

Report on Key BEICB Activities Schools Forum

Project title	BEICB update on allocated funding																																								
Explanation of allocation of funds	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding-left: 20px;">Total funding available</td> <td style="text-align: right;">1,246,000</td> </tr> <tr> <td colspan="2" style="padding-top: 10px;">Allocated funds - with amended totals based on BEICB meeting 10.5.16</td> </tr> <tr> <td style="padding-left: 20px;">Bradford Partnership - Year 7 project, divided between 10 schools</td> <td style="text-align: right;">79,775</td> </tr> <tr> <td style="padding-left: 20px;">New to English / New Arrivals Hubs</td> <td style="text-align: right;">80,000</td> </tr> <tr> <td style="padding-left: 20px;">Additional funding for New to English / New Arrivals Hubs</td> <td style="text-align: right;">120,000</td> </tr> <tr> <td style="padding-left: 20px;">BPIP - Review processes</td> <td style="text-align: right;">140,000</td> </tr> <tr> <td style="padding-left: 20px;">BPIP - Headteacher recruitment</td> <td style="text-align: right;">40,000</td> </tr> <tr> <td style="padding-left: 20px;">BPIP - improving Boys' Writing in KS1</td> <td style="text-align: right;">10,000</td> </tr> <tr> <td style="padding-left: 20px;">BPIP - improving Boys' Writing in KS2</td> <td style="text-align: right;">10,000</td> </tr> <tr> <td style="padding-left: 20px;">Noctua - families - assuming three cycles of support - @ 16,740 per cycle</td> <td style="text-align: right;">50,220</td> </tr> <tr> <td style="padding-left: 20px;">Noctua - oracy - assuming three cycles of support - @ 16,740 per cycle</td> <td style="text-align: right;">50,220</td> </tr> <tr> <td style="padding-left: 20px;">Admissions</td> <td style="text-align: right;">151,000</td> </tr> <tr> <td style="padding-left: 20px;">Voice Bradford (<i>detail of planned funding use received – under discussion at next BEICB meeting, 27.6.16</i>)</td> <td style="text-align: right;">118,000</td> </tr> <tr> <td style="padding-left: 20px;">Beyond Children's Centres</td> <td style="text-align: right;">32,900</td> </tr> <tr> <td style="padding-left: 20px;">Bradford Partnership - pupil premium project - Keighley and Ilkley schools</td> <td style="text-align: right;">20,000</td> </tr> <tr> <td style="padding-left: 20px;">Total funding still to be allocated</td> <td style="text-align: right;">343,885</td> </tr> <tr> <td colspan="2" style="padding-top: 10px;">Proposed allocation of remaining funds</td> </tr> <tr> <td style="padding-left: 20px;">DAP (<i>proposal received – under discussion at next BEICB meeting, 27.6.16</i>)</td> <td style="text-align: right;">200,000</td> </tr> <tr> <td style="padding-left: 20px;">Nursery partnership</td> <td style="text-align: right;">100,000</td> </tr> <tr> <td style="padding-left: 20px;">Remaining funds for small scale projects from independent sources</td> <td style="text-align: right;">43,385</td> </tr> </table>	Total funding available	1,246,000	Allocated funds - with amended totals based on BEICB meeting 10.5.16		Bradford Partnership - Year 7 project, divided between 10 schools	79,775	New to English / New Arrivals Hubs	80,000	Additional funding for New to English / New Arrivals Hubs	120,000	BPIP - Review processes	140,000	BPIP - Headteacher recruitment	40,000	BPIP - improving Boys' Writing in KS1	10,000	BPIP - improving Boys' Writing in KS2	10,000	Noctua - families - assuming three cycles of support - @ 16,740 per cycle	50,220	Noctua - oracy - assuming three cycles of support - @ 16,740 per cycle	50,220	Admissions	151,000	Voice Bradford (<i>detail of planned funding use received – under discussion at next BEICB meeting, 27.6.16</i>)	118,000	Beyond Children's Centres	32,900	Bradford Partnership - pupil premium project - Keighley and Ilkley schools	20,000	Total funding still to be allocated	343,885	Proposed allocation of remaining funds		DAP (<i>proposal received – under discussion at next BEICB meeting, 27.6.16</i>)	200,000	Nursery partnership	100,000	Remaining funds for small scale projects from independent sources	43,385
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Project summaries	<p>Bradford Primary Improvement Partnership</p> <p>Primary Development Reviews have been developed ensuring effectiveness and quality of school self-evaluation following a review.</p> <ul style="list-style-type: none"> • There is expectation on schools to act to the review recommendations • Composition of some review teams has been enhanced to increase the skills and accuracy of judgements and reviews. <p>Area Headteachers in place to deliver LA school improvement strategy</p> <ul style="list-style-type: none"> • Regular meetings are being held for P1 and P2 schools in different areas • Cohesive process in place in relation to receiving information from schools via reviews etc about judgments of progress and tallying these with subsequent Ofsted assessment <p>Boys' writing projects</p> <ul style="list-style-type: none"> • Work is carried out on identifying schools with declining writing standards • Designing the training programme that can be delivered to NQTs, NLT and SLE. The focus is on long term strategies that are sustainable and make an impact • SLEs are deployed to support schools. <p>Progress and impact of Development Reviews and Deployment of Area Headteachers</p> <ul style="list-style-type: none"> • Outcomes of Ofsted inspections are showing a marked improvement. • Currently 22 primary schools judged as outstanding, 97 schools judged as good and 42 schools judged as RI and 1 in SM compared in January 2016 to 18 outstanding, 85 good and 53 RI. 																																								

Progress achieved so far – summative notes – Boys’ writing

- Primary schools identified to take part in the project
- Letter of invitation to be sent out end of June 2016

Impact on key themes to date

- None to date because project not yet started
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Next milestone targets for this project

- June 2016 – letter of invitation sent to the schools followed by a telephone call
- Sept 2016 – schools invited to initial meeting/launch of project
- Oct 2016 – first training session

Bradford Partnership - Year 7 project and Pupil Premium project

Focus on developing oracy and communication skills and closing gaps for most vulnerable children at point of transition from Key Stage 2 -3.

Focus on readiness for managing transition from Key Stage 2 – 3 for most vulnerable children

Progress achieved so far – summative notes

Schools were invited to bid for small scale projects to support transition in line with the following criteria identified by the Partnership:

- The degree to which the bid focuses on student outcomes, particularly those who are most vulnerable
- The sustainability of the project and the extent to which it can be adapted and developed in future years

10 schools submitted bespoke bids which were scrutinised to ensure that they met the necessary criteria. Funds were then awarded and paid into school accounts in April 2016.

The Secondary Partnership is also supporting an additional project being piloted between primary and secondary schools in the Ilkley and Keighley area focusing on the transition of pupil premium pupil. A contribution of £ 20 000 has been made to this project.

Impact on key themes to date

- Not yet measurable

Next milestone targets for this project

- October 2016 following transition and first half term for targeted students in Year 7.

New Arrivals hubs

Support for pupils who are classed as NTE (New to English) and for those who have English as an additional Language (EAL). Each hub has outlined the key approaches and expertise in pedagogy that they can showcase and lead training on.

Support for developing cultural and linguistic awareness / expertise in school-based staff through the successful programmes already in place in each of the hubs. E.g. Bowling Park’s “Parental Involvement and Attendance” programme which shows how to support parents to be part of the school community; advice and guidance on improving attendance of Roma families and encouraging Roma families to ascribe as Roma.

Progress achieved so far – summative notes

In respect of the targets set, all 6 hubs

- were identified according to identified submission criteria by 20/11/15
- received "pump priming" funds by 22/1/16
- have published a programme of support available to schools 22/2/16
- are actively engaged with schools 11/4/16
- are developing case studies/data to demonstrate impact of support 5/9/16
- have made contact with schools previously in receipt of central service support (EMA) to offer advice and communicate that help is still available
- In addition a web page has been created on BSO for initial contact by schools and then a specific page for each hub which is managed by the leaders of each hub. A

"Google translate" function is attached to these pages so that all materials can be accessed in a range of languages.

Impact on key themes to date

- All hubs have produced high quality publicity brochures outlining the programme of support / expertise available.
- Most hubs have held a visitor day to engage with schools.
- All hubs have undertaken one to one out reach support with schools.
- 32 schools across the district have had 1:1 contact with a hub to date and one school from outside Bradford LA. This more than doubles the 13 schools previously supported by a centrally run EMA service. In addition;
- One hub has liaised with the 14 schools in the Catholic Partnership.
- One hub has worked with 6 Children's Centres.
- One hub in particular works across the area and supported 28 families in February 2016 and 43 families in March 2016.
- Some hubs have delivered under graduate training at ITT establishments.
- A network for sharing practice / programmes is in place for the hubs to meet, which they have done twice to date.

Next milestone targets for this project

- Additional funding to be journalled to Centres of Good Practice by end of July 2016 ready for the new academic year.
- All hubs to produce a GANTT spread sheet detailing actions taken to date.
- All hubs to create at least one case study by December 2016.

Noctua TSA – Oracy and Families projects

Oracy and communication skills acquisition - Improving Outcomes in Early Years

Education: Developing Outstanding Practice

Families, relationships and readiness for learning - Improving Outcomes in Early Years

Education: Developing Outstanding Practice

Progress achieved so far – summative notes

Since May 2016 on receiving approval of the bid:

- 2 meetings between Project lead and BEICB representative with other relevant colleagues from both teams.
- Programme outline for training and advertising materials drafted
- Review of the possibility of including another tier of training to ensure delegates continue their practice and add to their skills and knowledge to increase the sustainability of the project once Noctua completes its work.

Impact on key themes to date

- Nil – still in the planning stage ready for September launch

Next milestone targets for this project

- Meeting planned for 18.7.16 to review and to analyse available school data in order to decide upon target schools for advertising and information – 12–20 delegates.
- Involve primary lead in decisions about schools based on KS1 and EY results.
- Information to be sent to schools following this review and then re-sent at the beginning of the academic year to encourage participation.
- First cycle to commence September/October for Oracy project and later in half term for Families project.

Voice Bradford – Oracy project

To develop a cradle to career authority-wide approach to the development of the oracy and communications skills crucial to a child's ability to be ready to learn, thrive within school, access employment and be an active citizen.

Progress achieved so far – summative notes

- Focussing on three geographical areas linked to three Children’s Centres – Strong Close, Midland Road, St Edmund’s.
- Delivering to approximately 29 schools
- Expressions of interest currently being sought to be on the expert and governance board
- Detailed spending plan of the allocated funds now drawn up and submitted to BEICB on 27.6.16

Impact on key themes to date

- Nil spend so far – launching in January following recruitment and training programme between June and December 2016

Next milestone targets for this project

- Review take up of interests so far
- Applications and interviews for project leader in September/October
- Applications, school visits and interviews for Hub Schools and Oracy champions – October
- Meeting with School21 for Oracy champions – November
- Visits to School21 - November

Beyond Children’s Centres – Families project

The project aims to develop a shared strategy across all key partners within the Lister Park Children’s Centre Cluster to identify where support for families is needed in order to protect children vulnerable to low attainment in primary school.

Progress achieved so far – summative notes

- Funding only agreed on 10.5.16
- Project in its very early stages but plans are in place for the summer and start of the Autumn Term.
- Appointment of consultant
- Initial identification of gaps in parental support identified as childcare facilities

Impact on key themes to date

- Commitment across schools to share information

Next milestone targets for this project

- Explore potential for developing childcare across schools
- Research on current working practices across children’s centres, primary schools and health in relation to transition, family support and parental involvement.

DAP

Funding only allocated on 10.5.16.

Proposals being put to BEICB on 27.6.16 for approval.

Summary below:

- Complete a review of current SEND provision in order to develop sufficient provision, and a cohesive strategic approach to SEND across the district. This will be cross phase and cross sector.
- Through partnership work with the LA, develop existing special schools and specialist provision, and identify the type and range of future Free Schools required in Bradford and work with partners collaboratively to enable new high quality provision to be brought forward in order to support good and better progress of pupils with SEND in the district. By improving the provision for these pupils we believe this will have a positive impact on the outcomes for all pupils in the district whatever sector or phase they are in.
- To appoint a Project Manager and a Project Coordinator/Administrator to work with DAP heads on a collaborative project to improve provision for SEND in Bradford
- To complete a review of the current district wide provision and identify areas of need to ensure a strategic plan for future provision and support, ensuring pupils in

	<p>all provisions have the support required to make good and better progress from their starting points</p> <ul style="list-style-type: none"> • Co-ordinate the work of a DAP consortium of Free School Bidders • Project Manage the development and evolution of the DAP from being a "self-help group" to become a "provider network" that coordinates the Local Offer in partnership with the LA. <p>Measures used to identify impact – success criteria</p> <ul style="list-style-type: none"> • parent and school satisfaction survey shows increase in number of pupils accessing appropriate, high quality provision that meets their SEND • successful bids for 358 additional places of SEND provision leading to new Free Schools being opened in 2018/2019 • increase in pupils with SEND making expected and above expected progress. <hr/> <p>Admissions This is in its earliest stages of planning. A verbal report will be submitted on 27.6.16 to BEICB.</p> <p>Progress achieved so far – summative notes No action to date.</p> <p>Impact on key themes to date N/A</p> <p>Next milestone targets for this project N/A</p>
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