

Report of the Programme Director (former Bradford Opportunity Area) to the meeting of Bradford South Area Committee to be held on 1st December 2022

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Subject:

Bradford Opportunity Area: Bradford South

Summary statement:

The Opportunity Area Programme (2017 – 2022) has now finished but was active in Bradford since January 2018. It focused on supporting disadvantaged children and young people, and has utilised the DfE's investment through education to improve social mobility. Close to £15m has been invested in Bradford across the life of the programme which ceased in July 2022. Its work was driven by a Partnership Board made up of key stakeholders from across Bradford. This group identified four priority areas to work on:

- Strengthening school leadership and the quality of teaching,
- Improving literacy and oracy (spoken English), including a focus on parental engagement,
- Helping young people access rewarding careers,
- Removing health-related barriers to learning.

The Programme invested in a wide range of activity of which is outlined in Appendix 1 which specifically focuses on the Bradford South Area.

The BOA programme has now come to an end and the lessons learned and recommendations can be found at https://caer.org.uk/wp-content/uploads/BOA-Synthesis-Report_web.pdf and in Appendix 2.

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Portfolio:

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Overview & Scrutiny Area:

Children's Services

1. SUMMARY

- 1.1 The Opportunity Area Programme (2017 – 2022) focused on supporting disadvantaged children and young people, and utilised the DfE's investment through education to improve social mobility. Close to £15m has been invested in Bradford by the end of the programme which ceased in July 2022.
- 1.2 It's worth noting that in 2018 the Bradford Opportunity Area programme was allocated £5.6m (part of the £15m) in funding from DfE [N.B. this was additional and separate to the main Opportunity Area budget for Bradford] to deliver a range of extra-curricular activities that develop non-cognitive abilities, collectively named 'essential life skills' (ELS). Impact of this funding has previously been reported but attached in Appendix 3 for reference.
- 1.3 The programme invested in a wide range of activity aimed at tackling social mobility through the lens of education. Appendix 1 summarises activity focused on the Bradford South Area.
- 1.4 The DfE's Bradford Opportunity Area Programme has now formally come to an end and the DfE are in the process of transitioning to the new Priority Area work and also building a legacy through an 'Education Alliance for Life Chances'.
- 1.5 DfE's Priority Area's programme identified 55 Education Investment Areas (EIAs) through the Levelling Up White Paper (Feb 2022). The Schools White Paper (Mar 2022), then identified 24 Priority Areas which will see more intensive investment and a package of measures to drive school improvement and improve pupil outcomes. They are a subset of EIAs, and comprise of the 12 former DfE Opportunity Areas and 12 other EIAs that have particularly low attainment and high rates of disadvantage. Bradford is identified as one of these Priority Areas. The focus for this work is to be confirmed and will be overseen by an independent Partnership Board.

2. BACKGROUND

- 2.1 Bradford was amongst the weakest areas in both the Social Mobility Commission's index 2016 and the Department for Education (DfE)'s data on school standards and capacity to improve. Investment and activity was prioritised on a range of measures that highlight disadvantage from pupil premium and Income Deprivation Affecting Children Index (IDACI) to underperforming schools.
- 2.2 The programme made significant strides against its stated targets. These have resulted in some real tangible benefits for children in Bradford and supported innovative practice including:

2.2.1 Achievements

- **39** schools of the 62 schools which had been judged RI or inadequate (when the plan was published) have improved by at least **one Ofsted grade**
- **Removing health barriers to learning** – The Centre for Applied Educational Research (created by the Bradford Opportunity Area) has designed and delivered the innovative 'glasses in classes' and 'early identification of autism' projects, which has allowed over 110 schools to engage with educational research activity. The success of these two projects has led to them being rolled out to other parts of the country.

- Brought in over **£3.5m of external investment** into the Centre for Applied Education Research to support Bradford schools
- Price Waterhouse Cooper's (PwC) involvement with Bradford Opportunity Area has resulted in the **opening of a new PwC office in Bradford**, with recruitment policies deliberately designed to attract young people from disadvantaged backgrounds in the district, improving access to quality careers for those young people. PwC's Bradford office has added 225 (with more planned) professional, high quality jobs in the heart of Bradford.
- Data sharing agreement between DfE and CAER to share the education and other records for over **200,000 children** cementing Bradford's reputation as the place to carry out evidence based research and the forefront of evidence based policy making
- Together with the Careers and Enterprise Company (CEC) and local partners we have made significant progress in careers education, with **over 200,000 employer encounters delivered to pupils** and [on average] schools improving in all 8 Gatsby Benchmarks of best practise in careers education.

Fig 1. shows the BOA programme reach in numbers



2.3 The Opportunity Area has delivered direct support to schools (investing over £1.6m to help improve Ofsted grades – 39 schools which have improved by 1 Ofsted grade) plus £5.6m on Essential Life Skills. This has been supported alongside building local capacity i.e. strengthening school leadership through school to school support, coaching and mentoring and sharing best practice with schools on parental engagement for example. In some cases the BOA developed the knowledge base through randomised control trials which is supporting improved practice both locally and nationally.

3. Partnership Board & Governance

3.1 The BOA's programme of work was driven by an Opportunity Area Partnership Board made up of key stakeholders from across Bradford, including the Local Authority. This was chaired by an independent Chair, Anne-Marie Canning MBE, where she worked with stakeholders to inspire, champion and ensure delivery targeted our most disadvantaged pupils. This partnership identified four priority areas to work on;

- Strengthening school leadership and the quality of teaching,
- Improving literacy and oracy (spoken English), including a focus on parental engagement
- Helping young people access rewarding careers,
- Removing health-related barriers to learning.

3.2 Priorities and key performance indicators

3.2.1 The BOA set the following three Key Performance Indicators to ensure progress within these priorities:

- Twenty-five schools from the 61 schools across the district judged in 2017 as being 'Requires Improvement' or inadequate (or recently sponsored) to improve by at least one Ofsted grade. The BOA achieved this target with over half (39) of these schools improving by at least one Ofsted grade since the start of the programme.
- Every 11-18 year-old young person in Bradford to have at least four meaningful encounters with employers. The BOA achieved this target with over 200,000 employer encounters delivered (equating to over four encounters per pupil in Bradford).
- One hundred schools to participate in educational research activity by 2020/21. The BOA achieved this target with 110 schools participating in school research studies.

3.2.2 One major achievement of the BOA was establishing the Centre for Applied Education Research (CAER) in 2019 (using partnership finance and a contribution from BOA of £1.8m) Since its creation, CAER has funded over 20 projects, and attracted more than £10 million of external funding.

4. Impact of Covid

4.1 While the BOA programme made progress against a number of key priorities, this is all against a backdrop of rising poverty and inequality in the city, which has been exacerbated due to the Pandemic. Compared to pre-covid baselines, fewer families are living comfortably (33% to 20%). More families are 'just about getting by' (19% to 27%) or finding it difficult to manage (7% to 11%). By 2019, 14 of Bradford's 30 wards were in the bottom 10% of the 'Index of Multiple Deprivation', an increase from 12 wards in 2015. Bradford is also the UK's youngest city with more than one-quarter (30.2%) of the District's population aged less than 20, so the need to support the city's young people, particularly those from disadvantaged backgrounds, has never been more present.

4.2 The COVID-19 pandemic intensified the deep inequalities that already existed in our society. It has had a disproportionate impact on our most disadvantaged people, including young people, large and persistently deprived communities, BAME, women, migrants, people in poverty and on low incomes, and the elderly. As we are the UK's youngest city, we are concerned about the impact on our children's health and future prospects.

The BOA programme responded to this increased need by commissioning targeted projects to address the impact of Covid. This has ranged from catch up tutoring for pupils to parental engagement projects to support those whose children were experiencing social, emotional and mental health challenges.

5. Our Key Learning

- 5.1 The Bradford Opportunity Area (BOA) programme <https://bradfordopportunityarea.co.uk/> helped developed Bradford's Centre of Applied Education Research <https://caer.org.uk/> and has been at the forefront of bringing together health and education system leaders, data and analytics to tackle these structural inequalities. Over the last five years, the BOA and partners have worked to improve social mobility throughout the District. The programme recognised that no single organisation can provide the holistic support needed to improve outcomes for children and young people and improve social mobility. BOA brought together partners from across the whole system (education, health, the local authority, business, research etc) to create a new way of working.
- 5.2 The lessons learned report https://caer.org.uk/wp-content/uploads/BOA-Synthesis-Report_web.pdf captures the transformative nature of the resulting data driven, whole-system approach including a 12 point plan to improve social mobility;
1. Place schools and nurseries at the heart of efforts to improve outcomes for children and young people
 2. Create a formal 'social mobility' partnership between major organisations
 3. Convene a senior partnership board to provide clear accountability, authority, and strategy
 4. Put 'Research & Development' at the heart of strategy and delivery
 5. Remove artificial barriers to information-sharing that work against children's best interests
 6. Allow information to flow effectively within and between sectors
 7. Adopt place-based approaches that prioritise deprived localities
 8. Make a reality of multi-agency working
 9. Support staff in educational settings.
 10. Use educational settings to initiate earlier interventions
 11. Develop integrated pathways of support.
 12. Provide the funding that allows this plan to become a reality
- 5.3 The combined evidence from the Bradford Opportunity Area Programme confirms a great potential for place based education strategies that engage with a wide range of District stakeholders. Our key learning can be defined as;
1. Future work needs not just closer connections between health and education but greater community engagement at all levels
 2. The use of connected data and wider access to linked records are invaluable to stakeholders to understand the intersections and interactions between health and education that affect childhood outcomes
 3. Cross sector stakeholder collaboration needs to include cutting edge knowledge generation and data science insights to platform solution based discussion and place based problem solving

- 5.4 Two front line practitioners helpfully summed up their thoughts, each forming the basis our working principles for the Education Alliance for Life Chances (a legacy partnership and programme of work);

“We should support schools to play their role as anchor institutions within communities”

“We must give frontline professionals the freedom and support to connect and act together”

6. The future – leaving a legacy and building and Education Alliance for Life Chances

- 6.1 We know the positive difference a programme such as the Opportunity Area can make to a place like Bradford – we can see the tangible results. The Opportunity Area Programme has strengthened not just investment into education to help the most disadvantaged pupils in the district but has also galvanised a strong coalition of support from a range of strategic leaders (from education, industry and health). This coalition has supported this work over that past four years and has committed to continue working together to tackle structural inequalities that are now starker than ever since the pandemic.

6.2 Vision

- 6.2.1 An alliance representing the major organisations across Bradford capable of supporting evidence based multi-agency work with and through educational establishments (e.g. schools and nurseries) to help children and young people enjoy healthy, happy lives.

6.3 Our Mission

- **Challenge** and support the ‘research and development’ overseen by the Centre for Applied Education Research (CAER) executive
- **Drive** forward the research that matters to educational establishments and our major organisations (including health, police, the local authority, the voluntary sector etc)
- **Support further connections** between educational establishments in the Bradford district and wider system (e.g. health and policing)
- **Support increased collaboration** across organisations on cross-cutting programmes of work that involve educational establishments in the Bradford district
- **Support improved coordination** of activity across the education system so that schools find it easier to work together in the best interests of children and young people
- **Activate** support for initiatives in the Bradford district that will positively impact the education of children and young people
- **Advocate** for the urgencies and issues facing children and young people in their education and broader life chances in Bradford
- **Apply** for funding to support our programmes and interventions that benefit children and young people in our communities

6.4 Delivering the 'Opportunity Area' legacy

The legacy plans involve an expansion of the BOA board to create a formal partnership between schools, community organisations and the major anchor organisations within Bradford. These plans recognise that no single organisation has the capacity or capability to provide the holistic support needed for healthy childhood development (especially within our most disadvantaged communities).

A 'whole system' partnership board will allow effective pooling and targeting of resource, efficient operational alignment, and a coordinated strategy. We have been influenced by the growing number of place-based collective approaches to improving children's life chances through education and beyond. Most notably:

- Harlem Children's Zone, US: www.hcz.org
 - Feltham Convening Partnership: www.conveningproject.com
 - West London Children's Zone: www.westlondonzone.org
 - United for Kids Oregon: www.ourchildrenoregon.org
- Research by The University of Manchester (Dyson and Kerr, 2014) has made it clear that the hallmarks of a successful approach of this kind are:



Continuous pipeline of interventions 'cradle to college' or 'womb to workplace'



Broad coalitions of organisations and institutions



Deep commitment to understanding and responding to community needs



Strong university evaluation partnership

6.5 The Alliance Partnership Board

The Education Alliance for Life Chances (EALC) will convene a senior partnership board (chaired by Anne-Marie Canning) to provide clear strategy, connectedness, and a shared understanding of the needs of children and young people in Bradford. The board will also drive coordinated and connected responses to the complex problems affecting children and young people, and place educational establishments at the heart of these efforts.

One major goal of the board will be to put 'Research & Development' at the heart of strategy and delivery within and through educational establishments. The board will use the research insights available from scientific programmes of work (such as Born in Bradford) to support schools and organisations to implement evidence based education. The board will also ensure that rigorous evaluation (quantitative as well as qualitative) underpin every intervention delivered through educational establishments.

The board will continue to support efforts within the District to remove barriers to information-sharing that work against children's best interests. The board will support efforts within the district to use connected routine datasets (e.g., Connected Bradford) to understand the intersections and interactions between public services and education settings, and help create tools that would identify needs earlier and allow genuine multi – agency work within education settings.

- 6.6 The conditions are in place to make rapid progress. Bradford is uniquely able to model smarter place-based planning and delivery of services. Our founder group, The Centre for Applied Education Research (CAER) has a global profile, leading the way with ground-breaking research and innovative public policy. A community comprising the Universities of Leeds, York, Leeds Trinity and Bradford, CAER has the expertise to inform, model and evaluate innovative projects and to inform and model complex system change. Including the world's largest cohort study: Born in Bradford – Age of Wonder, Bradford is already generating a growing body of evidence on factors affecting children's development, spanning health, education, care and environment. CAER is already leading the way in supporting the roll-out of innovative practices which are improving outcomes for children.
- 6.7 The EALC will set a strategic trajectory to drive forward long-term, structural change to promote sustained reduction of inequalities. Whilst key projects may change over the next 20 years, our ambition and drive to reduce inequalities for children and young people in Bradford and beyond will stay the same. We aim to build on projects like Act Early: Holme Wood* as an example of a data-driven, place-based approach using data science to reveal the interactions and intersections between multiple factors impacting the lives of children and young people. This approach brought together practitioners from across different services - such as health, education, policing to co-produce interventions with our communities.

*Act Locally: Holme Wood is an example of this and details can be found in Appendix 4

7. OTHER CONSIDERATIONS

- 7.1 None.

8. FINANCIAL & RESOURCE APPRAISAL

- 8.1 The Opportunity Area investment has totalled £15m (from 2017 – 2022) through funding from the Department for Education. 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.
- 8.2 All Opportunity Area related expenditure has been met from the grant available and there has been no call on Council's funding.
- 8.3 Specific initiatives such as the school to school support programme were reported through the Independent BOA Partnership Board and also in line with Council procedures.

9. RISK MANAGEMENT AND GOVERNANCE ISSUES

- 9.1 None.

10. LEGAL APPRAISAL

- 10.1 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.
- 10.2 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.
- 10.3 The Council spent the grant to promote activity in the Opportunity Area that aimed to improve the social mobility outcomes of children and young people. It chose how to spend the money in order to best meet local need, however, all decisions on spending were informed by the actions and commitments made in the local OA delivery plan. Please see background documents section.
- 10.4 Any procurement activity has been undertaken in accordance with Council's Contract Standing Orders and in line with internal governance requirements.
- 10.5 The Local Authority had regard to its public sector equality duties under section 149 of the Equality Act 2010 when exercising its functions and making any decisions.
- 10.6 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 considered social value before the procurement started as this informed the whole shape of the procurement approach and the design of the services required.

11. OTHER IMPLICATIONS

12. EQUALITY & DIVERSITY

- 12.1 Not applicable as this report is for information only.

13. SUSTAINABILITY IMPLICATIONS

- 13.1 Not applicable as this report is for information only.

14. GREENHOUSE GAS EMISSIONS IMPACTS

- 14.1 Not applicable as this report is for information only.

15. COMMUNITY SAFETY IMPLICATIONS

- 15.1 Not applicable as this report is for information only.

16. HUMAN RIGHTS ACT

- 16.1 Not applicable as this report is for information only.

17. TRADE UNION

17.1 Not applicable as this report is for information only.

18. WARD IMPLICATIONS

18.1 All wards affected but for the purposes of this report which refer to the wards included in Bradford South are:

South-Western edge of City ward
Great Horton
Queensbury
Royds
Tong (including Holme Wood)
Wibsey
Wyke

19. IMPLICATIONS FOR CORPORATE PARENTING

19.1 Not applicable as this report is for information only.

20. ISSUES ARISING FROM PRIVACY IMPACT ASSESMENT

20.1 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 individuals data and rights under the Data Protection Act 2018 will be respected.

21. NOT FOR PUBLICATION DOCUMENTS

21.1 None.

22. OPTIONS

22.1 There are no options as the programme of delivery has now ceased.

23. RECOMMENDATIONS

23.1 It is recommended that the programme investment and progress be noted for information including the lessons learned and recommendations from the evaluation report.

24. APPENDICES

24.1 Appendix 1: Bradford Opportunity Area - Bradford South Briefing

24.2 Appendix 2: Bradford Opportunity Area Programme – Lessons and recommendations for improving social mobility https://caer.org.uk/wp-content/uploads/BOA-Synthesis-Report_web.pdf

24.3 Appendix 3: Essential Life Skills Funding

24.4 Appendix 4: Act Locally: Holme Wood

25. BACKGROUND DOCUMENTS

25.1 Bradford Opportunity Area Delivery Plan

(<https://www.gov.uk/government/publications/social-mobility-and-opportunity-area>)

Appendix 1: Bradford Opportunity Area – Bradford South Overview



**Bradford Opportunity Area:
Bradford South Overview
Date: December 2022**

Report Author: Kathryn Loftus, Programme Director

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N.B Please note this programme is complete and no longer active

The wards included in Bradford South are:

- South-Western edge of City ward
- Great Horton
- Queensbury
- Royds
- Tong (including Holme Wood)
- Wibsey
- Wyke

There are 36 schools in Bradford South:

29 primaries.

- Brackenhill Primary School
- Carrwood Primary School
- Farfield Primary and Nursery School
- Foxhill Primary School
- Hill Top CofE Primary School
- Hollingwood Primary School
- Home Farm Primary School
- Knowleswood Primary School
- Lidget Green Primary School
- Low Moor CofE Primary School
- Newhall Park Primary School
- Reevy Hill Primary School
- Russell Hall Primary School
- Ryecroft Primary Academy
- Shibden Head Primary Academy

- Shirley Manor Primary School
- Southmere Primary Academy
- St Columba's Catholic Primary School, A Voluntary Academy
- St John the Evangelist Catholic Primary School
- St John's CofE Primary School
- St Matthew's CofE Primary School and Nursery
- St Oswald's Church of England Primary Academy
- St Paul's CofE Primary School
- St Winefride's Catholic Primary School, A Voluntary Academy
- Stocks Lane Primary School
- Wibsey Primary School
- Woodlands Church of England Primary Academy
- Woodside Academy
- Worthinghead Primary School

5 secondaries.

- Buttershaw Business & Enterprise College Academy
- Co-op Academy Grange
- Dixons Kings Academy
- Tong Leadership Academy
- Trinity Academy Bradford (Formerly Queensbury Academy)

1 all-through school

- Appleton Academy

1 special school

- Co-op Academy Southfield

Ofsted profile of the 36 schools in Bradford South:

Oftsed – Secondary

Five out of the seven secondary schools have improved by at least one Ofsted grade since the inception of the Opportunity Area. Dixon's Kings secured it's Outstanding judgment prior to the OA being introduced.

School	Current Ofsted judgement	Date of last inspection	Previous full judgement
Buttershaw Business & Enterprise College Academy	3	18/06/2019	4
Co-op Academy Grange	3	30/01/2019	4
Dixons Kings Academy	1	26/01/2017	3
Tong Leadership Academy	3	05/11/2019	4
Trinity Academy Bradford	4	06/06/2019	3
Appleton Academy	2	03/11/2021	3
Co-op Academy Southfield (special)	2	10/01/2019	3

Ofsted – Primary

- Three schools received their last Ofsted inspection prior to the inception of the OA
- 7/29 primary schools have improved by at least one Ofsted grade since the inception of OA
- 19/29 have remained the same in terms of Ofsted grade.
- Current Ofsted picture: 7% Outstanding (2 schools), 80% Good (23 schools), 10% RI (3 schools) and 3% (1 school) no judgement (sponsored)

School	Current Ofsted judgement	Date of last inspection	Previous full judgement
Brackenhill Primary School	2	04/07/2019	2
Carrwood Primary School	3	03/04/2019	3
Farfield Primary and Nursery School	2	15/01/2020	3
Foxhill Primary School	2	10/03/2020	2
Hill Top CofE Primary School	2	18/12/2017	2
Hollingwood Primary School	2	07/11/2017	2
Home Farm Primary School	2	13/03/2022	3
Knowleswood Primary School	3	02/07/2019	3
Lidget Green Primary School	2	06/03/2019	2
Low Moor CofE Primary School	1	19/01/2012	2
Newhall Park Primary School	2	16/01/2022	3
Reevy Hill Primary School	2	10/10/2019	3
Russell Hall Primary School	2	27/05/2020	3
Ryecroft Primary Academy	2	30/01/2019	4
Shibden Head Primary Academy	2	23/07/2020	1
Shirley Manor Primary School	2	05/06/2019	3
Southmere Primary Academy	4	29/11/2016	2
St Columba's Catholic Primary School, a Voluntary Academy	3	12/02/2019	3
St John the Evangelist Catholic Primary School	2	08/07/2019	2
St John's CofE Primary School	1	11/05/2010	1
St Matthew's CofE Primary School and Nursery	2	06/03/2018	2
St Oswald's Church of England Primary Academy	2	04/07/2018	4
St Paul's CofE Primary School	2	26/05/2020	3
St Winefride's Catholic Primary School, A Voluntary Academy	2	06/05/2019	3
Stocks Lane Primary School	2	04/12/2018	2
Wibsey Primary School	2	29/01/2018	3
Woodlands Church of England Primary Academy	2	08/09/2017	3
Woodside Academy	2	25/09/2019	3
Worthinghead Primary School	2	17/05/2022	3

2019 secondary attainment data (Co-op Academy Southfield not included)

- **1/6** secondary schools in Bradford South were **above national average** of 64.6% for Pupils achieving grade 4+ in English & Math
- **3/6** primary schools in Bradford South were above **Bradford average** of 54.7% for Pupils achieving grade 4+ in English & Math
- The overall average score for Bradford South was 58.3% in 2019.

2019 primary attainment data

- **9/29** primary schools in Bradford South were **above national average** of 65% for those achieving expected standard in Reading, Writing and Maths combined.
- **12/29** primary schools in Bradford South were above **Bradford average** of 63% for those achieving expected standard in Reading, Writing and Maths combined.
- The overall average score for Bradford South was 63% in 2019. The same as Bradford's average.

N.B Please note the above figures are based on 2019 data as 2022 data is still provisional at the timing of writing the report

A total of 198 support packages were provided to 39 schools within the Bradford South Area. These support packages were grouped around the following themes;

- i) Strengthening schools leadership
- ii) Improving access to high quality teaching
- iii) Improving parental and community engagement
- iv) Improving parental and community engagement with learning
- v) Enhancing Career opportunities
- vi) Removing health barriers to learning
- vii) Creating SEND Friendly Schools
- viii) Creating an eco system for evidence based education

Headlines for Bradford South

- 35 schools out of 39 received ELS funding (totalling £825,158.00) 47% of total Bradford allocation
- 10 schools out of 39 received School to School Support for school improvement (£380,000 over 3 years (2019 – 2022))
- The most funding was spent at Trinity Academy Bradford (Formerly Queensbury Academy) (total £190,987.00)
- Every Bradford South school received 2 or more packages of BOA support
- Appleton Academy and Southmere Primary Schools both received 10 different packages of BOA support (highest no. in Bradford South)
- In total, 75% of Bradford South's schools received extra support through the Department's national programmes and/or Bradford OA.

Essential Life Skills FUNDING	
# Schools	Total amount
35	£825,158.00
35 schools out of 39 received ELS funding	

35 schools out of 39 received BOA direct funding

School Name	Total # support packages provided	Total Funding Received
School A	2	
School B	10	£125,849.36
School C	4	
School D	0	
School E	7	£96,158.61
School F	7	£35,064.91
School G	6	£117,714.78
School H	2	£30,067.93
School I	0	
School J	4	£40,969.06
School K	5	£33,617.28
School L	2	£4,825.43
School M	4	£6,594.77
School N	8	£16,567.36
School O	6	£22,840.44
School P	8	£39,246.98
School Q	7	£30,239.47
School R	2	£12,385.31
School S	5	£18,980.09
School T	4	£19,623.49
School U	3	£9,168.34
School V	6	£27,987.59
School W	4	£9,007.50

School X	6	£12,867.85
School Y	10	£81,204.56
School Z	9	£19,140.93
School AA	7	£4,986.29
School AB	8	£23,001.29
School AC	6	£23,323.00
School AD	6	£26,700.80
School AE	4	£7,559.86
School AF	4	£14,154.64
School AG	4	£4,342.89
School AH	6	£127,116.34
School AI	7	£190,989.41
School AJ	4	£32,330.50
School AK	3	£2,500.00
School AL	4	£34,421.53
School AM	4	£10,615.97
		Total = £1.3m

BOA Activity delivered in Bradford South Schools. Please see Appendix 2 for Bradford impact and Lessons learned.

BOA Activity	# schools
School-to-School support	12
Literacy support	4
Intensive English Hub support	1
Parental engagement support from Exceed	6
Raising Achievement Programme	2
Careers Leader training	4
Receiving Funded Governance Support	12
Helping Handwriting SHINE	4
Mentoring for Head Teachers	12
Building parental confidence post-COVID	6

Glasses in classes	20
Primary Careers	16
Evidence Active	5
External reviews of Governance	4
Early Years Transition	10

Improving our understanding of social mobility

The House of Commons Library holds constituency level versions of the Social Mobility Index by Constituency (SMIC) data 2019. The SMIC provides local level estimates for Westminster Parliamentary constituencies in England. It is based on the indicators and methodology used in the social mobility index by local authority published by the Social Mobility Commission.

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.

The Social Mobility Index by Constituency (SMIC) data 2019 headlines for Bradford South

- Bradford South ranks 520 out of 533 parliamentary constituencies
- Bradford South ranks in the bottom 20% for the following life stage variables;
 - 55% of children eligible for FSM attend an Ofsted rated good or outstanding Primary School
 - 20% of children eligible for FSM attend an Ofsted rated good or outstanding Secondary School
 - 35 is the average attainment 8 score for pupils eligible for FSM
 - 85% of eligible FSM in a positive EET destination post KS4
 - 22 average point score per entry for young people eligible for FSM at age 15 taking a level or equivalent qualifications
 - £372 is the mean average weekly earnings of someone living in Bradford South
 - 19% of Bradford South people in employment and in managerial/ professional occupations
 - 31% of jobs are paid less than the applicable Living Wage

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 for example low birth weight (babies weighing less than 2,500grams at birth tend to have poorer developmental outcomes and there is a strong link between social background and low birth weight).

Appendix 2: Bradford Opportunity Area Programme – Lessons and recommendations for improving social mobility

Please see the report via https://caer.org.uk/wp-content/uploads/BOA-Synthesis-Report_web.pdf

N.B This document is too large to be included within the bundle

APPENDIX 3 – PREVIOUSLY SUBMITTED REPORT

Bradford Opportunity Area: Essential Life Skills Funding and Bradford Young Ambassadors

Introduction

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.

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

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.

In 2018 the Bradford Opportunity Area programme was allocated £5.6m in funding from DfE [N.B. this was additional and separate to the main Opportunity Area budget for Bradford] to deliver a range of extra-curricular activities that develop non-cognitive abilities, collectively named 'essential life skills' (ELS), including but not limited to:

- Resilience, perseverance and persistence.

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](#)'

⁴ Richards, L., Garratt, E, and Heath, A.F. with Anderson, L. and Altintas, 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.

- 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.

This funding was available to the end of the 2018/19 academic year. All of which is now spent.

The primary focus of funding was school-commissioned extra-curricular ELS activities, with all schools in the district receiving funding based on the number of Pupil Premium eligible pupils on-roll. In addition, the Opportunity Area utilised funding for summer activities for young carers, additional activities for pupils in PRUs and Special Schools, internships for disadvantaged young students, small grants to young people and a young ambassadors programme.

Over 85,000 places on a range of ELS activities were funded through the school commissioning model. A further 1067 pupils, plus 53 Young Ambassadors benefited directly from the funding of additional activities.

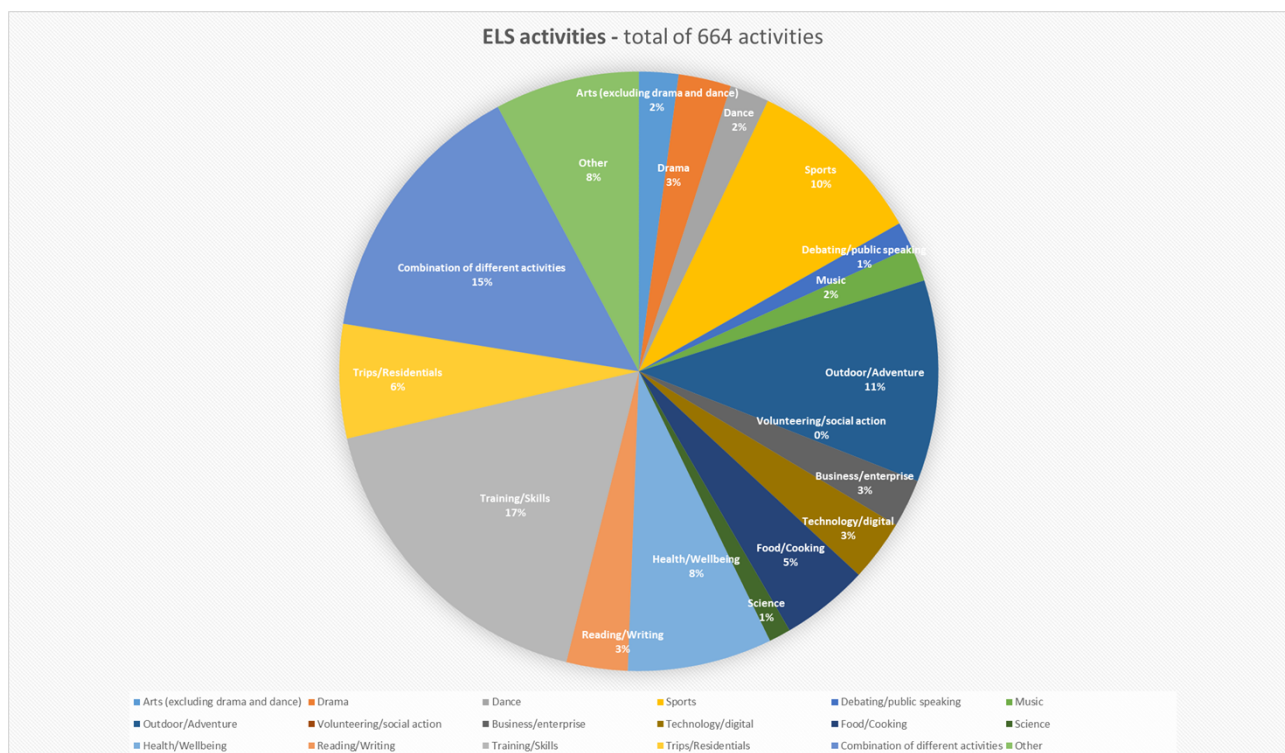
In addition, through Bradford MDC's Careers and Technical Education team and the Industrial Centres of Excellence (ICE) programme we funded Bradford's Research School at Dixon's Academies Trust to develop a guide for teachers in supporting children and young people to develop Essential Skills. This guide draws on what we have learned through this programme and is being developed into a package of teacher CPD by ICE and the Research School.

The following report pulls together outcomes, impacts and a few case studies of each of our strands of ELS investments.

1. School Commission activity

All 207 primaries, secondaries and colleges in Bradford shared over £4.5m to deliver ELS activities to their students. Funding was allocated based on the number of pupil premium eligible pupils in each school to ensure it was weighted towards disadvantaged young people.

In total, over 85,000 places on over 660 activities were funded on the following activities:



54 Young Inspectors were recruited to audit and evaluate school commissioned activities through the lens of a young person. The Young Inspectors visited over 100 schools and interviewed 687 pupils as part of their evaluation. They found that:

“Most of the students in schools that we have spoken to have enjoyed the ELS funded projects they have been involved with and the chance to do something a little different. The young people have been very receptive to our visits and generally engaged really well with the Young Inspectors, talking openly and honestly about the projects. The student’s confidence and non-cognitive skills have been improved through the projects they have been involved in and many of them have gained skills that will help them in the future.”

The Inspectors witnessed a wide range of impactful activities, for example:

“At Hazelbeck Special School, they used the ELS funding to run holiday clubs for students, develop a lunch-time signing club and for Forest School activities. Many of the students who attended the holiday clubs were young people who otherwise would have been sat at home and not socially interacting with anyone else if the clubs had not run. The students learnt valuable social skills, increased their confidence and made new friends. The forest school activity gave the opportunity for some of these students to develop their leadership skills as they led other students in activities and the signing club will have an impact on the whole school community (including parents & relatives) as students learn new makaton signs, which will also be posted on the school website, to build communication between young people and families.”

Total number of places funded on ELS activity in each constituency through school commissioning		
Constituency	Funded places	Funding
Bradford South	19,851	£825k
Bradford West	22,718	£1.3m
Bradford East	24,620	£1.2m
Keighley	6,533	£490k
Shipley	12,158	£420k

2. Young Carers

Research indicates that the additional responsibilities young carers take on can make it harder for them to make the time to access in-school and extra-curricular activities. A recent report, *The Lives of Young Carers in England* (2016), found that caring can restrict social activities and relationships, and result in under-engagement in education.⁷ It is reasonable to assume that young carers will have missed out on many of the OA funded school activities.

The report indicated a desire from parents to reduce the impact of caring responsibilities on their children, particularly in regard to social relationships and school engagement. In addition, school holiday periods can be a particularly challenging period for young carers and result in reduced opportunities to engage in activities.⁸

To address this Bradford Opportunity Area provided funding to the Carers Resource to run an extensive summer programme for young carers in Bradford. Through this programme 577 Young Carers benefited from trips, events and services, allowing children and young people to gain confidence and skills whilst having fun and making new friendships. 94.85% young carers who went on a trip reported that they had fun, 92.67% reported that their summer was improved, 100% reported they have gained new life skills:

- Two residential trips were organised in the summer period for 11 – 18 year olds, 11 visited London and 20 Visited Kingswood Activity Centre in Wales. *“I’ve never been to London before, it has made me think that I would like to live here in the future!”*
- Two large coach trips for 60 Young Carers and their family members were organised.
 - A Trip to Flamingo Land which 51 young carers and their family members attended, and a trip to Blackpool which 46 young carers and their family members attended. *“Today has been one of the best days I’ve ever had, this Summer is going to be so much different to the last Summer”*
- Twelve local trips catering for 175 children and young people from age 5 where organised in the summer period.
 - *“This has been the most fun I’ve had this summer, I never get to swim and this was really really cool!” “My favourite part of the day was building the Bug*

⁷ Clay, D., Connors, C., Day, N., Gkiza, M, with Aldridge, J. (2016). DfE. [The Lives of Young Carers in England, P8.](#)

⁸ Clay, D., Connors, C., Day, N., Gkiza, M, with Aldridge, J. (2016). DfE. [The Lives of Young Carers in England, P9.](#)

Hotel” “I’ve had so much fun learning how to shoot a basketball! Something I have never done before” “I’ve never been to a sporting ground before, never mind a rugby ground, I can’t believe how big it was inside! I absolutely loved it!” “I’ve never been bowling before, this was brilliant”

- Eighteen locally based events were organised, activities such as arts and crafts, cooking, sports and transition events. 261 children and young people attended.
 - *“I made friends for the first time in 3 years, I’ve really enjoyed it today”.*

3. Summer Internships

In 2017, The All Party Parliamentary Group on Social Mobility found that internships are often offered by employers to family and friends. The Chartered Institute of Personnel and Development estimated that 51% of employers fail to pay interns at least the adult minimum wage. As such, access to internships – and the valuable experience and opportunities they offer – is limited for students and graduates from disadvantaged backgrounds.

In response Bradford Opportunity Area provided ELS fund the Bradford University to deliver internship opportunities for young people from the Bradford area. The programme supports young people from disadvantaged backgrounds to link with high prestige employers across the District to improve their social mobility, develop employability skills, gain work experience, and enhance their CV. Students work on a project for 6 weeks and are paid the National Living Wage.

42 first year students applied for the programme overall; 18 employers took part in the scheme providing internships for 24 young people . The programme provided a positive and valuable experience for employers and participants. Placements were available across a range of organisations; private, public and third sector, providing a variety of different experiences. Types of job included Community Support Intern at CentrePoint (a housing and homelessness charity), Website Intern at Bradford Armature Winding Company and Schools Engagement Intern at PwC.

56% of participants completed the online evaluation survey. Overall, the results show that the students were happy with the quality of their placement. 71% rated both the suitability of the work they were given according to how appropriate it was for their skills and experience and the opportunity to develop their skills and knowledge as ‘Excellent’. Students cited that the internship helped them to ‘communicate better’, ‘boosted’ their confidence, helped them to ‘attain many different skills’ and that they enjoyed the ‘positive work environment’, ‘the challenge’ and ‘working collaboratively and cooperatively’ on a team based project.

100% of respondents reported their ‘Confidence in the Workplace’ had improved during the internship with 78.6% reporting that their confidence had improved to a large extent. New experiences, support from colleagues, new skills, insight into the recruitment process, going through an interview had all improved. 92.9% of respondents said that they felt more confident in applying for future opportunities

Students commented on the new experiences offered by their placements and gave feedback, such as:

- *“The placement helped a lot with boosting my confidence. It also helped me to attain many different skills that will help me in the future.”*
- *“There are many things I enjoyed about my internship from the experiences and transferrable skills that I gained to building a good rapport with my supervisors, colleagues and customers, working collaboratively and cooperatively on a team based project, the opportunity to work with an amazing team and the positive work environment”*

The results of the employer evaluation survey were very positive. 75% said they would consider hiring their student if a relevant position became vacant within their organisation. Example of feedback received:

- *“[It] was a great experience for the students involved. I saw their confidence grow over the internship and from the feedback we received, they seemed to enjoy the internship, find it worthwhile and feel it had impacted their employment prospects,”*
- *“It’s a great opportunity for young people to be in a working environment,”*
- *“great – fully support the programme and its aims,”*
- *“It was great to be able to support younger students from poorer backgrounds to access these opportunities. We want to work/take on more of the social care/wider aspect especially.”*

4. Additional, co-ordinated ELS support for PRUs and special schools

Studies indicate that participants in extra curricula activities have shown significant reductions in problem behaviours and improvements in positive social behaviours,⁹ and that positive youth outcomes increase the longer the duration of activities.¹⁰ Non- cognitive skills such as social and emotional learning have been found to have a positive impact on educational attainment for young people with SEND.¹¹

Feedback from local stakeholders indicates that Pupil Referral Unit (PRU) and SEND students are the hardest to reach with aspirational activities and employer contacts due to employer reluctance to engage.

Special Schools

The Bradford Opportunity Area provided funding to Shanidar School to coordinate ELS activities for all 8 of Bradford Special Schools. 400 students from all 8 schools attended 23 different activities. These activities were chosen by each school to focus on different areas of need; Listening, Presenting, Problem solving, Creativity, Staying Positive, Aiming High, Leadership and Teamwork.

⁹ Durlak JA, Weissberg RP, Pachan M. (2010) *A meta-analysis of after school programs that seek to promote personal social skills in children and adolescents*. American Journal of Community Psychology.

¹⁰ Harvard Family Research Project. (2004). *Issues and Opportunities in Out-of-School Time Evaluation*, 7, 4-5.

¹¹ Special Educational Needs and Disabilities, Education Endowment Foundation, <https://educationendowmentfoundation.org.uk/school-themes/special-educational-needs-disabilities/>

To measure the impact of the activities provided, the eight special schools were asked to complete a baseline and impact assessment for each student who attended the ELS activities. Most of the evaluations show that the activities planned by schools impacted positively on the skills of students. Some of the observations and comments made by schools have been included below:

- *"Multiple members of staff commented on how they have seen a change in him over the time of the scheme, as he developed tolerance and even enjoyment."*
- *"Staff saw him grow in confidence and interact with students from across school. He was very proud of himself for breaking the tie from his family and this was evident from his obvious increased self-esteem."*
- *"Through accessing these new activities, H has been able to demonstrate clear progression in developing her tolerance to and curiosity in new environments."*
- *"Since returning to school in September, we have seen a much more confident young man who is happy to take a more active role in his class routines and social opportunities."*

Pupil Referral Units

Bradford Central PRU, part of Exceed Academies Trust employed a co-ordinator to organise and evaluate activities across Bradford PRUs. 66 students across 5 sites attended 13 activities funded through ELS.

Bradford Central PRU

The students attending the activities provided through the two sites totalled 21, 16 male and 5 female.

Jesse Street – "The ELS funding has had a significant impact on the day to day provision at BAPAC. Having a wider range of trips for students to aspire to go on has had a positive impact on engagement and behaviour in school. A larger number of students have engaged with the trips and a higher percentage of these than usual have been successful. The ELS activities have been a real positive addition to our curriculum offer and have had a significant, positive impact on the day to day provision at Jesse Street".

Aireview - The students have thoroughly enjoyed all activities when being out on the trips and it has also helped us in school, giving the students an incentive to achieve their weekly targets to enable them to take part in these extra classes. Most students have engaged well and have learnt a variety of new skills as well as discipline and respect. The staff running the activities have had a good understanding of working with our challenging students whilst at the same time being clear on rules and what is expected. "That was ace Miss, can I go again next week if I get my points" "When I finish school I am going to go to Bradford college to do sports." "The scuba diving was a brilliant experience." As you can see from the student it has definitely been a hit with them and given them something to work towards. Some have conquered fears and it has given them a confidence boost. Others have been encouraged to try more new things and become more active. One student has even joined his local boxing gym.

Ella Carr

This site again saw an increase in attendance and better behaviour and relationships with staff.

The students attending the activities totalled 22, 13 male and 9 female

District Pru

The site through its engagement with its students for the first time had a leaver's event, which was partly due to the school staying engaged with its students through the activities.

The students attending the activities totalled 14, 12 male and 2 female

Tracks

The students enrolled attending the activities totalled 9. This course has been of great benefit to our students in terms of further developing their resilience, by doing several group presentations- their social skills have improved, their self-efficacy has improved, their knowledge of golf/golf courses has improved and hopefully their emotional health has improved too.

Each site was keen through consultation with their current students to use any under spend on providing some form of fitness equipment that would provide a legacy from this funding for the future students of each site.

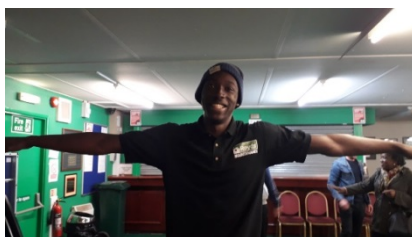
5. Youth Grants

Grants of up to £1000 (total budget c£150k) have been awarded to young people to run projects to improve essential life skills and social mobility in Bradford. Applications were assessed by panels of young people in each of the constituencies in the Opportunity Area.

£20,000 worth of grants were ring fenced for young people in each constituency.

The grants were intended to support and empower young people to improve their own opportunities and essential skills along with those of their peers.

The grants funded a wide array of activities from community events, to decorating streets for Eid, establishing a School of Rock and flying lessons for an aspiring pilot.





6. Young Ambassadors

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.

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 53 Young Ambassadors. These Ambassadors are supported by youth workers and 10 appointed apprentice youth workers (funded through the OA programme). The Young ambassadors, (YA) have groups in each of the 5 Bradford constituencies of Keighley, Shipley, Bradford West, South and East . Their work has been to reach out to a wider group of young people in each of the areas through Area Youth Summits where they have been identifying issues and suggesting solutions that can make a difference to the challenges they face living and growing up in the district.

The focus of the first Youth Summit in Bradford South was to consult young people on the findings from The Health Foundation Inquiry Report, 2018. The Inquiry Report sought to identify what it is like for young people to grow up and live in Bradford. The aim of the Summit was to gather information on whether young people from Bradford South had similar needs to the findings of the inquiry and/or whether there were any additional areas of need identified.

The Bradford South Youth Summit was held on the 24th October 2018 at Richard Dunn Sports Centre. The event was opened by Anne-Marie Canning, Independent Chair from the Bradford Opportunity Fund Board. Over 100 young people attended the event, supported by children and young people's practitioners. The format for the event was to hold various creative consultations workshops with young people. That were fun to take part in and used youth work young person centred methods of engagement.

Following completing the youth summit, the young ambassadors group began to compile and prioritise the feedback received from young people. Identifying the key tasks to take forward and to feedback to the Opportunity Area Partnership Board. Exploring which organisations and services could support and assist in meeting what young people, have identified supports growing up and living in Bradford.

The consultation feedback from the event confirmed that young people from Bradford South had similar needs and were in support of endorsing the findings of The Health Inquiry Report 2018. Where you live in Bradford makes a difference to the opportunities young people get. We need to make sure all young people get opportunities, not just a few. The Young Ambassadors group identified the following priorities to take forward:

Personal Connections:

- Students to be offered more work experience opportunities so they will have a better understanding about the world of work and increase awareness of different career options. This needs to be offered throughout secondary education and not only in the final year.
- Peer support enables young people to develop relationships with other young people of mutual benefit. These can help young people to develop skills in making connections with more people.

Right Skills & Qualifications:

- Essential life skills should always be on offer in schools, for example, practical skills in budgeting, paying rent, bills, or what jobs to go into.
- Skills that young people learn at school need to enable students to find a broad range of opportunities, including apprenticeships.

Emotional Support:

- Increase awareness of mental health and where young people can go for support. Let young people know 'it's ok not to be ok'. Awareness should start in primary school.
- There should be more opportunities for young people to join groups and activities where they live. These groups should be organised so young people can socialise and get peer support from each other, as well as involvement in the activity itself.

Financial & Practical Support:

- The cost of public transport restricts many young people from seeking opportunities.
- Tuition fees, and other costs, stop many young people from choosing university.
- Bradford University could promote itself better locally and this could be a better option for some young people.

The Young Ambassadors recognise working together with adults who have influence and a stakeholder say, is integral to making a difference in the lives of young people growing up in Bradford. The group have identified the need to work with the following:

- Councillors
- BOA Board/ Schools
- Public sector service provider
- Businesses
- Different routes into employment – for example, apprenticeships.
- Young people themselves
- Education institutions

The second Youth Summit was held in Shipley on the 20 February 2019 at three central locations in Shipley Town Centre. 87 young people attended the event where young people participated in a ballot, voting which issue they would like to take forward to the young ambassadors group that affected them the most, the issue chosen was mental health. Young people felt that more support around mental health could be available at both school and within their communities.

Bullying was one issue raised that had an impact on mental health and affected them, lowering their aspirations. The transition from primary to secondary school was a challenge for many young people and this is where bullying was an issue. There are some good examples in Shipley where young people have been involved in supporting other young people that the Ambassadors could learn from. For example, in Titus Salt School, Mental Health School Champions run a young people peer support project where young people help other young people and report more serious issues to the schools support staff. Following the Shipley Youth Summit the model for the Young Ambassadors will be a locality based model. This will enable young people's voices to influence and encourage social action. Shipley agreed have a regular Young Ambassadors group where the group will work with others, to try and make changes of the identified issue of mental health and bullying. The Shipley Young Ambassador group will look at the surrounding issues of mental health and wellbeing and its relation to social mobility. The group will work with appropriate partners, organisations, and individuals who can help break down barriers for young people in order for them to achieve and make a difference.

A third Youth Summit was held on 7th April 2019 for Bradford East Area at Hanson school where 78 young people attended. The Young Ambassadors and Apprentice Youth Work Team delivery was supported by the Bradford East Youth Service. Four key education topics covered during workshops, they were; home schooling, isolation, reduced timetable and transitioning from primary to secondary school. Young people were given the space to share their thoughts, experiences, both positives, negatives and some provided suggestions on how improvements on the outlined topics could be made. Adults were invited from various organisations to attend the summit and were given the roles of a listening adult &/or workshop scribe. Representatives attended from the following organisations: Born in Bradford, Bradford Opportunity Area, BMDC Education Employment & Skills Team, BMDC Public Health Team, BMDC Office of the Chief Executive, BMDC Deputy Leader & Portfolio Holder Education, Employment and Skills BMDC South & East Area Coordinators, BMDC Public Health Team.

Young people in Bradford East said that being in isolation, made them feel lonely, depressed, scared, bored, sleepy and abandoned. They described it isolation was having a detrimental impact on the mental health of young people in Bradford East which is then decreasing young people's self-confidence and self esteem. They acknowledged that young people who are not happy at school are more likely to misbehave and create situations where schools act in ways that unintentionally impacts on young people's education careers.

Young people at the Summit felt the contributing factors to why schools put them on reduced timetables were: mental health, behaviour, learning disabilities, truancy and where extra support was needed in the view of young people. Young people who have been put on reduced timetable spoke about how this made them feel less confident, disengage and missing out on education. They also felt that an impact of a reduced timetable was that they were unable to see their friends and started to hang around with other young people on reduced timetables and those young people not attending school at all.

In relation to home schooling, young people who knew other young people who were being home schooled explained that initially this was seen as a positive experience. However they

felt many parents were unable to adequately provide a good education.

Young people who had been supported in their transition year (from primary to secondary school) felt this had been of significant benefit. Young people said they had developed positive relationships with other young people and this meant they were more confident about attending school. They hoped that other pupils could benefit from transition support. The Young Ambassadors took their findings to the East Area committee to ask Councillors to consider in what ways they can help support young people to increase their social mobility in relation to the four topics presented.

The fourth Youth Summit took place on 1st November 2019 at Keighley College. The group of young people attended were made up of young people from Keighley East, Keighley Central, Keighley West and Craven. The group wanted to find issues and themes that were relevant to young people in the area and choose to do some research via an online questionnaire. The Questionnaire was based largely on the integration / cohesion video produced by the Youth Service approximately 12 months previously. From the research 5 key areas were highlighted – Policing, Community, Crime, Integration and Safety. 29 young people attended the summit, and engaged in three different workshops throughout the day;

- 1) Crime
- 2) Community & Integration
- 3) Policing and Safety

Feedback from the young people was gathered about what they were proud of in Keighley. A total of 50 items were listed in the responses. Feedback was collated by writing their own suggestions and thoughts on paper and sharing with the group to discuss what can be done.

Bradford West Youth Summit has not taken place as the findings from the other four youth summits highlighted to the Bradford Opportunity Area Partnership Board that further investment in strengthening Bradford's youth voice was needed and in order to build on the 'engagement' work done through the Youth Summits by the Youth Service the OA team held 2 'listening day' events and invested a further £140,000 in 'empowerment' of young people in Bradford. Citizens UK have been commissioned to deliver the 'Youth Empowerment' programme, which will convene 'Youth Panels' in each constituency. These will be made up of Young Ambassadors and others, and will build on the findings of the Youth Summits and 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.

The Opportunity Area has been working with Bradford Council to develop the Young Ambassador group to take a lead on developing the next Children & Young People's plan, working at constituency level to identify issues and concerns. The aim was to tie together the work from the Health Foundation, Youth Summits and the OA commissioned youth constituency panels in setting their priorities that would drive the plan for the next few years. This work has been severely impacted due to the Covid-19 pandemic. The OA funded youth empowerment programme was reliant on young people formulating priorities and solutions through the convening of youth constituency panels. The result being, the delivery model for the project is now no longer viable within the timescale and alternative delivery with the provider is being explored in the remaining contract timescale. The Children and Young Peoples Plan work has also paused resulting in delay in engagement and priority setting.

APPENDIX 4 - Provisional recommendations from the Alan Turing Institute sponsored 'Act Early: Holme Wood' programme

Introduction

On 10 January 2020, 124 people came together to talk about Holme Wood. The attendees comprised front-line practitioners from community organisations, public service providers, local elected members and policy makers, alongside some of the world's leading data scientists via invitation from The Alan Turing Institute, the UK's national centre for Artificial Intelligence and Data Science. The purpose of the meeting was to address two simple questions:

- Can data science improve our collective understanding of a place like Holme Wood?
- Can we use data to help the community strengthen and grow by 'acting together'?

There was an incredibly positive answer to both questions. Our attendees' observations and questions generated six action research projects. Crucially, the lines of enquiry for each project cut across traditional public service boundaries, reflecting the lived experience of people living and working in Holme Wood. In response to the call for action, the Alan Turing Institute provided funding to address the action research projects and produce recommendations for a new approach that could allow data science to support policymaking tailored to place.

The two year Act Early: Holme Wood programme was delayed by the pandemic and the original plans needed to be adapted, but the programme is now in its final stages where recommendations will be made and tested with the community. The programme used the following methodology: Phase 1: Data scientists conducted research projects related to the stakeholder-identified priority areas. Beginning in October 2020, the scientists used anonymised local and national datasets to identify patterns and relationships relevant to the identified issues. The data scientists were connected with local residents and service providers to further refine their research questions related to the priority areas.

Phase 2: Community residents and service providers were invited to participate in research activities (including interviews and asset mapping).

Phase 3: The data scientists' findings were presented to the community (service providers and residents) to hear their feedback and develop a richer understanding of the issues and the lived experiences of residents and service providers.

Phase 4: Community events have brought together residents to contribute data related to the priority areas and, based on their responses, formulate specific recommendations for local decision makers around changes in services, policies, and interventions.

Phase 5: Residents and policy makers are being brought together for discussions about recommended changes. Visualisations of relevant data will be provided to help guide conversations.

Phase 6: Final recommendations for change will be made to local decision makers in a published document - this will be signed off by the community and decision makers. This paper presents the draft findings and recommendations from the two year Act Early: Holme Wood programme. These recommendations are provisional whilst they are being tested with the community but are provided in light of the discussions related to the methodologies being discussed within the Alliance for Life Chances partnership board.

One major finding was that residents reported a lack of perceived support for Holme Wood with only 4% responding that they felt supported by their local authority and their councillors. However, residents expressed optimism when they were involved with community events and expressed great enthusiasm for approaches that empower the community to feed into policy making for their area. The six data science projects were able to identify the complex issues that cross across organisations and shed light on the intersections and interactions between different services and organisations within Holme Wood. The findings from the programme of work have led to the following recommendations that are being tested and co-produced with the community.

Recommendations

1. Focus efforts on the lives of Children and Young People (CYP) to generate the greatest impact.

The project findings to date indicate that social issues exist or primarily develop during childhood. There is a need to act early in order to address problems before they escalate. Acting early ensures we lessen the occurrence or intensity of deprivation-associated vulnerabilities for the upcoming generation. We can prevent substantial long-term costs by directing resources to support children and young people in the short term.

2. Adopt a whole system approach to improve the lives of CYP

A focus group session with service providers on Holme Wood revealed that some voluntary and statutory sector organisations are providing services in isolation, when their offer would benefit from coordination. Individual social issues cannot be addressed in isolation and an effective approach should consider and address multiple upstream determinants. It will require a multi-level, multi-system approach and the collaboration of all relevant organisations to address children and young people's vulnerabilities.

3. Use routine data combined with local feedback and insight to provide a better

understanding of the issues and drive solutions Act Early's data scientists analysed relevant datasets to identify patterns and make predictions about priority issues, but the project relied on local knowledge and input to validate the data and form unique solutions that actually benefit an area. We need systems that can pull on routine datasets and calibrate the data with lived experience to tackle issues related to inequality.

4. Create a multi-agency response through connected data

Data from multiple sources/agencies is critical for identifying where there are issues. There is an urgent need for these data to be connected across agencies in order for organisations to work together most effectively, to identify and target the most vulnerable CYP in need of services.

5. Form unique solutions based on a place-based approach

Act Early: Holme Wood used a place-based approach to understand community needs. This approach to working involves a detailed understanding of an area and its levels of deprivation, an understanding of how services interact in that locality, and development of interventions that can meet the unique needs of people living there. This approach can be replicated across Bradford and nationally, adopted by other communities, and help those involved in policy making at national level, design programmes that can adapt to local circumstances.

6. Improve partnership working between policy makers, service providers and the community

Communities need to be at the centre of designing service delivery and interventions. Communities alongside policy makers can drive forward solutions. Families can provide essential information on community challenges, but results can only be achieved if policy makers and service providers work together with the community to ensure improvement of outcomes.

7. Work closely with local schools to support CYP effectively

Targeting all CYP on Holme Wood is ambitious, but is made possible because the majority are present in one setting for most of the year – schools. Whole system partnerships should be developed with primary and secondary schools so that the schools can act as community hubs capable of supporting the needs of a family.