

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.