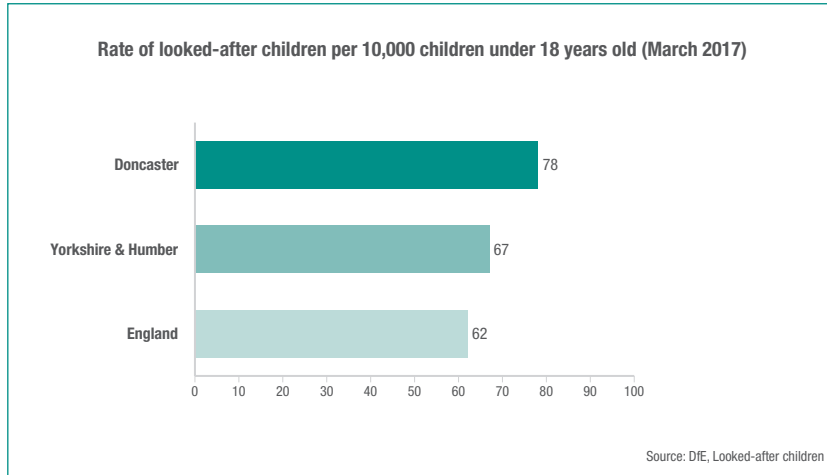
- The National Citizen Service is well established in Doncaster and in recent years take up has increased rapidly. Last year however, just under 10% of recorded graduates who took part in National Citizen Service were eligible for free school meals and only a very few were children in care. Anecdotally, we have heard that young people in care drop out of the National Citizen Service programme in Doncaster more regularly than those not in care, largely because they feel the programme is not currently tailored to their needs. In particular, we have heard that the residential trips designed to broaden horizons put too much strain on vulnerable young people who have had limited experience of new environments and life outside the borough.
- Doncaster also delivers the Children's University¹² programme, operated by Doncaster College. In this programme, children aged five to fourteen are given a passport to record all activities they do outside of school (where the club or organisation is registered with the Children's University). Schools buy the passports from the Children's University and although some schools use pupil premium funding to reduce the cost for pupils, the cost of the passport – and the subsequent activities – creates a barrier to accessing the programme for some disadvantaged children.
- Through our engagement with children and young people, including those in the care system, we have heard first hand that they want more access to activities outside the curriculum including sports, out of school clubs and personal development opportunities. However, these should be bespoke and tailored to groups of vulnerable children and young people who need additional support.

“Doncaster Children’s Services Trust are delighted to see vulnerable children at the front and centre of all the priorities especially priority four in this plan.”

Paul Moffatt, Chief Executive, Doncaster Children’s Services Trust

¹² <http://www.childrensuniversity.co.uk/>

Priority 4 – Opportunities extend to all



What we will do

We will make sure that all children and young people, regardless of their background, can access activities that enhance personal skills such as resilience, character and confidence. We have analysed data to identify the most vulnerable children and young people in Doncaster using the categories of vulnerable children set out by the Children's Commissioner – to fully understand the true level of vulnerability some children and young people face. We will continue to work with Doncaster Metropolitan Borough Council and local agencies to evaluate their specific needs before providing them with bespoke support. We will also capitalise on the enthusiasm of a number of employers in the area and the voluntary sector to make a change to the lives of the most disadvantaged young people in Doncaster. To do this we will:

- **Develop and implement an innovative coaching and mentoring programme** for the most vulnerable children and young people (including those at risk of entering the criminal justice system). The programme will be tailored to meet the needs of different age groups but with the universal objective of supporting vulnerable children and young people (and their families) to maintain engagement in

school – particularly through key periods of transition so that they go on to further education, employment or training after school. We will build on the social action project being led by EXPECT Youth which has received around £1m of funding through the iWill campaign and evidence of what works such as the EEF's mentoring strand of the teaching and learning toolkit.

- **Break down the barriers that prevent vulnerable children and young people from accessing the Children's University and the National Citizen Service programmes.** We will help more vulnerable children and young people make the most of existing opportunities. For the National Citizen Service, we will provide tailored support before, during and after they access the existing programme. We will be more innovative in our means of engagement with schools but also work with children's homes and residential care centres to recruit participants on to the programme, to ensure young people feel reassured that they are specifically supported. For the Children's University, we will learn from best practice and ensure the reach of the initiative is extended to schools in areas of high deprivation and those with greatest numbers of vulnerable pupils.

What we will do

- **We will give additional help to vulnerable young people so they can make informed choices about their post-16 options and not be held back by personal circumstances.**

Local anecdotal evidence suggests that there is great inconsistency in the way careers information, advice and guidance (CIAG) is provided to vulnerable children especially where they have lower level SEN or emotional and mental health issues. Building on this, we will also work with local universities and colleges to find innovative ways of enabling vulnerable young people to access higher education (university and higher-level apprenticeships) to ensure they have every opportunity to reach their potential.

- **Support teachers and schools to explore alternative options to fixed term exclusions for vulnerable children and improve attendance:**

We know that the majority of fixed term exclusions in Doncaster are issued in response to relatively low level classroom disruption and that fixed term exclusions are commonly issued to pupils from disadvantaged backgrounds. Building on evidence of what works from existing programmes, such as the Safer Schools Partnership run by Sheffield based charity Remedi, we will work with teachers, schools and multi-academy trusts to test new restorative approaches to manage conflict in classrooms, and encourage a reduction in the numbers of fixed term exclusions issued. As a result of the safer schools partnership, Remedi found that behaviour and attendance of pupils they were working with significantly improved. For example, prior to the programme, the average attendance rate was 88%; afterwards it increased to 96%. This work will be closely linked to the local authority's Education Inclusion programme.

Our 2018 activity will include:

- **We will develop and launch a new coaching and mentoring programme** by April 2018 for vulnerable children and young people, supporting them to develop life skills outside of school that in turn will incentivise and support school attendance and improved confidence and resilience.
- **We will extend the reach of the Children's University initiative** so that schools with the highest proportion of vulnerable children are actively supported to enable their children to engage strongly in this programme.
- **We will provide a bespoke package of support to vulnerable young people who want to access the National Citizen Service programme.** Help will be given before, during and after they attend the programme to help to address their barriers to engagement.
- **We will work with local universities to develop a guaranteed interview pilot** that will provide additional support for vulnerable young people to consider and enter higher education. Alongside this, we will maximise the reach and impact of existing programmes that are already offering support to vulnerable students to help with applications and financial costs.

Our targets for 2020/21 are:

- At least 1,000 more children facing disadvantage access the Children's University scheme in Doncaster between year 1 and July 2021. Doncaster College estimate that currently between 800 and 1,000 disadvantaged children participate.
- By summer 2021, we will extend the reach of the National Citizen Service programme, ensuring at least one in five (20%) participants are young people facing disadvantage. In 2016 only around 8% of participants were disadvantaged young people.
- At least 300 vulnerable young people with two or more characteristics of vulnerability, participate in an enduring coaching and mentoring relationship and through this are accessing one or more extra-curricular programme as part of the Essential Life Skills programme or other routes.
- Fixed period exclusion rate (expressed as a percentage of pupil population) will have reduced by half from the rate in 2016/17 (31%).



Underpinning themes

Collaboration across the borough – no matter what

Why is this important?

To address the priorities in this plan, and make significant progress in improving social mobility in Doncaster, collaboration across the borough is essential. The geographical make up of Doncaster, as well as institutional differences, can sometimes make this difficult

but with the Opportunity Area partnership board leading the way, Doncaster must come together and work together to drive change. This starts at leadership level, with those people who hold position of influence and can inspire confidence in the borough.

Year one activities

We will work with the Regional Schools Commissioner to build a strong network of collaboration between the eighteen secondary academies who will work together in partnership for the benefit of the borough and all young people in Doncaster. The network will facilitate the sharing of good practice – such as pedagogy and subject leadership approaches in core EBacc subjects, disseminating effective behaviour attendance and parental engagement approaches, and strategies for raising the attainment of disadvantaged children. Schools that are part of the Wakefield City Academies Trust will be supported by a Transition Board as they are moved to new preferred sponsors. The Board will ensure a focus on rapid school improvement and a smooth transition period. Collaboration will be at the heart of school improvement for the whole town, providing assurance that no matter where you live; no child will be left behind.

We will work with local partners to develop a young people’s corporate social responsibility strategy to ensure support continues for vulnerable children and young people. Some programmes and organisations are already supported by large, local businesses who want to reinvest in Doncaster and its residents. We want to capitalise on this and ensure investment in supporting those who need help the most continues.

We will ensure that the partnership board works together beyond the Opportunity Area programme – we want to be at the forefront of improving social mobility and part of a wider movement of people who truly believe in making Doncaster the best borough to live, work and go to school in.

Recruiting quality teachers

Why is this important?

Primary and secondary headteachers report difficulties in attracting and retaining talented teachers to the borough, citing examples of where good staff have left after only a short time in post to work in other parts of the region. Two of the four priorities in this plan focus on the need for quality teaching in schools, particularly those situated in areas of high deprivation and include a strong focus on teacher retention. To complement this, we

want to improve the strategy for recruiting the best new teachers, something that is crucial to raising educational outcomes in Doncaster – particularly for those pupils from disadvantaged backgrounds. As part of the links with the South Yorkshire Futures programme, we have a unique opportunity to think about a recruitment strategy on a regional basis.

Year one activities

We are raising awareness of Teach

First as an alternative route into teaching and encourage more schools to take up placements. We will host an event for headteachers to hear about the scheme and use case study examples to demonstrate the benefits of graduate placements in schools.

We will create a highly motivated teaching workforce.

Through the Partnerships for Attainment project – a collaborative project between Sheffield Hallam University, The University of Sheffield, Doncaster SCITT (school centred initial teacher training), Sheffield SCITT and the Modern Languages SCITT – we will develop

a new approach for recruitment to initial teacher training and attract more high quality people who are keen to work across the schools in Doncaster. Within this project, we will also develop a consistent approach to newly qualified teacher and recently qualified teacher support in Doncaster to ensure that all new teachers have access to the support that they need.

We will maximise the impact of Doncaster's status as part of the 'Get into Teaching' campaign. The generous, tax-free funding available will lead to a lot of focus locally on recruiting into the profession.

Essential life skills

Why is this important?

It is essential that all children and young people have the tools to deal with the demands and challenges of everyday life including education and later in life, employment. According to The Sutton Trust, 90% of employers, teachers and young people say that essential life skills are as or more important than academic qualifications. There is also evidence that links non-cognitive skills such as resilience, self-efficacy, emotional and social skills with improved educational outcomes. These skills are shown to be highly predictive of education and labour market success, and good mental health¹³. Extra-curricular activities can benefit disadvantaged pupils, including improving outcomes and attainment. Yet the 2014 Sutton Trust report

found that wealthier children are more likely to access and utilise extra-curricular provision¹⁴.

In October 2017, the Department for Education announced a new two-year Essential Life Skills programme for Opportunity Areas, worth £22m. The programme will allow children and young people aged five to eighteen years old to participate in regular activities, outside of school, that will help to develop personal skills but also enable them to take part in sport, volunteering and social action projects.

The Doncaster Opportunity Area has been allocated approximately £2.75 million that will be spent over the two years of the Essential Life Skills programme.

13 Cunha, F., Heckman, J. J., & Schennach, S. M. (2010) Estimating the technology of cognitive and non-cognitive skills formation. *Econometrica*, Vol 78 (No 3), 883-931).

14 Sutton Trust 2014 "Research Brief: Extra Curricular Inequality"

Year one activities

We will put in place a programme that specifically targets children and young people facing disadvantage in Doncaster

to ensure that they have access to the same activities to enhance life skills, that their more affluent peers in the borough do. In total we aim to reach around 5,000 children and young people in the borough. To achieve this, we will commission local providers to deliver a range of opportunities for disadvantaged learners. There will be a 'menu' of up to six activities (including sports, outdoor education, health and wellbeing) that primary and secondary schools will be able to select from – targeting places at children and young people from disadvantaged backgrounds as a priority. The menu of activity will be agreed by the partnership board. The 'life skills' we will seek to develop will include, but are not limited to:

- Resilience, perseverance and persistence
- Hard work, self-control, discipline and good time keeping
- Self-confidence, leadership and team working
- Honesty, integrity and engaged citizenship
- Attitude, respect and empathy
- Curiosity and problem solving

We will also develop a plan for year two (2018/19) of the Essential Life Skills programme building on evaluation of activities offered in year one in Doncaster and other Opportunity Areas but also considering more innovative ways of investing the money based on research and evidence – such as what works in the independent school sector. We will also explore the potential for using the funding to deliver on the Global Competencies as set out in the OECD 2030 report on how to create an inclusive world, focusing on openness towards people from other cultures, respect for cultural otherness, global-mindedness and responsibility.

“Personal development would have been key in school because I lacked confidence and had low self-esteem until I left school.”

Feedback from Community Café Event



GET IN TOUCH

 Opportunity.areas@education.gov.uk

 [@Doncaster_OA](https://twitter.com/Doncaster_OA)

Opportunity Area (OA) Partnership Board and Working Groups

OA Partnership Board

Professor Chris Husbands – Chair – Vice Chancellor, Sheffield Hallam University

Damian Allen - Director of People, Doncaster Metropolitan Borough Council

Carolyn Blundell - Associate Executive Principal, Outwood Grange Academy Trust

Nigel Brewster - Partner of Brewster Pratap & Vice Chair of Sheffield City Region
LEP

John Edwards - Regional Schools Commissioner, East Midlands and Humber
Region

Janet Foster - Executive Headteacher, Kirk Sandall Academy Trust

Clare Hutchinson - Area Manager, Careers and Enterprise Company

Jim Lord - Club Doncaster Foundation Chief Executive

Paul Moffatt - Chief Executive, Doncaster Children's Services Trust

Helen Redford-Hernandez – Headteacher, Hungerhill School

Lisa Suter – Headteacher, Heatherwood Special School

Anne Tyrrell - Interim CEO, Doncaster College

Primary Working Group (this reflects people who have attended previously,
membership of this group is being reviewed as the work moves from planning to
implementation)

Gill Ayre - Director of NQT's - School Improvement & QA Consultant

Helen Bellinger - Director of School Improvement & Research School for Partners in
Learning

Dianne Dunn - Strategic Lead for NQT's - School Improvement & QA Consultant -
Strategic Lead for School Improvement

Janet Foster - Executive Headteacher, Kirk Sandall Academy Trust

Jill Foster – CEO, The Rose Learning Trust

Sara Harle – Business Manager, Partners in Learning

Helen Harrison – Headteacher, Woodfield Primary School

Jeremy Harris – Headteacher, Hatchell Wood Primary School

Helena Honeybone – Headteacher, Townfield Primary School

Janis James – Headteacher, Bentley High Street Primary School and Rosedale

Primary School

Bev Lockwood – Headteacher, Kirkby Avenue Primary School

Alison Navas – Headteacher, Cannon Popham Primary School Church of England

Primary School

Beryce Nixon – Headteacher, Hill Top Academy

Jonathon Sharpe - Doncaster Metropolitan Borough Council

Secondary Working Group

Lisa Allott– Principal, Outwood Academy Adwick

Tom Ashley – Headteacher, Balby Carr Academy

Carolyn Blundell – Associate Executive Principal, Outwood Grange Academy Trust

Yvonne Bootman – Sir Thomas Wharton

Richard Brooke – Principal, Don Valley Academy

Rob Burton – Associate Principal, Rossington All Saints

Adam Dale – Headteacher, Campsmount

Pippa Dodghson – Headteacher, Hall Cross Academy

Maggie Dunn – Headteacher, Ridgewood

Lisa Fox – Headteacher, The Hayfield School

Jayne Gaunt – Principal, Outwood Academy Danum

John Higgins – Principal, Ash Hill Academy

David Page – Principal, Trinity Academy

Andy Peirson – Headteacher, Armthorpe Academy

Lucie Pond – Deputy Head, Hungerhill School

Helen Redford-Hernandez – Headteacher, Hungerhill School

Anna Rooney – Principal, De Warenne Academy

John Rooney – Headteacher, McAuley

Andy Sprakes - Executive Principal,XP

Richard Wood – Headteacher, Mexborough Academy

Post 16 Working Group

Nigel Brewster – Partner, Brewster Pratap & Vice Chair Sheffield City Region LEP

Greg Burke – Director, South Yorkshire Futures

Eleanor Churchward - Advice Transition and Quality Manager, Doncaster Council

Lee Douglas – Enterprise Coordinator, Careers and Enterprise Company

Brendon Fletcher – Principal, New College

Mike Garnock-Jones - Director, Higher Education Progression Partnership

Andy Hood – Head of Service, Youth Offending Service

Clare Hutchinson – Area Manager, Careers and Enterprise Company

Jacqui Jameson – Director, Careers Inc

Maria Lowry - Student Services and Marketing Manager, Doncaster College

Tina Slater - Head of Business and Education, Doncaster Chamber

Vulnerable Children Working Group

Debbie Burton - Partnership and Engagement Officer, Doncaster Metropolitan Borough Council

Jan Budtz – NCS, Programme Manager

Andy Hood - Head of Service, Youth Offending Service

Alison Leeming – Partnership Manager, Doncaster Metropolitan Borough Council

Dean Mangham – Youth Alliance Lead

Simon Noble - Doncaster Metropolitan Borough Council

Peter Norman - Strategic Development Director, EXPECT Youth

Lauren O'gboru – NCS, Innovation Project Manager

Ruth Rickman-Williams - Regional Youth Work Adviser, West Midlands

Pauline Turner - Head of Service, **Doncaster** Children's Services Trust

Doncaster Opportunity Area Essential Life Skills' programme

Introduction

1. The Secretary of State is committed to ensuring we have an education system that prepares young people for life in modern Britain, regardless of their background or where they grew up. This means all schools offering a broad, academically rigorous curriculum, which is supported by the development of essential life skills such as resilience, confidence, team working and leadership skills.
2. The department has been supporting schools, through both the curriculum and extra-curricular programmes, to help them embed the development of non-cognitive skills into the school system to guarantee that pupils in every school receive the best possible education.
3. DfE will continue with this by funding a £22m Essential Life Skills programme in the 12 Opportunity Areas (OAs) over two years, to enable children and young people aged 5 -18 years old to participate in regular extra-curricular activities. Children and young people will be able to participate in extra-curricular activities such as sports, volunteering and social action projects.

Doncaster Coast funding allocation

4. The allocation of this funding for Doncaster Opportunity Area is approximately £2.75m indicatively split over this and the next financial year with c. £1m in 2017-18 and c. £1.75m in 2018/19. This has been based on Doncaster having some 47,124 eligible children, making up 12.68% of all eligible pupils across all 12 OAs.

Rationale for intervention

5. There is a growing body of evidence that links non-cognitive skills such as resilience, self-efficacy, emotional and social skills with improved outcomes. These life skills have shown to be highly predictive of educational and labour market success and good mental health¹. The evidence also suggests that school interventions such as extra-curricular activities can play a role in building these skills.
6. Extra-curricular activities can benefit disadvantaged pupils, including improving outcomes around attainment². However, the Sutton Trust's 2014 report found that wealthier children and those in private schools are more likely to access and utilise extra-curricular provision.³ Other reports also found a strong socio-economic gradient in participation in a range of both physical and cultural activities, with those with parents in higher professional occupations much more

¹ Cunha, F., Heckman, J. J., & Schennach, S. M. (2010). Estimating the technology of cognitive and non-cognitive skill formation. *Econometrica*, Vol 78 (No 3), 883-931.

² <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/extending-school-time/technical-appendix>

³ Sutton Trust (2014). '[Research Brief: Extra-curricular Inequality](#)'

likely to participate than those with non-working parents or those in routine occupations⁴.

7. A number of studies have shown that regular and persistent attendance at after school club programmes is positively associated with many academic and non-academic youth outcomes including higher academic achievement and grades, long-term educational and occupational outcomes, lower problem behaviour, higher beliefs about abilities and better emotional adjustment⁵. These studies also suggest that positive youth outcomes increase, the longer the duration of activities⁶.
8. Based on the evidence, we recommend that ELS programme should fund regular participation in extra-curricular activities to ensure the best outcomes possible for the young people involved.

⁴ Richards, L., Garratt, E., and Heath, A.F. with Anderson, L. and Altıntaş, E. (2016) '[The childhood origins of social mobility: socio-economic inequalities and changing opportunities](#)', Centre for Social Investigation, Nuffield College, Oxford University, page 41 (survey data collected 2006-2008)

⁵ Harvard Family Research Project. (2004). *Issues and Opportunities in Out-of-School Time Evaluation*, 7, 3-4. ; Vandell, D. L., Larson, R. W., Mahoney, J. L. and Watts, T. W. (2015). Children's Organized Activities. *Handbook of Child Psychology and Developmental Science*. 4:8:1–40.

⁶ Harvard Family Research Project. (2004). *Issues and Opportunities in Out-of-School Time Evaluation*, 7, 4-5.

Essential Life Skills Specification

1. We propose grant funding £1m to Expect Youth to deliver an Essential Life Skills offer to the schools in the Borough. This offer should take the form of a directory of extra-curricular activities schools could pick from to best meet the needs of their children. These would be designed to develop essential life skills including but not limited to:
 - Resilience, perseverance and persistence.
 - Hard work, self-control, discipline, good time keeping.
 - Self-confidence, leadership and team working.
 - Honesty, integrity and engaged citizenship.
 - Attitude, respect and empathy.
 - Curiosity and problem solving.
2. Expect Youth will be asked to demonstrate how the activity/projects included in the directory will advance these skills. Ultimately the Opportunity Area (OA) Partnership Board (PB) will agree the directory of activities. They will be keen to see activities that require committing time to practice, involve team participation and require perseverance to progress. These can be activities such as sports, art, social action or volunteering, young enterprise, Guides and Scouts.
3. Based on the evidence around effective interventions, all directory activities should:
 - Take place on a regular basis, in most weeks of the term and throughout the school year where possible. Residential, weekend or holiday activities that take place over a short period can be very useful but should be considered as part of a wider package of regular term-time activities for those pupils involved. Funding for one-off activities which are not part of a long-term programme should be kept to a minimum.
 - Collectively form a broad offer across the OA, ensuring that there is sufficient variety and appeal to children and young people of both genders, all ethnic backgrounds and across a range of abilities across the various areas within the borough.
 - Take account of young people's views on the types of activities that could improve their life skills. Ultimately, it will be the responsibility of the Partnership Board to ensure activities deliver the desired outcomes.
 - Be targeted to address the needs of pupils, including those with mental health issues.

- Increase the number of children and young people with SEND and non-able bodied pupils' involved in activities, both with and without Education Health and Care plans.
 - Provide an activity that goes beyond what could reasonably be expected as part of the standard school day and does not duplicate or act as a substitute for core curriculum teaching.
 - Should be developed actively with schools and pupils from within the opportunity area. There should also be clear evidence that the schools and pupils are benefitting from such activities.
 - Not be for any activity which is already being funded whether directly or indirectly by HM Government or its agencies.
4. The PB will be particularly keen to see activities that:
 - a. Offer new or significantly extended access to relevant activities for disadvantaged children within the area
 - b. Are financially sustainable beyond the initial funding period. Where possible, schools involved should be encouraged to adapt or adopt successful activities to increase the range of high quality activities that they offer. OAs may work with schools to consider how they could utilise existing budgets to fund successful activities beyond the funding period, for example through the use of pupil premium funding – where there is good evidence that developing these skills in eligible pupils should support improved academic achievement.
 5. To ensure the breadth of the offer, and that this funding reaches every corner of the borough we will ask Expect Youth to run a commissioning process to enable a wider range of providers to deliver activities for schools. This will be to the benefit of local children but also to the wider network of community facing organisations who could benefit from this offer.
 6. We will put in place project management arrangements in partnership with Expect Youth to track development of the directory of activities, including the commissioning beyond existing Expect Youth partners.
 7. We will establish performance management arrangements to track delivery of activities and take up by young people. This will include financial information on funding spent to date and profiles of take up and funding going forward. This will also involve the collection of data to inform a national evaluation of ELS expenditure. This will report into the PB.
 8. We will work with Expect Youth to develop an ambitious but deliverable profile of delivery.
 9. Failure to spend allocated funding to within an agreed variance of this profile may result in funding being withdrawn.

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Doncaster Council

Report

6th February 2018

To the Chair and Members of the
CABINET

SCHOOL ADMISSIONS ARRANGEMENTS FOR 2019/20 ACADEMIC YEAR

Relevant Cabinet Member(s)	Wards Affected	Key Decision
Councillor Nuala Fennelly, Children, Young People and Schools	All	Yes

EXECUTIVE SUMMARY

1. This report outlines the requirements for the adoption of schemes for Co-ordinating the Admission Arrangements for Primary and Secondary Schools and the approval of the Admission Arrangements for Community Schools in the 2019/20 School Year.

EXEMPT REPORT

2. This is not an exempt report.

RECOMMENDATIONS

3. The Mayor and members of Cabinet is asked to approve the following admission arrangements for the 2019/20 school year:
 - Community School Admission Arrangements
 - Community School Nursery Admission Arrangements (Sections 18 to 20 below).
 - Primary Co-ordinated Admission Arrangements
 - Secondary Co-ordinated Admission Arrangements (Sections 21 to 23 below).
 - Notification of parents of the arrangements for admission including those to the proposed University Technology College (section 16 below).

WHAT DOES THIS MEAN FOR THE CITIZENS OF DONCASTER?

4. The Co-ordinated Arrangements noted above are intended to provide an equal opportunity for all parents to apply for school places at the same time through a process co-ordinated by the Local Authority (LA).

5. The School and Nursery Admission Arrangements set out the process by which applications by parents for community schools are considered and ensure that they are administered consistently and in a fair and equitable manner.

BACKGROUND

6. The Local Authority (LA) has a duty under Section 86 of the School Standards and Framework Act 1998 to make arrangements for enabling the parents of children in its area to express a preference for a maintained school and to give reasons for that preference.
7. By 1 January in the relevant determination year the LA is required to formulate schemes for co-ordinating the admission arrangements for all maintained schools and academies in the Borough and to seek the agreement of other admission authorities to the co-ordinated admission arrangements. These are intended to make school admissions easier, more transparent and less stressful for parents. They require parents to rank preferences on a single common application form which they must submit to their home LA. Parents will then receive a single offer of a school place for their child from the LA on a designated day.
8. By 28 February each year the LA is required to determine the admission arrangements that will apply to schools for which it is the admission authority i.e. community schools. This has been brought forward from previous years by the DfE to allow more time for any necessary objections to be lodged with the School Adjudicator.
9. In drawing up its arrangements the LA has to have regard to relevant legislation, the School Admissions Code (the Code) and guidance from the DfE. These contain a number of mandatory requirements which all admission authorities are required to follow and those requirements have been taken into account in the proposed arrangements.
10. The Private, Voluntary or Independent sector (PVI)s make their own arrangements for places within the Borough for 3 and 4 year old early years places. However the LA has a duty to ensure that there are sufficient accessible and affordable places for children across a range of provision types and provides support and guidance as necessary.

Admission Arrangements 2019/20

11. The LA remains the admission authority for community schools which represents 42 of the 121 mainstream schools in Doncaster. The arrangements are determined in relation to the Code and relevant regulations published by the DfE. The only changes proposed relate to changes to admission numbers for schools as a result of building modifications.
12. Whilst the Local Authority is not responsible for setting the arrangements for academies, voluntary aided or free schools it undertakes an important role to ensure that they are as compliant with any changes required of them.

Co-ordinated Admission Arrangements 2019/20

13. The Co-ordinated Admission Arrangements for the normal year of entry remain unchanged; parents will continue to apply to their home local authority from which they will receive their decisions.
14. Applications at each phase of education; nursery, primary and secondary are all available digitally through the Council's website. For the initial round of year of entry school applications the Local Authority continues to receive a high percentage of online

applications. This continues to increase annually. For September 2017 the online rates were 89% representing 2777 parents for secondary and 89% representing 2850 parents for primary. The benefit to parent/carers is the ability for them to receive their decisions by email on national offer day.

15. Co-ordination remains an important arrangement between schools and local authorities in terms of safeguarding and good working relations. A key component of this is the identification of potential applicants from data held by Health and schools through appropriate data sharing agreements which contribute significantly to the success of the process.

Publication of Information for Parents

16. The Local Authority is required to publish information for parents detailing the arrangements for admission to schools by 12 September each year. Additionally new regulations require the inclusion of details for admission to University Technology Colleges within a reasonable travelling distance or where local residents are already in attendance. This includes the requirement to write to parents of prospective pupils to explain the appropriate admission arrangements.
17. In future years, the admissions and co-ordination arrangements will be included as part of a wider school organisation strategy, integrating education settings place planning, admissions arrangements/co-ordination and capital developments into the Wider Learning Provision Organisation Strategy.

OPTIONS CONSIDERED

Admission Arrangements

18. The LA is required to include in its admission arrangements, information on the order in which places will be offered when a year group is oversubscribed. These are usually referred to as the admission criteria.
19. In Doncaster, each school serves a local community, usually referred to as the 'catchment area'. This reflects the philosophy that 'efficient education' is particularly fostered by closely associating a secondary school and a group of linked primary schools, in a pyramid. In this way, each school becomes part of the provision for a community and the education of the community's children benefits greatly from the association of its schools.
20. The admission criteria for admission to community schools and community school nurseries reflect the requirement to give first priority to children in care. The next criterion gives priority to those who live within a particular catchment area. The remaining school admission criteria also recognise the importance of children attending the same school as siblings and a school which is linked to their present school in the pyramid structure. In circumstances where a place is only available in any of the criterion for one child from a multiple birth i.e. twins, the LA has undertaken to offer each child a place together.

Co-ordinated Admission Arrangements

21. The LA is required to determine arrangements which co-ordinate the admission process to all schools and academies for the year of entry. They must allow for parents to express up to three preferences and require them to apply to their own local authority. These must be considered equally and the eligibility for places will be determined using each schools admission criteria.

22. A pupil will be offered a single place which is the highest ranked school for which they are eligible. Where no place is available the child will be offered an alternative place.
23. Although the mandatory requirement to co-ordinate in year was removed from September 2013 it is proposed that the Local Authority reaffirms its commitment to continue to co-ordinate the admission arrangements during the school year and to seek the agreement of other admission authorities to continue to do so.

REASONS FOR RECOMMENDED OPTION

Community School and Nursery Admission Arrangements

24. The LA must ensure that its arrangements take into account the relevant regulations and comply with the mandatory provisions of the Code. They include guidelines in setting oversubscription criteria which ensure that the arrangements are fair to all children and their families, and promote social equity. They must also be consistent with the co-ordinated arrangements for the area.
25. The proposed arrangements are based upon those currently in place and have been subjected to the required consultation. The admission criteria and the retention of Catchment areas, which gives the majority of children in the Borough priority though not a guarantee to an individual school, have been reaffirmed annually. To date, this principle has also been adopted by the majority of those schools which have become academies and so determine their own arrangements.
26. The admission arrangements contain details of the admission number for each school. These are reviewed annually and where necessary are revised to take into account changes in the net capacity assessment and variations in the number of pupils expected.

Co-ordinated Admission Arrangements - Primary and Secondary

27. Minor changes have been made to the relevant dates currently in place. These dates are within statutory timescales and have been agreed with the majority of our neighbouring authorities.
28. The mandatory requirement to co-ordinate in-year applications was removed for admission from September 2013. However the Local Authority, in agreement with schools, has previously determined that this should continue and this position is reaffirmed in the proposed arrangements. Continuing to co-ordinate in-year admissions strengthens the Local Authority's safeguarding role by continuing to monitor the movement of pupils and manage the Children Missing Education database. To do otherwise would rely on schools notifying the Authority of applications it receives and their outcomes. It would also mean parents would have to contend with differing arrangements at each school.
29. The Local Authority experiences a large number of in-year applications, the majority of which are due to changes of address, both into and around the Borough.

IMPACT ON THE COUNCIL'S KEY OUTCOMES

30. The main impact of the proposals set out in this report on the Council's key priorities are set out below:

	Outcomes	Implications
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	<p>All people in Doncaster benefit from a thriving and resilient economy.</p> <ul style="list-style-type: none"> • <i>Mayoral Priority: Creating Jobs and Housing</i> • <i>Mayoral Priority: Be a strong voice for our veterans</i> • <i>Mayoral Priority: Protecting Doncaster's vital services</i> 	<p>The proposal supports the priority outcomes in terms of:-</p> <p>Encouraging local schools to work together in a co-ordinated way;</p> <p>Supporting ease of access for all residents to school places;</p>
	<p>People live safe, healthy, active and independent lives.</p> <ul style="list-style-type: none"> • <i>Mayoral Priority: Safeguarding our Communities</i> • <i>Mayoral Priority: Bringing down the cost of living</i> 	<p>Prioritising places for local pupils and their siblings;</p> <p>Improve attendance and reduce risk for students out of school;</p>
	<p>People in Doncaster benefit from a high quality built and natural environment.</p> <ul style="list-style-type: none"> • <i>Mayoral Priority: Creating Jobs and Housing</i> • <i>Mayoral Priority: Safeguarding our Communities</i> • <i>Mayoral Priority: Bringing down the cost of living</i> 	<p>Raising education standards and aspirations of young people;</p> <p>Improving services for Children, Young People and their families.</p>
	<p>All families thrive.</p> <ul style="list-style-type: none"> • <i>Mayoral Priority: Protecting Doncaster's vital services</i> 	<p>Provide better value for money in simplifying the admission process;</p>
	<p>Council services are modern and value for money.</p>	<p>Raise the awareness of parents to future proposals for University Technology College provision in Doncaster.</p>
	<p>Working with our partners we will provide strong leadership and governance.</p>	

RISKS AND ASSUMPTIONS

31. If the arrangements fail to comply with the regulations and the Code they may be subject to challenge from parents through objections to Schools Adjudicator or the Local Government Ombudsman. This may have a detrimental impact on other pupils in a school or a financial impact on the Local Authority or schools.
32. If schools do not wish to take part in the in-year co-ordination process the Authority will put in place appropriate processes and safeguards to monitor the movement of pupils.

LEGAL IMPLICATIONS

33. Section 88C of the School Standards and Framework Act 1998, as amended, requires, before the beginning of each school year, the admission authority for a maintained school in England to determine the admission arrangements which are to apply for that year. Before determining the admission arrangements that are to apply for a year, the admission authority must carry out such consultation about the proposed arrangements as is prescribed in the Regulations below.
34. The School Admissions (Admission Arrangements and Co-ordination of Admission

Arrangements) (England) Regulations 2012, as amended, state that every admission authority must determine their admission arrangements on or before 28 February in the determination year.

35. The Regulations also require a local authority to formulate, in relation to each academic year, a qualifying scheme in relation to each primary and secondary school in their area. The local authority must formulate a qualifying scheme by 1 January in the relevant determination year and must inform the Secretary of State on or before 28 February in the relevant determination year whether they have secured the adoption of a qualifying scheme or not.
36. The School Information (England) Regulations 2008 require that local authorities publish a composite prospectus for parents by 12 September each year which contains the admissions arrangements. An amendment has been published to the regulations which came into force on 14 February 2017. This requires local authorities to include details of local University Technology Colleges (UTCs) in the prospectus and to write to parents of prospective pupils to confirm the appropriate admission arrangements to UTCs.

FINANCIAL IMPLICATIONS

37. This report refers to the schemes for admission arrangements to schools but has no effect on either the total number of pupils admitted or on the resources required to administer these admissions.
38. As such there are no financial implications arising directly from this report.

HUMAN RESOURCES IMPLICATIONS

39. There are no HR implications arising from this report.

TECHNOLOGY IMPLICATIONS

40. In line with Digital Council Parents are encouraged to make their applications on-line. However a paper form is available to download or can be provided on request if they do not have use of facilities on-line.

EQUALITY IMPLICATIONS

41. In taking this decision, the decision maker must be aware of their obligations under section 149 Equality Act 2010. This section contains the Public Sector Equality Duty (PSED). It obliges public authorities, when exercising their functions, to have 'due regard' to the need to:
 - a) Eliminate discrimination, harassment and victimization and other conduct which the Act prohibits;
 - b) Advance equality of opportunity; and
 - c) Foster good relations between people who share relevant protected characteristics and those who do not.

A Due Regard Statement has been completed and is included at Appendix 1.

42. The relevant protected characteristics under the Equality Act are age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The duty also covers marriage and civil partnerships, but only in respect of eliminating unlawful discrimination.

43. In addition to the requirements of the Equalities Act, the School Admissions Code published by the Department for Education make it clear that all admission authorities, including Doncaster Council must not discriminate on the grounds of disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; or sexual orientation, against a person in the arrangements and decisions it makes as to who is offered admission as a pupil.
44. In accordance with the Code, the arrangements and admission criteria, must be reasonable, clear, objective, procedurally fair, and comply with all relevant legislation, including equalities legislation. The Council must ensure that the arrangements do not disadvantage unfairly, either directly or indirectly, a child from a particular social or racial group, or a child with a disability or special educational needs.
45. Special provision has also been made within the In Year Fair Access protocol to prioritise applications for service personnel and crown servants in the line with the requirements of the Code and the Service Forces Covenant. The arrangements also include provision for applications from service personnel and crown servants moving to Doncaster will be considered one term in advance of a change of address in accordance with the guidance from the DfE providing that the application is accompanied by an official letter that declares a relocation date and a Unit postal address or quartering area address.

CONSULTATION

46. The following stakeholders are being consulted in accordance with the appropriate regulations and have been informed that the draft arrangements have been placed on the Council's website:-
 - i) Community School Admission Arrangements (School and Nursery)

Community schools	Voluntary Aided Schools
Public and interested parties	Neighbouring local authorities
Free Schools	Academies
 - ii) Co-ordinated Admission Arrangements

Voluntary Aided Schools	Free Schools
Academies	Neighbouring local authorities
47. The deadline for consultation is 31st January 2018. To date there have been no comments received.
48. Following approval of the determined admission arrangements the Local Authority will publish a copy of those arrangements on its website. An appropriate person or parents may object to the arrangements by writing to the Schools Adjudicator by 15 May 2018.

BACKGROUND PAPERS

49. The following background papers are available:-
 - Draft Community Schools Admission Policy 2019/20 - www.doncaster.gov.uk/services/schools/admission-arrangements
 - Draft Qualifying Co-ordinated Admissions Scheme for Primary Schools in Doncaster 2019/20 - www.doncaster.gov.uk/services/schools/admission-arrangements

- Draft Qualifying Co-ordinated Admissions Scheme for Secondary Schools in Doncaster 2019/20 - www.doncaster.gov.uk/services/schools/admission-arrangements
- Department for Education - School Admissions Code - www.gov.uk/government/publications/school-admissions-code--2
- Department for Education - School Admissions Appeal Code - www.gov.uk/government/publications/school-admissions-appeals-code
- The School Admissions (Admission Arrangements and Co-ordination of Admission Arrangements) (England) Regulations 2012 – www.legislation.gov.uk/uksi/2012/8/made
- The Education (Relevant Areas For Consultation On Admission Arrangements) Regulations 1999 - www.legislation.gov.uk/uksi/1999/124/pdfs/uksi_19990124_en.pdf
- The School Admissions (Admissions Appeals Arrangements) Regulations 2012 - www.legislation.gov.uk/uksi/2012/9/pdfs/uksi_20120009_en.pdf
- The School Admissions (Infant Class Size) England Regulations 2012 - www.legislation.gov.uk/uksi/2012/10/pdfs/uksi_20120010_en.pdf
- Equality, Diversity and Inclusion – Due Regard Statement (Appendix 1)
- The School Information (England) Regulations 2008 - www.legislation.gov.uk/uksi/2008/3093/pdfs/uksi_20083093_en.pdf
- Cabinet Report 10 December 2008 - Discretionary Transport Efficiency Savings

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**Doncaster
Council**

**EQUALITY, DIVERSITY AND
INCLUSION**

**DONCASTER METROPLITAN
BOROUGH COUNCIL**

Due Regard Statement

School Admission Arrangements

2019/20 Academic Year

Due Regard Statement

A **Due Regard Statement** (DRS) is the tool for capturing the evidence to demonstrate that due regard has been shown when the council plans and delivers its functions. A Due Regard Statement must be completed for all programmes, projects and changes to service delivery.

- A DRS should be initiated at the beginning of the programme, project or change to inform project planning
- The DRS runs adjacent to the programme, project or change and is reviewed and completed at the relevant points
- Any reports produced needs to reference “Due Regard” in the main body of the report and the DRS should be attached as an appendix
- The DRS cannot be fully completed until the programme, project or change is delivered.

1	<p>Name of the 'policy' and briefly describe the activity being considered including aims and expected outcomes. This will help to determine how relevant the 'policy' is to equality.</p>	<p>The document relates to the annual determination of the following statutory school admission arrangements for the 2019/20 school year:-</p> <ul style="list-style-type: none"> • Primary School Co-ordinated Admission Arrangements; • Secondary School Co-ordinated Admission Arrangements; • Community School Admission Arrangements; • Community School Nursery Admission Arrangements. <p>The above arrangements cover two areas; the Council's duty to co-ordinate the application processes for all pupils resident within the area i.e. the mechanism by which parents may apply for a school place and the Community School Admission arrangements for both school and school nurseries i.e. the mechanism by which priority for places is determined for admission to community schools.</p>
2	<p>Service area responsible for completing this statement.</p>	<p>Education Services: Admissions, Attendance and Pupil Welfare Service</p>
3	<p>Summary of the information considered across the protected groups.</p> <p>Service users/residents</p>	<p>In addition to the requirements of the Equalities Act, the School Admissions Code published by the Department for Education make it clear that all admission authorities, including Doncaster Council must not discriminate on the grounds of disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; or sexual orientation, against a person in the arrangements and decisions it makes as to who is offered admission as a pupil.</p> <p>The Co-ordinated Admission Arrangements</p> <p>The co-ordinated admission arrangements allow a parent or carer to make an application for a school place. The status of the applicant is not a factor in the application process.</p> <p>The application process is available predominantly through the internet in line with the Council's Digital Strategy and the movement of online access to services. Parents make applications through the Capita ONE Online software which is used by a large number of councils. The</p>

Doncaster Workforce

software has an accessible version for parents to use.

Due regard is given to those residents who do not wish to access services online and continue to require more traditional access methods. These access channels will remain for customers wishing to contact the Council in this way. Direct assistance is available in person or over the telephone through the Customer Contact Centre or School Admission Officers.

Where necessary, paper applications are available through other channels i.e. by requesting one in person, by telephone or email through the Customer Contact Centre. Assistance is also available in person or over the telephone through the Customer Contact Centre or School Admission Officers. In addition, the majority of applicants will already have their child in a school or nursery. In these cases further assistance is available directly from the school which will be familiar with their individual communities and the support which they require.

Community School Admission Arrangements

The Community School Admission Arrangements contain the oversubscription criteria. The status of the applicant is not a factor in determining eligibility for a school place. The Code requires that the oversubscription criteria must be reasonable, clear, objective, procedurally fair, and comply with all relevant legislation, including equalities legislation.

The School Admission Code sets out permissible criteria as well as those which must not be used. The criteria set by the Local Authority i.e. Catchment areas, Siblings, Feeder School Link and distance are all permissible criteria within the Code and so are compliant with the Equalities Act.

In cases where an application is unsuccessful, parents are offered the right to an independent appeal and language support is provided as necessary for the family.

Age– These arrangements will have no negative impact on this protected group.

Disability – These arrangements will have no negative impact on this protected group. (Where a child has a Statement of Special Educational Need or an Education, Health and Care Plan, applications are considered under separate provisions.)

		<p>Race – These arrangements will have no negative impact on this protected group. Gender – These arrangements will have no negative impact on this protected group. Sexual Orientation – These arrangements will have no negative impact on this protected group. Religion and Belief – These arrangements will have no negative impact on this protected group. Whilst parents may apply for a school on the basis of their faith or religion, the relevant schools adhere to strict arrangements in compliance with the School Admissions Code. The Council does not determine admission to these schools. Maternity and Pregnancy - These arrangements will have no negative impact on this protected group. Gender Reassignment – These arrangements will have no negative impact on this protected group. Marriage & Civil partnership - These arrangements will have no negative impact on this protected group.</p> <p>Service Personnel and Crown Servants - Special provision has also been made within the In Year Fair Access protocol to prioritise applications in the line with the requirements of the Code and the Service Forces Covenant. The admission policies include provision for applications to be considered one term in advance of a change of address in accordance with the guidance from the DfE.</p>
4	<p>Summary of the consultation/engagement activities</p>	<p>The consultation undertaken is determined by regulation. This includes consultation with all schools and neighbouring local authorities. Governing Bodies, which include parent representatives, are consulted during the autumn term and the arrangements are placed on the Council's website. A feedback form is also provided within the various admission to school booklets which are also available on the website.</p>
5	<p>Real Consideration: Summary of what the evidence shows and how has it been used</p>	<p>Co-ordinated Admission Arrangements - Admission Process In accordance with the Council's Digital Strategy and the movement of online access for service provision, significant changes were to the mechanism for parents to apply for school places from 2015 and the application process is now available predominantly online. Applications through this method have risen significantly since being introduced fully in 2015 demonstrated by the following table:-</p>

		% of Parents Making On-line Applications							
		Year	2011	2012	2013	2014	2015	2016	2017
		Secondary	13.4	13.7	20.9	33.7	84.7	86.0	89.0
		Primary	13.5	13.4	24.3	15.2	80.8	89.0	89.0

Additional support is made available where schools are identified as having significant numbers of paper applications.

Admission Arrangements – Community School Admission Criteria
A consistently high proportion of applicants have been offered a place at a preferred school. 97.5% of applicants for community primary schools in September 2017 were offered a place at one of their requested schools, higher than the national average. Those pupils not offered a school place at one of their preferred schools were allocated an local alternative school.

6 Decision Making	<p>This Due Regard Statement will be specifically referred to and deliberated within the agenda item at Cabinet meeting on 6 February 2018.</p> <p>The Mayor and Portfolio holder will be provided with the statement in advance of the Cabinet meeting.</p>
7 Monitoring and Review	<p>The arrangements are determined on an annual basis in line with statutory requirements and guidance from the Department for Education. Progress at a more operational level is covered under the council’s standard performance management framework; and is monitored on an on-going basis.</p>
8 Sign off and approval for publication	<p>Susan Pickles – Admissions and Attendance Manager Learning and Opportunities: Children and Young People</p>