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Area of  
Educational Excellence -  
West Cumbria

Proposal for funding

# The Well Project

Western Excellence in  
Learning and Leadership



## **Mission & Strategy for a partnership project with Sellafield Ltd, NDA and CASL**

We aim to improve the lived experience of children and young people in Cumbria through genuine partnership. The people responsible for the outlined activity will be bound together by genuine compassion, culture, support, loyalty, and care for each other.

### **Why is WELL different?**

Well is different and it will make a difference because it will be properly funded and supported by partners who together recognise that while in the past education was seen as the domain of teachers and schools, in fact in the 21st century it has become, and must remain, the responsibility of everyone in the Western community with the resources, time and expertise to make sure our young people - our future - are properly looked after.

- The activity within each of the three core strands will be undertaken in collaboration rather than through individual schools working in isolation.
- The WELL project will focus on the agreed needs for the children, young people and families in the West of Cumbria, therefore securing immediate engagement and commitment of school leaders to common aims for the area.
- The WELL project is underpinned by a learning culture, which is unique, exciting and attractive to those currently working or considering working in our area.
- Access to this resource will be deployed to create an exciting and dynamic partnership between industry and education across both primary and secondary phase, working towards creating a world class education for all of our children and young people. Crucially, this additional resource will allow us to provide excellence in education, beyond what we can currently provide.
- We will draw on national and international proven research to support the achievement of challenging Key Performance Indicators.

### **Why do we need this additional funding?**

At the end of the financial year 2017-2018, one in four schools in Allerdale and Copeland (25%) were in deficit budget, and collectively there was a net overall school deficit of £360,197. Projections are that this deficit will grow over the next year, meaning resource for collaborative staff CPD and development will not be there. Over time, this has become more and more difficult to achieve as funding has been cut, costs have increased, and additional services that schools used to be able to call on, like Educational Welfare Officers, Counsellors, school nurses, have been withdrawn.

This funding is crucial to enable this project to happen, as no other current funding streams are available to us to undertake such innovative and necessary work for the children and young people in our area. School budgets do not include the resource required for the collaborative CPD or backfill required and there is no additional financial resource for the emotional resilience and well-being needs outlined. The funding will therefore allow us to undertake work in collaboration, above and beyond what we do as core, statutory work now.

Additional resource will be used in conjunction with Local Authority personnel and funding committed for system leadership, (West Local Alliance) to allow schools to deliver what works to those who need it most. The project will use practitioner-led evaluations to inform its activity, focusing strategically on proven methods in similar contexts. The project is intended to embed a sustainable system-led structure for ongoing improvement in educational outcomes in the West of Cumbria. We will draw on our experience to provide a bespoke project for West Cumbria children, learning from the successful evidence based approaches used in the City Challenge initiatives. These initiatives were previously government funded and such funding is no longer available. As will be evidenced within each strand of the WELL project, the current educational context for West Cumbria shows significant gaps in achievement between disadvantaged and non disadvantaged, significant challenges in teacher recruitment and retention, and significant support needs for emotional well-being and resilience. The project will form an improvement cycle that will allow us to continue to make a difference now and well into the future. As a result, we will create Western Excellence in Learning and Leadership (WELL).

### **Utilising the existing commitment to collaboration**

The exciting partnership between The Cumbria alliance of System Leaders (CASL), Sellafield Ltd and NDA will develop new and innovative relationships that build on and add considerable value to the existing education provision, to our communities and to our families.

### **Impact**

The activities we will undertake now, will not only impact quickly on our students who are approaching the end of statutory education, but also will impact long term on the life chances of all our pupils.

There is recognition of the need for rigour and for robust quality assurance Specific Key Performance Indicators for each strand are detailed within this proposal.

In summary, as a result of successful implementation, we will ensure that by August 2020:

- Improved consistency and quality of teaching and learning through training, coaching and mentoring, as evidenced in published Ofsted reports.
- Pupil achievement in Allerdale and Copeland will compare favourably with national outcomes, including for the disadvantaged.
- Attendance will be in line with or better than the national.
- Improved mental health in schools, evidenced by reduced referrals to outside agencies and qualitative feedback from children, young people and teachers.
- Positive feedback from parents about engagement with school, and improved attendance at parents' evenings by 30%.
- Teacher recruitment and retention rates will compare favourably with national figures.

## The CASL Vision and Structure

“Through partnership and collaboration, we will provide the best learning and outcomes for all children and young people in Cumbria. We will work relentlessly to achieve the ambition of every Cumbrian school, setting and provider being great. Collectively, we will ensure that every learner in our county is the best they can be.”

### CASL Board

#### Membership

- 3 LASL chairs
- Chair of PHA
- Chair of CASH
- Diocese of Carlisle  
Director of Education
- Diocese of Lancaster  
Diocesan Leader
- Cumbrian Teaching  
Schools Chair
- Portfolio Holder, Schools  
and Learning, Cumbria  
County Council
- Senior Manager LIS
- Co-Head of Education,  
University of Cumbria
- RSC HT Board

#### Responsible for

- Overview of school  
performance.
- Development of the  
system eg peer review.
- Identification of  
countywide priorities.

### LASL groups

#### Membership

- LASL Chair
- Senior LA Adviser
- General Advisers
- TSs
- Early Years
- Cluster leads
- Dioceses
- Teaching Schools
- University of Cumbria

#### Responsible for

- Reports from each  
cluster - collaborative  
activity/progress/ cluster  
maturity.
- Reports from system  
partners.
- Identify/Broker/Monitor.
- Review progress of  
individual schools/  
progress against  
priorities  
eg GCSE outcomes/  
disadvantaged.

### Clusters

#### Membership

Groups based on geographical area with exception of Nursery/ Special

#### Responsible for

- Identification of strengths  
and support needs.
- Promotion of school to  
school support.
- Sharing data/identifying  
support needs.

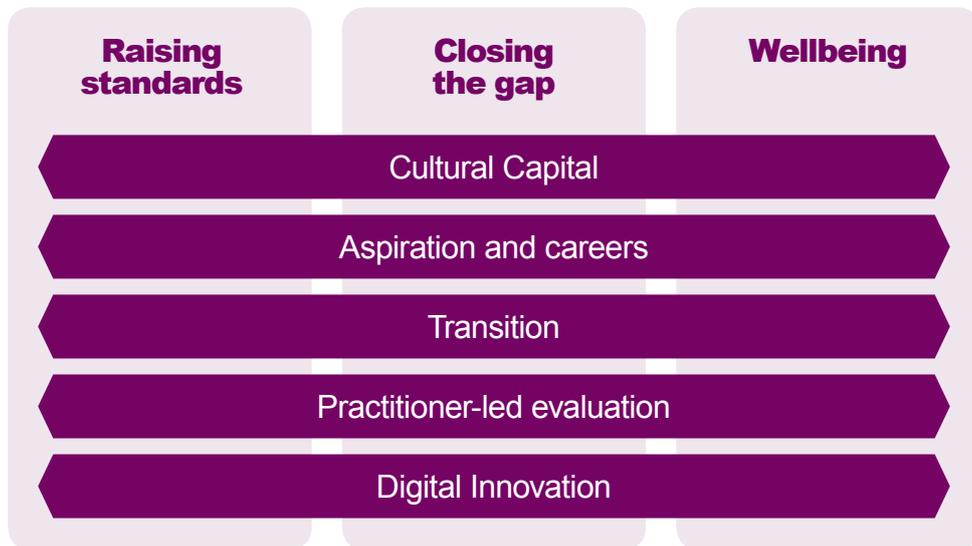
In addition to the core CASL structure, a CASL Post 16 strategic group ensures a strong partnership approach to provision and strategy that includes schools, the LA and the LEP.

### (CASL) Priorities for West Cumbria:

- Improving educational achievement: particularly reading, writing and mathematics across all subjects and phases
- Providing excellent quality of teaching and learning
- Improving behaviour
- Reducing exclusions
- Increasing attendance
- Nurturing well-being, inclusion and ambition
- Addressing educational disadvantage
- Improving leadership

CASL, in partnership with Sellafield Ltd and the NDA will seek to utilise available resources to undertake significant and sustainable projects, linked to our key priorities for West Cumbria’s children and young people. These projects will be robustly monitored by an executive board, to include for example representatives from Sellafield, the NDA, the LEP, CASL Board, Primary and Secondary Headteachers from Allerdale and Copeland and the Chair of LASL West (Local Alliance of System Leaders). Progress towards milestones will be monitored and reported every three months. This proposal has been developed in partnership with the Local Authority, identified Primary Headteachers and Secondary Headteachers across both Allerdale and Copeland.

### The Three Strands



**Executive Board** - Sellafield Ltd, NDA and Education representatives from CASL



## Finances

Central	Finance	Unit cost	Indicative Units	Total
80% of schools' budgets are spent on staff. This resource is vital to ensure all strands are delivered in a timely and sustainable manner. This cost is the time and capacity of a leader, seconded and backfilled, at a senior level, to support staff seconded to deliver three strands below, and monitor capacity of system as a whole to deliver.	WELL director, seconded senior leader from Allerdale or Copeland school; 0.6 FTE backfill costs to support capacity and secure sustainability and accountability.	£60,000	1	£60,000
	Support costs - admin, IT support, seconded and backfilled.	£45,000	1.5	£68,250
	Admin costs - stationery, IT.	£10,000	1	£10,000
<b>Central costs total:</b>				<b>£138,250</b>
<b>Strand 1: Raising Standards</b> Time and capacity to set up, ensure delivery of multiple strands, evaluate impact and accountability, ensure sustainability.	Project costs: backfill to cover staff released to lead improvement in key areas (supporting leadership training, proactive involvement in recruitment and retention, developing specialist teacher network, identifying and brokering in school support, working with schools to develop transition, facilitating effective CIAG with careers hub, developing and roll out Cumbrian Award to all schools) - 80%.	£450 per day	462 days	£208,000
	Material and training resources - 20%.	£24,000	2	£48,000
	Fund for initiatives (schools' opportunity to bid for bespoke resources to support and develop Cumbrian Award, for example).	£10,000	1	£10,000
<b>Strand 1 costs total:</b>				<b>£266,000</b>
<b>Strand 2: Closing the gap</b> Time and capacity to set up, ensure delivery of multiple strands, evaluate impact and accountability, ensure sustainability.	Project costs: release and backfill experienced staff to implement key initiatives as identified in strand 2 implementation plan for disadvantaged pupils. 80%.	£450 per day	347 days	£156,000
	Material and training resources to support staff in delivering the above initiatives and to ensure sustainability - 20%.	£30,000		£30,000
	Fund for initiatives as outlined in detailed plan for strand 2.	£100,000		£100,000
<b>Strand 2 costs total:</b>				<b>£286,000</b>

Central	Finance	Unit cost	Indicative Units	Total
<b>Strand 3: Well Being</b> Time and capacity to set up, ensure delivery of multiple strands, evaluate impact and accountability, ensure sustainability.	Project costs: release, backfill and training school staff to be able to provide key initiatives as detailed in strand - 80% +.	£300 average rate	Between 1,000 and 1,500 days equivalent	£416,000
	Materials and training 15%.	£30,000		£30,000
	Fund for initiatives (for example provision of internal inclusion facilities in schools).	£10,000		£10,000
<b>Strand 3 costs total:</b>				<b>£456,000</b>
Digital Innovation to support parental engagement and transition projects	Co-ordination, staffing, provisions as appropriate in all schools.			£350,000
Practitioner led evaluation.	Project costs: day rate to backfill release staff, to include self-evaluation and sustainability of research and development.	£350 day rate	446 days	£156,000
	Materials, training, IT support, travel costs.			£50,000
				<b>£1,702,250.00</b>

● Coordination / leadership costs as an estimated proportion of total cost	<b>8%</b>
● Raising standards costs as a proportion of total cost	<b>15%</b>
● Closing the Gap costs as proportion of total cost	<b>17%</b>
● Wellbeing costs as a proportion of total cost	<b>27%</b>
● Digital transformation costs as a proportion of total cost	<b>21%</b>
● Practitioner led evaluation costs as a proportion of total cost	<b>12%</b>

## Area Of Educational Excellence - West Cumbria

# Strand 1 - Raising standards for all

This strand intends to ensure that teaching and learning is world class. We will attract, support and develop the teachers to ensure that the best teachers are in our schools, our curriculum is aligned to local needs and fit for purpose to create the workforce that Cumbria needs going forward. We will ensure the learning that happens in schools has depth and breadth to be confident that children and young people really understand and can apply their learning in a multitude of contexts. We will ensure that our children and young people experience and appreciate all that is out there for them - not only aspiration for future careers but exposure to culture, arts, experiences that will help them to overcome barriers and see how wide the world is. This is a ground breaking strand that will also fulfil the expectations of a completely revised school inspection framework to be launched in 2020.

### Context

- Cumbria is the second largest county in England

### Skills Gaps

- Productivity challenge - Cumbria has an issue with productivity with the county's productivity levels currently 11-14% below the UK average.
- Current skills needs of our workforce vary by sector but some common elements include:
  - Digital skills - The issue of digital competency is a recurring theme throughout each of the LEP's sector skills panels with employers identifying a need for a skills offer that reflects the growing importance of data and its effective collection, collation and management in the digital transformation of the Cumbrian economy.
  - Leadership and management skills.
  - HR and Finance.

In addition there are sector specific needs which focus on the areas of Allerdale and Copeland and include:

- Advanced manufacturing:
  - Skilled metal and electrical trades.
  - Quality and safety management.
  - Delivery of metalwork, welding, fabrication skills.
  - Delivery of production skills programmes that reflect changing processes.
- Construction needs at all levels.
- Logistics.
- Nuclear specific needs.

In terms of our young people there is the need for improved employability skills. LEP employer panels say that they look for these skills (communication, team working, resilience etc.) as much as they do formal qualifications.

In addition there is a population challenge - to maintain the workforce we need more of our older people to stay in work, tackle worklessness and improve net migration of people working age. Worklessness is a particular challenge for West Cumbria - it is noticeable that this exists even where there are successful and growing employers. There is particularly a higher skills challenge - Cumbria has the smallest pool of people with level 4 qualifications per capita of any geographical area in England.

### Education Attainment Context for mainstream schools

- **Early Years Foundation Stage Profile.** In the Early Years, there is considerable variation between the districts in the proportion achieving nationally expected standards (Good Level of Development). Copeland is 3.6% below national levels and Allerdale 1.7% below. This compares with Barrow at 2.9% above national levels.
- **Key Stage 1.** At Key Stage 1, schools in Allerdale and Copeland were 2% below the national average of 65% of pupils achieving the expected standard in reading, writing and mathematics in 2018. (schools in Barrow and South Lakeland were above the national average on all measures). This key measure has been below for the last three years.
- **Key Stage 2.** In Key Stage, in schools in Allerdale, the reading, writing, maths and SPAG (spelling, punctuation and grammar) scores are all below the country as a whole. Schools in Barrow and South Lakeland perform above the national on all of the measures. In writing, Copeland is the lowest performing district in the county.
- **Key Stage 4 (GCSE).** Cumbria at -0.11 performs below the national (-0.03) on the main GCSE progress measure. Of the 12 secondary schools in Allerdale and Copeland, 9 are towards the bottom of the Cumbrian league tables. Only four schools have Ofsted judgements of Good or better. 9 of 12 schools in Allerdale and Copeland have negative progress.
- **Key stage 5 (A-Level).** Average point score is 30.9 in Cumbria, compared to national scores of 31.6.

### Teacher Recruitment

Schools in Copeland and Allerdale are affected disproportionately by the national teacher shortage, due to both our geographical remoteness and the fact that qualified graduates often choose to work within the nuclear industry. Several schools are highlighted by the DFE as requiring additional support to recruit appropriately trained staff. In 2017, of all recruited positions in Secondaries in the West, 11% had worked in one West Coast school, 10% in 2 West Coast Schools and 17% in 3 or more West Coast Schools. In the same year, 7 of the poorest performing ten schools in Cumbria were in the West, in part due to the recycling of the same level of underperformance.

### Intent

We must strive to become recognised as an area that delivers the very best outcomes for all of our children and young people. Raising educational standards for everyone leads to greater opportunities for, but also will lead to a vibrant and dynamic local economy and a workforce that is educated and trained to meet our local, national and international needs.

To achieve this, we must recognise the need to look outside of Cumbria to find the solutions to our challenges; we must be prepared to seek out world-class practice and then apply it to our unique context.

We must invest in recruiting, retaining and developing the highest quality staff in our schools. Having the very best teachers is the single most important factor in raising standards.

We must invest in a curriculum which meets the needs of all of our children and young people and prepares them to be a part of our future workforce and/or inspires them into higher education.

We must invest in cultural capital of all children and young people in Allerdale and Copeland. Giving all of our children and young people the breadth of education that they deserve, the opportunity to experience a wide range of cultural activities and an understanding of how cultures work together, is our moral obligation and a key factor in preparing them to be part of a global society.

Finally, we must learn from the very best evidence-based research to improve education.

## Implementation

### 1 Recruit, retain and develop the highest quality staff in our schools

To achieve this we intend to:

- Establish a West Cumbria Educational Leadership Academy to support and develop current school leaders and those of the future. This would build on existing initial teacher training packages. It would offer bespoke courses and training that enable leaders to tackle the challenges of our schools and would use the best practices from industry and business in an educational context.
- Establish a fund for STE(A)M bursaries to attract and retain new teachers into the area to fill the gaps we have in shortage subjects. These would include 'golden hellos' in shortage subjects, relocation fees and incentives to try and retain the very best teachers in our schools, rather than lose them to industry.
- Support the development of staff by creating a fund that enables teachers to develop their phase and subject knowledge through further study and enables colleagues to visit other schools to learn from the best in the country (currently unaffordable).
- Attract teachers to the West through an entitlement to professional development.
- Develop an affordable specialist teacher network across the area that enables clusters of schools, at all phases, to have access to subject specialists that can deliver subjects such as modern foreign languages, computing and music. Schools can access these subject specialists to aid planning of subjects and up-skill teachers to ensure the very best subject knowledge at all phases of education.

### 2 Deliver a curriculum that meets the needs of all children and young people and prepares them with the knowledge and skills for the future.

To achieve this we intend to:

- Develop an area-wide curriculum plan that ensures that all children and young people can receive an appropriate curriculum across our institutions. We will ensure that this new way of working supports the LEP priority of a "curriculum for inclusive growth" and complements the careers strategy for the west. This innovative and new school improvement support strategy therefore has full LEP support. We will build on existing work by developing a series of beacon schools in the area, working in partnership with a T Level taskforce that includes the LEP that specialise in a particular curriculum or learning approach. This will be of particular importance with the introduction of T-levels and the added emphasis on maths post-16.
- We want our young people to have access to the best and most appropriate qualifications for them. We will develop suitable curriculum provision within schools that not only allows schools to support children and young people with behaviour issues, but also keeps children and young people in education, until they are fully equipped to enter the workforce, and address the skills gap.
- We will look at the ways pupils move through schools and seek ways to make transitions smoother - For Example moving from primary to secondary school. This will ensure no learning is lost or wasted and emotional health is maintained.
- We will identify good practice in aspects of teaching that impact on student outcomes through training, Specialist leaders in education and peer coaching.
- Work with strategic leaders including governors so that accountability for Pupil Premium funding is strengthened (Ofsted 2012, How schools spend the PP).
- A commitment from schools to authentic pupil voice (Closing the gap. Raising attainment of disadvantaged pupils, University of Warwick 2016). This means a genuine willingness to listen to the voices of our children in shaping the provision they receive.
- We will create a network of school councils, linked to the youth parliament to give our pupils a say in the leadership and development of the curriculum.
- Work with other local and national agencies (such as the LEP and Careers Hub) to ensure that every student receives robust, independent careers advice and guidance throughout their school career.

### **3 Develop the cultural capital of all children and young people within Allerdale and Copeland**

To achieve this we intend to:

- Use the success of the existing Cumbrian Award currently being piloted at two Allerdale secondary schools, to provide funding to further develop this, including the establishment of a West Cumbrian Cultural Passport. The Cumbrian Award is a pilot scheme which is aimed at connecting our young people with the beautiful place we live in, and in doing so address the challenges of skills shortages, depopulation and an ageing demographic which are major future issues on the horizon. This encourages all young people from Year 5-9 (and potentially their families) to 'collect' a range of experiences during their school career, including strands concerning culture and heritage, enterprise, conservation, and links to the Science, History, Geography curricular areas.
- To enable the above: 1. Create an area-wide board of professionals from arts and cultural organisations to develop a programme that brings a series of rich and diverse cultural experiences to Allerdale and Copeland.
- To enable the above: 2. Fund schools to collaborate such that, through economies of scale cost-savings, we can ensure that every student experiences a range of cultural activities and visits such as sporting events, theatre trips, art exhibitions etc...

### **4 Use existing proven strategies and develop evaluation led programmes that improve the learning experience for all children and young people in West Cumbria.**

To achieve this we intend to:

- Create a fund that, would support schools to undertake action practitioner led evaluation projects that directly address the challenges within our area.
- Create a training programme that develops staff that are experts in embedding metacognitive strategies within our schools.
- Create a training programme for staff that, using established research-based techniques, raises the standards of literacy and numeracy in all of our schools, for every child. This would be beyond the current training programmes. It would be bespoke to our communities in West Cumbria and address the specific issues we have.

### **Impact 2020:**

- Improved consistency and quality of teaching and learning through training, coaching and mentoring.
- The percentage of pupils in Allerdale and Copeland achieving a good level of development in the early years will improve from 68% to at least 71% by 2020.
- In Key Stage 1, the percentage of pupils achieving at least the expected standard in reading, writing and mathematics will improve from 63% to at least 65%.
- We will improve the progress made by boys in writing from Key Stage 1-2 from the current baseline in identified western primary schools. Writing to be better than -.2 and reading at or better than 0.
- Improve extended writing skills across all curriculum areas in KS3 overall, but with a specific focus on writing for boys. Internal data captures will show improved progress for boys from current baselines across a range of subjects where extended writing skills are applied.
- Over time, improve Progress 8 scores for boys at KS 4 leading to an overall improvement for Progress 8 to levels seen nationally.
- Improved consistency and quality of teaching and learning through training, coaching and mentoring. Teaching and learning judged as good.
- The proportion of Key Stage 2 pupils will achieve the expected outcomes in reading will be at least 77%, and in writing at least 75%.
- The attainment gap between disadvantaged and others will diminish. In KS2, the proportion of disadvantaged pupils achieving at least the expected standard in reading, writing and maths will improve from 43% in Allerdale to at least 60%.

In KS4, the strong pass gap will diminish from 33% to 25% of better.

- Attendance rates will be above national and exclusions will be below national 2010 published levels.
- Outcomes in all phases and in all cohorts will be at least in line with the national average.
- Ofsted judgements of Quality of Education at least Good in all schools.
- 100% of children have successfully completed their cultural passport.
- Practitioner-led research nationally recognised for its impact on student learning.
- First-time successful recruitment rates exceed national average with a staff turnover rate of lower than the national.
- Improved teacher quality and increased staff retention .No staffing gaps in shortage subjects by 2025.
- We will improve the progress made by boys in writing from Key Stage 1 to 2 from the current baseline in identified western primary schools. Writing to be better than -.2 and reading at or better than 0.
- Improve girls' progress in maths in Key Stage 2 to 0.
- Improve extended writing skills across all curriculum areas in Key Stage 3 overall, but with a specific focus on writing for boys. Internal data captures will show improved progress for boys from current baselines.
- Over time, improve Progress scores for all pupils at Key Stage 4.

## AREA OF EDUCATIONAL EXCELLENCE - WEST CUMBRIA

### Strand 2: Closing the Gap

This strand encompasses the need for all schools in the area to rapidly improve educational outcomes and future life chances for those children classed as disadvantaged. There are 4769 disadvantaged children and young people in Copeland and Allerdale, which is over 20% of our cohorts, rising to over 50% in some schools. This compares to 13.6% nationally (January 2018). In addition there are a number of families in each school (up to 50%) who are vulnerable because their families are 'just about managing'. These are children from 'non-nuclear industry homes'.

In order to do this, we will deliver actions to address the disadvantage attainment gap, and provide not only strategies but also practical resources that will have meaningful impact. We will undertake practitioner and formal external evaluation to ensure we are using the best tools available that work with our children across the age range, and help schools make sure they are delivering the best possible provision for disadvantaged children and young people. We are not currently funded to undertake such evaluation. We will provide the resource and expertise to enable schools to deliver effective transition between key stages, engage with parents, address gaps in learning and fund the little things that make a difference - like transport home after school revision sessions, access to high quality careers advice and the creation of a local charter of events and experiences which will increase the cultural capital of our disadvantaged communities. Within this, our greatest focus will be on improving literacy to ensure disadvantaged children and young people close the word gap (Harley et al, 2018).

#### Context

- Unemployed claimant rates in Allerdale and Copeland are above the national rate
  - Percentage of population with no qualifications is above the national average at 14.8% in Copeland and 17.6% in Allerdale.

#### Deprivation

- In January 2018, the proportion of pupils eligible for Free School Meals in Cumbria was 9.9%. Both Allerdale (11.7%) and Copeland (13.9%) are above the average for the County.

#### Education Attainment Context for mainstream schools:

- **EYFS Disadvantage.** The proportion of disadvantaged pupils achieving a Good Level of Development in EYFSP in 2018 was 53.1% in Cumbria. Copeland performed significantly below this at 44.3%. This compares with an overall national GLD measure of 71%, evidencing a large gap.
- **Key Stage 1 Disadvantage.** Disadvantaged pupils in Cumbria achieved 46.9% in reading, writing and maths combined in 2018. The national equivalent figure was 49%. Allerdale (48.1%) is slightly below the national.
- **Key Stage 2 Disadvantage.** The percentage of disadvantaged pupils in Cumbria achieving the expected standard in reading, writing and maths combined was 47.6% in 2018 - below the national (49.4%). For schools in Allerdale, the proportion achieving the benchmark (43.1%) is the lowest of the six districts in the county.
- **Key Stage 4 (GCSE) Disadvantaged.** 59.3% of disadvantaged pupils in Cumbria did not achieve English and Maths at grades 9-4, well below the national average. In Allerdale, 56.8% of pupils did not achieve the benchmark and in 59.8% in Copeland. For the 'strong pass' measure, just 18.8% of disadvantaged pupils in the county achieved compared to 24.5% in the country as a whole. The equivalent figures in Copeland (17.6%) are significantly below.

## Destinations

Data indicates that in Allerdale 80% of young people designated FSM at KS4 stayed in education or training compared to 96% of young people not designated FSM against a national of 87% and 95% respectively.

## Intent:

Our disadvantaged children and young people do not achieve well enough at any level in Copeland and Allerdale. We want to facilitate a rapid improvement in outcomes for these children and young people, and improve their life chances.

To achieve this, we must recognise the need to look outside of Cumbria to find the solutions to our challenges; we must be prepared to seek out world-class practice and then apply it to our unique context.

We will focus on some key areas to ensure that we can make a difference for these children. Firstly we will identify the lessons learned in the Manchester Challenge and Education Endowment Foundation which will close the gap in West Cumbria.

From the lessons learned above we will also fund practical interventions, and, ensuring collaboration and in line with similar emphasis across the other strands, ensure that transition between key stages and different schools works especially well for these children and young people. We will also tie in with the cultural capital aims of the other two strands to ensure that disadvantaged children and young people are exposed to experiences that build their cultural capital despite their disadvantaged circumstances - money will not be a barrier to the building of aspiration and experience for these children.

We will focus on vocabulary and literacy in the broadest sense, across all phases and in all schools, to ensure our children and young people can access the tests and exams to the level of understand expected of them.

We will ensure that we are very clear in our aims for these disadvantaged children and young people, and ensure consistency and collaboration between schools to ensure the best possible outcomes. It is our aim that no disadvantaged pupils will underachieve. That they will achieve as well as their non disadvantaged peers in West Cumbria.

## Implementation

### 1 Addressing Disadvantage in the West - A Strategic Plan

- Equipped with sufficient resource to have meaningful impact, we will create a strategy group that will drive forward the development of provision for disadvantaged children across all phases. We will implement new targeted interventions for our disadvantaged pupils and enhance those we already have in place.
- We will utilise the existing expertise as well as resource from outside Cumbria to support schools with a comprehensive review of their provision for disadvantaged children and young people.
- Extending good practice in aspects of teaching that impact on pupil outcomes through training, SLEs and peer coaching.
- Train Specialist Leaders in Education (SLEs) in best teaching for disadvantaged pupils and to deploy them to project schools according to subject weakness. We do not currently have funding that would allow us to undertake training to address the needs of a specific group of pupils. Data shows the biggest deficit in progress between KS1 and KS2 is in maths, and maths SLEs will have additional training to include information from Promising Projects and guidance reports (Education Endowment Foundation) and in partnership with the North West Maths Hub. SLEs will establish a baseline through a PP review, help the school write an action plan and coach individuals on the quality of their teaching, reinforcing strategies that work for disadvantaged students. This will be supplemented by whole school training on Kagan teaching methods (evidence based and impact proven) and

specific PP Champions with follow-up network meetings to share ideas. Primary and secondary schools will be funded to do some cross-school observations and teaching.

## **2 Improving working memory, cognitive flexibility and attention**

- Utilise the best practitioners in the area to create a resource or training opportunity, to facilitate the sharing of best practice. There will be a need for this work to be evidence based, and account for different age, stage and subject.

## **3 Engagement with families**

- Create a fund which schools can use to engage and deliver support to disadvantaged families in order to develop early communication and language skills that close the vocabulary gap.

## **4 Addressing gaps in learning**

- Support development of mechanisms which schools can use to assist them in funding 1-1 or small group tuition where there is identified need.

## **5 Transport after interventions**

- Provide support to help schools fund transport to harder- to-reach areas, in order to prevent this becoming a barrier to student attendance at key after school activities.

## **6 Improving literacy**

- Create a fund which schools can use to assist them in funding the purchase of books, resources and materials, so that schools can adequately address deficits in student literacy and a lack of understanding of subject specific vocabulary, as well as promoting reading for pleasure.

## **7 Improving transition, careers and guidance and cultural capital**

- Aligning with Strand 1, provide:
- Particularly detailed transition planning by the introduction of 'transition working groups' to carefully plan transition for disadvantaged children and young people, so that no time is lost at transition points between key stages.
- Careers advice and guidance elements that provide sufficient 1-1 careers interviews and other careers provision for disadvantaged children and young people in KS3, 4 and 5 so that they are able to make better and more informed choices at an earlier stage.
- Tie in with the Cumbria Award/Cultural Passport, paying particular attention to the engagement and participation of disadvantaged children and young people. Develop digital innovation to allow schools to access joint training and advice for parents.

## **8 Improving attendance and engagement with school**

- Aligning with Strand 3, provide:
- Specific interventions and activities such as attendance panels, poverty proofing and family support visits that improve attendance of disadvantaged children and young people.
- Undertake research into the "Why" of weak attendance and build more positive home school relationships through this shared understanding.

## **Impact by**

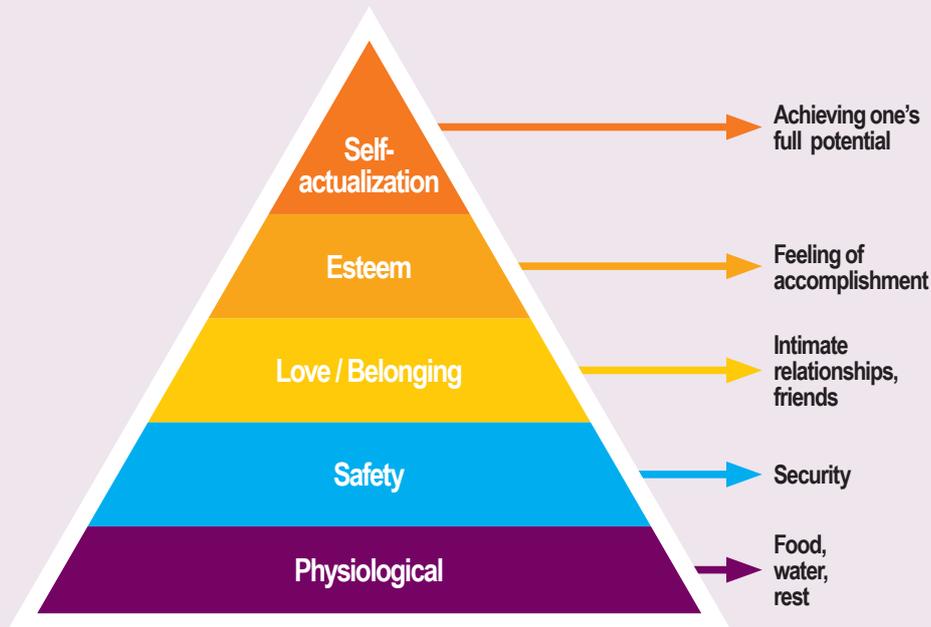
- Improved teacher quality and increased staff retention, and therefore improved outcomes for disadvantaged pupils at KS2 (reading, writing and maths expected standard to improve from 3% below the national of 50% in 2018 to be at least 51% and be in line with or exceed the national.

- Improved teacher quality and increased staff retention, and therefore improved outcomes for disadvantaged pupils at KS4 Attainment 8 and Progress 8. Progress 8 to be better than -.3. This impact will also be demonstrated by improved classroom practice and results; by Ofsted evaluations; and over time by sustained improvements in outcomes for disadvantaged students.
- Improve Good Level of Development in the early years for disadvantaged pupils to be at least in line with the national standards for non-disadvantaged.
- Improve the disadvantaged % of pupils achieving grade 5 or above in English and Maths at GCSE to at least non-disadvantaged national standards.
- Improve Key Stage 4 progress score to compare favourably with 2020 national average and sustain year on year.
- Improve disadvantaged attendance to at least national non-disadvantaged standards.

## Area Of Educational Excellence - West Cumbria

### Strand 3 - Wellbeing

#### Maslow's hierarchy of needs



Positive mental health develops from birth as the above diagram indicates. If physiological needs are not met then the foundations for a secure future are significantly compromised. In an area of deprivation such as West Cumbria the health and well-being of many children is already of concern by the time they start school at the age of 4. The third strand underpins the other two strands – if our children and young people's social skills and emotional needs are not being met they are more likely to struggle in school, have poorer attendance and potentially, long term mental health issues. We will identify, as early as possible, the social and emotional barriers faced by our children. We will up skill our staff to provide the appropriate support and intervention to enable our children to achieve their full potential.

If students' behaviour and mental health is not good they cannot learn as well as they should; "social and emotional competencies have been found to be a more significant determinant of academic attainment than IQ," (Brooks, 2014). If children are hungry because they have not eaten breakfast, they are not ready to learn (Graham et al, 2017).

Regular school attendance is essential from Nursery. We will work with families to not only ensure their children attend school but that they engage more effectively with school to support their child's learning. We will seek to proactively address some of the known issues around behaviour, mental, emotional and physical health experienced in our area from a very young age. We will support the development of aspiration and cultural capital and ensure parents, children and young people, and the wider community understand the value of education. We will upskill staff to support troubled children and give children an authentic voice within our schools. Because the well being of pupils relies on a support network of people, this strand has been adversely affected in the past by reductions in funding. For example schools no longer automatically access a school nurse.

## Context

The estimated No of Children 0-18 with a mental health condition in 2016/17 in North Cumbria (incorporating Allerdale and Copeland) was 5409 according to Cumbria Children & Young People's Resilience, Emotional Wellbeing and Mental Health report by the Cumbria Children's trust.

### Pupil attendance in Cumbria - autumn terms 2017-18 and 2016-17

(NB: 2016/17 figures in brackets)

District	Percent Persistent Absence
Allerdale	13.4 (13.1)
Copeland	13.6 (13.0)
Cumbria	12.7 (12.5)
England	11.5 (10.4)

- The number of children looked after (CLA) (aged 0-12) is higher in Allerdale and Copeland than the rest of the county - in July 2018 97.9 per 10,000 children were CLA compared to Cumbria as whole of 75.9 per 10,000 children.
- Child in Need rates in Cumbria, those in recognised social care, are highest in Allerdale (126). Similarly, Child Protection rates are high - of 590 in Cumbria, 230 children had child protection plans across Allerdale and Copeland.

**This strand requires the largest investment of resource. There are simply not the external core services required to secure the engagement and well-being of our young people in the area. If the hearts and the spirit of our children and young people are not working then the heads of our children cannot learn.**

## Intent

Our intent is to improve mental health through early identification and intervention. To improve attendance, improve parental engagement, reduce exclusions and improve academic outcomes for all, ensuring those that are disadvantaged can perform as well as those who are not. This strand requires the largest resource investment.

## Implementation

### 1 To train school staff to provide appropriate mental health support

We plan to:

- Provide early identification and skilled intervention to improve mental health provision for even our youngest and most vulnerable children and young people.
- Support the provision of mental health first aiders in schools by enabling access to training.
- Provide access to counsellors for children and young people at all stages in their education.
- Pay for access to school nurses.
- Increase the number of first mental first aiders in schools.

### 2 To improve attendance

We plan to:

- Provide attendance officers to support all families in ensuring children and young people attend school.
- Work with the LA to ensure all possible resources are employed to encourage good attendance.

### **3 To promote parental engagement**

We plan to:

- Explore alternative ways of engaging parents in their child's education, including looking at remote access & working with PTAs.
- Improve communication mechanisms with parents by using technology to support good quality interactions between school and home; including developing ways they can support their child with study skills.
- Developing digital innovation to aid transition and reduce anxiety. By producing videos and transition materials on line.
- Use digital innovation to share good practice and evaluate impact.
- Work effectively with multiple agencies to provide support for parents.

### **4 To reduce exclusions**

We intend to:

- Work with other agencies to improve and proactively address behaviour issues.
- Support the creation of internal exclusion facilities in school to keep children and young people within school wherever possible.
- Find ways of keeping students in appropriate education.
- Link with LA Inclusion Strategy to ensure proactive interventions and support in West Cumbria.

## **Impact**

By July 2020, all mainstream schools in Allerdale and Copeland will have:

- Improved mental health in schools, measured by reduced referrals to outside agencies and qualitative feedback from children, young people and teachers.
- Improved overall attendance to at least national standards for all groups, improving disadvantaged students' attendance to overall national standards (currently 95%).
- Positive feedback from parents about engagement with school, and improved attendance at parents' evenings by 30%.
- Reduced quantity and frequency of exclusions, particularly exclusion of disadvantaged children and young people.

## Programme Plan - milestones and timescales

Key Activity	By when	Milestone
Establish Executive Programme Board.	July 2019	Board is established, membership agreed and roles clarified.
Communication with all schools in Allerdale and Copeland and launch of The WELL.	June-Sep 2019	Launch events through school clusters have taken place.
Board appoint Director*.	August-Sep 2019	Executive Director in place.
Recruit / source relevant backfill staff and resource specific interventions.	Sep-Nov 2019	Required resources in place.
Board to agree HEI partner.	Sep 2019	Research and impact partner in place.
Establish structure of programme - strands, clearly defining roles and responsibilities and aligning to KPIs within each strand. Finalise and QA SMART action plans.	September 19-Dec 19	Delivery structure defined and agreed by Board. SMART action plans signed off and implementation has commenced.
Deliver project plans for each strand with integral Board monitoring cycle agreed every three months. Strand leads to provide progress and impact reports to the project Director. Plans to be reviewed following challenge.	Dec 19-Dec 2020	Evidence presented shows KPIs are on track.
Parent/Pupil surveys and performance/ attendance data analysed and benchmarked against KPIs.	Aug-Nov 2020	KPIs to be met.
Leadership and Learning event to share and celebrate successes and to launch next phase of the WELL.	Dec 2020	Commitment from all schools and education leaders to continue the partnership. WELL shared as a best practice model across the education and business sector, within and beyond Cumbria.
Define and deliver plan for sustainability – business case for annual investment to sustain capacity.	August-Dec 2020	Best practice captured and universally available to all West schools. Phase 2 focus to be agreed based on data analysis and impact evaluation.

\*Director will be pivotal in driving the direction and specifics of delivering the programme of work; the action plan is therefore predicated by the deliverables within each strand and may change depending on how the Director and Executive Board wish to deliver the programme.

## Sustainability

This ambitious and ground-breaking programme will create a self-sustaining, anti fragile education programme that will mean young people are equipped for a community that, in the future, may not be reliant on one dominant employer. The potential to completely change the lives and aspirations of children and young people is not a year-long programme of work - it must be an ongoing programme designed to enact real social change, to change lives and futures. It is our moral responsibility to deliver a sustainable programme of activities, the effects of which will still be felt for generations to come. Delivery of strands will be based on a train the trainer model, routed in digital innovation, therefore establishing a learning culture and growing our capacity for self-improvement and reducing future funding demands. Robust evaluation of Year one, to include access to the best practice within NDA, Sellafield and universities will give confidence for further funding required to maintain momentum of educational improvement for our children and young people.



