

Report of the Strategic Director of Children's Services for the meeting of Overview & Scrutiny to be held on 15th January 2020.

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Subject:

Bradford Opportunity Area

Summary statement:

Since the publication of our delivery plan in January 2018, the Bradford Opportunity Area has been delivering on £12m worth of DfE investment through a range of programmes and activities to help improve social mobility for young people across the Bradford district. We first reported to Children's Services Overview & Scrutiny Committee in February 2018 to discuss our plans and again updated the Committee in September 2018. This report includes details of how the programme of activity is being monitored and evaluated and confirms activity which is being delivered as part of our third year of delivery.

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Portfolio:

Education, Employment and Skills

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Overview & Scrutiny Area:

Children's Services

1 SUMMARY

- 1.1 The Bradford plan identified four priorities for action over our three year confirmed funding period and subsequent targets for improvement.
- 1.2 This report confirms activity and investment to date, underway, and in delivery for the final academic year of the programme (2019/2020). Highlights include: investment of the additional £500k confirmed in summer 2019, £1.5m for school improvement in at least 26 underperforming schools, just under £1m to establish and run a Centre of Applied Educational Research, leading work to overcome health barriers to learning; and a new £200,000 investment on supporting Primary schools parental engagement practices following a baseline assessment.

2 BACKGROUND

- 2.1 Bradford is one of the Education Secretary's 12 Opportunity Areas (OAs) - chosen as social mobility 'cold spot', based on data including the Social Mobility Commission's 'Social Mobility Index' as well as education measures. Each OA is receiving a share of £72 million to improve social mobility, using education as a key driver. The Bradford Opportunity Area is also receiving a share of funding for extra curricular activities (known as Essential Life Skills Funding). Bradford received £5.5m based on the number of pupil premium pupils.
- 2.2 Bradford's Opportunity Area plan was published back in January 2018 with funding directed to four priority areas, described by our published plan:
- School improvement, with a focus on leadership, teaching and literacy
 - Improving parental engagement and confidence to support children's learning
 - Improving career opportunities for young people
 - Using health interventions to improve education
- 2.3 The plan was developed by our local partnership board. The board brings together local education providers, voluntary sector education and community organisations, employers, DfE and Bradford Council. The board is led by our independent chair, Anne-Marie Canning MBE, Director of Social Mobility and Student Success at Kings College, London.

3 INVESTING THROUGH PARTNERSHIP

- 3.1 The plan confirms our commitment to collaborative delivery; led by Bradford, for Bradford. Our partnership board brings together central and local government, education providers, employers and world leading researchers. We are committed to giving Bradford's professionals, families and young people the tools, resources and authority to shape and deliver our investments. This is vital to achieving change and leaving the city stronger.

4 INVESTING IN WHAT WORKS

- 4.1 The Opportunity Area is committed to promoting and supporting others to understand, contribute and take account of evidence of what works in education. Like every

Opportunity Area, Bradford benefits from its own Education Endowment Foundation (EEF) Research School, based at Dixons Academy. We refer regularly to the EEF's reports on the effectiveness of different education interventions (as well as similar reports by other organisations) in designing or choosing investments.

4.2 A full breakdown of investment and activities can be seen in Appendix A. We would like to make Committee members aware through this report, the range of activities, key investments, achievements to date and the work planned across our four priority areas.

4.3 Most OA activity is now in delivery, with targets for summer 2020/21. We have some evidence of early improvement:

- Compared to August 2017, some 6000 more Bradford children are in schools judged Good or Outstanding by Ofsted.
- All three of our pilot schools for our school improvement programme are now improving (as judged by Ofsted)
- Every school received funding to run extra-curricular activities. Funding was based on pupil numbers and free school meals eligibility. This reached 80,000 pupils
- Essential Life Skills funding also provided £150K of direct 'Youth Grants', giving young people funds to support their peers.
- We have completed first level trials of a screening tool for teachers, to identify children with autism earlier. Significant potential to improve efficiency and outcomes.
- We are awaiting outcomes from this year's £100k offer of tuition in English and maths to 300 Year 11 pupils across 5 schools.

4.4 Our Partnership Board are pleased by the progress made in the last academic year in moving programmes into delivery. All our programmes follow the best evidence of what works. :

- In total, 26 schools rated 'requires improvement' or inadequate (as of January 2018) receiving c£55k and support from the best head teachers, to improve standards. Every head teacher participating also gets 3 days training from Bradford's Research School, at Dixons, to help them plan and deliver.
- 31 primary schools receiving extra funding and Research School support to improve literacy
- 75 head teachers, new to role or new to Bradford, receiving coaching and mentoring
- 100 Bradford schools taking part in the Glasses in Classes trial, ensuring that pupils with eyesight problems get the glasses they need, by bringing ophthalmic services into schools; we expect to see significant improvements in reading and writing.
- All primary schools to receive advice and funding on engaging parents in children's learning.
- A further £100k to run a second round of tuition on English and maths.

5 PRIORITY 1 - STRENGTHENING SCHOOL LEADERSHIP AND THE QUALITY OF TEACHING

5.1 Summary of work and committed investments

5.1.1 School to school support - £1.5m

We have been delivering our system-led school support programme: at least £1.5m of improvement support will be offered to leaders of schools facing the greatest challenges. This is a programme of support to school leaders in 26 of Bradford's most challenging schools, from the best school and education system leaders across the district and West Yorkshire. This represents our largest package of investments, at c£1.5m. Schools were prioritised according to criteria weighted to academic under-performance and numbers of disadvantaged pupils in the school. Schools receiving support selected without reference to their maintained or academy status; solely on need. School and education system leaders are providing support drawn from the pool of accredited National Leaders of Education, as well as heads in Bradford with equivalent experience, who are not yet accredited; this as a way to boost system capacity. Schools are able to access up to £60k of support across four terms. To support planning and delivery, school and system leaders required to jointly attend training from our Research School, on the Education Endowment Foundation's guide to effective implementation. Plans must demonstrate clearly the expected inputs, outputs, outcomes and progress indicators, with termly reporting to the OA board.

5.1.1.1 We expect these investments to play the most significant part in achieving our OA plan target, to improve the Ofsted grade for half of the 50 schools judged RI/Inadequate at the point of publishing our plan. There are some 15,500 children in these 27 schools, with some 7000 considered disadvantaged. Progress – all schools have been matched with a partner system leader. 15 schools have had improvement plans signed off and now have activity under way. 7 plans are with the OA for quality assurance, and 4 schools are still developing their plans. We are currently receiving monitoring reports for Cohorts 1 and 2. Two of three pilot schools are understood to have improved in Ofsted inspections.

5.1.2 Primary literacy support in the classroom - £600k

We are investing £650k to support 31 primary schools where Key Stage 2 literacy is weak, based on this and/or recent years' attainment. The criteria used to identify schools are weighted to prioritise those underperforming schools with higher numbers of disadvantaged children (pupil premium and IDACI used). Support will average £17,500 per school. Schools have participated in an initial, independent, audit of need and current activities – this allowed the Opportunity Area to decide whether to invest in sustaining / expanding existing effective practice, where this can be demonstrated. Schools can purchase new support, including from local/regional partners using this funding. The approach has been designed by a 'task and finish' group of local education system leaders including Bradford's new English Hub. Schools will receive support from summer 2019. Schools have also received training on the Education Endowment Foundation's guidance reports for effective primary literacy, as well as a guide to effective implementation.

5.1.3 Support for Bradford's teachers and leaders - £545k

Bradford for Teaching (£420k) – promoting Bradford as a high-quality career destination for talented teachers and leaders to build a career. Provide strategic oversight of recruitment, retention and development of Bradford's teaching workforce. The contract

was awarded to Northern Lights TSA and activity is under way. Recent activity: Q1 report provided, good levels of engagement. Planning for Bradford Festival of Education 2020, ITT alumni network.

5.1.4 DfE Funded National Professional Qualifications

50 senior or middle leaders from Bradford Schools to have started their National Professional Qualification leadership courses (central DfE funding). Achieved over 300 funded NPQ places, NPQs are confirmed funded for next academic year (2019/20)

5.1.5 Mentoring and Masterclasses

50 senior or middle leaders are to receive mentoring support, with half a day of support per term. Masterclasses are to take place for senior and middle leaders - £125k + £50k extension. Activity on track – 50 heads provided with a mentor and masterclasses is under way, with regular sessions taking place. The Partnership Board has agreed to extend this activity to next year – discussion with providers is under way.

5.1.6 KS4 Challenge – ‘Raising Achievement Programme’

The LA requested the Opportunity Area to reduce the level of failure among this year’s GCSE cohort – (£100k). Additional small-group tutoring in five schools for around 300 pupils took place including funded AQA exam guidance. The Partnership Board agreed funding for 19/20 – targeting will be informed by 2019 data.

5.1.7 Strategic School Improvement Fund and Teaching and Leadership Innovation Fund (Central DfE funding) SSIF activity in 67 Bradford schools, across 6 programmes. TLIF activity in 41 schools. Only one project is still on going – the Bradford Birth to 19 KS1 and Oracy programme.

5.1.8 Governance Support

A task and finish group has developed proposals for school governance, with a focus on:

- Support take-up of wider governor CPD offer
- Evidence Active Schools – supporting governors
- Renewed support for governor recruitment
- Funded training and delivery of External Reviews of Governance

5.2 Additional investment of £500K to be spent on;

- Further school improvement
- Further primary literacy support

5.2.1 Our working group for Priority 1 is led by Councillor Imran Khan, Deputy Leader and Portfolio Holder for Education

6 PRIORITY 2: PARENTS AND PLACE: LITERACY AND LEARNING

6.1 Summary of work and committed investments

The OA has invested £500k in three of Bradford's most disadvantaged areas, through a programme to engage and build the skills and confidence of parents, to support their children's learning. The areas are Keighley Central and West; Tong, Bowling and Barkerend; Eccleshill and Idle. Each area has:

- At least 3 primary schools in the bottom 30 performing KS2 schools for literacy attainment
- Above the Bradford average for pupil premium eligibility. Across the three areas, 42% of pupils are eligible for the pupil premium, compared to the national average of 23%.
- Average literacy attainment in schools at KS2 below the 2017 national average.

6.2 The projects will focus on some 500 parents (total) of children identified by primary schools as at risk of or underperforming in literacy. The projects are designed to engage parents in the community, with the aim of building or renewing their engagement with schools; they are not primarily school-based interventions (although schools are at the heart of the delivery groups and some activities may take place in schools).

6.3 The projects include the recruitment and use of 'parent champions'; from the same community and able to engage parents who lack the confidence or skills to support their children's learning, and to model effective parenting. In total approx. 100 parent champions will be created through the three projects.

6.4 Ultimately, the projects are intended to increase Key Stage 2 attainment for the children of parents participating – these attainment figures will be the key outcome measures.

6.5 The projects are also being evaluated with the support of our partners at the Centre for Applied Education Research (see priority 4) and through the OA National Evaluation. The focus of the evaluation by CAER will be on the effectiveness of the intervention in bringing disengaged parents into/back into schools.

6.6 We are also supporting work across Bradford's primary schools, to establish a baseline (through a survey which can be seen in Appendix B) of parental engagement and engagement activity undertaken by schools. Since September 2019 the OA has commissioned Exceed Academies Trust to work across the districts primary schools to promote the take up of effective practice in engaging parents, based on guidance from the Education Endowment Foundation and the sharing of 'best practice' locally.

6.7 Committee members should note that the locality work supporting parents are relatively small scale investments, aimed as much at trialling ways of working. They will not reach every parent in these areas so we need to be cautious in how we present and promote the projects, to avoid unduly raising expectations.

6.8 Our working group for Priority 2 is led by the Programme Director until a new board member is appointed in October 2019.

7 PRIORITY 3: IMPROVING ACCESS TO REWARDING CAREERS

Please note that our Priority 3 working group also has oversight of the work of the Essential Life Skills (ELS) Fund.

7.1 Summary of work and committed investments

7.1.1 The Essential Life Skills Fund was available to the end of the 2018/19 academic year. A national evaluation of the ELS investments in Opportunity Areas is being conducted by Ecorys and is expected to be published in November 2019. From a total budget of £5.6m we have funded the following in Bradford:

- Over £4.6m has been issued in grants to schools and colleges across the district, to run or buy-in extra-curricular activities that build 'Essential Life Skills'. Over 700 activities have been delivered for children and young people aged 5-18, across the district. This funding has enabled every one of Bradford's 207 schools to deliver or procure activities for their pupils with projects ranging from public speaking, to education psychologist-led training on resilience, to sports, to outdoor education.
- £100,000 has been invested in the 'Raising Achievement Programme'. For details please see section 5.1, "KS4 Challenge – 'Raising Achievement Programme'".
- £115,000 supplementing the ELS offer to and supporting access by pupils in Bradford's PRUs and Special Schools, noting the greater barriers to participation for those pupils, and the potentially greater impact.
- £50,000 for summer 2019 activities for young carers. Evidence indicates that young carers are less likely to attend extra-curricular activities but benefit significantly when they do. Around 500 fully funded activities, delivered by Carers Resource where designed to better enable young carers to attend.
- £230,000 providing start-up funding for new 'STEM Aspiration centres' – university and employer backed programmes to encourage and support young people in disadvantaged localities into higher level STEM-related learning and work. The short term OA funding will lever at least three and hopefully up to five years of commitment from local partners. The centres will support 300 young people per annum in years 9 – 13 in 3 deprived localities within the Opportunity Area, and include parental engagement and careers awareness activities.
- Supporting Bradford's Literature Festival in their 2019 activities by grant funding a further £90,000. This funding enabled engagement of a further 14,558 (including children and parents). Our funding supported the Festival in engaging disadvantaged families - 29% of surveyed attendees reporting an annual household income of under £20,000 and 65% under £40,000. 69% said the City Park Family Fun Days made them/their child want to engage more in reading. The full report is included in Appendix C.
- £50,000 to fund 25 internships for disadvantaged young people over summer 2019. We funded a similar, successful programme for 11 interns in summer 2018 that we built upon this year. Interns were with a variety of companies such as PwC and all were paid the National Living Wage.
- A £280,000 investment in youth engagement through Bradford Youth Service. This includes a Young Ambassador and Young Inspectors programme. The latter were commissioned to evaluate and monitor the ELS extra-curricular activities organised

by schools by using 'young inspectors' to speak to young people and find out whether activities are having the desired impact. The 'inspectors' visited 100 schools and interviewed 687 students.

- 7.1.2 In addition to the Young Ambassadors programme, we are engaging young people in social action and improving their city. To this end, we have held two 'listening days' at Beckfoot School to bring young people's ideas and demands to Bradford's leaders. Following the success of the listening days we will invest a further £140k into Youth Empowerment activity across the 5 constituency areas of Bradford, working in partnership with Bradford Youth Service. This activity aims to better embed youth voice in strategic level decision making in Bradford. The successful provider commissioned to deliver this work until the end of July 2020 is Citizens UK.
- 7.1.3 The Opportunity Area is investing £180k in a Primary Careers programme, delivered in partnership with Education and Employers and Bradford Pathways. Primary Careers aims to tackle the early development of gender and cultural career stereotypes. The first event was held last academic year and a further 4 will be held in 2019/20 to help primary school leaders in each constituency to develop relationships with local employers. In addition, 80 primary schools in Bradford's most deprived wards are eligible for funded consultancy support from Education and Employers to develop and embed careers awareness within their curricula. Funding is available to eligible schools to deliver events to raise career aspirations and awareness amongst children and parents.
- 7.1.4 Up to £2,500 per school is available to all secondary schools and colleges in Bradford to take the Quality in Careers Standard, including accessing consultancy support from providers. The Standard supports schools in achieving the Gatsby Benchmarks of best practice in careers education. Though only a small investment, since launch in January 2019 there has been an almost 4 fold increase in schools taking the award in Bradford. 11 schools and colleges in Bradford have so far been awarded funding.
- 7.1.5 In partnership with the Careers and Enterprise Company (CEC), fully funded Careers Leader training is available to every school and college in Bradford. A recent survey by the CEC indicated a link between Careers Leader training and the quality of careers advice and guidance in their school, along with greater attainment of the Gatsby Benchmarks. To date, 12 Bradford Careers Leaders have been trained, though this is projected to increase significantly during the autumn term.
- 7.1.6 The Careers and Enterprise Company's work to link schools and employers, along with an Opportunity Area funded 'Virtual Wallet' has supported Bradford schools to deliver over 124,000 'meaningful encounters' with employers for young people aged 13-18 since the start of the Opportunity Area. This builds on and complements the work of Bradford's Xperience team and the Industrial Centres of Excellence programme. The CEC's summer term dashboard report for Bradford is in appendix E.
- 7.1.7 Nearly 1400 young people took part in activities and social action through the National Citizens Service (NCS) during the 2018/19 academic year. NCS continue to work with the Opportunity Area to attract more young people from disadvantaged backgrounds.

7.1.8 Together with key partners we continue to work towards developing a similar, more accessible careers education, information, advice and guidance landscape for employers and schools in Bradford through a 'collaboration group'. These partners include; the Industrial Centres of Excellence, Bradford Pathways, the Careers and Enterprise Company, West Yorkshire Combined Authority and PwC.

8 PRIORITY 4: REMOVING HEALTH BARRIERS TO LEARNING

8.1 Summary of work and committed investments

8.1.1 'Born in Bradford' is Europe's largest longitudinal cohort study. Now in its 10th year, it is producing a rapidly growing body of evidence on how children's experiences in health, education and social care interact and affect their longer term outcomes. This evidence is now enabling radical improvements in early identification of conditions that limit learning, ranging from autism, to poor eyesight, to early motor functions. This is just one example of a recent project.

8.1.2 Our core – and largest single OA – investment is a grant of £1m to create a new Centre for Applied Education Research and (through CAER) deliver new evidence on how children's poor physical and cognitive development manifests and can be identified in the classroom, and how teachers and other professionals can respond more effectively to those issues. The first round of research activity through CAER, which we are either directly funding or supporting, includes:

- Glasses in Classes – to take place in 100 Bradford primary schools. Expected impact – improved literacy attainment among children who receive glasses (compared to control group). Better co-ordination and links across optical healthcare and education services.
- Handwriting and gross motor skills – to involve around 350 pupils in Bradford. This work focuses on the link between a child's interceptive ability and their development of important gross motor skills. In turn, assessing impact of poor motor skills on likelihood of obesity and wider attainment (especially in Maths)
- Earlier identification of autism – using Born in Bradford linked educational and healthcare data to diagnose autism earlier and more effectively. This will allow for better provision of support for diagnosed children and reduce burden on school resource.
- Language Exposure – introduction of a more robust and consistent assessment of speech and language delay for bilingual children, which is a significant issue in Bradford. This group of children can be hard for teachers to help, because children of EAL status can present similar symptoms in the classroom, from a wide range of physical, cognitive and environmental challenges. Working with around 5 schools in Bradford to assess efficacy of the method.
- Oral health – new project that works with Bradford schools to better understand the impact of poor oral health on school attendance and if children with special educational needs i.e. autism has a bigger negative impact on oral health and ultimately attendance rates
- Fundamental Movement Skills (FMS) group of motor skills which are important for participation in physical activity. Research has found that FMS have an impact upon health (both physical and mental) as well as academic performance.

We are keen to be ambitious and seize the opportunity offered by our investment in CAER and we are working with Born in Bradford and Education Endowment Foundation on proposals to create a 'city of research'. This will include schools being 'evidence active*' by agreeing to share pupil and outcomes data (anonymised through the CAER) to provide more robust control data for existing research trials; becoming an active participant in research trials, including trialling new tools developed through the research or even hosting researchers such as PHD students into schools. The benefits of this would include; being part of a world class research project, developing co-design approaches to system transformation for health and social care, improving outcomes for pupils.

*'Evidence Active Schools' is a programme to give every school in Bradford support and advice to take full advantage of the learning from Born in Bradford and CAER, as well as adopting the principles and practices set out by the Education Endowment Foundation's guide to effective implementation.

8.1.3 Our working group for Priority 4 is led by Prof. Mark Mon Williams, University of Leeds.

9 INVESTMENTS AND PROCUREMENT

9.1 The OA Programme has made a number of significant investments over the past 2 years which have been endorsed by the OA Partnership Board. Many of these investments have been substantial, in excess of £250k and affect more than 1 ward in Bradford. As such these have been key decisions. We have worked with colleagues in Corporate Resources to schedule, plan and administer these procurement processes. The OA Programme has made a significant number of investments (see Appendix A)

10 IMPROVING OUR UNDERSTANDING OF SOCIAL MOBILITY

10.1.1 As you will be aware, the House of Commons Library holds constituency level versions of the Social Mobility Index 2016 (See Appendix D).

10.1.2 In a district as large and diverse as Bradford a constituency level view can be more helpful in identifying specific social mobility concerns, as well as a useful comparison to performance in other constituencies. The index may also be helpful in engaging and mobilising people and partners to take action on key issues.

10.1.3 However, the data within the Index is now several years old and, in our view, could be improved further by including indicators on additional themes known to impact on or boost social mobility. The Opportunity Area team is developing an updated constituency level social mobility dashboard, which will include additional indicators covering health and crime. We will also ensure that all data used is and will be accessible locally, so that the dashboard can be kept up to date. If the Committee is keen, we would like to bring this new dashboard back to you for discussion at a later meeting.

11 LINKS BETWEEN THE OPPORTUNITY AREA AND THE INTEGRATION AREA WORK

11.1 The OA programme and the Integration Area Programme are linking where there is

common cause particularly in relation to exploring feasible programmes for families with English as an Additional Language, to build parents and carers ability to support children's literacy and oracy in the home learning environment and linking the work of the young ambassadors to understand the collective 'youth voice'.

11.2 The Integration Area is represented on our working group for our priority 2 work, particularly in Keighley where we know the Integration Area is keen to bring together families of different backgrounds. The Opportunity Area is a member of the Integration Area Partnership Board.

11.3 Further partnership work is developing through the modelling work of smarter place based planning and delivery of services (starting with Holme Wood) with the OA taking a lead on joining up the right people and services to mobilise an effective place based working approach including the IA, Born in Bradford analytics.

12 YOUNG PEOPLE'S INVOLVEMENT

12.1 Young people are at the heart of our delivery plan, not only because Bradford is the youngest city in the UK with 24% of the population under the age of 16 but because we are committed to empowering young people to influence and lead its delivery, as well as evaluating and holding us to account on the impact of our work.

12.2 Bradford Youth Service has been commissioned since April 2018 to support the engagement of young people within the programme and are involved in the following aspects of our work:

- The Young Ambassadors group is the mechanism for young people from across the District to have their say and advocate on behalf of young people on education and social mobility.
- To date the Youth Service have recruited 35 Young Ambassadors. These Ambassadors are supported by youth workers and 10 appointed apprentice youth workers (funded through the OA programme). Their work has been to reach out to a wider group of young people in each of the areas through Area Youth Summits.
- Young Inspectors have interviewed up to 1500 young people on their experience of school commissioned Essential Life Skills extra-curricular activity to ensure young people were involved in the evaluation of this £4.6m investment.

12.3 In both cases, young people are being recruited from existing locality based youth provisions, including those provided by the voluntary, community and faith providers ensuring representation from each constituency area.

12.4 Recruited young people are given training that supports their development and ability to undertake meaningful inspections including programme criteria and monitoring.

12.5 In order to build on the 'engagement' work done through the Youth Service we have held 2 'listening day' events and invested a further £140,000 in 'empowerment' of young people in Bradford.

12.6 Citizens UK have been commissioned to deliver our 'Youth Empowerment' programme, which will convene 'Youth Panels' in each constituency. These will be made up of Young Ambassadors and others, and will identify local barriers to social mobility, engage relevant decision makers in influential positions in Bradford and

achieve positive change. Each 'Youth Panel' will be supported by Citizens UK and each has a £10,000 budget to help them achieve their aims.

13 OTHER CONSIDERATIONS

13.1 None.

14 FINANCIAL & RESOURCE APPRAISAL

14.1 The Opportunity Area investment has totalled £12m (from 2017 – 2020) through a grant from the Department for Education. This included in excess of £6m for the main Opportunity Area grant (with an extra £500K committed in summer 2019), in excess of £5.5m for Essential Life skills funding with the remainder made up of support from national partners and prioritised funding for other government initiatives. This investment has been across the entire Education sector in Bradford and not all of the funding has passed through the Council, with grants awarded directly to schools for some activities and programmes.

14.2 Investments that have been made can be seen in Appendix A. It is currently expected that all Opportunity Area related expenditure will be met from the grant available and there has been no call on Council's funding.

14.3 Specific initiatives such as the school to school support programme are being reported in line with Council procedures.

15 RISK MANAGEMENT AND GOVERNANCE ISSUES

15.1 None.

16 LEGAL APPRAISAL

16.1 Section 31 of the Local Government Act 2003 provides that a Minister of the Crown may pay a grant to a local authority in England towards expenditure incurred or to be incurred by it. The amount of a grant under this section and the manner of its payment are determined by the Minister but may include conditions such as provision as to the use of the grant and provision as to circumstances in which the whole or part of the grant must be repaid. In the case of a grant to a local authority in England, the powers under this section are exercisable with the consent of the Treasury.

16.2 Section 31 is a wide-ranging power to enable any minister to make a grant for any purpose, capital or revenue, to any local authority. The power is designed to allow authorities more flexibility in the use of such resources.

16.3 The Council can spend this grant to promote activity in the Opportunity Area that will improve the social mobility outcomes of children and young people. It can choose how to spend the money in order to best meet local need, however it expected that all decisions on spending will be informed by the actions and commitments made in the local OA delivery plan.

16.4 Any procurement activity must be undertaken in accordance with Council's Contract Standing Orders and in line with internal governance requirements.

16.5 The Local Authority must also have regard to its public sector equality duties under section 149 of the Equality Act 2010 when exercising its functions and making any decisions. A local authority must carry out an Equalities Impact Assessment to enable intelligent consideration of any equality and diversity implications when commissioning services

16.6 The Public Services (Social Value) Act requires people who commission public services to think about how they can also secure wider social, economic and environmental benefits. The Act applies to the pre - procurement stage of contracts for services. Commissioners should consider social value before the procurement starts because this can inform the whole shape of the procurement approach and the design of the services required.

17 OTHER IMPLICATIONS

17.1 Not applicable as this report is for information only.

18 EQUALITY & DIVERSITY

18.1 Not applicable as this report is for information only.

19 SUSTAINABILITY IMPLICATIONS

19.1 Not applicable as this report is for information only.

20 GREENHOUSE GAS EMISSIONS IMPACTS

20.1 Not applicable as this report is for information only.

21 COMMUNITY SAFETY IMPLICATIONS

21.1 Not applicable as this report is for information only.

22 HUMAN RIGHTS ACT

22.1 Not applicable as this report is for information only.

23 TRADE UNION

23.1 Not applicable as this report is for information only.

24 WARD IMPLICATIONS

24.1 All wards affected.

25 IMPLICATIONS FOR CORPORATE PARENTING

25.1 Not applicable as this report is for information only.

26 ISSUES ARISING FROM PRIVACY IMPACT ASSESSMENT

26.1 There may be a need for partner agencies to share data however this would only be with the express permission of the service user in the full knowledge of why and what it would be used for. General Data Protection Regulation (GDPR) principles relating to any individual's data and rights under the Data Protection Act 2018 will be respected.

27 NOT FOR PUBLICATION DOCUMENTS

27.1 None

28 OPTIONS

28.1 There are no options as the programme of delivery is underway and being overseen by the Opportunity Area Partnership Board.

29 RECOMMENDATIONS

29.1 It is recommended that the programme progress be noted for information and the use of the Social Mobility Dashboard be endorsed to support the work of Area Committees.

30 APPENDICES

- 30.1 Appendix A – Investment Overview
- 30.2 Appendix B – School Parental Engagement survey
- 30.3 Appendix C – Bradford Literature Festival Report
- 30.4 Appendix D – Social Mobility Index
- 30.5 Appendix E – CEC Dashboard
- 30.6 Appendix F – OA summary dashboard

31 BACKGROUND DOCUMENTS

31.1 Bradford Opportunity Area Delivery Plan
<https://www.gov.uk/government/publications/social-mobility-and-opportunity-areas>

