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Burngreave New Deal for Communities

Evaluation of the Projects Funded by Burngreave New Deal for Communities under the Children and Young Peoples Priority Area

Delivering the Deal? Success, Solutions, Systems and Sustainability

**Prepared for the Children and Young Peoples Theme Group
June 2007**

By

**Brian Lawson
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An old man tells his grandson about a battle that goes on inside people – “The battle is between two wolves inside us all. One is angry, frustrated, guilty and hopeless. The other is optimistic, peaceful, kind and loving”.

The grandson reflects for a moment then asks, “Which wolf wins?”

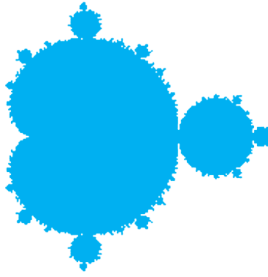
The old man replies “The one you feed.”

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Priority Area**

**Section One:
Purpose and Focus of the Report**

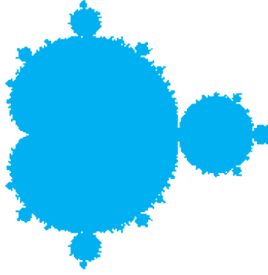
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1 Purpose and Focus of the Report

The aim and scope of the evaluation as described in the tender brief was to:

- 1.1 Inform the discussion about the future direction of Burngreave New Deal for Communities, Children & Young Peoples Investment and make recommendations to inform the review and the future of the projects under this priority area. It was also made clear in the brief that the evaluation should: “tell us what we don’t already know”.
- 1.2 Examine the contribution of existing and continuing projects, making recommendations about how they might improve their performance.
- 1.3 Examine the impact of the projects in contributing to BNDFC outcomes, in particular how they contribute towards raising achievement and supporting particularly disadvantaged young people.
- 1.4 Consider how the project’s relationship to sports, schools, youth and study support work together to support children and young people most at risk in the BNDFC area. Determine whether projects view their role as being part of a package of support.
- 1.5 Assess the community impact of projects. Also, advise on how to measure the impact.
- 1.6 Highlight any problems encountered and recommend solutions aimed at improving the project’s overall performance. In particular, evidence gathered to date shows differences in the achievements and performance across the different primary schools. The discussion should include exploration as to why this is the case.
- 1.7 Identify any unique and successful initiatives and practices that have enhanced individual project performance.
- 1.8 Explore whether funding clubs like breakfast clubs, primary half term and weekend clubs is appropriate and whether or not other funders could take on this role.
- 1.9 If there has been an impact, is it sustainable? How are the mainstream providers incorporating projects into their future plans?
- 1.10 Consider the Children and Young Peoples Projects in other NDC areas to identify best practice, which could inform the projects and debate at BNDFC.



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**Section Two:
Executive Summary**

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1 The Programme as a Whole

1.1 Overview

- 1.1.1 In the context of New Deal for Communities Programmes, the Burngreave New Deal for Communities Children and Young People's Theme performs very well.
- 1.1.2 The services were commissioned in line with the Strategic Plan and thought has been given both to the community dimension to delivery which the programme is responsible for and to engaging a range of partners in the delivery.
- 1.1.3 The Children and Young People's Strategy enabled a wide range of partners in the Burngreave area to participate, and empowered them to make a difference largely in isolation once projects had been agreed with the Board.
- 1.1.4 This evaluation supports a further key purpose of the New Deal for Communities programme-to learn from and develop services based on what works.

1.2 Evidence of Impact on Key Targets

- 1.2.1 Research on prevention work and collaboration between providers and communities in the delivery of services to Children and Young People emphasises the difficulty of achieving this. (Parsons et al 2003)
- 1.2.2 Despite this, the Children and Young People's projects can evidence impact of success in relation to their key outcomes.
 - The provision of Community Study Support is associated with enhanced performance by beneficiaries in relation to 5 GCSEs at A*-C.
 - There is evidence of closing the gap in attainment in particular Key Stages and in certain subjects.
 - Attendance at Primary Schools in the area is around the 91% target. An initial assessment of the child-level data indicates that the average attendance of children who attend at least one New Deal Children and Young People's Theme project is 95%.
 - There is evidence of projects engaging children and young people who have been excluded from schools with other evidence of targeting. This could be improved and the Board could take on championing an identifiable cohort of

vulnerable Children and Young People to ensure that services are offered to them and that services are integrated and co-ordinated to ensure that the whole family is supported.

- There is evidence of maintaining and sustaining parts of the programme. In particular the schools are taking on responsibility for funding some of the work in relation to Breakfast and Holiday Clubs, some of the CEC work and some of the Bi-Lingual Teaching Support as part of their extended schools offer. Other Schools are purchasing Study Support provision.
- There is a need to address community cohesion and engage with the whole of the community within some of the programmes.

2 Community Impact

- 2.1 Service users, parents, children and young people, are very positive about the service they receive from the projects. Some of the work undertaken with the most vulnerable families, particularly by the bi-lingual teaching assistants and the home visitors in the family support project is exceptional.
- 2.2 The engagement and support of parents and carers in meeting the needs of their children and young people stands out as a key strength in the programmes. National and regional evidence of the positive impact of parental involvement at home and in school and the wider community should be used to build on and develop some of the excellent work being undertaken.
- 2.3 The impact on both family and community learning has been tremendous. There has been some duplication of effort but the range and accessibility of the programmes makes a significant contribution to Burngreave having the potential to become a successful community. The proposal to co-ordinate this as part of extended schools within the Fir Vale family of schools should be supported. The development of family and community learning has been slow to develop at Pye Bank and Pye Bank should be included in this proposal.
- 2.4 The programme has also provided a range of employment opportunities to local people as Home Visitors, as Bi-Lingual Teaching Assistants, and as Youth, Sports and Play workers. Consideration should be given to the further development of these people in the development of any further programme within the Children and Young People's theme as part of the Children's Workforce development, and, where applicable as part of the

Sheffield Guarantee. The loss of Home Visitors within the family support programme is of particular concern.

- 2.5 A strength of the projects is their seamless integration with schools and other providers in the area. A significant drawback to this is the lack of awareness and engagement with the wider community in Burngreave concerning the level of activity and achievements of the projects and their link with New Deal. A strategy for communicating this effort and success to the wider community should be developed. This should include the co-ordination and delivery of a number of appropriate events, which celebrate the success of both the projects and their beneficiaries with their families and the wider community. Consultation on the future direction of the programme should also be part of these events.
- 2.6 Considerable work has been put into establishing a Youth Council for the area, which now offers young people a real opportunity to have a voice and to participate in decisions that affect them in their community.

3 Improving the Performance of the Projects – Advancing Together

- 3.1 The Advancing Together programme is currently being re-commissioned with a strong suggestion that it should be based around a family mentoring/advocacy service linked to schools with an overall manager.
- 3.2 The evidence on the effectiveness of Home School Link Work should be taken into account in developing the projects.
- 3.3 In developing this proposal, the quality of the work with the most vulnerable children, young people and families currently being undertaken should be preserved.
- 3.4 The important transition and parental support work undertaken by the bi-lingual teaching assistants should also be preserved.

4 Improving the Performance of Study Support

- 4.1 This is a unique and valuable service, which should be developed and retained as part of the Extended Schools offer within the Community, particularly as the recent research from NAVCA points to a loss nationally of local community and voluntary sector projects within the new commissioning arrangements for Children and Young People's Services.
- 4.2 Both the sustainability and the focus of the project should be addressed. Additional integrated work should be considered and further thought should be given to the support needs of other black

and minority ethnic groups as well as Eastern European and white working class members of the community.

- 4.3 Targeting of Study Support on the more vulnerable members of the community should be considered and this should be considered as a wider partnership with existing projects, including the possibility of working with Playing for Success.
- 4.4 Further work needs to be done with the Schools and Study Support as part of the review of the Advancing Together programme to ensure the maximisation of the value added by the projects and the sustainability of the provision, which is currently at risk.

5 Improving Project Performance: Streetworx

- 5.1 A revised project plan should be agreed with Streetworx, which includes tighter monitoring arrangements and clarity of both roles and responsibilities along with agreed actions to a timetable.
- 5.2 The project and its partners and stakeholders should build upon and be clear about the pathways of support and progress available to young people engaged in the project. This should include the offer of engagement in education, employment and training as well as sporting and cultural activities. There should be an identifiable impact on crime reduction involving young people.
- 5.3 Streetworx should consider building on the success of co-location and secondment of workers with the Youth Offending Team to support the agenda identified above and to contribute to the sustainability and diversity of Young People's Services in the area. In particular, support should be considered for the sustaining and development of Ellesmere Youth project as a partner in the provision of youth support in the area.

6 Improving Project Performance: Sports Development

- 6.1 There should be a review of the relationship between Burngreave New Deal and the Sports Development project as part of the consideration of refunding. This should be clear about the shared roles and responsibilities for ensuring the sustaining and capacity building of sports facilities and delivery in the area in the longer term.

7 The Differential Performance of the Primary Schools as it relates to New Deal Projects Funded in Them

- 7.1 The schools serve different populations, which have different needs and vulnerabilities identified.
- 7.2 The European Commission views the degree of parental participation as a significant indicator of the quality of schooling. On

this basis it would appear that Pye Bank has not been able to take up the opportunities for parental engagement offered by the New Deal projects as quickly as the other schools, although this is now growing and developing.

- 7.3 Conversely, Pye Bank has made good use of the Bi-Lingual Teaching Assistants. This has been more problematic in Byron Wood where more languages are spoken. Pye Bank has also made best use of sports activities provided by the Sports Development Project.

8 Project Performance in Relation to Data and Finance

Whilst projects have generally performed satisfactorily there is a need to further improve and integrate data and finance systems, particularly in relation to ethnic monitoring.

9 Collaborative Advantage and Distributed Leadership

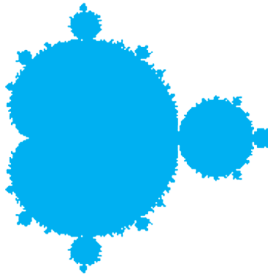
- 9.1 These concepts are current in school leadership and multi-agency working and can usefully be applied to the Burngreave New Deal Children and Young People's Projects.
- 9.2 Previous arrangements for distributed leadership have been too diffuse. This has resulted in a failure to ensure maximum levels of collaborative advantage, which has increased the levels of frustration between partners in the system.
- 9.3 The system of distributed leadership operating in the New Deal programme should be reviewed and redesigned in the light of experience and within the context of the new governance structures being developed within the Service District and as part of the Sheffield First Agreement.

10 Conclusion

Burngreave New Deal for Communities Children and Young People's projects have been successful. They have been valued by the beneficiaries of the services and the level of activity and the quality of support offered to some of the most vulnerable families has been exemplary.

However, the community has not been made aware of, or sufficiently engaged in celebrating these successes within the programme. The achievements on community learning should be developed, as should community cohesion as part of the future of the programme.

This opportunity should be seized. It is a unique chance to use the final years of the programme to ensure that the legacy, commitment and passions of the participants are sustained for future generations who can experience the consequences and the reality of a New Deal in their community.



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**Section Three:
Background to the Evaluation**

By

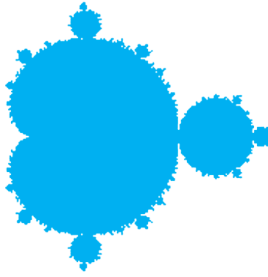
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3 Background to the Report

- 3.1 Consilient Consulting was successfully interviewed to undertake the evaluation on the 5th March 2007. A project review was held with Burngreave New Deal for Communities staff, in accordance with the tender specifications, on:
 - 3.1.1 22nd March 2007 to review and agree the work plan
 - 3.1.2 26th April 2007 to review interim findings and to agree a programme for consultation with service users
 - 3.1.3 24th May 2007 to present a draft of the evaluation for discussion
- 3.2 A wide range of interviews and group sessions have been undertaken as part of the evaluation and these are identified in appendix B. Interviews were written up and the content agreed with the interviewee. We conducted approximately 50 interviews and ran 15 focus groups. In addition, a comprehensive overview of the available data has also been undertaken.
- 3.3 A meeting was held with the Data Analysis Team on the 22nd March to commission them to identify two cohorts of children and young people from the Burngreave Virtual School to assist in assessing the impact.
- 3.4 Previous project evaluations have been read as part of this evaluation and we have sought to build on rather than replicate that work. These and other relevant documents consulted are contained in the reference section.
- 3.5 The work was undertaken by a team of people representing Consilient Consulting:
 - 3.5.1 Davida Howard has a background in evaluation and work in education. She led on the evaluation of the Advancing Together programme and the Study Support Consortium.
 - 3.5.2 Maggie McManamon has a background in work with vulnerable children & young people; working nationally on the development of the Connexions service. Maggie led on the evaluation of the Streetworx, Ellesmere Youth Project and Family Support Project.
 - 3.5.3 Chris Pendreigh has a background in Local Authority Finance, where he held responsibility for managing compliance requirements for external finance. Chris led on the evaluation of finance and data.

- 3.5.4 Caroline Garrity was responsible for the overall co-ordination and communication for the evaluation.
- 3.5.5 Brian Lawson has led responsibility for the evaluation and in addition conducted face-to-face interviews with key stakeholders, also leading on the evaluation of the Sports Development Project.
- 3.6 Brian Lawson attended a joint meeting of the Partnership Board, Children & Young Peoples Theme Group and representatives of the Advancing Together programme as an observer on Wednesday 2nd May 2007.
- 3.7 This evaluation will be discussed further at the Children and Young People's theme group on the 12th June 2007 and at a stakeholder meeting to be held on the 20th June 2007 before the final report is submitted to the Partnership Board at the end of June.
- 3.8 The following service users were consulted as part of the evaluation:
- Focus group at Young Peoples Study Support Conference
 - Youth Council
 - Focus group for Young People attending Ellesmere Youth Provision
 - Parents focus group at Pye Bank School whose children were supported by the Bi-Lingual Teaching Assistant
 - Parents focus group at Firs Hill School whose children were supported by the Bi-Lingual Teaching Assistants
 - Focus group Reach High Two study support secondary students
 - Focus group for children and parents attending Firs Hill Primary School Breakfast Club
 - Focus group for children and parents attending St Catherine's Breakfast Club and After School Group
 - Focus group for parents and children attending breakfast and holiday clubs at Pye Bank School
 - Focus group for parents and children attending Breakfast, After School and Holiday clubs at St Catherine's School
 - Interviews with adult learners at Fir Vale School
 - Parents adult education focus group at St Catherine's School
 - Adult learners focus group at Firs Hill School
 - Focus group for parents at Pye Bank School – impact of Adult Education and family learning

- Focus group for parents at St Catherine's School – impact of Adult Education and family learning
- Focus group for parents at Pye Bank School – impact of Adult Education and family learning
- Focus group for parents at Firs Hill School – impact of Adult Education and family learning



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**Section Four:
A Context for the Evaluation**

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4 A Context for the Evaluation

4.1 The New Deal for Communities Programme:

4.1.1 The characteristics of New Deal for Communities Programmes are:

- Long-term commitment to deliver real change. Communities at the heart of this in partnership with key agencies
- Community involvement and ownership
- Joined up thinking and solutions. Action based on evidence about what works and what doesn't

4.1.2 It is a key programme in the Government's strategy to tackle multiple deprivation in the most deprived neighbourhoods in the country, giving some of our poorest communities the resources to tackle their problems in an intensive and co-ordinated way. The aim is to bridge the gap between these neighbourhoods and the rest of England.

4.1.3 All the NDC partnerships are tackling five key themes of:

- Poor job prospects
- High levels of crime
- Educational under achievement
- Poor health
- Problems with poor housing and the physical environment

4.1.4 The identified keys to change within the programme are:

- Improving local services
- Increasing community capacity
- Adopting an evidence based approach

4.1.5 Each New Deal for Community area produces its own 10 year Delivery Plan.

4.2 The Burngreave New Deal for Communities Delivery Plan - 2001 Key Points:

4.2.1 Vision for the Delivery Plan

- We look forward to the day when Burngreave has a reputation as positive as the current reputation is negative; when we say to a friend 'I live in Burngreave' and they reply 'that's nice I wish I did'
- We look forward to the day when whatever our background, culture, age , gender, mobility or ability we have access to the level and quality of services to which we are entitled and equality of opportunity to pursue our chosen path in life

4.2.2 Principles in the Delivery Plan

- People in Burngreave have a right to expect a quality of life equal to that in other areas of Sheffield
- Local people will identify the changes that need to be made in Burngreave and will lead the work to make those changes
- Equality of opportunity and anti-discriminatory practice must be at the heart of everything that is undertaken. Positive action will be taken to redress historical disadvantage and institutional discrimination
- The improvements that will be made in BNDFC will develop the local economy and be for the benefit of all residents services and facilities and will take full account of Burngreave's diversity
- Partnership working is the key to making a difference in the way services for people in Burngreave are planned delivered and developed

4.2.3 A strategic approach:

- People are the priority. Service delivery will be centred and focused on the people and organisations in the area. There will be a respect for diversity, the approach will be driven by the community and will nurture active citizens & community strengths
- We will shape the mainstream by respecting what already exists, building on these firm foundations and learning as we go. We will focus on the users needs, not the providers
- We will build links to external opportunities using theme groups to build the partnerships for change
- We will ensure a focus on the key influencing factors and secure added value as part of effective service delivery

4.2.4 The strategy for education:

- Our vision is to encourage a step change in the development of a learning culture
- This should be built as a community campaign for learning with the following principles:
- Initiatives should be delivered through partnership between schools and community providers
- All initiatives should span schools and the community
- Schools must be given the capacity to deliver in this and existing initiatives
- Schools will continue to develop their practices to ensure greater inclusion

4.2.5 The four key issues for the Education Strategy:

- Providing a firm foundation by supporting play, engaging with young people and providing a support network of local people
- Supporting language & literacy through a literacy campaign and family language & literacy support
- Raising schools' achievements and promoting community schools
- Engaging adults in learning

4.2.6 The services currently funded:

- A summary of the services provided currently can be found in the Year 7 Delivery Plan

4.3 Prior Evidence and Previous Evaluation Material

4.3.1 A lot of evidence and previous evaluations had already been collated by Burngreave New Deal for Communities and its partners; this evaluation seeks to build on this work rather than repeat the information it contains.

4.3.2 In producing this evaluation, we have taken into account the following pre-existing material:

- An evaluation of the Study Support Consortium
- An evaluation of the Sports Development Project
- An evaluation of the Family Support Project
- BNDFC: After Advancing Together: A key summary of the attainment information

4.3.3 The evaluation has also drawn on standard and specific information in relation to the Burngreave New Deal for Communities area, available by agreement from the Data Analysis Section of the Children and Young Peoples Directorate of Sheffield City Council.

4.3.4 The evaluation has also supported the integration of data, available to the programme from a number of different sources, which include projects and schools, System K (which is used by Burngreave New Deal for Communities to report to Regional Office) and the Data Analysis Section of the Children and Young Peoples Directorate, and other databases kept by BNDFC

4.3.5 There is also a range of research on collaboration and prevention in children and young people's schemes, which we will draw on as part of the report.

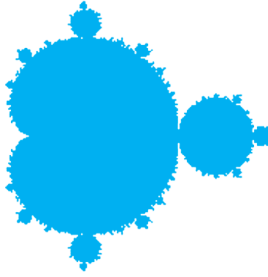
4.4 A National and Local Perspective on Policy for Children and Young People

4.4.1 Much has changed in relation to the integration of policy and practice with regard to the development of services for children and young people since the original delivery plan was approved in 2001. The key changes are identified here and these will be used as a framework for renewed engagement later in the report.

4.4.2 Nationally the key changes have been:

- The introduction of the Every Child Matters Outcomes Framework
- The development of Extended Schools
- The development of integrated support services for young people as part of Youth Matters
- The implementation of the Children Act 2004, creating integrated structures for the provision and commissioning of services; the requirement for a Children & Young Peoples Plan and the participation of children, young people and parents in planning and delivering services
- The introduction of Local Area Agreements

4.4.3 Locally the development of Service Districts as the focus for the delivery of integrated services as well as the establishment of the 0 – 19 Partnership Board and its supporting structures. New parenting and sports strategies have also been developed for the city.



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**Section Five:
Key Issues and Themes from the
Evaluation**

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5 Key Issues and Themes from the Evaluation

5.1 Comparison with other New Deal areas:

- 5.1.1 As previously noted, Burngreave New Deal for Communities is a high performer within the New Deal programme overall.
- 5.1.2 A web based review of nine broadly comparable New Deal areas was undertaken and reported to the first review meeting. We excluded London programmes from this survey, as their circumstances were different to other programmes. A table summarising the work is included in the report in appendix C.
- 5.1.3 What this revealed was that only two of the programmes surveyed had a strategic programme that was similar in scope to the Burngreave programme. These two programmes were based in Doncaster and Newcastle. Further work could be done by Officers within the programme to compare the Burngreave programme with those in Newcastle and Doncaster.
- 5.1.4 The comparison also highlighted the strength of the Children and Young Peoples theme within the Burngreave New Deal for Communities programme. The theme integrates education work with sports development and youth inclusion, which no other programmes we surveyed did in the same way.
- 5.1.5 The level of current community engagement in the work with Children and Young People was also a strength. In particular most of the education work in other programmes was to provide additional support to enhance the work of the Local Authority.

5.2 Community Impact:

5.2.1 Service user perspectives:

- We found a high level of satisfaction with the services which were being accessed by users. More detail is provided in the relevant sections of part 6 of the report and a more detailed report of service users views of the Advancing Together Programme can be found at Appendix E.

From Ellesmere Youth Project Performance Group:

“Thank you to the Partnership Board for making this happen – it would be great to have more things like this to do”

From a parent whose child is supported by a bi-lingual teaching assistant:

“It was very daunting when my children first started school, the teacher’s mouth was moving but I didn’t understand a word she was saying. The BLTA was an absolute life saver. My English is much better now and I’ve been able to learn in school too through the English classes.”

Parents talking about out of school activities:

“My child has dyspraxia and is very poorly coordinated. He has been attending the club for an hour a week for 3 years. It’s been fantastic for him, his balance has improved and he can now ride a bike without the need for stabilisers. He does break dancing and has lots more confidence. He has also got to know children in the other year groups.”

“My son goes to the holiday clubs – he spent a day at the Sheffield Wednesday Football Club and they did coaching, training – everything for a day. At the end of the day he got awarded ‘player of the day’ award. He was so delighted – he took the trophy everywhere with him.”

“My son helps put the food out (at Breakfast Club). He’s year 6, he’s keen to get there early because he has a job to do and never wants to miss. It gives children an energetic and social start to the day – they can play football, games, etc.”

Pye Bank Adult Learning

“We feel a lot more involved in school now and can help our children better at home. For instance, I used to listen to my child read and think he wasn’t taking any of it in. Now I ask him questions about what he’s read. He no longer hoodwinks me.”

Study Support secondary students:

“We know where we struggle and can ask for help and get one-to-one support – better than school. It makes us feel better about our work.”

“We came because we want to – it keeps us off the streets, keeps us out of trouble, get better grades and better opportunities for jobs – keeps us learning.”

5.2.2 Engaging Parents

- The Community Education Coordinators, the Bi-Lingual Teaching Assistants and the Family Support Home Visitors have been particularly skilled at engaging parents previously hard to reach. This is partly because of a shared language and culture and it also has to do with the ability of people in these roles to have the time to get next to parents and support them in simple but very important ways to remove barriers to access and then to support them gaining confidence with a consistent presence.
- Study Support and Ellesmere Youth Project also recognised the importance of engaging and sustaining a relationship with parents.
- The Sports Development Project has had some success in engaging parents and now has a strategy in place to build on this work.
- Parental engagement is crucial to good outcomes and attainment as Charles Desforges research (2003)notes:

“The European Commission, for example, holds that the degree of parental participation is a significant indicator of the quality of the schooling”

5.2.3 Community and Family Learning

- One of the outstanding features of Burngreave is the level of adult learning opportunities (see references) as well as the additional support offered to children and young people by the Study Support Consortium.
- The Community Education Coordinators and the schools have made a significant contribution to this. Whilst there has been some duplication of effort, the engagement of adults and parents in school based learning opportunities is one of the major achievements of the programme with significant potential for the future.
- The schools are in a good position to further promote family learning.

5.2.4 Community Engagement: Young People

- The establishment of the Burngreave Youth Council supported by the Streetworx project is an achievement.
- There was a significant engagement of young people in the election process (considerably more than the proportion of young people voting in Sheffield overall in the UK Youth Parliament elections).
- The Youth Council have identified the need for further training and support. Their recent engagement with the Area Panel and meeting with the BNDFC Chief Executive and Chair of the Partnership Board can be built on to develop a significant contribution to both cohesion and citizenship in the Burngreave community.

5.2.5 Engagement of the Community: Sports Development

- The provision of 55 regular weekly activities in the area represents a significant contribution to the engagement of the children and young people of BNDF in sporting activities.
- The strategic frameworks are being developed which will allow this to be built on.

5.2.6 Community Engagement in the Theme as a Whole

- The Advancing Together programme ran a celebration event based at Sheffield University, which provoked a mixed reaction.
- A large proportion of BNDFC projects are delivered seamlessly in familiar settings to the residents of Burngreave without it being clear the contribution these projects are making to the quality of life for the residents involved in the projects.
- The sports development projects deliver 55 activities a week. The bi-lingual teaching assistants, breakfast, lunch time, after school and holiday activities are delivered through schools as is the Community Education Coordinator provision. Additional Youth Work provision is provided by Sheffield Futures and Ellesmere Youth Project who are well established in the area.
- This level of activity appears largely hidden, both to the community at large and to some of the stakeholders and champions, and this appears to be a significant gap in community awareness.
- The BNDFC Delivery Plan states:

“We must celebrate community achievement. Well organised and enjoyable events need to happen

periodically to allow everyone to pause and take breath for reflection.”

There is much for the community to celebrate which has been delivered by the Children and Young Peoples theme.

5.2.7 Supporting the Most Disadvantaged

- The family support project has provided some high quality support to some of the most vulnerable families.
- There is evidence of a degree of targeting in the Advancing Together programme.
- There are high levels of enjoyment in the Streetworx project and evidence of strategic targeting is only just beginning to emerge.
- The Sports Development Project provides support activities for disadvantaged children and young people identified by other agencies.

5.3 Educational Impact

5.3.1 Attendance

- As the table shows, attendance in the Burngreave area for this year is at the target level of 91%. Attendance at BNDfC projects is associated with higher attendance from: 95.1% - 97% attending one project, to 97.5% attending three projects:

BNDfC 2007 PLASC PRIMARY	Gender	Total Pupils	Number of Projects Attended				Attended Any Project
			0	1	2	3	
BNDfC	Boys	681	352	223	101	5	329
	Girls	609	287	222	94	6	322
	Total	1290	639	445	195	11	651

BNDfC 2007 PLASC PRIMARY	Gender	Total Pupils	Attendance Autumn 06/07 by Number of Projects				Attended Any Project
			0	1	2	3	
BNDfC	Boys	681.0	91.0	94.9	95.2	96.9	95.1
	Girls	609.0	91.9	95.4	95.2	98.0	95.4
	Total	1290.0	91.4	95.1	95.2	97.5	95.2

- The child level vulnerability index we have been able to develop with the Data Analysis Team on the Burngreave Virtual Academy would also indicate that children who have been subject to fixed term exclusions are mostly engaged with at least one BNDFC project.

5.3.2 Attainment

- Previous reports and evaluations have established an improvement in closing the gap in attainment at a number of levels. The impact of the Study Support Consortium on GCSE passes has also been previously established.

5.3.3 Differential Performances of the Local Primary Schools

- See the more detailed discussion in section 1 of part 6 in the evaluation of the Advancing Together programme. The European Commission associates parental involvement with the quality of Education provided.
- The schools have different catchments to each other and have different profiles of children entering them.
- In relation to the Burngreave New Deal projects, the major difference would appear to be the level at which the schools engage with their parents and community.
- Firs Hill has had a long standing commitment to community and parental engagement. St Catherine's acknowledges that the Advancing Together programme has enabled it to engage much more fully with the community.
- Pye Bank would appear to be less engaged in the wider community. However Pye Bank has also made recent progress in engaging parents.
- Byron Wood attracts a much wider range of BME families, with over 19 languages spoken, which yields particular challenges for community engagement.

5.4 Service Delivery

5.4.1 Local Employment

- The projects have been successful in employing local people as Home Visitors, Bi-Lingual Teaching Assistants Community Education Co-ordinators and Sports & Youth Workers.
- Training has been offered to local workers and it has been taken up by some of the workers, although there is not a consistent picture. There is concern that teaching assistants have not taken up the relevant qualification as agreed.

- It is a matter of concern that local workers seem to find it harder to take the next step on into employment. It is concerning that some of the Home Visitors employed as part of the Family Support Project have not found other employment.
- Also, there remain financial barriers to progressing into employment. This is particularly problematic for local people on benefits accessing temporary or part time work as Sports Coaches or casual workers during holidays as part of the Sports Development Project.

5.4.2 Targeting of Services

- As previously noted, service delivery is not as targeted as it could be on the most disadvantaged children and young people. Some targeting exists but it is partial. Whilst other projects currently have little focused, targeted work.
- This is partly related to the way that the projects were originally commissioned and the expectations on them at that time.
- Also it was not possible to identify vulnerable cohorts based on individual level data. Part of the work of the evaluation has been to support the development of such evidence.
- There appears to have been relatively little service provision targeted at children and young people with disabilities.
- There is also now little support apparently going into the Early Years sector.

5.4.3 Shaping Mainstream Commitments

- Schools are committed to mainstreaming key parts of the Advancing Together programme. This includes breakfast, after school and holiday provision, as well as a revised Community Education programme linked to schools. Some of the bi-lingual teaching assistants will be funded and some of the language learning will also be taken on.
- In addition, Byron Wood has employed a Slovakian Bi-Lingual Teaching Assistant from their own funds and some of the Study Support service from the Consortium is purchased by other schools.
- Streetworx has had the lead role in supporting the development of the Youth Council, which offers a number of opportunities for shaping mainstream delivery. The Sports Development Project has provided additional sporting activities into schools as part of breakfast and lunchtime activities, as well as after school, which have changed the nature of the offer to children in schools.
- The learning from the Ellesmere Youth Project has the capacity to shape mainstream practice, particularly their engagement with parents. Equally, the Family Support

Project offers some important learning about how to support the most vulnerable families. These areas do not currently seem to be influencing mainstream practice.

5.4.4 Sustainability

- The learning from the current Advancing Together programme will be incorporated into a revised programme which will offer the opportunity for it to become more sustainable. The same is true for the Sports Development Project, which has also been redeveloped as a result of the evaluation undertaken in February.
- The Streetworx programme requires the development of a more detailed plan, performance outputs and a timetable agreed with BNDFC before any judgements on future sustainability can be made.
- There is current concern that the Study Support Consortium is not sustainable in its current form. A review is underway, involving the Lead Officer on Study Support in the City Council and the Director of Children's Services. Further work needs to be done on the current cost of the programme, the focus of the delivery and the nature of the relationship with schools. There is a real concern that schools will not choose to purchase services from community-based providers who can positively impact on the attainment of children and young people from a number of priority communities.

5.4.5 Integration and Partnerships

- Projects all have the capacity to add value and secure better outcomes through improved collaboration. There has been a focus up to this point on establishing individual projects and ensuring that they run effectively.
- The Sports Development Project successfully provides support activities to a range of the projects in the programme to support their work and they have a strategic plan in development to build on this.
- There is scope for considerable improvement in the effective integration of schools, the Advancing Together programme, Study Support and Streetworx as part of the programme to provide co-ordinated support for some of the most vulnerable groups of children and young people.
- In addition there is scope to develop existing partnerships with other providers. The Sports Development Project has made good links with the School Sports Partnership (the Arches Project). A summary of their work in Burngreave is provided in appendix D.

- Playing for Success, who link children and young people who are underperforming in literacy & numeracy to programmes run by the major sports teams in the city do not seem to be linked into the pattern of provision in Burngreave currently.

5.5 The Use of Data in Determining Service Delivery

- 5.5.1 The programme requires a number of returns from projects and this has been problematic over the life of the programme. Projects have found it difficult to do the returns on time and the data has often been stored in a number of different databases, making it hard to use in an integrated way. This is particularly true for the ethnic monitoring data.
- 5.5.2 The level of data available from the Children and Young Peoples Database, particularly in relation to the Advancing Together programme has also developed over time so that a good range of child level data on children and young people in the Burngreave area now exists.
- 5.5.3 A key outcome of the evaluation has been to undertake a joint piece of development work with Data Analysis and BNDFC to bring this data together in a more integrated way (see appendix E for the scope of this piece of work).
- 5.5.4 The key part of this has been for the Data Analysis section to identify two cohorts within the Burngreave Virtual School, using a range of data sets currently available. The first cohort identify those doing well and the second identifies those who are vulnerable. This offers the opportunity for those identified as vulnerable to be offered support services and for the offer to be championed by the Board. This is also one of the main justifications within the Data Protection Act for holding child level data. This has been undertaken in accordance with BERA guidelines (2004).
- 5.5.5 We have also brought together finance and activity data linked to key outputs from the projects and the percentage of beneficiaries from the Burngreave New Deal for Communities area.
- 5.5.6 The time taken to develop this work means that we have not had time to analyse the outputs from it thoroughly.

5.6 Effective Joint Working throughout the Programme as a Whole

5.6.1 Distributed Leadership

- The National College for School Leadership (2003) has undertaken a review of the literature in this area. Distributed leadership has primarily developed as a conceptual framework in schools. This also has wider implications for delivering outcomes in localities which require effective joint working, shared leadership and common ownership.
- The key features of distributed leadership identified are that:
 - It is an emergent property of a network or group
 - There are open boundaries to leadership roles
 - Varieties of expertise are distributed across the many, not the few
 - It requires choices and priorities to be made about who leads what and how to get the best outcomes
- Issues which impact on the distribution of leadership are identified as:
 - Balance between formal and informal leadership roles
 - Dynamics of team working
 - Relationship between institutional and emergent forms of leadership
- The overall performance of the project has been inhibited by a distribution of leadership within the programme which was too diffuse – with too many projects
- Having individual accountability for the delivery of their programmes which restricted the opportunity offered to add value and effectively co-ordinate each others efforts to secure enhanced outcomes.
- This unintended consequence arises out of the original strengths in the strategy and commissioning New Deal to support a diverse range of projects and to be permissive in how they ran and established their service delivery. This has made a significant contribution to the levels of frustration between partners and inhibited collaborative activity.

5.6.2 Social Capital

- Social capital is correlated with success in the education system defined by Putnam, in the National College of School Leaderships, Analysis of Collaborative Leadership in Extended Schools (2006) as follows:

“Social capital refers to connections among individuals – social networks and the norms of reciprocity and trustworthiness that arise from them. Social capital calls attention to the fact that civic virtue is most powerful when embedded in a sense of network of reciprocal social relations. A society of many virtuous but isolated individuals is not necessarily rich in social capital.”

“Social Capital refers to the norms & networks that enable collective action. It encompasses situations, relationships and customs that shape the quantity and quality of a society’s social interactions.”

- The programme has enormously increased the amount of Social Capital available in Burngreave for the benefit of its residents. However, the creation of this capital has not been effectively communicated to the wider community so its presence and potential still remain largely hidden.
- The impact of the emergence of a diffuse pattern of distributed leadership also impairs the added value of the social capital created from being fully released.

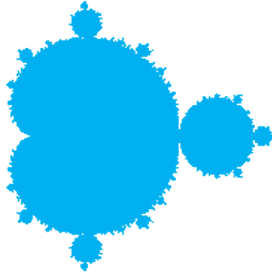
5.6.3 Collaborative Advantage

- It is simply defined by Huxham and Vangen (2005) as:

“The achievement of something which could not have been achieved without collaboration.”

- Obtaining collaborative advantage is difficult, it requires:
 - Effort
 - Trust
 - Good communication and conflict reduction
 - New mind sets
 - Mutual commitment
 - Careful choice
 - Clarity about power relationships
 - Management of technical complexity
 - Acceptance of different cultures and languages
 - Shifts in identity

- The programme has had considerable success in deploying collaborative advantage to secure the changes and progress identified so far.
- The issues in relation to distributed leadership, social capital and collaborative advantage which have emerged as the programme has developed need to be addressed in order to deliver the best deal possible to the people of Burngreave.



Consilient Consulting
support in complexity

**Burngreave New Deal for
Communities:
Performance Evaluation**

**Section Six Part One:
Advancing Together
Programme**

By

**David Howard
Consilient Consulting**

1 Bi Lingual Teaching Assistants

1.1 Impact

1.1.1 Bi Lingual TA's have worked in three out of the four primary schools, working variously at Foundation Stages 1 and 2, and KS1. The fourth primary school St Catherine's was deemed not to need this resource at the start of the AT programme.

1.1.2 The work has been aimed at supporting children to achieve early learning goals in numeracy and literacy and making the learning fun and accessible to a range of EAL children. The work has also been geared towards developing more effective links between parents and schools.

“My daughter made much faster progress with her English than I expected”, Arabic speaking mother.

1.1.3 Language acquisition was seen as central to developing the self-esteem and self-confidence of children in order to enable them to participate fully and not become withdrawn or marginalised.

1.1.4 Head teachers were enthusiastic about the very good value for money and excellent impact of this provision in accelerating learning. For example, the bi-lingual Teaching Assistants are reported by Pye Bank school to have done a very good job. Over 90% of their pupils enter school with little or no English. ‘Amazing work’ is said to be carried out in the Foundation Stage to help settle and integrate children and address their communication difficulties. Progress of children is regularly tracked through initial assessments and ongoing assessments.

1.1.5 All the Bi Lingual Teaching Assistants (BLTA's) agreed that their work was important in enabling children to settle down easily on entry into school and promoted much better communication with them, particularly when they were anxious or experiencing difficulties:

“I see myself preparing children for a better future and providing a good basis on which to build.”

“A child not understanding English is not learning, and this can lead to behaviour problems and issues with class teachers. The role enables me to mediate with children and overcome misunderstandings.”

1.1.6 Many parents do not feel confident to talk in English, even though they may know more than is at first apparent. The

availability and ease of contact with the BLTA by the parents has been a key factor in improving home school relationships. Parents have been enabled to ask questions, understand aspects of their children's progress and learn how they can support them more effectively. Parents themselves report being able to trust the BLTA to deal with their issues in a confidential and professional manner, whereas in the past they would have relied on another parent to interpret for them, with possible consequences of personal information being 'gossiped' about.

"My son has a hearing problem which was picked up by the BLTA, we thought there was something wrong at home, but did not want to admit it to ourselves. The BLTA really helped us, we were able to go to our GP for a referral and now he's getting specialist help", Pakistani parent.

"The BLTA is a huge link between parents and teachers. You can admit not understanding something to the BLTA and not feel ashamed, and then get help straight away", Somali parent

- 1.1.7 One BLTA reported that she always had a presence at Parents Evening – which meant she could act as interpreter for any parent as and when the need arose. All BLTAs used their language skills to help EAL parents across both KS1 and KS2, when called upon adding value to their role.

1.2 Targeting

- 1.2.1 Languages supported include Somali, Urdu, Punjabi, Hinko and Polish across the four schools. BLTAs also work with children who do not speak their language, by using a variety of language acquisition techniques including props and signs, 'we will try anything to help us communicate with them.' The experience of being bi lingual for the TA, even though in a different language gives particular advantages over mono lingual TAs in promoting language and understanding.
- 1.2.2 At Byron Wood, 19 different languages are spoken so the vision of BLTAs supporting same language children has not been possible to realise. It would be helpful to have TAs skilled in developing language and supporting the acquisition of English more generically. As the previous point demonstrates the BLTAs appear to have been able to develop this skill as part of their experience in the role.
- 1.2.3 However a recent influx of Slovakian speaking families at Byron Wood School has resulted in them appointing their own Slovakian BLTA.

1.2.4 There have been changing ethnic groupings within the Burngreave area over the past few years. One school reported that they now required Somali and Arabic languages in contrast to others when the BLTA was originally appointed.

1.3 Outcomes

1.3.1 Some BLTA's had observed children they had supported intensively move two and sometimes three bands over a 12 week programme. This was supported by the teachers with whom they worked.

“They do individual work with children and target small groups for particular concepts. They impact on over 90% of children who come into the nursery.” Deputy Head teacher

1.3.2 The link with parents was seen as a vital part of the role, talking informally to parents when they brought their children into school and collected them. BLTAs were frequently approached by parents wanting to know about their children's progress or enquiring about day to day concerns. There was also evidence of valuable work explaining particular initiatives to parents like the 'I love reading' initiative, and explaining to them how to spend quality time with their children.

“The BLTA came to see me at home, so I got to know her. It helped me feel confident and she has helped my daughter to make friends.” Pakistani parent.

“If I have any questions I can talk to her (BLTA) even though she doesn't speak my language, we manage to communicate, she has helped my son.” Eritrean father

1.3.3 BLTAs have enabled early identification of special needs which otherwise may have gone unnoticed on the basis of language acquisition. Examples of hearing and speech impairments which were leading to behavioural concerns, were quoted. There was also evidence that BLTA's supported parents in the formal SEN Review process, providing explanation and guidance.

“One of my children had a speech problem, a bad stammer; the BLTA helped me explain my concerns to the teacher and now she is getting proper speech therapy support.” Somali parent.

“My son was having some behavioural problems, the BLTA realised it was because he was not understanding what was

being said, she helped get him some assessments done and now he's getting a lot more support." Pakistani parent.

- 1.3.4 Parents felt strongly about feeling able to relate to the BLTAs in ways which they found difficult with 'white' teachers. They felt the BLTA's had helped enormously with the school's understanding of different cultures and really helped take away the barriers.

"The BLTA knows our background and understands our culture and religion and explains things to the English teachers. It helps everyone get on together- it's the only way." Pakistani parent.

- 1.3.5 BLTA's have clearly learned a great deal doing the job- for example: the pace children learn at; the importance of play and how to help parents to understand how their children learn. Head teachers reported some difficulty in finding and recruiting suitable staff; but having invested time, it has proved its worth.

"We could not function without them, it's about a basic communication need", KS1 Teacher.

"They are very skilled and have learned a great deal about young children and how children learn since they have been with us, it took time to find TAs with the right level of skill, we do not want to lose them." Deputy Head teacher

- 1.3.6 The BLTAs have also helped in schools with Breakfast Clubs, Holiday and Week-End Clubs which has been of benefit in promoting social skills and self confidence for children of varied ethnic backgrounds.

1.4 Sustainability

- 1.4.1 Pye Bank C of E say they rely heavily on the BLTAs and would not be able to manage without them. They are looking to other funding sources, for example the Pathfinder Programme.

- 1.4.2 Byron Wood consider the BLTA strand has been good and that there are a range of layers all contributing to promoting language acquisition. The worth of the BLTAs is complicated by the large number of different languages which are spoken by the children and the fact that many children are not 'secure' in their parents home language because of their complex and often very mobile backgrounds. It is deemed expensive to maintain and would mean hard choices over staffing priorities and jobs.

1.4.3 Firs Hill consider the posts have brought enormous benefit and they will find ways to maintain the BLTAs. 60% of staff are already identified as bi-lingual.

1.5 Training Issues

1.5.1 Some BLTA's had taken advantage of training opportunities supported by the school. For example one had obtained a Level 3 Diploma in Child Care, GCSE's in English and maths, an HLTA qualification and was keen to go on to teacher training. Another had started an Early Childhood Studies degree at Hallam.

1.5.2 One BLTA seemed unaware of training opportunities. She had not progressed her own learning despite reported encouragement in school to do so. Two BLTAs when interviewed specifically mentioned wanting more training to learn how to make their work more effective.

1.5.3 This is of concern when there has been consistent under spend on training especially in the context of one of the goals of the programme being to provide local people with experience and qualifications-specifically the teaching assistant qualification to enable them to progress in the job market.

2 Breakfast Clubs, After School Clubs and Holiday Clubs

2.1 How schools spend the money

	Firs Hill	Pye Bank	St Catherine's	Byron Wood
Holiday Clubs	Two weeks of activities over Summer holiday, Family Fun Days X2 per year Two days of activities, most holidays depends on staff availability Learning Mentor, TAs	3 days each half term holiday. 2 weeks in summer holiday. Home –School Link Worker CEC TAs	2 days each half term holiday. 2 weeks in summer holiday. TAs	Not run over past year because of staffing problem. Would try and run over main holidays (not half terms) Will be running 2 weeks of activities during summer
Breakfast Club	Provides fresh fruit and veg for Healthy eating Scheme for Y3's. Breakfast Club runs but not funded by BNDfC Around 30 children and 8 adults per day. TV and football	4 days a week 8.15 – 8.45 (purchase food and provide mainly free breakfasts) No activities. 30 children 15/20 parents	Daily 8-8.45 Outside activities twice a week and Wake Up Club, 4 days indoors 35 children 4/5 parents	Daily 8 –8.35 – offers wide range of food, including hot cooked food. Activities and games arranged. 25-30 children per day Around 6 adults per day
Lunch Time Clubs	Story Club- Cricket Club Y5 & 6 Football Club Y5 &6 Arabic Club KS2 Cricket Club Y3 Pays for materials and resources for Lunch Time Club			
After School Club	Cricket Coaching-Y4,5,6 Football Coaching- Y5 &6 Science Club Y6 Booster Art Club Y5 & 6 Maths Club Y6 Girls Booster Drumming Club Y4 and 5 Funds 6-10 free places at After School Club run by Burngreave OSN.	Netball Y5&6 Football boys Y5&6 Football girls Y5 & 6 - Pays for some TA time and teachers overtime and bottled water for children	Good To Talk 6 children,1TA Gross Motor Skills-8 children,2Tas Chef's Club 8 children, 2Tas Let's Tell a Story 6 children, 2 TAs Dance Club 8 children, 2Tas Drama Club 8 Children, 2 TAs Homework Club for family X2 5 families, 1TA	After School Study Support twice weekly.Y5/6 Arabic Club Reading Club Sports clubs with funding from other sources
Week End Club	Saturday Club for Y3/4 not running at present till after SATs.	None	One per term on Saturdays	None

2.2 Impact

2.2.1 Typically breakfast clubs are run by Teaching Assistants and open from 8.00am to the start of the school day. All schools are offering a good range of foods, including healthy foods

(toast, teacakes, crumpets, jam, eggs, beans, sausages, cereals, fruit, yoghurt, breakfast bars). All report that the BNDfC money has enabled them to purchase a wider range of good quality food.

2.2.2 Two schools – Firs Hill and Pye Bank were already running Breakfast Clubs before BNDfC. St Catherine’s and Byron Wood were not, and have set up and established their clubs over the past 3 years. Firshill School has funded their Breakfast Club for 8 years using their own caterers. They use some of the BNDfC money to buy fruit for Y3/4.

2.2.3 Breakfast Clubs are regarded as a valuable provision by all schools all of whom say they will sustain it in some form after BNDfC has gone. It helps the vulnerable children who may come to school hungry, as well as children of working parents. At St Catherine’s many of the parents of the children who use the club rely heavily on its ‘child care’ provision as they have to drop off children early on their way to work.

“It really encourages children to be punctual and go to school happily. It makes my morning run smoothly because I have to drop them off and then get to work.” Parent

2.2.4 Generally the breakfast clubs are seen as an informal environment where children and parents can interact with school personnel in a relaxed way. Children like the Breakfast Clubs because they are fun, a chance to chat to friends and a good start to the day. The food is seen as good, preferable to eating breakfast at home, with a wide range of choice at very reasonable prices.

“Children enjoy coming to the club, and eat better than if it was breakfast at home, it’s more fun with friends to chat to, it gets the children off to a good start to the day.” Parent

2.2.5 In Firs Hill and Pye Bank it has particularly helped some of the more vulnerable children and diverted children away from the early morning trips to the sweet shop. It has also helped schools promote the health-eating message.

“It’s good healthy food, better than going to the shop for sweets”, Y6 girl

2.2.6 Numbers using the clubs range from 25 – 35 children a day and about 5/6 parents. There were more parents using the breakfast club at Pye Bank where big efforts have been made to encourage parents into school in positive ways. These parents were loud in their praise and found the club a friendly place to get to know other parents.

- 2.2.7 Children who use the clubs come from all the main ethnic communities represented, including white British, there were no reports of any particular community being disengaged from the provision.
- 2.2.8 Pye Bank, with about 30 per day reported using flyers and notices to publicise the Breakfast Club and offer special incentives like 'Meal Deals and 'Free Cereal Weeks.' to encourage more users. Few of their parents work – so they felt there was less incentive for parents to bring their children earlier to the club. More Y6's use the club, because the children are independent of parents.
- 2.2.9 Three schools offer activities at Breakfast Club – TV at Firs Hill is always available, with a football coach one day a week. St Catherine's have a basket ball coach once a week, Byron Wood offers activities and games. Pye Bank said they only had time to serve the children and let them socialise with each other.
- 2.2.10 Charging policies vary; breakfast was free of charge at Pye Bank, providing the snack was eaten in the breakfast club room, to encourage better take up of food. A charge was made for items taken away to eat (to avoid children filling their pockets with snack bars). Firs Hill and Byron Wood all made nominal charges of 10p per item for all food. St Catherine's has recently increased their charges.
- "It costs about 15p per item, that's good value", Parent
- 2.2.11 St Catherine's staff report the Breakfast Club is a very worthwhile activity. It has changed the way the school works-extending school hours for office staff, teaching staff and the head teacher. It is particularly effective because of the friendly interaction of children and parents with the Teaching Assistants who run the club. They get to know parents and children, giving added value.
- 2.2.12 Some children are signposted to the club, those that have behavioural difficulties are noticeably calmer in class, better behaved and start lessons in a much more positive mood. The school has initiated an 'open door policy' whereby any parent may come in before school starts to discuss any matter of concern without an appointment.

2.3 Targeting

2.3.1 Children are not really targeted for Breakfast Clubs- it is a provision which is available to all children if they want to go, but some children are 'particularly encouraged' to attend. For example a Y4 child with a sleep disorder was encouraged to come to a club and is now better organised and less stressed in the morning.

2.3.2 Children are reported to be calmer and better prepared for the start of the school day as they mix with friends, chat and feel positive about themselves. Three of the schools mentioned identifying some vulnerable children who came to school hungry and efforts being made to ensure these children received food, even if they did not actually attend the club.

2.3.3 Some of the more vulnerable children arrive late and their families are not sufficiently well organised to bring them to Breakfast Club. Where extra special efforts are needed by school staff to support a child at risk who may be on the Child Protection Register, then attendance at Breakfast Club can be written in to a Home School Contract and monitored closely through a Learning Mentor and/or through multi – agency working. There have been some good examples of successful improvements in both punctuality and attendance as a result of children being encouraged to attend Breakfast Clubs.

“I am a school volunteer and used to collect a child to help him get to school on time because he was always late. With the breakfast club it really helped his time keeping, now he's there every day on time.”

2.3.4 Each of the primary schools reported between 25 – 35 children regularly using the club on a daily basis. Attendance tends to increase in cold, wet weather and decrease in the summer months when children prefer to be outside. Numbers can drop during Ramadan, particularly the older children.

2.3 Typical Daily Numbers at Breakfast Clubs

School	Daily Nos. pupils	Daily Nos. of parents
Firs Hill	20	6
St Catherine's	35	5
Pye Bank	30	15/20
Byron Wood	35	5/6

2.4 Outcomes

2.4.1 It has been shown that breakfast clubs improve punctuality and attendance and prepare children for the start of the school day by settling them and providing a positive experience:

“At least 10 positive interactions to start the day ahead”
Head Teacher.

2.4.2 Where Clubs are well integrated, the Learning Mentor, school staff or head teacher will drop by for a chat with children and parents. Parents find TA’s running Breakfast Clubs approachable and a good opportunity to mention any issues worrying them or their children. It provides a good link between school and home. Schools consider this fulfils an essential pastoral role in cohesively linking to the caring role of the school.

2.4.3 Those parents whose children use the clubs value its support for very different reasons, but find it considerably enhances family routines. Some rely on it as ‘child care’ dropping off their children early on the way to work. Others make use of the good quality subsidised food on offer for themselves and their children and enjoy a social chat with other parents.

“It’s good for parents who work, and for parents who like to meet and chat. We can go to our children’s classrooms to help them twice a week, I always go but not everybody does.”

2.5 Sustainability

1.5.1 All schools say they are committed to continue a Breakfast Club in some form. It is a proven strategy for encouraging good relationships with families and supporting vulnerable children. It is also a good opportunity for children to settle in to school for the day ahead with positive impacts on behaviour and children’s sense of well being. Schools will try where possible to make it self financing, but most commented that it would not be possible to maintain the same quality and choice of foods available. Charging more, is likely and this will have a negative impact on those children for whom it is primarily aimed at supporting.

2.5.2 Pye Bank has had under spends on the breakfast club despite providing considerable free food. Staffing is mainly through staff paid by the Local Authority on 52 week contracts which produces an under spend on staffing costs. This is also true for Holiday Clubs and the Caretaking costs.

2.6 Lunchtime and After School Clubs

- 2.6.1 In addition to the Breakfast Clubs the schools are able to fund a range of lunch time and after school clubs which provide wrap around services for children (see previous table for a school comparison). Some schools prefer to run most of these activity clubs during lunch times to avoid clashing with Mosque Schools or After School Study Support Programmes run by communities. Many of the children are targeted for the clubs and guided into them for social, emotional or attainment reasons.
- 2.6.2 At **Firs Hill** the lunch time clubs have included booster sessions providing additional maths and science to targeted Y6 children. Several clubs run every day including a specific Lunch Club, run by the Learning mentor using materials and resources funded by BNDfC.
- 2.6.2.1 This supports 20 children every day on a rolling programme, which ensures that a third of every year group gets the chance to go each week and every child in the school gets a session every three weeks.
- 2.6.2.2 Activities on offer include IT, crafts, games, book club, football, and social activities; all taking place in a less structured, more informal environment. Children are reported to enjoy the activities, behave well and be proud of their achievements at the clubs. This also reduces bullying, with less opportunity for playground problems.
- 2.6.2.3 The clubs really help improve confidence, self esteem and concentration. Targeting is important and some children at risk of being excluded from lessons are regularly included in the Lunchtime club which is seen as a stabilising influence on a child's behaviour, especially beneficial for afternoon school.
- 2.6.2.4 Firs Hill School has a good relationship with the Kashmiri Study Support Group and hosts the club in the evenings after school.
- 2.6.3 At Pye Bank the After School Clubs are reported to be mainly sport orientated. The BNDfC money enables additional hours to be paid to those running the clubs, and bottled water to be provided for the children.
- 2.6.4 St Catherine's uses additional TA time paid for by BNDfC to run several of the After School and Lunch Time clubs. Clubs

funded are particularly aimed at addressing social and emotional needs

– Chef’s Club, Good to Talk, Gross Motor Skills – which helps children with co-ordination, Dance Club, Drama Club, Let’s tell a story and Homework Club. It is felt these clubs have a big impact on value added progress and help children achieve in the more formal areas of the curriculum. Some of the clubs particularly target children who are experiencing difficulties at home, for example Good to Talk targets the ‘sad child’ offering a confidential space to talk and be listened to. There have been some real individual success stories for children attending the Gross Motor Skills Course developing improved co-ordination, self confidence and self esteem.

“My child has dyspraxia and is very poorly coordinated. He has been attending the club for three years. It’s been fantastic for him, He can now ride a bike without the stabilisers and has lots more confidence”, Parent

“Homework club is good; it stops all the battles at home”

- 2.6.5 Byron Wood will continue to run school clubs without BNDfC, whose contribution in this strand is not seen as a prime element of the Advancing Together Programme. It has however encouraged a number of initiatives, including Home Work Clubs, Reading Club and Arabic Club.
- 2.6.6 This provision has been interpreted and used in varying ways and degrees of importance by each school. They have been variously used to supplement the core curriculum-through offering booster sessions and homework clubs. Some clubs have been able to steer vulnerable children towards greater confidence and emotional security using drama, dancing, motor skills, and story telling. There has been a language component -Arabic Club- and a range of sporting activities have also been provided.
- 2.6.7 The Extended Schools co-ordinator carried out a feasibility study at Pye Bank and found no parents were willing or able to pay although most wanted the activities to run.

3 Half Term & Weekend Clubs

3.1 Impact

3.1.1 Half Term/Holiday clubs were seen as an important activity in all the schools to support their work with vulnerable children. There have been practical staffing problems in delivering this in Byron Wood due to sickness. The holiday clubs offer a broad range of activities to enable children to develop their social skills and experience things which they would otherwise not have the opportunity to do. Children are mainly targeted but there are also some non-targeted children, 'to act as good role models'.

"Holiday Clubs are good and important for children- playing is learning as well", Parent who had completed a child care course and is now doing voluntary work with Sure Start

3.1.2 Schools find there are no cultural barriers to accessing the activities. Friendship issues can be a factor in not wanting to take part in activities. BNDfC money has enabled 'good quality' craft materials, games and sports equipment to be purchased at all schools.

3.1.3 At Pye Bank, Firs Hill and St Catherine's, the Holiday Club programme is well established. It runs, on average, two days each half term and for two weeks in the summer. Staffing is a mixture of TAs, Learning Mentors, Home School Link Worker, Play Leaders. At Pye Bank the CEC is involved.

"The children appreciate the trips, it's very exciting to do things they would not otherwise do. Lots of parents don't think to take their children out and cannot afford it", Parent

3.1.4 Generally the clubs are seen to build self esteem and an awareness of each other's feelings. Conversations get expanded and children who are often quiet in the classroom, find a voice. Quiet more withdrawn children gain confidence in smaller, more informal groups and good behaviour is promoted in even the most challenging pupils. Children benefit from more individual attention and mixing with different age groups.

"We make friends and learn new and exciting things and learn to behave better." Y5 Child

3.1.5 Generally few parents accompany children on trips, most parents see it as 'time out' without their children, rather than an opportunity for a Family Day out. In some instances

however a few parents have accompanied the children on the trips using their own cars.

“We enjoyed going to the museum with our children, we all learned together”, Parent

3.1.6 Some parents have been concerned about being ‘targeted’ and allowing their child go on trips. It has been important to use support staff who are known and trusted adults. Feedback from parents who were initially wary, is that the children ‘loved going’ and the TA’s are now swamped with requests to be included.

3.1.7 At St Catherine’s it is the Inclusion manager who decides on the children for each holiday. Elsewhere Learning mentors and teaching staff decide who is included.

“School makes the selection as to who goes on the trips out and its very fair.” Parent

3.2 Targeting

3.2.1 One school targeted all children who had been referred for a CAF assessment (Common Assessment Framework). Other vulnerable groups mentioned by schools were those neglected or marginalised:- children in large families, families with social issues like homelessness or mental health, young carers, withdrawn children, and Pakistani girls.

3.2.2 Firs Hill have organised Family Fun days in partnership with Burngreave Sports Development Project (100 children and families attended the last event). Some children and families are encouraged to attend, for example parents with little or no English and families with known social disadvantage.

3.3 Outcomes (added value and evidence of joined up work)

3.3.1 Pye Bank uses circle time before taking children on visits out of school, as preparation and rehearsal time for good behaviour. One Y6 girl reported:

“the girls and boys get on better at the holiday club- we played activities together at the Park, which doesn’t happen in school”, Y6 girl

3.3.2 Some useful partnerships have been established by the schools with other providers who run activities for the children during holiday clubs, in particular Verdon Street Recreation Centre and the Park Ranger Service have jointly organised

activities. Children and parents are increasingly asked for evaluative feedback and complete written sheets.

3.4 Sustainability

3.4.1 'Without the BNDfC money, the School is committed to continue running the clubs because we place a high value on them. We would not be able to offer such a wide choice, or offer such a good range of craft materials etc.' Firs Hill School

3.4.2 'The work will continue in some form, even without BNDfC, we will explore other funding sources.' Pye Bank C of E School.

3.4.3 'We are looking into continuing this in some form and would have to start making a charge. This would hit the most needy children it is designed to help most. Parents have been informed by newsletter about the benefits the BNDfC money has brought for children', St Catherine's School.

3.5 Weekend Clubs

3.5.1 A regular weekly Saturday Club runs at Firs Hill for Y3's offering social activities. This Bi- Lingual Teaching Assistant is involved in running the club.

3.5.2 St Catherine's holds 6 week- end clubs each year, of one day duration (9.30-2.30) Activities have included KS1 visits to the theatre and Children's Festival Films. The children are all targeted.

3.5.3 Pye Bank has not really engaged with Week-End clubs-although a couple of weekends away were run, they have not been repeated.

3.5.4 Byron Wood has not engaged with Week- End Club provision and considers it too problematical to open the school building at week ends. Some of the BNDfC aspirations for family learning at week ends are considered unrealistic at the present time.

4 Language Learning Project

4.1 Impact

- 4.1.1 The intention of the work was to keep pupils engaged with their cultural heritage and particularly target the main Somali, Pakistani and Arabic languages by teaching these languages to the children as part of the curriculum. It was envisaged that children would work towards some form of accreditation. This type of work is seen as ground breaking across schools in England.
- 4.1.2 In practice the money has been used to achieve very different objectives across the four schools with very mixed responses and success. Pye Bank and Byron Wood engaged with Somali and Urdu teaching, sharing teachers across the two schools. There have been difficulties over appointing and retaining suitably qualified and experienced teachers with Primary experience. Qualifying as a teacher in Somalia or Pakistan does not necessarily mean the skills transfer well into the English education system which is very different, and there have been ongoing challenges for these teachers.
- 4.1.3 Currently the Somali teaching has run into difficulties and there is no available teaching space since the fire at Byron Wood. The Somali teacher operates between Pye Bank and Byron Wood and has run a home work group at the Somali Breakthrough Study Support Centre. It is not felt by either school that this work has been particularly effective.
- 4.1.4 The Urdu teacher has not had a visa renewed and this work has now stopped.
- 4.1.5 The head at Byron Wood would have liked the opportunity to offer another modern foreign language, but says he was not permitted to do so by the BNDfC Board. There were problems over timetabling Somali and Urdu into the curriculum which brought some responses from families that their children were missing out in English literacy lessons.
- 4.1.6 St Catherine's with no real need for Somali or Urdu languages, applied to use the money to teach a modern foreign language and adopted Spanish. This has become a catalyst for a wider language programme to develop in St Catherine's and has prompted the school to extend its provision through the British Council Comenius Language Assistant Programme and by hosting Spanish exchange students. The LEA Language Adviser has also been an active supporter of these developments. The school hopes to

extend its language reach by taking Language Assistants from other countries like Sweden and Finland.

4.1.7 Firs Hill shared the Spanish teacher with St Catherine's as well as offering Arabic, Urdu and French. A foreign language is now taught to every year group within the school and is considered a real success. All the language learning is integrated into the curriculum for all children, it is regarded as very important and heightens children's listening and social skills.

4.1.8 The language work is reported to have helped children to improve their performance in other subjects besides literacy and numeracy.

4.1.9 Some of the work has helped assess whether a pupil's difficulties in accessing the curriculum are language related or due to a specific learning difficulty, this has been particularly important for the Somali community.

4.2 Outcomes

4.2.1 St Catherine's and Firs Hill see this as a huge benefit and a priority to maintain after the BNDfC money finishes. They believe they will be able to continue to offer the modern language teaching because of the strategy used to set up the programme and the links that have been established.

4.2.2 Neither the head at Pye Bank or Byron Wood is convinced about the impact of this work which has been dogged with difficulties. The view is that using the 'home language' as a learning tool can be effective if it is well taught, but is not essential. It would be more successful if the schools taught a 'neutral modern language' as part of the curriculum and the community language programme was offered as optional after school language clubs. Byron Wood currently attract 40 pupils to their after school Arabic club.

5 Community Education Coordinators

5.1 Impact

5.1.1 These were new posts initiated and proposed by the LEA. They were intended to develop a learning culture within the adult population and parents in particular, in Burngreave. They were also to enable parents to better support and encourage the work of the school by helping their own children to learn and progress. Initial interpretation of role was driven by targets to get courses up and running and attract adult learners. CECs report that 'they had to make a go of it' with minimal support and no precedent for the job role.

5.1.2 Language issues in the area are reported as 'huge'. EAL parent learners lack confidence and need daily English/Literacy classes to make and sustain progress. Having CECs based in schools has enabled relationships to be developed with parents and teaching staff, with signposting to other local sources of advice and support. It has helped parents feel more comfortable about coming in to school and relating to teachers.

'We can talk to teachers more easily now and understand what they tell us' Pakistani parent

5.1.3 It has proved important to recruit post holders who have good communication skills and who can relate sensitively to the wide range of ethnic groups, in encouraging participation. This has proved particularly challenging where a male CEC was appointed to work predominantly with Muslim women.

5.1.4 The CECs have enabled a varied range of good adult courses to be offered. The main areas of course delivery have been ESOL, skills for life, maths, literacy, ECDL, driving theory, family learning and fitness and leisure. Sewing has proved very popular as a vehicle for attracting learners who then start to develop literacy, numeracy and IT skills. Where possible local adult education teachers are used who know the community, as this has proved more successful. At St Catherine's good partnerships have been established with Hallam Care and Sure- Start to run parenting courses which can be customised by the school for the particular needs of a group.

5.1.5 The CEC's have been required to show good levels of innovation, initiative, flexibility and ability to build networks and partnerships. Their work located within schools has been particularly innovative.

‘The school venue is good we would not go if courses were held anywhere else. Being on site with our children has been a really big factor as we don’t have a lot of confidence to go somewhere new or different’ White British parent

- 5.1.6 On site crèche provision has been a big factor in recruiting learners. This has varied greatly from school to school. The CEC’s based in primary schools have fund raised in order to provide free crèche places. Good partnerships have developed between school heads, creches, nursery staff and CECs to put the practical arrangements in place. (Firs Hill seems to exemplify this work and Pye Bank also has the facilities.) In the secondary schools where a number of classes have been run, no local crèche provision has been organised by the CECs and learners have made their own arrangements.

‘The courses are easily available here in school with the nursery and creche all on site to make it easy.’ Pakistani Parent, Primary School

- 5.1.7 The work at St Catherine’s and Firs Hill, is reported by users and school personnel as very successful and 5-6 sessions of Family and Adult Learning are provided every week which is mostly linked to the School Development Plan. This predominantly covers maths, literacy, life and parenting skills. The work has succeeded in bringing parents into school and into the classroom in very positive ways. At St Catherine’s a week of celebration is held each year and memorable displays and scrap books have been produced.

- 5.1.8 What is apparent from the successful partnerships is the need for someone located in school who has the trust of all parties, to co-ordinate the work – someone who can act as a catalyst, organising courses which meet demands and then ‘going the extra mile’ with parents and groups to encourage and sustain their attendance through effective informal relationship skills.

‘The CEC gives us lots of support and advice, she’s always available to talk to if there’s a problem.’ Somali Parent

‘If there was not a named person to talk to, someone we knew- we would not have come to classes.’

- 5.1.9 The management of the CEC posts has been ‘long armed’ by BNDfC but school strategy and day to day operations has been very much the remit of the head teacher and the CECs themselves. This has led to varied styles, roles and performances developing. Three CECs have worked independently in three different secondary schools, two of

which are outside the BNDfC area. The two other CEC's each operated to two head teachers in two different primary schools as well as being accountable to BNDfC management and the Partnership Board. This led to some complications in the lines of responsibility and some job role confusion on the part of the CECs. Various attempts were made to rationalise the structures, which appear to have worked better for some than others.

5.1.10 Part of the remit was to encourage the schools to relate more effectively with the local community, rather than the inward approach, which had been the historical model. Some of the schools have been more successful than others. St Catherine's say they now feel they are a part of the Burngreave community, whereas before they felt quite isolated. Firs Hill are well engaged with the local community.

5.1.11 The main emphasis at the outset was to get Adult Education classes up and running. Only gradually has the Family Learning aspect started to gain momentum as the Parent Partnership initiative from the CYPD has come on board, and learners became more confident in the English language. It takes both courage and joined up thinking between school and CEC to offer an accessible and integrated programme, which brings parents into the classroom alongside their children to learn together.

'It's much better when our children see we are learning how to help them better.' Arabic Speaking parent

'Children learn that adults are learning too- school isn't just for children.' Pakistani Parent

5.2 Outcomes

5.2.1 The CEC posts have achieved well above BNDfC targets in putting courses on and attracting numbers of adult learners. In fact the CEC's report they set their own more ambitious targets, although no documentary evidence of this is available.

5.2.2 There have been a number of logistical obstacles to be negotiated by the CECs:-

- suitable learning space and resources.
- timing of courses whilst children are in school, to synchronise with creche /nursery provisions.
- communication with a wide range of different community languages and learners.
- availability of crèche provision and funding for this.
- admin support and office space.

- operating in an area which already had a considerable adult education programme operating albeit piecemeal and in need of co-ordination.

5.2.3 All the primary schools reported that the courses generate much more interest in school generally from the parents, bringing them through the door in a very positive way. Parents have been encouraged to raise their confidence and aspirations. A significant number are generally much more 'on board' with the work of the schools and their children's learning, especially within the primary school sector. Once they have been on one course and have benefited from the subject matter and made friends, they are much more likely to come forward for further training opportunities or ask for particular courses to be organised.

'We feel a lot more involved in school now and can help our children better at home, like listening to them read' Parent volunteer

5.2.4 The CECs have had to prove themselves as 'good net workers' and in some cases have become the school representative at particular community meetings. E.g. Study Support Consortium, Extended Schools.

5.2.5 Firshill School has developed an informal in – house Extended Schools Team consisting of the CEC and an assistant, crèche manager, the chair of parent support group and the head teacher who work together on the Extended Schools Development Plan. This has worked particularly well.

5.2.6 At Pye Bank a useful outcome has been the development of a Volunteer Parents' Group who are supportive of the school and want to do practical tasks to help improve community relationships and pupil results. For example they organised a school party for children and engaged a wide number of parents who brought in food. This group which started off as adult learners coming into school is developing with support from the CEC into a pro active, 'Friends of Pye Bank' parents group with skills to develop capacity in this area. It is planning a Media project with parents which hopes to produce a good quality and wide ranging newsletter with contributions from children, parents, school and community.

5.2.7 Pye Bank also reported 5/6 parents are now regularly involved in volunteering work in the school after completing childcare related training. (Three CRB checks have been completed).

5.2.8 One CEC has fundraised about £30,000 over 3 years and has helped other groups to complete bids, including parents; as

well as helping them understand the formalities of being accountable for funding and planning its use wisely.

5.2.9 St Catherine's has linked in with the Adult Education Programmes and Family Learning by paying a teacher extra management points to run customised 10 week Parent Classes, and targeted particular parents to encourage engagement.

5.2.10 The Family E Learning Project (supported by match funding linked to BNDfC) has been quoted by participating schools as a particularly good initiative to encourage parents to learn alongside their children ('better than BNDfC'). Part of its perceived success has been because all participating families have received computers, internet connection and software for home use as part of the package.

5.2.11 The Pye Bank CEC reports difficulties in engaging school personnel in the work he was trying to promote with the community, slowly this attitude has shifted but it has taken time to get staff on board. At the beginning of the programme, time was scarce and efforts were divided in trying to build relationships in the school, servicing the needs of learners and negotiating with course providers. The adult education classes were successfully received by the community and expansion of the adult programme left limited time for developing the Family Learning side with school.

5.3 Targeting and Engagement

5.3.1 CEC's have been a wide and broad intervention generally, targeting adult learners and parents. In a few cases, targeted parent learners have been based on pupil assessments- parents of children who are not reaching early learning goals are encouraged to attend courses linked to literacy, maths or parenting.

5.3.2 The recruitment and retention of learners has proved a demanding task which was mentioned by all the CEC's – a variety of methods have been utilised to promote the courses – news letter, flyers, notices, word of mouth in the school play grounds. The latter seems to have been most successful and has been supported where necessary by bi-lingual TA's explaining about the courses to parents. It is reported that the classes attract roughly half parents and half general community, although the courses run in primary schools attract significantly more parents. A few travel in from other parts of the City. All courses are provided free of charge, but at Fir Vale a charging policy was introduced to be refunded on

successful completion of the course. This lever considerably helped retention of learners.

- 5.3.3 It has needed good co-ordination and appreciation of the community needs in co-operation with the course providers to ensure the 'right' courses run. On one occasion, it is reported, a group of 13 parents had identified themselves to learn more about their children's educational objectives. When the course providers came to make the arrangements they found the women needed a Somali speaker to deliver the course and they did not have anyone suitable, so the course could not go ahead.
- 5.3.4 The CEC programme put schools as a focus for developing adult education, but there were already a significant number of learning providers operating in the Burngreave area. Consequently there has been much duplication of courses which have run in ad-hoc ways responding to parental need in the immediate environs of each school. Some co-operative planning has taken place but it has been minimal and some CECs appear to have been competing for the same learners.
- 5.3.5 Particular difficulties were encountered by the CECs operating in Secondary Schools located outside the immediate Burngreave area as they had far fewer BNDfC children attending. Adult learners were particularly difficult to engage because the distance to travel between home and school was inconvenient, involving expensive bus journeys and the locations were 'difficult to relate to' - beyond the normal comfort zone.
- 5.3.6 Fir Vale has successfully run a number of adult education classes offering ECDL, Child Care, Pottery, Making Musical Instruments, Keep Fit and others, but attracts a considerable proportion of learners from outside the BNDfC area. They offered an ECDL course to targeted Y11 pupils at the school which ran to good effect – enabling those pupils to gain a vocational qualification, effectively giving them an additional GCSE pass. Firth Park has concentrated on developing Family Fun and Community Activity Days as well as themed projects which help integrate pupils and adults.
- 5.3.7 There is still a significant number of parents who are not engaged in either their own or their children's learning, and the challenge to reach and involve them is ongoing. One parent said she had been encouraged by the CEC and had started to learn English with the programme two years ago, after 20 years in this country. It is a slow process, which needs ongoing strategies for encouraging and retaining adult learners to take the first steps.

5.3.8 The success of Family Learning within the different schools has varied considerably. At Pye Bank they were reported to be the least well attended courses – but this aspect was not apparently integrated into the strategic School Development Plan. It was stated that a workshop was needed for parents and children to start the initiative – but neither the school nor the CEC had pursued the all important joint approach for developing this. At Byron Wood it also appears slow to start despite overtures by the CEC to the school for joint planning and help with recruitment of learners. The reasons for this are complex, and there have clearly been communication difficulties between the CEC and the school. At an initial session at Byron Wood only 3 parents turned up after targeting the whole of KS2 – potentially parents of 180 children. Staff were viewed by the CEC as in a prime position to recruit parents to Family Learning – but it wasn't happening. More support generally came from Foundation Stage staff where joint work through the programme has been more successful. This may be a better strategy to target the group right from the beginning and take them through school as part of a long term approach to engage parents in their children's learning. The response by school staff within the AT programme generally, tends to be piecemeal, although there are some excellent examples of joined up work by individual members of staff. At Firs Hill it has become central to the open door policy which encourages parents to come into school and learn alongside the children from a very early age. Twice a week the school provides joint learning activities for children and parents. Excellent teachers demonstrate a technique and model a classroom-based activity, breaking it down into small steps so parents can learn how to help their children learn.

5.3.9 To be effective, schools need a clear policy statement and commitment which embraces the Extended Schools philosophy and brings all staff on board with a genuine whole school strategy and approach.

5.3.10 It is reported that many parents do not yet see themselves as their child's primary educators on which the school then builds, they view the school as the primary and only educator; so how can parents be empowered/encouraged to understand their own vital role? It needs a huge effort and campaign to change community perceptions, followed by regular events and activities.

5.3.11 At Byron Wood 99% of adult learners are BME and this is replicated elsewhere. It is reported that the white community does not show an equivalent interest in learning and has

become the hardest group to reach. The courses are reported to attract learners across all BME groups and ages, although learners are predominantly female. Ways of engaging men in any numbers have yet to be found, despite offering, ECDL, IT, engineering etc. More men than women are in employment already which is a factor.

5.3.12 The CEC role has been variously used to liaise with the Study Support Groups operating in the area. This link would have benefited both schools and Study Support groups more if the link work was carried out by someone with more responsibility for children's learning in school and specific knowledge of the curriculum, for example Phase Leaders.

5.4 Sustainability

5.4.1 The value of the CEC work is clearly demonstrated by those adult learners who are parents, and who have engaged with learning and been encouraged to interact in very positive ways in the school environment. The CEC role legacy needs to be drawn into the Extended Schools offer.

5.4.2 Future provision and co-ordination of Family and Adult learning in Burngreave is linked to the Fir Vale Family of schools and a new post of Extended Schools Co-ordinator, initiated by Fir Vale School is currently under discussion using pooled resources from the schools. This post has now been advertised. The concern is that Pye Bank will become marginalised from this initiative and the Burngreave community, as it belongs to a different family of schools.

5.4.3 In addition each primary school will need to identify funding that will sustain a more local presence to liaise and communicate at school level over assessing needs, publicising courses, promoting recruitment and community/family liaison. The strength of the work in giving added value to children has occurred where a well developed interface between adult learners and the overall objectives of teaching and learning in the school has been achieved, rather than where it has been viewed simply as a separate adult education function. Family Learning is a whole school issue, which requires a strategic plan at several levels. It needs commitment from schools to offer varied opportunities, and providers to plan and customise courses to meet individual school requirements.

5.4.4 The work has been most successful when the fragile web of interrelations brings about outcomes for children in terms of family learning and enhanced understanding and responsibility by parents, for their children's learning. An

admin worker may be cheaper to employ but may lack the inter personal skills to promote the confidence of schools and local communities.

5.4.5 There is also a concern that the good work achieved in the Primary schools may become dissipated if the work is managed from a secondary school focus. However, it could see the legacy of the CEC post invested in a more integrated approach which eliminates duplication and can maximise the use of individual primary schools to deliver areas of acquired expertise across the community.

5.4.6 The Vestry Hall when refurbished and renovated as a centre for community learning will eventually become a focus for all community groups. Schools will need to relate to this hub.

5.5 Joined up Work and Added Value

5.5.1 The AT programme has added significant value through confidence building, meeting emotional needs, engaging children with caring people and promoting achievement and enjoyment. It has been a cumulative benefit which needs to be seen as part of the wider school experience. The individual strands have supported the inclusion strategy and impacted on the lives of many of the BNDfC children. There has been scope within the programme to positively influence the lives of some of the more vulnerable children, but not in ways which can easily be quantified because there has been no strategic targeting of particular groups or cohorts.

5.5.2 The CECs have put in considerable effort in building bridges in the community and nurturing adult learners to encourage their ongoing involvement. They have collectively established a wealth of local knowledge about the communities and local course providers and about what works well. This needs to be shared and invested wisely to prevent lessons learned from being lost and then being repeated.

5.5.3 The CEC role has not lent itself to joint work across the inclusion agenda as it has focussed on direct impact work on parents and adults, but not children. Some work has been focussed on parenting skills, but CECs have not generally been part of school Inclusion Teams. On this basis the role may not be offering best value for money within the schools

5.5.4 The CEC's do not carry out direct work with children, but instead focus on adult learning in the assumption that this will impact on parental values and attitudes. It is hard to quantify this impact, although no less important, as is seen from the

research of Charles Desforges. In his work on 'Assessing the Evidence on Parental Involvement' he found that:

“the most important finding is that parental involvement in the form of ‘at-home’ good parenting has a significant positive effect on children’s achievement and adjustment even after all other factors shaping attainment have been taken out of the equation. In the primary age range the impact caused by different levels of parental involvement is much bigger than differences associated with variations in the quality of schools. The scale of the impact is evident across all social classes and all ethnic groups.” Desforges 2003

- 5.5.5 In most cases CECs seem to have assumed an ‘add on’ rather than an integrated function in schools, working hard to establish and prove themselves in institutions whose primary goal is the education of children, not adults. Some have been more successful than others in establishing working relationships with school staff and finding ways to work which will enhance the overall work of the school, rather than establish a separate adult education function. There are some good examples of joint work: parents groups being established which support the work of the school (Firs Hill, Pye Bank); Family Learning programmes which integrate with the school curriculum (Firs Hill, St Catherine’s), joint themed projects which unite adults and young people (Firth Park) and involving older students in adult education resources (ECDL at Fir Vale).
- 5.5.6 There are some useful links with the Study Support Consortium programme- the CEC at Pye Bank has represented the head at meetings and Firs Hill School hosts the Reach High Two programme and the CEC is also on their Steering Group. More remains to be done to establish greater trust and understanding between the schools and the communities they serve in relation to the integration of the Study Support Programme as part of the Extended Schools offer.

6 Celebration of Success

The events were generally felt to be inspirational for the children with the provision of good black role models and the use of the University of Sheffield as the venue. However the event over emphasised 'children getting up on stage and receiving certificates' and needed more content to make the message to primary children effective. The event was also reported to have been poorly organised and supervised and some of the older children's behaviour had a negative impact on the younger children. Combining all age groups into one event was problematic. Schools can and do organise their own events and involve parents in more meaningful ways. Burngreave communities could be encouraged to celebrate successful milestones and achievements.

8 Books and Theatre Visits

8.1 All the schools say that providing books has been very important and beneficial and are grateful to BNDfC for providing this opportunity. The Waterstone's Book fairs were very well received and organised, offering two quality books for all children. Many families are on very low budgets children have few books at home and this provision has really made a difference. Children have been delighted and unbelieving that they have been given opportunity to choose two free books for themselves and it has increased their motivation to want to read. This role is likely to be taken over by Bookstart as the Book Time and Booked initiatives at reception and Y6 come on board.

8.2 The Theatre Visits have been equally well received- giving many children their only experience of visiting a live performance. By diversifying the original 'pantomime' remit, it has enabled a wide variety of children's entertainment to be accessed which related directly to aspects of the curriculum being studied.
The clear message is:

'Please don't take it away, it's money well spent and keep it universal so that all the pupils in the schools can benefit as a one off.'

8.3 Schools believe it is important that parents understand that this provision has been a 'big treat' for children and parents should be told about the cost that has been incurred. Information about this BNDfC funding has been publicised in some school newsletters.

9 Wider Impact on Pupils, Parents, Community and Schools

9.1 Firs Hill Primary

- 9.1.1 There has been a significant improvement in attainment at the end of KS2. English and Maths have exceeded targets-helped by Maths Family Teaching and SHARE programme.
- 9.1.2 SAT's results and the Value Added indicators show a real improvement. Attendance at Parents Evenings now reaches 90%
- 9.1.3 There has been strong leadership from the head which has focussed on innovation and creativity and a clear performance management strategy. Teachers have been required to 'work smarter' to bring better results in learning and achievement. Performance management and recruitment strategy for quality staff have been key factors which have affected outcomes. For example two senior posts for 'Creativity' and 'Inclusion' have been created which has shaped the strategy and vision and inspired the integrated approach.
- 9.1.4 Advancing Together has provided a coherent package of additional support, with the financial stability to carry out the programme. Firs Hill strategy has challenged parents to get involved, which has been central to the success of the projects. It has enabled barriers to be reduced and brought parents into the school.
- 9.1.5 Firs Hill have promoted the Open Door policy in school with parents and have established a thriving culture of parental involvement which has been greatly helped by the Community Education Co-ordinator's role in facilitating a pro- active group of parents. 'People can do it' is the culture that is promoted. Parents were pro-actively brought onboard by the school following the amalgamation of the Nursery and Infant and Junior Schools. They were asked to 'sign up' in order to be able to access the BNDfC money – and this encouraged parents to come into school , ask questions and get more involved. Parents Feedback questionnaires have been used to seek information from parents about their views on school and how well it is meeting their children's educational needs. Staff were mostly seen as 'very accessible' and many parents had involved them selves in coming to Reading Meetings, Parents Evenings, Open Door and Adult/Family Learning. Parents are now widely employed within the school as TA's , cleaners, lunch time supervisors, and catering staff and all are bi-lingual.

- 9.1.6 Increasing numbers of learners are coming forward, gaining accreditation and finding local employment. This has expanded the horizons of the parents which impacts on their children.
- 9.1.7 The school has been able to establish an Ofsted registered crèche which employs local people and provides safe child care for adult learners.
- 9.1.8 The most difficult group to engage is now reported as the 'poor white working class' who are very hard to reach.
- 9.1.9 The school has learned to work with cultural demands e.g. running 'After School' activities and booster groups during lunch times to avoid clashing with Mosque school, which a significant number of children attend on a nightly basis.

9.2 Pye Bank CE Primary

- 9.2.1 The school has experienced particularly poor results over the past year, after an improving period. This has impacted on the progress and achievement of the children generally and morale of staff. School Development Plans are being devised with support from CYPD, to address the difficulties; and parents, governors and the Church of England are being encouraged to work more cohesively to support the school in its efforts.
- 9.2.2 One of the key unexpected benefits identified in Pye Bank School has been the development and empowerment of the Parents Group who are wanting more involvement in school. At least three of these parents are currently undertaking a Child Care Crèche Accreditation course.
- 9.2.3 The CEC considers Pye Bank's strategy is still at an early stage of engaging parents positively in school. Language remains a big barrier and will continue to do so as new EAL families move to the area. More needs to be done to encourage wider parental involvement and understanding. Children's 'behavioural issues' often become the focus for parental contact, in a reactive cycle, which promote negative experiences for parents. Earlier preventative joint work with parents to address common concerns and raise expectations would help develop the ethos.
- 9.2.4 After recent poor League Table performances, parents have rallied round the school and met with staff, governors and LEA and asked good probing questions. Parents are increasingly supportive of what the school is trying to achieve. Language

still remains a key barrier for many parents to become more involved.

9.2.5 Few parents are reported to be in paid employment at Pye Bank- very different to the culture at Firs Hill or St Catherine's, where parental aspirations are much higher.

9.3 St Catherine's RC Primary

9.3.1 The Head reported a slow start to the programme with insufficient consultation time with schools to establish needs and priorities and this situation improved under the change to Education Theme manager.

9.3.2 At St Catherine's cultural benefits, citizenship and foreign language acquisition have all provided significant added value from the AT programme.

9.3.3 Children are very clearly targeted and offered places at all clubs and activities to help 'close the gap'. For example a child with dyspraxic tendencies is able to attend the 'Gross Motor Skills' club and has improved his levels of co-ordination and confidence with 'amazing results'. They would like to be able to offer more intensive programmes of support to children with particular learning difficulties.

9.3.4 The Language Learning Programme has had a particularly significant impact on the school and has been the catalyst for introducing and maintaining a strong commitment to teaching modern foreign languages throughout the key stages. There have been celebratory events, student exchanges and parental activities which have greatly expanded the reach of this initiative.

9.3.5 The school feels it has increased its understanding of local community needs, and been enabled to become an active part of the Burngreave Community, after years of feeling 'on the edge' of things.

9.4 Byron Wood Primary School

9.4.1 The school has very recently undergone a successful Ofsted inspection during which it was judged 'a school that is satisfactory and improving at an increasingly rapid rate.' It received a grade 2 for Care Guidance and Support and Personal Development and Wellbeing and was said to have very good links with external services.

9.4.2 The head considers the impact of the Advancing Together programme has been helpful but not dramatic and could have

been better spent. Breakfast Club and After School clubs would have run anyway. It has been difficult to rely on the funding because of tight restrictions on how it is spent. The Language Learning programme has had limited impact but enabled the school to realise that offering mother tongue languages is best carried out through after school club provision.

9.4.3 The CEC programme has significantly increased the adult learners coming into school and the school now has an Adult Education IT Suite and well equipped Community Room.

10 Building Partnerships – The Learning and The Legacy

- 10.1 Partnerships always take longer than anticipated to build and all interviewees in the evaluation bore witness to this. Thinking time is important to develop the vision and clarity of purpose and much of the work had to be accelerated quickly to meet targets. The consolidation of learning built slowly, but three/four years on, the first tier of the adult learning programme is embedded at all the four primary schools. It is the view of the CECs that this can continue to run without the full CEC role, but will need commitment and perseverance from a link worker located in or near the schools.
- 10.2 At Firs Hill the head teacher and CEC worked together on the strategic vision which the BNDfC money could help achieve. This enabled adult education classes to be planned around available space in school as well as working together on the type of classes and family learning, which were seen as beneficial in building confidence and skills for parents. The school has a clear strategy for examining attainment data of pupils and using this to target families for maths and literacy input by encouraging participation on the adult courses.
- 10.3 There is a shared Sports Strategy between Firs Hill and Burngreave Sports Development Project enabling resources to be shared, with the school providing the office space. It is reported that Pye Bank also have a good link with the Sports Development Project who run regular sessions .
- 10.4 Good relationships have been formed by all the CEC's with a wide range of local course providers and there is a wealth of local knowledge about the advantages and disadvantages of particular providers. The Jobs Fair at Fir Vale worked well and was a good example of the CECs working together.
- 10.5 The CECs have worked fairly independently in their respective schools, with limited time available to work strategically together to formulate a plan for the BNDfC area, thus there has been some duplication and fragmentation over course provisions. No one has

appeared to take the strategic overview and therefore no co-ordinated plan has been achieved. Local objectives in Family Learning have been encouraged and supported in individual schools, but not all schools have engaged with this particular aspect of learning. Learners who have been catered for very locally have had little incentive to become more independent and travel further to access a course of their choice.

10.6 Pye Bank Primary says it has few effective links with outside services such as Burngreave Children's Centre and Sure Start, who have had only limited contact. The school has not been involved with the Family Support Project funded by BNDfC and not made any referrals. There is reported to be poor liaison between the local services and the school finds difficulty sign posting children and families on to other provisions. The CEC role has helped expand their horizons.

10.7 St Catherine's report the programme has enabled the school to better understand and engage with the wider community. Partnerships, which were a weakness before the Programme started, are now a strength and school staff have got to know people in the community so that the school is now viewed very positively and is seen as part of Burngreave.

11 Future Sustainability

11.1 Short term funding issues need to be addressed with a mainstream strategy for promoting adult learning.

11.2 Charging for ESOL (National Policy) is a barrier which needs to be overcome. However making a charge for other adult education classes which is refundable on completion of course/accreditation could be a useful lever to encourage retention and completion of courses.

11.3 There is a need for an Extended Schools Co-ordinator type role working across a family of schools to co-ordinate and organise adult education/family learning provision, with a more local worker involved in recruitment and on going support, located in each primary school who can develop good relationships with parents.

11.4 The work needs to be co-ordinated in schools through inclusion managers/teams who can help target vulnerable and hard to reach children and families /learners and refer on to the specific activities and provisions.

11.5 Schools can establish different areas of expertise in adult education provision. For example, Owlerbrook is leading the way on Child Care, St Catherine's provides higher level courses (GCSE, HLTA).

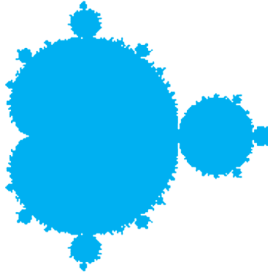
- 11.6 Breakfast, after school and holiday provisions need to be assimilated into the Extended Schools offer and schools consider how best to continue to fund these services using existing School Revenue Budgets, and explore other sources of external funding.
- 11.7 The Language Learning Programme can be sustained where its development has been linked to a Modern Foreign Language strategy. Elsewhere, the community language learning provisions are likely to be optional through after school clubs and Study Support.
- 11.8 Schools should give consideration to their overall strategy and funding arrangements for language development and parent partnerships to ensure that the legacy of the BLTAs may be invested in the schools to promote accelerated learning and parental involvement.

12 Lessons for the future and future needs

- 12.1 It takes time to develop the vision, thinking time and planning time is crucial.
- 12.2 CEC's could have worked together more to deliver a better co-ordinated programme but lacked an overall manager who could give the time.
- 12.3 How to engage dads and lads, still remains a community and school issue. Although more men have been brought on board e.g. by allowing women to attend classes because they are regarded as a safe and trusted place to come to.
- 12.4 The needs of vulnerable children are multi-faceted and now require a more targeted strategy than the original Advancing Together Programme. The AT programme addressed particular needs, but did not yield a cohesive approach which would enable intervention strands to be combined to deliver particular support packages to children. Few individual children have accessed more than two of the AT interventions. It is recommended that a Family Mentor Link Worker role, which could focus on particular risk factors, and support and mentor children and family members, signposting them into provisions, would build greater resilience, and help 'close the gap'. This role could enable good quality parenting to be exemplified as shown to be effective through the research of Charles Desforges: 'The Impact of Parental Involvement, Parental Support and Family Education on Pupil Achievement and Adjustment.' Professor Charles Desforges and Alberto Abouchaar, 2003.
- 12.5 Primary Schools would like future funding to be more geared towards individual needs of their school and be able to submit more flexible

funding bids which suit their priorities for supporting vulnerable children and their families. This would need close monitoring, with evaluation a requirement.

- 12.6 The needs of African Caribbean pupils, Black African and Multiple Heritage children need be better understood and addressed to prevent them falling further behind. So too are the needs of a section of the White British, and Eastern European population. Clear criteria that identifies vulnerability/risk, based on school performance and social factors would help direct a more effective approach for these children.
- 12.7 It is suggested that there is a need for more consultancy support to the Family of Schools to act as a non- judgmental enabler and help the schools focus on how the curriculum can be taught more effectively. The work could explore successful and unsuccessful interventions and how the good practice can be shared and transplanted across the schools.
- 12.8. There are ongoing issues for the Service District as it pushes forward; not all schools feel equally informed or involved. Strategy appears slow to develop and communication is reported by some schools as poor, with few opportunities to contribute to the discussion. BNDfC needs to be actively involved in this progressive development, contributing to the debate and providing evaluative feedback on the work it is funding as a pilot for multi -agency working and commissioning .



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**Burngreave New Deal for
Communities:
Performance Evaluation**

**Section Six Part Two:
Study Support Evaluation and
Service User Views**

By

**David Howard
Consilient Consulting**

1. Background to Study Support

- 1.1 After School Study Support is identified as: 'all activity before and after school, and during school holidays, which is designed to have an impact on motivation, self esteem and pupil achievement' , this may take the form of formal studies, social, sporting or recreational activities. Significant funding and other forms of support have been made available since 1998 to schools, youth, sports and other organisations to extend and enhance opportunities for out of school hours learning.
- 1.2 In Burngreave, Study Support in the Consortium has developed around the 'Supplementary Schools' idea which have been developed and promoted by concerned parents from the main minority ethnic communities who aspired to combat poor achievement. Nationally, the picture shows there are many similar programmes frequently funded through regeneration monies.
- 1.3 Talks to develop the consortium were led by BNDfC in an effort to get the small groups together to look at ways of sharing common goals and practice and access funding. It is reported by those involved in co-ordinating groups and by the CYPD, that progress has been considerable. All groups now run on similar principles –9 hours teaching a week, targeting the core curriculum of maths, literacy and science, and with procedures in place to ensure national standards are being addressed.

2 Context and scope of the evaluation

- 2.1 This evaluation aims to update the progress made since the Interim Evaluation of the Burngreave Community Study Support Consortium carried out by Anita de Brouwer for the Children and Young People's Directorate in February 2006.
- 2.2 Does Study Support contribute to 'Closing the gap' in Burngreave ? Informative performance data has already been collected and analysed by the CYPD through the work of Abdi and Jeremy Hamm which relates to the BNDfC area in particular, and with comparisons across the City as a whole. This data and report is available and should be read in conjunction with this evaluation.
- 2.3 Underpinning the work of the Consortium and the evaluation is the research carried out by John Macbeath - 'The Impact of Study Support: A study into the effects of participation in out - of - school hours learning on the academic attainment, attitudes and attendance of secondary school students. ' June 2001. This work developed three Key Findings:

- Pupils who participate in study support do better than would have been predicted from baseline measures in academic attainment, attitudes to school and attendance at school than students who do not participate.
- The effects are large, an average of 3 ½ grades or one more A-C pass at GCSE.
- Study Support appears especially effective for students from minority ethnic communities and, to a lesser extent for students eligible for free school meals.

2.4 As part of this evaluation a further area of work was recommended, agreed and commissioned by BNDfC with CYPD to provide anonymised contextual and social vulnerability data for BNDfC students engaged with study support to help identify the key characteristics of students who attend study support and to compare this with a cohort of non study support BNDfC students. Criteria to be identified includes FSM, school exclusions, unauthorised absence, % school attendance. Data sets for this work have now been achieved and reports will become available via the CYPD.

3 Impact and outcomes of the Study Support Programme

3.1 In Sheffield, City wide data provided by CYPD confirms the national picture that it does improve pupil achievement. The figures for Burngreave pupils are quite low numbers and percentages can give a distorted picture. Broadly speaking, BNDfC pupils who attend study support do better at SATs and GCSE achieving better than the average City results at GCSE. There is significantly improved performance by pupils at KS2 SATs compared to pupils not on the programme in BNDfC primary schools. These results exceed those found by John Macbeath in his research. Those pupils that do not attend Study Support do significantly worse and are below the City average.

2006 GCSE	Pupils	Estimated no of A*-C	Actual No of A*-C	Diff
Sheffield	5502	4.9	4.6	-0.3
BNDfC	131	3.9	4.0	+0.1
BNDfC Study Support	22	5.2	6.5	+1.3
BNDfC no Study Support	109	3.6	3.5	-0.1

Evidence of Impact –Primary KS2 SATs 2006

% at level 4+	Study Support	No Study Support	All BNDfC	CITY
English	56%	46%	49%	71%
Maths	58%	42%	48%	70%
Science	61%	49%	51%	81%

- 3.2 Much of the accessible impact data on Study Support relates to measurable pupil performance. It is much harder to measure the social and emotional impact on pupils of increased self esteem and increased resilience to prevent involvement with drugs, crime, anti-social behaviour and teen-age pregnancy. All of these are anecdotally reported to be positively influenced by Study Support activity.
- 3.3 The programme has been driven mainly by parents who are involved in co-ordinating the groups. The four main groups are well established and working towards nationally agreed standards and the Study Support Code of Practice. The Consortium manager is purposeful and clear about what is needed to ensure delivery of quality provisions to young people and action plans have been produced. This work is being supported by the CYPD.
- 3.4 Currently the programme is attracting good numbers and most groups are operating to capacity, some groups operate waiting lists.
- 3.5 Firs Hill has established particularly positive relationships with Reach High Two run by the Kashmiri Education Trust and hosts the Study Group on a daily basis. Although there are now concerns that pressure from school staff and governors may mean a new venue will have to be found. Pye Bank has established links with Somali Education Breakthrough through the Language Learning Tutor who held weekly homework sessions for some Somali pupils. Parkwood is reported to have a good link with the Somali run IT-CSSS group and the head teacher has visited the centre and talked to parents about school targets. Fir Vale has good links with Yemeni led BSSSP group.
- 3.6 Some of the relationships between the local BNDfC primary schools and the Study Support programme could be regarded as 'tenuous'. Comments from these mainstream schools suggest concerns over teaching methods and competency, long hours of study and a general lack of understanding for the Consortium's objectives. These mainstream schools appear to be largely isolated from the Consortium's work despite efforts made by the individual Study Group Co-ordinators to forge stronger links. Schools respond that there is limited time capacity to make the links and saw this as a role for the 'Language Learning' teachers, which has been problematic.
- 3.7 There has been a recent meeting, which brought together school representatives, the Consortium manager and co-ordinators, the CYPD adviser for Study Support and the Director of the Children and Young People's Services. This high profile event is reported to have been positive about working together more effectively and the CYPD committed £60,000 for 2007-8. It was also agreed to explore the possibility of schools providing more resources, loaning teachers and sharing pupil data. It was made clear to the groups that schools

and LA will not plug the gap when BNDfC money ends. Further meetings will be needed to maintain focus and bring positive change.

- 3.8 Children have been consulted and speak of feeling more comfortable and secure in their own community groups, whereas in school they often feel defensive, having to stand up for themselves all the time. At the groups they feel more relaxed and can 'get on and learn'. They report that there is good opportunity for one to one support from tutors which rarely happens in school. They also feel confident to ask for particular help and know they will be given the support they need. Most of the young people are highly motivated and understand that they are there to help improve their grades and exam success rate.

'It's better than school, more relaxed, teachers are friendlier, helpful and will listen and offer one to one help, particularly over things like maths, we would like longer hours here' Yemeni student at BASSSP

'We would like to do additional subjects like – Leisure and tourism, PE, sports, resistant materials, languages like French, IT, science experiments.' Student at Reach High Two

4 Targeting

- 4.1 Pupils who attend Study Support do so voluntarily because they want to improve their grades, make friends, or possibly comply with parental wishes.

'I want to do better in my SATs and the teachers really help you here, they have more time for individual help than at school.' Pupil at Reach High 2

'We come because we want to, it keeps us off the streets and out of trouble.' Pupil at BASSSP.

- 4.2 Those pupils that do not go to study support do not do as well generally- there is evidence data for KS2 SATs and GCSE results. If schools had closer links with the study support programme they could identify young people early and encourage them into the programme. Some study groups do receive referrals from schools and report they always give these young people priority places.

- 4.3 In 2006 there were 131 students in Y11 in BNDfC schools, only 22 regularly went to Study Support. In the BNDfC Primary schools in 2005, 387 out of 688 BME children were at <level 4 English (56.3%) Clearly there is great potential for targeting children for Study Support if the links with schools were better established and mechanisms were in place for recommending and supporting referrals for vulnerable children into the programme. This could be

particularly effective if the study support was located at the same school and there were home- school link workers who could engage with the young people, their families and the Consortium.

- 4.4 The vulnerability data obtained by CYPD on students participating in Study Support will enable more knowledge of the characteristics of Study Support pupils to be known and could be used by schools to work co-operatively with the Consortium in targeting pupils and raising pupil achievement.

5 Sustainability

- 5.1 The Study Support Consortium is expensive to run and each of the groups realises it cannot survive without funding on a level with current BNDfC/CYPD commitments. They are being encouraged to consider some difficult choices to address the funding issues. It is being suggested that groups rationalise and target specific groups of pupils over particular periods, e.g. GCSE exam revision, SATs. The current five day provision could be reduced to or two/three days instead. Savings can be made over provision of food, and it may be appropriate to introduce a nominal charge e.g. £1 per session, all of which would help address the difficulties and give a clearer focus .
- 5.2 The CYPD through their Study Support Adviser are pursuing 3 themes at present with the Consortium :
 - How to reduce the running costs of the groups.
 - How to work more effectively with schools
 - Exploration of other funding streams.
- 5.3 After School Study Support money which has been historically maintained centrally is going to be delegated to schools who may then choose to invest in their own choice of providers. Currently there is little confidence within the Study Support groups, that they will be agreed providers.
- 5.4 Another way forward may be through the Personalised Learning Agenda and Children's Voices. The Study Support groups are clearly enabling young people to take responsibility for their own learning and self evaluate their own learning needs. They have also been involved with the elections for the local Youth Council and young people from some of the groups have been elected.

6 Other Key Issues

- 6.1 Much has been achieved for students by the Consortium but the links between mainstream schools and Study Support need considerably strengthening. This was identified in the Interim Report and much still remains to be achieved here. Commitments need to

be sought that all parties work to build more cohesion that will benefit pupils. John MacBeath identified key elements which serve to strengthen study support's effectiveness, in particular he draws attention to:

- Study Support being seen as having a vital part to play in a whole school approach to raising achievement.
- The need for the active support of the head teacher and/or senior management
- The need for a Study Support Co-ordinator in school who plays a pro-active role in the development and monitoring of provision.

6.2 Schools with weaker links must take responsibility and ownership for improving their relationship with this community provision which is run by highly motivated community co-ordinators, and complements the work they do. Schools need to become more involved in consultation over curriculum and methods taught, as well as making referrals. Phase Leaders in Primary Schools would be well placed to help develop this interface. There are clearly areas of misunderstanding, lack of information and lack of confidence which must be overcome. There are examples however where good progress has been made and this should not be underestimated. In addition, there are examples like Firs Hill Primary where good progress has been made and this should not be underestimated.

6.3 There needs to be a broadening of the curriculum base to embrace the Every Child Matters Agenda in a more holistic way and is agreed by the BNDfC board. There may be the possibility of accessing funding from Youth provision, and doing some joint work with Streetworx. This could help broaden the curriculum base with more emphasis on personal, social and emotional development and draw in more young people at risk of disengagement. E.g. supporting young people between finishing school and starting a college place – a number of young people are reported to opt out during this period finding ready money in poor jobs and giving up their future career aspirations.

6.4 Consideration needs to be given to integrating a targeted approach which could be more effective in 'closing the gap.' for those children not yet engaged with study support and who could be particularly vulnerable to underachievement. It appears to be particularly effective at helping the 'middle band' of young people achieve, although further analysis of student data is needed and is ongoing with the Data Analysis Team. These students attend voluntarily and do so for a variety of reasons- to be with similar peer group/ethnic group, to improve their school performance, make new friends and engage in enjoyable activities. Most appear to be highly motivated with strong parental concern for learning with a broad impact on aspirations for the community as a whole.

- 6.5 Some particular groups are underrepresented in Study Support: Multiple Heritage and Black Caribbean; White British, and increasingly White European. The specific needs of these communities need to be considered as part of any Study Support Strategy in Burngreave.
- 6.6 For the least engaged young people, study support that is linked so intensively to the national curriculum will not be the best option. Young people simply will not go unless they are motivated to do so. However, if linked to a more varied innovative youth programme that embraces the Every Child Matters agenda and provides sustained involvement with particular hard to reach young people, could help re-engage the educationally marginalised and improve their achievement potential.
- 6.7 A coherent all inclusive Study Support Strategy for Burngreave which brings together main stakeholders has a key role to play in shaping the Extended Schools wrap around services core offer for families and young people in the BNDfC area .

7 Young People's Study Support Conference

7.1 Thursday 12 April 2007 Focus group consisting of 10 girls of secondary age from Somali, Yemeni and Pakistani communities.

- Session attended by Ian Clifford and Davida Howard. Previous focus group sessions carried out a year ago.
- Recent batch of questionnaires received from the Study Groups – wide ranging questions about what they liked, what they did not like and what they would like to see change to make it better. This was the basis for the discussion.
- The BNDfC money is quite specific that it is to do maths, science and English. Each of the study groups offer all three subjects per session, about 45 mins per session, with short breaks for a healthy snack.
- The young people liked IT work with computers although the Somali group said they were not allowed to use the computers although they were in the room. Other likes – chatting and meeting friends from different schools, good to mix and get to know others.
- Would like more choice of subjects e.g. art, geography, history, some sport like trampolining and swimming, trips and activity sessions.
- Where both primary and secondary children are on the same site at the same time there are some issues about the younger children being 'bullied or teased'
- Broadly speaking the young people welcomed mixed groups of students, although this rarely happens in practice except on trips. The Somali and Yemeni girls sat very separately during the discussion and clearly did not realise there were study groups for different ethnic groupings. The Yemeni groups seem to attract a mixed ethnic range of students especially for exam revision, the Somali groups seemed more specific. Parents don't like boys and girls mixing – particularly for swimming. Somali girls wanted to do things that the boys were allowed to do, but they were not, for example sessions on the pool table.
- It would help to publicise the Study Groups to attract a broader range of participants.
- What about involving white community? They are not involved in Study Support and might like to be and could benefit as they are

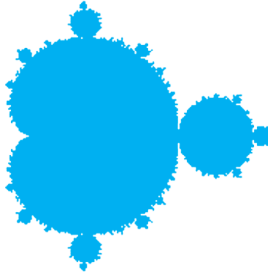
the least well performing group (along with mixed heritage and Caribbean). The group would like to welcome white students.

- Study Support was seen as 'better than school' more relaxed, teachers friendlier, helpful, will listen and offer one to one help, particularly over things like maths. Some children would like longer hours.
- A few problems with students who mess about and teachers who have to get cross with these students – spoil it for the rest – but not seen as a major problem.
- Somali girls reported lack of space and being too crowded with nowhere to go when they had a break. They were also concerned about safety issues, doors locked to keep undesirables out– no where safe outside.
- Reasons people come to Study Support – to get good GCSE's, improve my maths results, because my parents make me, because of friends.
- Why don't some young people come? Many Pakistani children go to Mosques school after ordinary school. Some young people don't want to learn and they get no encouragement from their parents. Might get more young people if there was offer of free food!
- Schools attended Parkwood, King Edwards, King Ecgberts, Fir Vale, New Field, Abbeydale Grange. Primary schools – Byron Wood, Hatfield, Firshill and two others. Few from Pye bank.
- Abbeydale Grange and High Storrs make a financial contribution as they recognise the benefits that Study Support can bring to results. None of the BNDfC Schools currently make a financial contribution.

8 Reach High Two Focus Group 20 April 2007-04-24

Secondary Children discussion:

- A mixed group of eight students Y8-Y11. King Edwards, Fir Vale and High Storrs. Meet 4 –7 daily and 11-2.00 on Sat and Sun
- We come to help improve learning, improve chances for GCSE's, help with revision. Help us improve our grades.
- It's different to school – more relaxed, can chill, get free food.
- Teachers here are more approachable than school.
- Flexible studies – can choose topics
- We know where we struggle and can ask for help and get one to one support – better than school. It makes us feel better about our work.
- We would like to do additional subjects like – Leisure and tourism, PE, sports, resistant materials, languages like French, IT, science experiments.
- We come because we want to – keeps us off the streets, keep out of trouble, get better grades and better opportunities for jobs, keeps us learning
- Not happy that the current accommodation in Firs Hill is being terminated by Head under pressure from teachers and governors because of allegations that school property has been meddled with. Young people say they are easily blamed, but it's not them.
- Some of the primary children play ball games and get in the way and can lead to problems and allegations they are bullying younger kids.
- Would like more trips etc – Streetworx have offered to do some joint work for example to take kids on trips to reward good attendance.
- Would like mixed trips with other Study Groups.



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**Burngreave New Deal for
Communities:
Performance Evaluation**

**Section Six Part Three:
Streetworx**

By

**Maggie McManamon
Consilient Consulting**

1 Background

The funding for the Streetworx project was approved in April 2005. It was agreed that the project would develop in two phases. The first phase involved co-ordination and support across the Burngreave youth sector and the second phase the development of detached youth work. The project manager, Zain Abdulla, was not appointed until September 2005 and a reorganisation of District Youth Manager responsibilities led to Vernon Collymore coming into post in March 2006. As a result the delivery of phase 1 was extended, with board approval, and the project moved to phase 2 in June 2006.

2 Phase 1 (September 2005 – June 2006)

2.1 Impact

2.1.2 A shadow youth council of 30 young people was formed by Streetworx in the spring of 2006. The members of the shadow board reflected the ethnic balance of the area and there was a good gender balance. The shadow board decided the type of representation they wanted, how the council would operate and developed roles and responsibilities. The shadow council decided that the youth council should be formally elected and was responsible for setting the framework for the Burngreave Youth Council (BYC) which would be elected later in the year.

2.1.3 A Drugs and substance misuse course was delivered to 20 young people a training programme was delivered for young people on the Every Child Matters outcomes and fitness and self-defence taster sessions were delivered in partnership with Ellesmere Youth Project.

2.1.4 A Youth Implementation Group (YIG) was formed, terms of reference and priority tasks were developed. The key stakeholders to this group were identified and agreement reached to broaden the membership to include representation from all relevant providers and professionals.

2.1.5 A Directory of youth provision was developed and published.

2.1.6 Joint working and joint activities were delivered in partnership with other local providers.

2.2 Targeting

Phase 1 of the project was concerned primarily with coordination and support across the youth providers in Burngreave, publicising the project, gaining representation for the Youth Council and delivering holiday activities. Therefore, this phase of work focussed on developing the structures that needed to be in place to allow targeted

work to begin when the detached workers were appointed in phase 2.

2.3 Outcomes

There was underperformance on all core targets except the number of young people engaged in diversionary projects which was forecast at 12 and 37 young people were engaged and also in supporting community groups where 5 groups were supported instead of the 4 groups forecast. However, the targets set in the original bid were determined on the basis that the detached workers would be in post by December 2005 and were not revised in relation to the delays in completing phase 1.

2.4 Sustainability

An audit of the training needs of local youth providers was undertaken leading to the development of a training programme for providers. A training course on Crisis Prevention was delivered during Phase 1. Fourteen providers completed the nationally accredited modules.

2.5 Discussion

2.5.1 Vernon Collymore (District Youth Manager and the accountable manager for the Streetworx Project) and Zain Abdulla (project manager) both came into post after the initial funding bid for the project had been negotiated. They are aware that there has been some frustration on the part of the board in terms of the progress of the work of the project. In part, this is explained by a lack of clarity of expectations between Streetworx and BNDfC. There is also a sense from Streetworx that the needs of the area had changed between the initial bid being prepared and the context in which they found themselves working. Some underperformance is acknowledged. However, the delivery of the project in two phases and the delays caused by the project manager coming into post later than anticipated was not accompanied by a revision of the outputs, which were determined for the project when it was fully staffed and fully operational.

2.5.2 There was also a lack of clarity about the formation of the Youth Council. Streetworx believed that the initial work to form the Youth Council would be undertaken by the BNDfC engagement team and that Streetworx would pick this work up in phase 2, however, it became clear late in phase 1 that the board expected Streetworx to undertake this work and were frustrated at lack of progress.

- 2.5.3 These misunderstandings are not helpful to the board or Streetworx, a clearer specification for the deliverables and outcomes of the project needs to be negotiated, this will provide a framework for the board to track progress against the work that has been contracted with Streetworx

3 Phase 2 (June 2006 – present)

3.1 Impact

3.1.1 The Youth Council

- 3.1.2 The shadow council was involved in setting up the publicity arrangements and for ensuring the involvement of young people in the elections for the Youth Council. Six community events attracting 200 young people were held to recruit young people and to publicise the Youth Council and the Streetworx project. A further 400 responses were received to questionnaires used to support the development of the Youth Council and the direction of their work. The shadow council were responsible for moving forward the aspiration for young people 'having a voice' into a reality by providing a physical structure and getting young people to engage with it.

- 3.1.3 Streetworx supported the shadow group during the elections by arranging for the candidates to visit all schools and youth provision in the area, supporting the publicity arrangements and collecting voting papers. In total 2000 young people were contacted and 700 votes cast (this is compared to 1500 for the whole city in the UK Youth Parliament elections).

- 3.1.4 The youth council are supported by the Streetworx staff and they have been offered guidance in determining objectives and arranging training. The elected BYC members made a commitment to meet on a monthly basis. However, the BYC have recognised the need to meet more frequently and are currently meeting every week.

- 3.1.5 The Youth Council have acted as a focus group for the YIG in developing the draft Burngreave youth strategy for the group.

- 3.1.6 Contact has been made with other Youth Councils to learn more about how they operate and the difficulties that have been overcome. The relationship with the Barnsley Youth Council was particularly successful as the BYC learned from the experiences of young people in Barnsley and were able to offer support in helping this youth council develop a strategy for black and minority ethnic young people.

3.1.7 The Youth Council have been supported in preparing for a public meeting of the residents forum where they acted as a panel and responded to questions from the floor. They have also sent a written response to the Area Panel about a proposal to demolish the pavilion in Osgathorpe park and presented their views at a public meeting of the Area Panel. Following this consultation exercise the local councillors rejected the proposal to demolish the pavilion.

3.1.8 The Shadow Board were involved in the selection of the Service District manager. Youth representation has also been requested on the BNDfC board, the Service District board, the Area Panel and approaches have been made from Health. The group are considering how they should respond to these requests, as they are aware that they need training which is scheduled to take place in the summer. The training programme will draw on national packages, such as 'Hear by Right' produced by the National Youth Association. The BYC are also keen to negotiate the support and preparations that boards plan to make to maximise their involvement. The city council's participation standards are likely to be used to facilitate these negotiations and Streetworx need to give priority to moving this work forward.

3.1.9 A Youth conference will take place in the autumn.

3.1.10 A website, email address and office space are being developed to increase the Youth Councils accessibility and communication with all young people in the area. There will also be regular visits to schools councils, youth groups and accompanying detached youth workers to stay in touch with young people and their issues.

3.2 The detached workers

3.2.1 The staff team is now complete with two full time and four part time detached workers having been recruited. Five of the workers came into post in November or December and the sixth has just been recruited. All of the workers who are currently in post grew up in Burngreave, understand the issues facing young people and are passionate, ambitious and determined to make a difference to the lives of young people in the area. The Streetworx managers are committed to ensuring that the detached workers have plans in place for their continuous professional development and to equip them in progressing to formal professional qualification. The two full time staff are employed on a trainee basis and therefore professional training is integral to their employment.

3.2.2 The detached youth workers have received appropriate induction and a full and appropriate training package. All of

the detached workers who are currently in post have undertaken an Introduction to Youth Work course, Child Protection training, Crisis Intervention training, Drug Awareness training and have been trained in the use of the Sheffield Futures management information system. Two of the detached workers will undertake a course to become drug awareness trainers which will equip them with the skills to be able to deliver drug awareness training on the streets and within local youth provision.

- 3.2.3 Regular weekly team meetings are held and there is evidence of inclusive planning arrangements which have contributed to a strong team approach and an understanding of staff roles and responsibilities.
- 3.2.4 The health and safety training and safe working practices, in relation to working on the streets, have been put in place and are understood by the workers. Basic self defence training has been delivered to the detached workers.
- 3.2.5 The detached workers demonstrated an understanding of the importance of making contact with the young people who are hardest to reach, who are at risk of disengaging from education or are not engaged in constructive activity. They also understand their role in encouraging these young people into local or citywide provision. The detached workers are able to identify 'hot spots'. These are in terms of the locations where young people meet and in relation to the activities they engage in which may put them at risk of engaging in anti social behaviour, crime or drugs misuse. Through their work on the streets the detached workers have been successful in engaging young people to help plan and deliver the Festive Party, half term activities and a successful and well attended Street Jam held at the Young People's Festival. The detached workers report that these young people would never have become involved without the personal contact and support of the detached service.
- 3.2.6 The detached workers understand the importance of delivering their work within the ECM outcomes and the importance of engaging key partners to deliver these outcomes. They have made a good start in engaging with schools and the Connexions Service and have undertaken work in partnership with Parkwood School with a group of young women who are at risk of sexual exploitation. Healthy living has been promoted through running cookery sessions and the formation of a football team.
- 3.2.7 A Youth Fashion Show will take place in June to broaden understanding and appreciation about the styles of clothing

worn by young people from all sections of the community and to support the promotion of community cohesion.

- 3.2.8 Dates have been fixed for boxing and dance sessions for young men and young women in response to requests from local young people and these courses will lead to accreditation.

3.3 The Youth Implementation Group (YIG)

- 3.3.1 The YIG developed from a group formed by BNDfC to support projects receiving funding for youth provision and Streetworx took over responsibility for coordinating this group last year. Aims and objectives have been developed and the membership has broadened to include the police, the Area Panel Coordinator, Connexions, sports development, the scouts. Negotiations are taking place to include Street Wardens. One of the purposes of the YIG is to act as the strategic group for the development, co-ordination and delivery of youth provision in Burngreave. The group also provides opportunities for information sharing, networking, planning joint work and developing training. A draft Youth Strategy for Burngreave has been in place for some time but is yet to be agreed because of lack of adequate representation of key partners at the meetings.

- 3.3.2 There appears to be concern from some stakeholders that the terms of reference of the group are not clear. Streetworx provides co-ordination and support for the group and sets the agenda for the meetings. An increased focus on strategic development would be welcomed by some whereas other participants are most interested in capitalising on opportunities to network and gain information about developments in the area. There appears to be a need for the group members to be given the opportunity to gain more ownership of the group and to determine the most effective meeting structure to achieve the objectives. Whilst the group is considered to have enormous potential for partnership working, creativity in developing provision, supporting bids for joint funding and advocacy for young people some members have expressed a fear that people are starting to disengage because this potential is not being translated into tangible actions. In order for the group to develop strategic capacity, it needs a chair that can devote time and energy to making the group work and to develop a more effective communication with those stakeholders who do not have the capacity to attend.

3.3.3 Vernon Collymore is involved in the Brightside and Shiregreen area wide Neighbourhood Action Group (NAG). The NAG is led by the police and has a community safety agenda. The group is a forum for dealing with issues of crime, anti social behaviour, promoting a positive focus on education and participation, and for picking up intelligence about these issues in the area. A sub group to address the needs of young people has been set up very recently and Zain Abdulla has been invited to attend. As the sub group develops there will be the need to consider the relationship between and any duplication in the work of these two groups.

4 Targeting

There is evidence that Streetworx are committed to targeting work through the delivery plan, work with schools, the development of a NEET drop in and in the work-plans of the detached workers. Considerable work was targeted during the summer months at young people identifies as at risk of not becoming engaged in employment, education or training. Streetworx supported colleagues from Sheffield Futures including undertaking home visits with the hardest to engage. Burngreave has been identified as having made a significant impact in reducing the numbers of young people in this group compared to other parts of the city.

5 Outcomes

There was underachievement in core outcomes with the exception of community groups supported, which was on target and number of young people engaged in diversionary activities which was forecast at 48 and was actually 1543. This was largely due to attendance at large events and activity to promote the Youth Council elections. Again these figures need to be considered in the context that the detached workers only became fully operational from February 2007. The monitoring returns for quarter 1 of financial year 2007-2008 are not yet available but should show a more realistic picture of the performance of the project since it has become fully operational.

6 Sustainability

Courses have been delivered to support the sustainability of local providers in Health and Safety, Sexual Health, the Governance of Voluntary groups and mini bus driving.

7 Service User feedback

- 7.1 Members of the youth council spoke positively about the support and help they had received from Zain Abdulla and the detached workers. They valued practical and financial support and advice but also valued being supported to make their own decisions and set their own priorities and agenda. The group members said that they have developed significantly in confidence, in learning to present themselves professionally in meetings, in drafting responses to issues, in using publicity and in their contacts with other groups of young people. They realise they need further training before formally representing young people on boards and this has been arranged. They are also keen to talk to boards about the adjustments that will be made to ensure effective participation of the young people.
- 7.2 The YP Led project which is about to open with funding from BNDfC and in partnership with Streetworx, Connexions and Apprenticeships For All. Office space has been acquired on Verdon Street and a service will be offered during office hours by partner organisations and volunteers, although it is hoped that opening hours will be extended in the future and that funding can be attracted for paid staff. The services will be available to all young people aged 13 or older but will be targeted at young people aged 16-25 who are unemployed or wanting to become involved in training or education. However, the project also aims to address barriers that may exist to young people becoming involved in education, training or employment so there will be advice and support on a range of issues and free internet access to enable young people to access information about opportunities that are available. It is hoped that the project will also help young people to develop the skills and qualifications to gain employment in the community. YP Led value the support they have received from Streetworx and a detached worker in setting up the project and is confident that this support will continue.
- 7.3 One young man who had recently moved to the area spoke positively about the support he had received from a detached worker. He moved here from another city and wanted to continue the training he had been involved with prior to moving. He noticed the Connexions sign at the offices and called in to ask for advice. The detached worker arranged for him to speak to someone about educational and training opportunities, showed him round the area and told him of the groups and activities available, helped him prepare a CV and supported him in contacting the college. He is now actively involved in training and the detached worker has kept in contact to ensure he is progressing without any difficulty. This young man really valued the support he had received and reflected that it would have taken him much longer to get enrolled at college without help as he did not know the city of where to go for information advice and support.

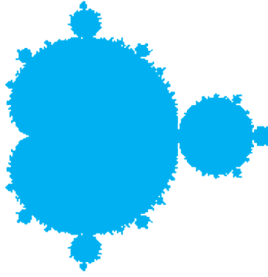
8 Recommendations / Challenges for the Future

Streetworx project is now at a point where the structures are in place to deliver effectively and to co-ordinate youth support in Burngreave. The Youth Council, the YIG and the detached workers represent huge potential to improve the availability, sustainability and range of provision in the area. In order for this potential to be realised, for the board to be confident that progress is being made and that any under performance is being managed a range of recommendations are made.

- 8.1 It is vital that a shared and formal agreement is developed in relation to the expectations of the Streetworx project with BNDfC. The expectations and the deliverables should be clearly stated and should be SMART(specific, measurable, achievable, realistic and time bound. The delivery plan produced by Streetworx provides a useful starting point for this piece of work. A final document should be agreed by the board following appropriate consultation with the YIG, the Youth Council, Sheffield Futures and the area panel. The plan should embrace the objectives of BNDfC, the ECM outcomes and supporting the development of more integrated youth support as outline in Youth Matters.
- 8.2 Once agreed, this document should replace all previous plans and progress should be monitored with a clear process agreed for dealing with slippage or underperformance. The board should receive quarterly reports of progress and the board should also agree a process for taking up any issues, should they arise, with Sheffield Futures.
- 8.3 Streetworx and BNDfC should review the outputs for the project and develop a management information system that differentiates different levels of contact and outcomes. Sheffield Futures have a system that is likely to be helpful and could be adopted or adapted. BNDfC and Streetworx may wish to agree the proportion of contacts that should take place at each level. This process could be supported by the Youth Service management information system, which was reported in the recent Ofsted Youth Service inspection as enabling workers to provide accurate statistical information and to capture more evaluative evidence.
- 8.4 A young people friendly version of the plan should be produced in partnership with the Youth Council and circulated to all young people, partners and stakeholders. Similarly, progress updates should be widely publicised.
- 8.5 The YIG should determine the stakeholders to the local strategy and consult them about the terms of reference for the group and the

Youth Strategy. This consultation should include Schools, colleges and training providers, health, CAMHS, Youth offending services, Children's Services, services for young people with disabilities, the Police, Connexions, Education Welfare and voluntary, faith and uniformed organisations.

- 8.6 The YIG needs to maintain a strategic role, continue to provide networking opportunities and maximise the contributions of broader stakeholders. It may not be possible to deliver all of these functions through a single meeting structure. An opportunity needs to be given to group members to explore ways of improving the impact and of the group and in gaining more ownership in identifying and supporting the delivery of the objectives.
- 8.7 The BYC is at an early stage in its development but there is massive potential to support this energetic and committed group of young people to place young people's influence and participation at the heart of the development of activity in the area. The residential training course planned in the summer is an opportunity for this group to tailor nationally produced training materials to support the translation of the objectives into a firm statement of what they will offer to young people and other stakeholders in the area. This coupled with the development of the Youth Council website and other communication activity will ensure that the expectations of the council are realistic and linked to their capacity to deliver. The contact between the BYC and the chair of the board and the chief executive of BNDfC was welcomed by the BYC who have stated that most of the activity in Burngreave that is perceived as being helpful has been funded by BNDfC.
- 8.8 It is, therefore, vital that the BYC return from their residential in a position to begin the process of engaging with decision making structures including BNDfC. The decision making structures also need to identify the nature of BYC involvement and the support and adjustments that need to be made to ensure the young people's involvement is effective. Streetworx have a key role in driving this work forward.
- 8.9 As strategic lead for the youth strategy the Streetworx project needs to continue to develop relationships with schools, colleges and the Connexions Service to identify young people who are excluded or at risk of disengaging from education and in developing strategies to engage them with positive activities. This priority is recognised in the Streetworx delivery plan for 2007-2008.
- 9.0 Streetworx and the YIG should review their communications activity to ensure that there is a clear local understanding of their role and regular updates on progress and activities. The Streetworx project should appear on the Sheffield Futures website.



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**Burngreave New Deal for
Communities:
Performance Evaluation**

**Section Six Part Four:
Ellesmere Youth Project**

By

**Maggie McManamon
Consilient Consulting**

1 Background

1.1 Ellesmere Youth Project is a small Voluntary organisation, which has been working in Ellesmere and Carwood for ten years. Funding of £48,813 was allocated by BNDfC for a three-year period to expand the scope of the project. Since 2006 three part time staff and a small number of volunteers have provide detached and centre based work to young people.

2 Impact

The project has been able to report good evidence of impact. In addition to the direct work outlined below, the Project Co-ordinator currently acts as chair of the Youth Implementation Group and the project works in partnership with All Saints Youth Centre, Streetworx and the Furnival project.

3 Detached work

- 3.1 The project has provided detached work three evenings a week in Ellesmere with young people aged 10-19 years. Additional sessions were offered in school holidays sometimes in partnership with other youth providers. The project works with numerous young people on the streets and reports the following specific successes:
- 3.2 Working in partnership with All Saints Youth Centre, which was substantially underused, the detached youth workers were able to act as a bridge for the young people to attract them into the centre. They did this by accompanying the young people to the centre and jointly running the sessions with the youth centre staff. They encouraged and supported the young people in influencing the design and delivery of activities. Some young people eventually became involved in programmes, which led to accreditation.
- 3.3 There was rising conflict on Carwood estate, in 2004, between the residents and the young people who were perceived to be causing a nuisance. In some cases, this perception was warranted but in others, it was not. The detached worker was able to use her well-developed neighbourhood contacts to mediate on behalf of the young people with local residents through the residents association. She also ensured that the young people knew their rights and encouraged them to respond positively to adults when challenged. The tenants association and local traders have become more aware of the young people's point of view and involved in offering material and financial support for constructive activities such as football and day trips.

- 3.4 Through maintaining contact with parents and carers the detached youth worker was able to gather local knowledge and target young people with particular difficulties. In one such case considerable support was given to a young person in the care of the local authority. The detached worker became such a significant and trusted professional that she was invited to the statutory reviews held by social care. The project has also offered intensive and longer term one to one support for two young people, one, as a result of parents directly requesting support.
- 3.5 The detached youth workers take information out to young people on the streets. This may be information about health issues (such as smoking, drug use and sexual health), employment and training opportunities or positive leisure and recreational activities. Over periods of time young people come to trust the detached youth workers and come to them for advice. One example is of a young man who confided that he was likely to become involved in car theft again as his friends were soon to be released from young offenders institutions. This enabled the detached worker to discuss strategies for avoiding criminal activity with the young person but also anticipate and target work on the risks of becoming involved in car crime with other local young people.
- 3.6 In the warmer months, informal football sessions attract up to twenty young people on Thursday evenings and this led to a team being entered into the 'Steel da Streets' Festival. This activity was particularly successful in attracting young people from different cultures and backgrounds and promoting social cohesion.

4 Centre Work

The detached work has allowed the youth workers to identify a real interest in and considerable talent for music, dance and performance. During 2005-2006 they were successful in attracting twelve young people aged 14 and above to a performance group. The group included the 'coolest' and the shyest of young people and after overcoming some reluctance to engage the group went on to perform and become involved in a range of community festivals and to attend performances at the theatre. The experiences raised the young people's confidence, skills and self-esteem and the group developed a strong, shared identity, which allowed them to positively challenge and change each other's perceptions about a range of issues such as behaviour and lifestyle choices. The group also promoted active citizenship and involvement in their community. The group continues to run and perform although the age range of the participants is now younger.

5 Targeting

The project are committed to working with all young people on the streets and come into contact with a wide range of young people aged 10 -19. The youth workers target their work and the times of their sessions to take into account parts of the neighbourhood where particular issues exist and when young people are most likely to be on the streets.

6 Outcomes

- 6.1 Over the three years of the project the outputs were substantially met. Slight underperformance in some areas was matched by slight over performance in other areas. Similarly, approx 90% of the allocated budget was drawn down.
- 6.2 The youth workers have maintained a strong focus on raising aspirations with the young people. They also prioritise raising cultural awareness and encourage young people to identify with good role models.

7 Sustainability

- 7.1 The project has been successful in attracting funding to continue the work from September 2007. The ending of the BNDfC funding has led to the senior youth worker being made redundant, although she has agreed to continue to work with Performance Group in a voluntary capacity. There will be a reduction in the provision of detached work and holiday work between April and September.
- 7.2 The project is aware of the need to develop a funding strategy to further support the sustainability of the work they carry out in Burngreave. To progress this an away day has been arranged with a facilitator to form an organisation called Together for Regeneration to start the process of developing this strategy.
- 7.3 The project also hopes that through the YIG and partnership working with Streetworx it will be possible to extend the range of activity in the area, which will support more young people, the delivery of Streetworx objectives and the capacity of EYP.

8 User feedback

- 8.1 A group of about twelve young people were interviewed at the Performance Group. Most of them already knew the detached workers, and had been encouraged to attend by them. They were rehearsing for a forthcoming performance and the session was highly focussed and challenging. The young people were actively and positively engaged in the session and showed a high level of

commitment to the task. The facilitator was skilled in her engagement of the young people and able to maintain interest in an activity that required constant repetition of one sequence until it was perfect.

8.2 The comments from the young people were:

‘The staff are great and really help us learn new skills’

‘I really enjoy practicing my dancing and singing - and I’m getting better at it all the time’

‘I love performing’

‘I enjoy everything about the group’

‘I don’t take part in the performances but I love to watch’

‘It would be great to have someone famous come and talk to us’

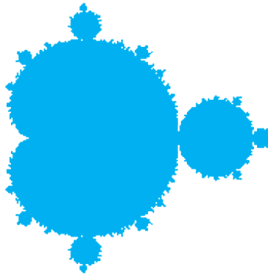
‘We would love to meet other dancers’

8.3 When asked whether they would like to send a message to the board they said to tell them ‘Thank you – and it would be great to have more things like this to do!’

9 Recommendations for the Future

9.1 The Ellesmere Youth Project is a small project with insecure funding. They have developed a strong base in the locality over the last ten years and the BDNfC funding has provided security and enabled expansion over the last three years. The youth strategy for Burngreave must address how to maximise the contribution of this, and other small projects, and how to fill short-term gaps in provision that may arise through funding shortfall.

9.2 The capacity of this project is limited by its size. However, the staff have a good understanding of the area and of how resources could be targeted to extend youth provision and outcomes for young people. For example, they recognise the potential of working more closely with excluded pupils and in tracking the progression of the young people who attend their sessions. They would also like to develop work on cultural awareness and in raising aspirations. It is vital that this knowledge is integrated into the youth strategy for the area and that the base the project has in the area is supported and developed through the Streetworx project and the Youth Implementation Group to ensure the sustainability of the work when BDNfC funding ends.



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**Burngreave New Deal for
Communities:
Performance Evaluation**

**Section Six Part Five:
The Burngreave Sports
Development Project**

By

**Brian Lawson
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1 Background Information

- 1.1 This project was evaluated by GrantEd in February 2007. In particular, the evaluation noted the high levels of provision and engagement in activities provided by the project, which continues.
- 1.2 The recommendations contained in the evaluation have been incorporated by Activity Sheffield into their revised bid for future funding which is currently being considered by the Partnership Board.
- 1.3 This evaluation concentrated on the following themes covered by the evaluation of the Children and Young People's Theme:
 - 1.3.1 Targeting of the most disadvantaged Children and Young People in Burngreave
 - 1.3.2 The current level of partnership work and integration with other projects.
 - 1.3.3 The future strategy for sustainability.
 - 1.3.4 Further work needed to develop the project.
- 1.4 Interviews were undertaken with Sarah Nickson, David Frith and Michaela Spacey.

2 Targeting the Most Disadvantaged Children and Young People

- 2.1 The project sees the provision of sports activities as part of its partnership offer to those projects primarily engaged in the targeting of disadvantaged children and young people. They provide sessions for disadvantaged young people through the Streetworx project, Ellesmere Youth Project, Study Support and through schools.
- 2.2 The new proposal for Active Burngreave would create a membership scheme, which would enable the project to identify children and young people attending sports activities.

3 Partnership Working with Schools

- 3.1 The project has undertaken further work with the Primary Schools in conjunction with the Local Schools Sports Partnership – The Arches Project in particularly the delivery of the Fundamentals Programme. A summary of the work of the Arches Project in the Burngreave Area is included at Appendix ??.
- 3.2 The partnership has enabled the Project to begin to build a coherent strategy for working with children, young people, parents and

families through the schools as part of a 5 Step Approach. There is provision in school, out of school and in the holidays.

3.3 The Project would characterise their relationship with all four Primary Schools in the area as good and would pick out the following particular points:

3.3.1 Pye Bank has the most enthusiastic approach to sports activities. They have a committed teacher who is “absolutely fantastic” who works well with the project to make sure the activities happen in School.

3.3.2 There are issues of behaviour management and discipline within the sporting activities at both Byron Wood and Firshill, which the Project works with the schools to manage.

4 Strategic Engagement Locally

The Project is strategically linked to structures within Burngreave New deal and the Service District. This promotes a joint approach both to the delivery management of the programmes and the development of facilities.

5 Engaging Parents

5.1 There is some work being done in engaging parents and this is an area for further development as part of the Active Start and Family Fun Work being undertaken with the schools and the Arches Project.

5.2 Parents are currently involved in family trips, trampolining and football.

6 Sustainability and Capacity Building

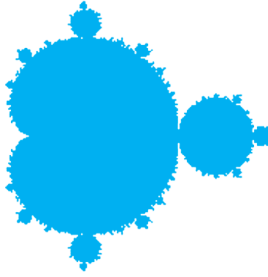
6.1 The previous evaluation recommended further work on capacity building and sustainability and this has progressed further since February 2007.

6.2 As well as having a strategy for engaging Children and Young People and their families through schools, work has also begun on qualifications and a training pathway for the young people, volunteers and parents. This is linked to the Apprenticeships for All programme and has led to employment opportunities for local people. However, there is a benefits barrier to local people taking up short-term or part-time contracts due to the disruption this often courses to benefits payments.

- 6.3 A lot of hard work has been put into establishing and running a joint football team with Canklow Estate in Rotherham this year. This has been successful despite the lack of a pitch in Burngreave and will be repeated next year. Teams are also being developed in relation to cricket and basketball. The Project also supports the development of streets sports and dance.
- 6.4 The proposal by the English Cricket Board to locate a cricket Academy at Abbeyfield Park should secure the match funding for the Active Burngreave proposal to progress.

7 Improving the Performance of the Project

- 7.1 The project needs further outdoor pitches available in the Burngreave area to develop capacity building in relation to teams and to enable people from outside the Burngreave to have the opportunity of visiting the area.
- 7.2 To support developments the project would welcome a review of roles and responsibilities in relation to capacity building and sustainability with current and potential partners. In particular, they would welcome the opportunity to support the development of further outdoor facilities in the Burngreave area.
- 7.3 The seamless nature of the integrated provision in schools and with other partners often obscures both the level of provision and general awareness of the contribution the Sports Development Programme makes as part of the New Deal Programme. A review of the communication and community engagement strategy of the programme would be helpful in ensuring that the contribution of the project is fully acknowledged.
- 7.4 The project is engaged in the Sports Sheffield 2012 Strategy. Consideration should be given to supporting the Voluntary and Community sector accessing potential support from the. An initial meeting is to be held on June 7 2007 at the Institute for Sport.
- 7.5 Thought needs to be given to developing relationships with Playing for Success who provide access to study support for vulnerable young people through the leading sporting teams in the city.



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Burngreave New Deal for Communities: Performance Evaluation

Section Six Part Six Family Support

By

**Maggie McManamon
Consilient Consulting**

1 Interview with Michael Dennis

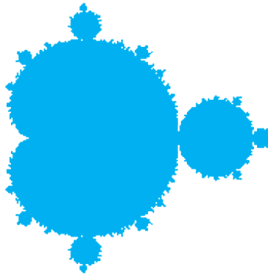
- 1.1 Between the publication of the evaluation in November 2006 and May 2007 there is not much new information to report. The evaluation was published almost at the same time as the project heard that the funding was to end. As a result the project did not become involved with new families that clearly needed longer term support. Instead they worked in partnership with Black Women's Resource Centre to offer respite care to some of the families and the Family Support workers picked up issues which they could help resolve through short term work. This arrangement has worked well and some families have been introduced to alternative forms of support or signposted to other agencies. The project also began to either accelerate or begin to wind up the work with families and discuss strategies with families for accessing support in the future.
- 1.2 The Family Support team were disappointed with the lack of follow up discussion following the evaluation about the way forward for family support in the area. They also would have liked to have more information about the discussions that took place between the council and BNDfC. This would not only have helped the staff but also the way the home visitors passed the rationale for the decision on to service users who feel resentful about the loss of a valued service in the area.
- 1.3 The home visitors have been the greatest asset to the project because of their local knowledge and their ability to speak community languages. Only one of the home visitors has been successful in gaining employment with the local authority central team and some of the others left before the end of the project. It is regrettable that there was not a smoother transition to the new arrangements as the home visitors may not have a chance to compete for jobs later in the year, as they need to find employment now. There is therefore the likelihood that their experience will be lost to the Burngreave area.
- 1.4 The location of the project in the Sure Start centre has also been positive as families can access other services there such as the CAB and health support.

2 Relationships with Social Services

- 2.1 Most families in the area perceive Howden House as a last resort rather than a first point of contact but were comfortable about accessing support through the Sure Start centre.
- 2.2 There is now a risk that these families will not ask for help until the situation is desperate and therefore more difficult and time consuming to resolve.
- 2.3 Children's Services are likely to see an increase in their workload as the project successfully supported families and prevented their situations escalating to a stage where the central teams needed to be involved.
- 2.4 The project also dealt with several cases which would have reached the threshold for intervention from the central family support team. Sometimes this was because they were well placed to respond quickly or because they were able to provide workers with community language skills. Follow up support was also offered when the central team ceased to be involved following a twelve week period of intervention.
- 2.5 The project requested that the central teams pass on any referrals from the area that were not going to be allocated help, in order that local support could be identified. The project regrets that this system never really worked in practice due to social service's failure to pass information on.
- 2.6 There were arrangements for administrative support to be offered to the project by social services but in reality this was difficult to access because it was centrally based and the administrative worker was also responsible for providing support to a number of other staff which limited the possibility to respond quickly.
- 2.7 One home visitor continues to work on a voluntary capacity with one of the families of the project as she knows that they are not ready to cope. She fears that their situation is likely to deteriorate without continued support and wants to ensure the progress that has been made is not lost .

3 Recommendations for the future

- 3.1 The ending of the scheme will leave a gap in provision in the area; and BNDfC and the Area Panel will have to decide how this is dealt with.
- 3.2 In the future Michael Dennis believes that a support service should be based in the community but managed by the Service District rather than Social Services. Home visitors should be directly linked to schools with a role for facilitating and maintaining positive relationships between the parents, the children and the school. It would be important if this happens to make sure the Family Support worker's roles and responsibilities are clearly defined so the schools are not tempted to use them as additional general support staff.
- 3.3 There had been discussions with BNDfC about producing a directory of Services in the Burngreave area. This would have been a valuable resource to users of the Family Support service as the project came to a close. The Family Support Service considers that the production of a directory would be a useful addition to the resources already provided by BNDfC.



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Burngreave New Deal for Communities: Performance Evaluation

Section Six Part Seven: Financial and data analysis

By

**Chris Pendreigh
Consilient Consulting**

1 Project Performance

The 14 projects included in the evaluation have been assessed, on a percentage basis, according to a maximum of 6 different criteria. These criteria include financial and output targets and cost per unit output for both expenditure and grant. The assessment has been based entirely on whether agreed targets, forecast by the project, have been met or not. The 'scores' have been averaged over the number of applicable criteria to produce an overall score and peer rankings.

2 Advancing Together

- 2.1 Of the 7 projects that make up Advancing Together, 4 were below average with the Half Term & Weekend Club project scoring lowest of all 14 projects. The project managed to achieve only 1 out of 3 outputs. The project also failed to meet its expenditure targets and was unable to draw down its full measure of New Deal funding. The project did, however, overachieve with the number of parents engaged.
- 2.2 The Bilingual Teaching Assistants project was also a poor performer finishing next to last with a score of 50%. This project also failed to meet expenditure and New Deal targets and only succeeded in achieving 1 out of three output targets. One of the output measures achieved a zero score.
- 2.3 The Language Learning project was another poor performing project finishing in 11th place with only 2% more than the Bilingual Teaching Assistants project. This project also achieved only 1 out of 3 outputs with two output measures recording zero scores.
- 2.4 The Breakfast Club was ranked 10th with a below average score of 59%. Although this project did not meet its expenditure and New Deal targets and failed to achieve 1 of 2 outputs it did overachieve on the number of pupils benefiting to a level just short of 600%.
- 2.5 The Community Education Co-ordinators project was the best performing project finishing joint first with a score of 98%. Not only did this project meet its output targets but it also overachieved by significant margins on all four measures providing excellent value for money.
- 2.6 2 Advancing Together projects which performed well were the Celebration of Success and Raising Achievement which finished joint 4th. Celebration of Success was only let down by a slight overspend which affected its value for money scores, and Raising Achievement missed out on one of its output measures by a whisker.

3 Study Support

This project was also a strong performer tying for first place with a huge score of 98%. It was slightly let down by failing to meet its expenditure target but, as a consequence, provided excellent value for money.

4 Streetworx Youth

This project was ranked 9th with a below average score of 62%. The project was mainly let down by failing to meet output targets on 4 out of 9 measures, one of which managed a lowly 4% score.. Of the 5 output measures achieved there was huge overachievement with scores ranging from 133% to 3800%.

5 Ellesmere Youth

5.1 This project achieved a score of 73% and was ranked 8th out of the 14 projects. Although there was some underperformance with 1 output not meeting its target even this was a steady 88%.

5.2 Its main failing was the underachievement on public and voluntary sector spend figures which were 20% and 24% respectively. This significant change should have and, indeed may have, been reported to BNDfC and resulted in a project re-profiling that would have improved the ranking of this project.

6 Sports Development

6.1 This comprises two individual projects namely the Sports Network Development Team and Sports Development Phase 2.

6.2 The Sports Network Development Team project ranked 12th out of 13 with a below average score of 51% and was let down by poor performance on outputs where it met only 1 out of 4, however, it did overachieve on the one output by a significant margin.

6.3 The Sports Development Phase 2 project scored 94% and was the 3rd ranked project. It achieved or overachieved all its output targets. The slight underperformance came in lower than expected expenditure and grant, however, this could be considered beneficial as it provided better value for money

7 Family Support

The Family Support project performed reasonably well and was ranked 7th with 79%. It was let down, in the main, by underperformance on one output where it scored a respectable 85%. This project had significant overachievement on the remaining outputs.

8 Other Project

The Bookfairs and Theatre Visits project was the 4th ranked project with a score of 82%. The project was largely let down by missing its expenditure targets and failing to draw down all its New Deal Funding. It did, however, achieve one of its output measures and scored a respectable 86% on the other and provided excellent value for money.

9 Data & Financial Performance

9.1 Output Measures

Of the core outputs, 75% (12) achieved or exceeded their forecast, however, 18.75% (3) failed to achieve their forecast and only 1 managed zero outputs. This was output measure 'Pupils Gaining Accreditation' (A12) which forecast 234, all to be delivered by the Language Learning project.

9.2 Financial Performance

9.2.1 Leverage of other funds on the back of New Deal funding did not reach forecast levels. The percentages achieved were as follows:-

Public	58%
Private	80%
Voluntary	93%

9.2.2 Take up of New Deal funds was also less than forecast:-

Capital	80%
Revenue	87%

9.2.3 The Performance Summary attempts to give a value to project performance on the basis of achievement. This is based on the percentage of expenditure delivered and grant earned together with the number of output measures achieved subject to forecast and expenditure and grant unit cost outcomes falling below forecast.

9.2.4 Overall the average across 14 projects was:-

Expenditure	82%
NDC Capital	80%
NDC Revenue	87%
Outputs	63%
Output Expenditure Unit Cost	65%
Output Grant Unit Cost	63%

9.2.5 This would indicate that there is no obvious relationship between projects failing to achieve outputs and any loss of NDC grant. The lowest ranked project was the Half Term & Weekend Club with 47% and the joint highest were the Community Education Co-ordinators and Study Support projects with 98%. The average performance for all projects across all criteria was 72%.

10 Recording

- 10.1 Expenditure and output information is logged onto BNDfC's System K following receipt of quarterly monitoring returns from projects. The bulk of this data collection is managed by the Monitoring & Evaluation Manager.
- 10.2 Information relating to the LEA's Advancing Together (schools based) projects is collated by a Finance Officer based in the City Council's Children and Young People's Directorate, before submission to BNDfC.
- 10.3 This information has generally been regarded by BNDfC staff as of poor quality regarding capture of ethnicity data and individual New Deal eligibility. From 2005/06 the analysis of the beneficiary data provided by schools has been checked by the BNDfC Education Data worker also based in the Children and Young People's Directorate on the basis of a 'PIN' unique to each child in the Burngreave New Deal area. The Education Data worker completes the quarterly monitoring return providing ethnicity information and ensuring that beneficiaries live within the BNDfC area. Data for 2005/06 and 2006/07 is regarded as good, however data for 2004/05 is still regarded as unreliable.
- 10.4 Ethnicity statistics are obtained by BNDfC through the quarterly monitoring process and although they are input into System K, the system cannot as yet produce reports on ethnicity. Currently details are entered onto a separate database held in Microsoft Excel. In addition this spreadsheet does not include statistics for the Advancing Together projects, which are collected and held in different and incompatible spreadsheets.
- 10.5 When these ethnicity output statistics (without the Advancing Together numbers), were compared with System K output totals, as part of this evaluation, there were clear significant differences although it cannot be determined, without further evaluation, which data sources are incorrect or to what degree.
- 10.6 In addition to differences between summary data in System K and Excel spreadsheets there appear to be differences in what constitute core outputs.

10.7 The splintering of data collection in such a sensitive area as ethnic related outputs does not lend itself to robust management in this area and needs to be re-assessed in the light of this report.

38ED6 - Bilingual Teaching Assistants

38ED6 - Bilingual Teaching Assistants

	Ref	<u>2004/05</u>		<u>2005/06</u>		<u>2006/07</u>		<u>Total</u>		<u>% Achieved</u>
		<u>Forecast</u>	<u>Actual</u>	<u>Forecast</u>	<u>Actual</u>	<u>Forecast</u>	<u>Actual</u>	<u>Forecast</u>	<u>Actual</u>	
<u>Outputs</u>										
People into Employment	01NRU	6	5	0	1	0	0	6	6	100%
People Receiving Training	04NRU	6	0	0	0	0	0	6	0	0%
Pupils Benefiting (improved attainment)	13NRU	120	17	120	99	120	149	360	265	74%
<u>Expenditure</u>										
		£	£	£	£	£	£	£	£	
NDC Capital		0	0	0	0	0	0	0	0	0%
NDC Revenue		66,137	36,331	117,097	88,096	120,312	104,183	303,546	228,610	75%
Public		1,464	1,464	2,764	2,763	0	0	4,228	4,227	100%
Private		0	0	0	0	0	0	0	0	0%
Voluntary		10,584	10,584	17,131	17,131	20,492	15,368	48,207	43,083	89%
Total		78,185	48,379	136,992	107,990	140,804	119,551	355,981	275,920	78%
<u>Cost Per Output</u>										
		£	£	£	£	£	£	£	£	
People into Employment	01NRU	13,031	9,676	0	107,990	0	0	59,330	45,987	78%
People Receiving Training	04NRU	13,031	0	0	0	0	0	59,330	0	0%
Pupils Benefiting (improved attainment)	13NRU	652	2,846	1,142	1,091	1,173	802	989	1,041	105%
<u>NDC Per Output</u>										
		£	£	£	£	£	£	£	£	
People into Employment	01NRU	11,023	7,266	0	88,096	0	0	50,591	38,102	75%
People Receiving Training	04NRU	11,023	0	0	0	0	0	50,591	0	0%
Pupils Benefiting (improved attainment)	13NRU	551	2,137	976	890	1,003	699	843	863	102%

202ED45 - Primary Half Term & Weekend Club

	<u>Ref</u>	<u>2004/05</u>		<u>2005/06</u>		<u>2006/07</u>		<u>Total</u>		<u>%</u>
		<u>Forecast</u>	<u>Actual</u>	<u>Forecast</u>	<u>Actual</u>	<u>Forecast</u>	<u>Actual</u>	<u>Forecast</u>	<u>Actual</u>	<u>Achieved</u>
<u>Outputs</u>										
Days Community Usage	C6	0	0	144	0	4	0	148	0	0%
Pupils Benefiting from Project	13NRU	120	60	160	106	160	120	440	286	65%
Parents Engaged	N25	12	0	32	79	32	321	76	400	526%
<u>Expenditure</u>										
		£	£	£	£	£	£	£	£	
NDC Capital		0	0	0	0	0	0	0	0	0%
NDC Revenue		24,150	4,515	53,563	35,604	34,444	34,207	112,157	74,326	66%
Public		5,008	5,008	10296	10296	10,576	7,932	25,880	23,236	90%
Private		0	0	0	0	0	0	0	0	0%
Voluntary		0	0	0	0	0	0	0	0	0%
Total		29,158	9,523	63,859	45,900	45,020	42,139	138,037	97,562	71%
<u>Cost Per Output</u>										
		£	£	£	£	£	£	£	£	
Days Community Usage	C6	0	0	443	0	11,255	0	933	0	0%
Pupils Benefiting from Project	13NRU	243	159	399	433	281	351	314	341	109%
Parents Engaged	N25	2,430	0	1,996	581	1,407	131	1,816	244	13%
<u>NDC Per Output</u>										
		£	£	£	£	£	£	£	£	
Days Community Usage	C6	0	0	372	0	8,611	0	758	0	0%
Pupils Benefiting from Project	13NRU	201	75	335	336	215	285	255	260	102%
Parents Engaged	N25	2,013	0	1,674	451	1,076	107	1,476	186	13%

203ED46 - Bookfairs & Theatre Visits

	<u>Ref</u>	<u>2004/05</u>		<u>2005/06</u>		<u>2006/07</u>		<u>Total</u>		<u>%</u>
		<u>Forecast</u>	<u>Actual</u>	<u>Forecast</u>	<u>Actual</u>	<u>Forecast</u>	<u>Actual</u>	<u>Forecast</u>	<u>Actual</u>	<u>Achieved</u>
<u>Core Outputs</u>										
Children Attending Theatre	N7	0	0	1400	979	1400	1436	2800	2415	86%
Children Receiving Books	N8	0	0	1600	1545	1600	1622	3200	3167	99%
<u>Expenditure</u>										
		£	£	£	£	£	£	£	£	
NDC Capital		0	0	0	0	0	0	0	0	0%
NDC Revenue		0	0	32,455	24,600	36,748	31,483	69,203	56,083	81%
Public		0	0	0	0	0	0	0	0	0%
Private		0	0	0	0	0	0	0	0	0%
Voluntary		0	0	0	0	0	0	0	0	0%
Total		0	0	32,455	24,600	36,748	31,483	69,203	56,083	81%
<u>Cost Per Output</u>										
		£	£	£	£	£	£	£	£	
Children Attending Theatre	N7	0	0	23	25	26	22	25	23	94%
Children Receiving Books	N8	0	0	20	16	23	19	22	18	82%
<u>NDC Per Output</u>										
		£	£	£	£	£	£	£	£	
Children Attending Theatre	N7	0	0	23	25	26	22	25	23	94%
Children Receiving Books	N8	0	0	20	16	23	19	22	18	82%

197ED39 - Community Education Co-ordinators

	<u>Ref</u>	<u>2004/05</u>		<u>2005/06</u>		<u>2006/07</u>		<u>Total</u>		<u>% Achieved</u>
		<u>Forecast</u>	<u>Actual</u>	<u>Forecast</u>	<u>Actual</u>	<u>Forecast</u>	<u>Actual</u>	<u>Forecast</u>	<u>Actual</u>	
<u>Outputs</u>										
Adults Completing Accredited Courses	A9	136	115	200	285	200	424	536	824	154%
People into Employment	01NRU	4	5	0	0	0	0	4	5	125%
People Obtaining Qualifications	16NRU	68	198	100	161	100	47	268	406	151%
Training Courses	T1	17	26	25	103	25	41	67	170	254%
<u>Expenditure</u>										
		£	£	£	£	£	£	£	£	
NDC Capital		0	0	0	0	0	0	0	0	0%
NDC Revenue		86,726	72,897	150,043	150,646	154,248	152,039	391,017	375,582	96%
Public		0	0	0	0	0	0	0	0	0%
Private		0	0	0	0	58,843	44,133	58,843	44,133	75%
Voluntary		32,020	32,114	57,128	57,128	0	0	89,148	89,242	100%
Total		118,746	105,011	207,171	207,774	213,091	196,172	539,008	508,957	94%
<u>Cost Per Output</u>										
		£	£	£	£	£	£	£	£	
Adults Completing Accredited Courses	A9	873	913	1,036	729	1,065	463	1,006	618	61%
People into Employment	01NRU	29,687	21,002	0	0	0	0	134,752	101,791	76%
People Obtaining Qualifications	16NRU	1,746	530	2,072	1,291	2,131	4,174	2,011	1,254	62%
Training Courses	T1	6,985	4,039	8,287	2,017	8,524	4,785	8,045	2,994	37%
<u>NDC Per Output</u>										
		£	£	£	£	£	£	£	£	
Adults Completing Accredited Courses	A9	638	634	750	529	771	359	730	456	62%
People into Employment	01NRU	21,682	14,579	0	0	0	0	97,754	75,116	77%
People Obtaining Qualifications	16NRU	1,275	368	1,500	936	1,542	3,235	1,459	925	63%
Training Courses	T1	5,102	2,804	6,002	1,463	6,170	3,708	5,836	2,209	38%

198ED40 - Breakfast Club

	<u>Ref</u>	<u>2004/05</u>		<u>2005/06</u>		<u>2006/07</u>		<u>Total</u>		<u>%</u>
		<u>Forecast</u>	<u>Actual</u>	<u>Forecast</u>	<u>Actual</u>	<u>Forecast</u>	<u>Actual</u>	<u>Forecast</u>	<u>Actual</u>	<u>Achieved</u>
<u>Outputs</u>										
Pupils Benefiting from Project	13NRU	30	156	45	183	45	377	120	716	597%
Parents Supported	N8	10	0	15	10	15	4	40	14	35%
<u>Expenditure</u>										
		£	£	£	£	£	£	£	£	
NDC Capital		0	0	0	0	0	0	0	0	0%
NDC Revenue		29,430	6,582	61,625	59,932	63,444	45,513	154,499	112,027	73%
Public		0	0	0	0	0	0	0	0	0%
Private		0	0	0	0	0	0	0	0	0%
Voluntary		5,008	5,008	10,296	10,296	10,576	5,288	25,880	20,592	80%
Total		34,438	11,590	71,921	70,228	74,020	50,801	180,379	132,619	74%
<u>Cost Per Output</u>										
		£	£	£	£	£	£	£	£	
Projects Established/Supported	N21	1,148	74	1,598	384	1,645	135	1,503	185	12%
Pupils Benefiting from Project	13NRU	3,444	0	4,795	7,023	4,935	0	4,509	9,473	210%
<u>NDC Per Output</u>										
		£	£	£	£	£	£	£	£	
Projects Established/Supported	N21	981	42	1,369	327	1,410	121	1,287	156	12%
Pupils Benefiting from Project	13NRU	2,943	0	4,108	5,993	4,230	0	3,862	8,002	207%

188ED37 - Celebration of Success

	<u>Ref</u>	<u>2004/05</u>		<u>2005/06</u>		<u>2006/07</u>		<u>Total</u>		<u>%</u>
		<u>Forecast</u>	<u>Actual</u>	<u>Forecast</u>	<u>Actual</u>	<u>Forecast</u>	<u>Actual</u>	<u>Forecast</u>	<u>Actual</u>	<u>Achieved</u>
<u>Outputs</u>										
Awards	A1	1	1	1	1	0	0	2	2	100%
Pupils Receiving Awards	P10	300	580	300	320	0	0	600	900	150%
<u>Expenditure</u>										
		£	£	£	£	£	£	£	£	
NDC Capital		0	0	0	0	0	0	0	0	0%
NDC Revenue		10,000	10,000	10,000	11,047	0		20,000	21,047	105%
Public		0	0	0	0	0	0	0	0	0%
Private		0	0	0	0	0	0	0	0	0%
Voluntary		9,732	10,464	10,023	10,023	0	0	19,755	20,487	104%
Total		19,732	20,464	20,023	21,070	0	0	39,755	41,534	104%
<u>Cost Per Output</u>										
		£	£	£	£	£	£	£	£	
Awards	A1	19,732	20,464	20,023	21,070	0	0	19,878	20,767	104%
Pupils Receiving Awards	P10	66	35	67	66	0	0	66	46	70%
<u>NDC Per Output</u>										
		£	£	£	£	£	£	£	£	
Awards	A1	10,000	10,000	10,000	11,047	0	0	10,000	10,524	105%
Pupils Receiving Awards	P10	33	17	33	35	0	0	33	23	70%

39ED7 - Language Learning

	<u>Ref</u>	<u>2004/05</u>		<u>2005/06</u>		<u>2006/07</u>		<u>Total</u>		<u>% Achieved</u>
		<u>Forecast</u>	<u>Actual</u>	<u>Forecast</u>	<u>Actual</u>	<u>Forecast</u>	<u>Actual</u>	<u>Forecast</u>	<u>Actual</u>	
<u>Outputs</u>										
Pupils Achieving Accreditation	A12	78	0	78	0	78	0	234	0	0%
People into Employment	01NRU	4	0	0	0	0	0	4	0	0%
Pupils Benefiting (improved attainment)	13NRU	105	0	105	172	105	205	315	377	120%
<u>Expenditure</u>										
		£	£	£	£	£	£	£	£	
NDC Capital		0	0	0	0	0	0	0	0	0%
NDC Revenue		21,368	11,491	39,044	35,167	41,088	32,786	101,500	79,444	78%
Public		2,606	2,606	5,370	5,370	5,531	4,149	13,507	12,125	90%
Private		0	0	0	0	8,555	6,417	8,555	6,417	75%
Voluntary		4,032	4,032	8,306	8,306	0	0	12,338	12,338	100%
Total		28,006	18,129	52,720	48,843	55,174	43,352	135,900	110,324	81%
<u>Cost Per Core Output</u>										
		£	£	£	£	£	£	£	£	
Individuals Achieving Accreditation	A12	359	0	676	0	707	0	581	0	0%
People into Employment	01NRU	7,002	0	0	0	0	0	33,975	0	0%
Pupils Benefiting (improved attainment)	13NRU	267	0	502	284	525	211	431	293	68%
<u>NDC Per Output</u>										
		£	£	£	£	£	£	£	£	
Individuals Achieving Accreditation	A12	274	0	501	0	527	0	434	0	0%
People into Employment	01NRU	5,342	0	0	0	0	0	25,375	0	0%
Pupils Benefiting (improved attainment)	13NRU	204	0	372	204	391	160	322	211	65%

STUDY SUPPORT CONSORTIUM

40ED8 - Study Support Consortium

	<u>Ref</u>	<u>2004/05</u>		<u>2005/06</u>		<u>2006/07</u>		<u>Total</u>		<u>% Achieved</u>
		<u>Forecast</u>	<u>Actual</u>	<u>Forecast</u>	<u>Actual</u>	<u>Forecast</u>	<u>Actual</u>	<u>Forecast</u>	<u>Actual</u>	
<u>Outputs</u>										
Pupils Benefiting (improved attainment)	13NRU	0	0	200	239	280	416	480	655	136%
Parents Involved	R1	0	0	100	104	100	111	200	215	108%
Sessions Delivered	S10	0	0	2520	2661	5040	5342	7560	8003	106%
<u>Expenditure</u>										
		£	£	£	£	£	£	£	£	
NDC Capital		0	0	0	0	0	0	0	0	0%
NDC Revenue		0	0	180,972	180,969	268,997	268,997	449,969	449,966	100%
Public		0	0	25,000	25,000	173,200	110,813	198,200	135,813	69%
Private		0	0	0	0	0	0	0	0	0%
Voluntary		0	0	0	0	0	0	0	0	0%
Total		0	0	205,972	205,969	442,197	379,810	648,169	585,779	90%
<u>Cost Per Output</u>										
		£	£	£	£	£	£	£	£	
Pupils Benefiting (improved attainment)	13NRU	0	0	1,030	862	1,579	913	1,350	894	66%
Parents Involved	R1	0	0	2,060	1,980	4,422	3,422	3,241	2,725	84%
Sessions Delivered	S10	0	0	82	77	88	71	86	73	85%
<u>NDC Per Output</u>										
		£	£	£	£	£	£	£	£	
Pupils Benefiting (improved attainment)	13NRU	0	0	905	757	961	647	937	687	73%
Parents Involved	R1	0	0	1,810	1,740	2,690	2,423	2,250	2,093	93%
Sessions Delivered	S10	0	0	72	68	53	50	60	56	94%

Burngreave

194OA53 - Burngreave Streetworx Youth Project

	<u>Ref</u>	<u>2004/05</u>		<u>2005/06</u>		<u>2006/07</u>		<u>Total</u>		<u>% Achieved</u>
		<u>Forecast</u>	<u>Actual</u>	<u>Forecast</u>	<u>Actual</u>	<u>Forecast</u>	<u>Actual</u>	<u>Forecast</u>	<u>Actual</u>	
<u>Outputs</u>										
Youth work sessions	T2	0	0	48	4	176	11	224	15	7%
People into Employment	01NRU	0	0	4.4	0	0	10	4.4	10	227%
People Receiving Training	04NRU	0	0	10	0	20	6	20	6	30%
Weeks of Job Related Training	05NRU	0	0	14	0	28	7	42	7	17%
No. Young People in Diversionary Projects	24NRU	0	0	12	37	48	2243	60	2280	3800%
Community Groups Supported	32NRU	0	0	4	5	8	11	12	16	133%
Activities	A7	0	0	25	0	87	5	112	5	4%
Events Delivered	N27	0	0	3	3	4	24	7	27	386%
Meetings/Workshops	N28	0	0	1	7	2	29	3	36	1200%
<u>Expenditure</u>										
		£	£	£	£	£	£	£	£	
NDC Capital		0	0	0	0	47,000	37,649	47,000	37,649	80%
NDC Revenue		0	0	76,415	32,844	116,361	118,215	192,776	151,059	78%
Public		0	0	81,524	64,467	48,349	11,053	129,873	75,520	58%
Private		0	0	0	0	0	0	0	0	0%
Voluntary		0	0	0	0	0	0	0	0	0%
Total		0	0	157,939	97,311	211,710	166,917	369,649	264,228	71%

Cost Per Output

		£	£	£	£	£	£	£	£	
Training Workshops	T2	0	0	3,290	24,328	1,203	15,174	1,650	17,615	1067%
People into Employment	01NRU	0	0	35,895	0	0	0	84,011	0	0%
People Receiving Training	04NRU	0	0	15,794	0	10,586	27,820	18,482	44,038	238%
Weeks of Job Related Training	05NRU	0	0	11,281	0	7,561	23,845	8,801	37,747	429%
No. Young People in Diversionary Projects	24NRU	0	0	13,162	2,630	4,411	74	6,161	116	2%
Community Groups Supported	32NRU	0	0	39,485	19,462	26,464	15,174	30,804	16,514	54%
Activities	A7	0	0	6,318	0	2,433	33,383	3,300	52,846	1601%
Events Delivered	N27	0	0	52,646	32,437	52,928	6,955	52,807	9,786	19%
Meetings/Workshops	N28	0	0	157,939	13,902	105,855	5,756	123,216	7,340	6%

NDC Per Output

		£	£	£	£	£	£	£	£	
Training Workshops	T2	0	0	1,592	8,211	661	10,747	861	10,071	1170%
People into Employment	01NRU	0	0	17,367	0	0	0	43,813	0	0%
People Receiving Training	04NRU	0	0	7,642	0	5,818	19,703	9,639	25,177	261%
Weeks of Job Related Training	05NRU	0	0	5,458	0	4,156	16,888	4,590	21,580	470%
No. Young People in Diversionary Projects	24NRU	0	0	6,368	888	2,424	53	3,213	66	2%
Community Groups Supported	32NRU	0	0	19,104	6,569	14,545	10,747	16,065	9,441	59%
Activities	A7	0	0	3,057	0	1,337	23,643	1,721	30,212	1755%
Events Delivered	N27	0	0	25,472	10,948	29,090	4,926	27,539	5,595	20%
Meetings/Workshops	N28	0	0	76,415	4,692	58,181	4,076	64,259	4,196	7%

SPORTS DEV PHASE II

185ED36 - Sports Development Phase 2

	<u>Ref</u>	<u>2004/05</u>		<u>2005/06</u>		<u>2006/07</u>		<u>Total</u>		<u>%</u>
		<u>Forecast</u>	<u>Actual</u>	<u>Forecast</u>	<u>Actual</u>	<u>Forecast</u>	<u>Actual</u>	<u>Forecast</u>	<u>Actual</u>	<u>Achieved</u>
<u>Outputs</u>										
Appoint Trainees	A16	2	2	0	0	0	0	2	2	100%
Appoint Staff	A8	2	2	0	0	0	0	2	2	100%
Coach Development Programme	C11	18	70	60	79	60	70	138	219	159%
Holiday Programme	H5	3	4	4	3	4	5	11	12	109%
Sessions Delivered (Users)	S10	5,853	17,279	13,008	9,932	13,008	17,437	31,869	44,648	140%
Sports Bank	S11	1	1	0	0	0	0	1	1	100%
<u>Expenditure</u>										
		£	£	£	£	£	£	£	£	
NDC Capital		0	0	0	0	0	0	0	0	0%
NDC Revenue		95,355	82,256	118,117	108,101	118,228	89,367	331,700	279,724	84%
Public		8,253	8,304	11,319	12,023	11,644	11,644	31,216	31,971	102%
Private		8,007	7,241	32,417	32,071	33,145	33,145	73,569	72,457	98%
Voluntary		0	0	0	0	0	0	0	0	0%
Total		111,615	97,801	161,853	152,195	163,017	134,156	436,485	384,152	88%
<u>Cost Per Output</u>										
		£	£	£	£	£	£	£	£	
Appoint Trainees	A16	55,808	48,901	0	0	0	0	218,243	192,076	88%
Appoint Staff	A8	55,808	48,901	0	0	0	0	218,243	192,076	88%
Coach Development Programme	C11	6,201	1,397	2,698	1,927	2,717	1,917	3,163	1,754	55%
Holiday Programme	H5	37,205	24,450	40,463	50,732	40,754	26,831	39,680	32,013	81%
Sessions Delivered (Users)	S10	19	6	12	15	13	8	14	9	63%
Sports Bank	S11	111,615	97,801	0	0	0	0	436,485	384,152	88%

NDC Per Output

		£	£	£	£	£	£	£	£	
Appoint Trainees	A16	47,678	41,128	0	0	0	0	165,850	139,862	84%
Appoint Staff	A8	47,678	41,128	0	0	0	0	165,850	139,862	84%
Coach Development Programme	C11	5,298	1,175	1,969	1,368	1,970	1,277	2,404	1,277	53%
Holiday Programme	H5	31,785	20,564	29,529	36,034	29,557	17,873	30,155	23,310	77%
Sessions Delivered (Users)	S10	16	5	9	11	9	5	10	6	60%
Sports Bank	S11	95,355	82,256	0	0	0	0	331,700	279,724	84%

FAMILY SUPPORT PHASE II

186OA49 - Family Support Phase 2

	<u>Ref</u>	<u>2004/05</u>		<u>2005/06</u>		<u>2006/07</u>		<u>Total</u>		<u>%</u>
		<u>Forecast</u>	<u>Actual</u>	<u>Forecast</u>	<u>Actual</u>	<u>Forecast</u>	<u>Actual</u>	<u>Forecast</u>	<u>Actual</u>	<u>Achieved</u>
<u>Outputs</u>										
Local Residents as Home Visitors	L6	4	4	4	16	4	6	12	26	217%
Community Groups Supported	N39	18	19	20	20	22	12	60	51	85%
Families/Individuals Supported	L2	46	99	50	55	49	61	145	215	148%
<u>Expenditure</u>										
		£	£	£	£	£	£	£	£	
NDC Capital		0	0	0	0	0	0	0	0	0%
NDC Revenue		30,166	28,325	30,421	30,698	41,388	37,865	101,975	96,888	95%
Public		12,806	13,479	13,970	14,625	18,836	22,019	45,612	50,123	110%
Private		0	0	0	0	0	0	0	0	0%
Voluntary		0	0	0	0	0	0	0	0	0%
Total		42,972	41,804	44,391	45,323	60,224	59,884	147,587	147,011	100%
<u>Cost Per Output</u>										
		£	£	£	£	£	£	£	£	
Local Residents as Home Visitors	L6	10,743	10,451	11,098	2,833	15,056	9,981	12,299	5,654	46%
Community Groups Supported	N39	2,387	2,200	2,220	2,266	2,737	4,990	2,460	2,883	117%
Families/Individuals Supported	L2	934	422	888	824	1,229	982	1,018	684	67%
<u>NDC Per Output</u>										
		£	£	£	£	£	£	£	£	
Local Residents as Home Visitors	L6	7,542	7,081	7,605	1,919	10,347	6,311	8,498	3,726	44%
Community Groups Supported	N39	1,676	1,491	1,521	1,535	1,881	3,155	1,700	1,900	112%
Families/Individuals Supported	L2	656	286	608	558	845	621	703	451	64%

Consilient Consulting - BNDfC Core Outputs

Project Name	Project Reference	Expenditure	New Deal Capital	New Deal Revenue	Outputs Achieved	Exp Unit Costs Under	NDC Unit Costs Under	Total (Average)	Rank
Sports Network Development Team	123ED20	89%		89%	25%	25%	25%	51%	12
Sports Development Phase 2	185ED36	88%		84%	100%	100%	100%	94%	3
Streetworx Youth	194OA53	71%	80%	78%	55%	44%	44%	62%	9
Ellesmere Youth	90OA27	34%		99%	66%	100%	66%	73%	8
Family Support Phase 2	186OA49	100%		95%	67%	67%	67%	79%	7
Bookfairs & Theatre Visits	203ED46A	81%		81%	50%	100%	100%	82%	4=
Study Support Consortium	40ED8	90%		100%	100%	100%	100%	98%	1=
<u>Advancing Together</u>									
Celebration of Success	188ED37	104%		105%	100%	50%	50%	82%	4=
Community Education Co-coordinators	197ED39	94%		96%	100%	100%	100%	98%	1=
Breakfast Club	198ED40	74%		73%	50%	50%	50%	59%	10
Raising Achievement	199ED41	94%		92%	75%	75%	75%	82%	4=
Primary Half Term & Weekend Club	202ED45	71%		66%	33%	33%	33%	47%	14
Bilingual Teaching Assistants	38ED6	78%		75%	33%	33%	33%	50%	13
Language Learning	39ED07	81%		78%	33%	33%	33%	52%	11
Average Performance		82%	80%	87%	63%	65%	63%	72%	

Consilient Consulting - BNDfC Outputs

Project Name	Project Reference	NDC Capital		NDC Revenue		Public		Private		Voluntary		Total	
		Forecast	Actual	Forecast	Actual	Forecast	Actual	Forecast	Actual	Forecast	Actual	Forecast	Actual
		£	£	£	£	£	£	£	£	£	£	£	£
Sports Network Development Team	123ED20	0	0	85,629	76,105	2,600	2,600	0	0	0	0	88,229	78,705
Sports Development Phase 2	185ED36	0	0	331,700	279,724	31,216	31,971	73,569	72,457	0	0	436,485	384,152
Streetworx Youth	194OA53	47,000	37,649	192,776	151,059	129,873	75,520	0	0	0	0	369,649	264,228
Ellesmere Youth	90OA27	0	0	49,444	48,813	197,000	38,481	11,743	0	8,456	2,066	266,643	89,360
Family Support Phase 2	186OA49	0	0	101,975	96,888	45,612	50,123	0	0	0	0	147,587	147,011
Bookfairs & Theatre Visits	203ED46A	0	0	69,203	56,083	0	0	0	0	0	0	69,203	56,083
Study Support Consortium	40ED8	0	0	449,969	449,966	198,200	135,813	0	0	0	0	648,169	585,779
Total		47,000	37,649	1,280,696	1,158,638	604,501	334,508	85,312	72,457	8,456	2,066	2,025,965	1,605,318
<u>Advancing Together</u>													
Celebration of Success	188ED37	0	0	20,000	21,047	0	0	0	0	19,755	20,487	39,755	41,534
Community Education Co-coordinators	197ED39	0	0	391,017	375,582	0	0	59,843	44,133	89,148	89,242	540,008	508,957
Breakfast Club	198ED40	0	0	154,499	112,027	0	0	0	0	25,880	20,592	180,379	132,619
Raising Achievement	199ED41	0	0	84,875	78,406	0	0	0	0	109,041	104,419	193,916	182,825
Primary Half Term & Weekend Club	202ED45	0	0	112,157	74,326	25,880	23,236	0	0	0	0	138,037	97,562
Bilingual Teaching Assistants	38ED6	0	0	303,546	228,610	4,228	4,227	0	0	48,207	43,083	355,981	275,920
Language Learning	39ED07	0	0	101,500	79,444	13,507	12,125	8,555	6,417	12,338	12,338	135,900	110,324
Total		0	0	1,167,594	969,442	43,615	39,588	68,398	50,550	304,369	290,161	1,583,976	1,349,741
Grand Total		47,000	37,649	2,448,290	2,128,080	648,116	374,096	153,710	123,007	312,825	292,227	3,609,941	2,955,059
% Achieved			80%		87%		58%		80%		93%		82%

GCSE trend Citywide Ethnicity	Cohort Number's			No 5+A*-C			% 5+A*-C		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
White British	4814	4842	4709	2217	2285	2289	46.1%	47.2%	48.6%
Ethnic Minority	998	881	1032	368	382	441	36.9%	43.4%	42.7%
All Pupils	5812	5723	5741	2585	2667	2730	44.5%	46.6%	47.6%

Year	BNDfC Area	Gender	No. Pupils Entered	Average Total Points	% 5+ A*-C	% 5+ A*-G
2000	White BNDfC	Boys	15	25.1	23.5	76.5
		Girls	15	25.0	22.2	66.7
		Total	30	25.0	22.9	71.4
	Ethnic Minority BNDfC	Boys	36	25.2	20.0	85.0
		Girls	51	28.4	15.4	86.5
		Total	87	27.0	17.4	85.9
	BNDfC All Pupils	Boys	51		21.1	82.5
		Girls	66		17.1	81.4
		Total	117		18.9	81.9
2001	White BNDfC	Boys	21	21.9	14.3	67.9
		Girls	12	34.8	33.3	83.3
		Total	33	25.8	20.0	72.5
	Ethnic Minority BNDfC	Boys	45	26.3	12.5	79.2
		Girls	36	33.8	26.3	86.8
		Total	81	29.6	18.6	82.6
	BNDfC All Pupils	Boys	68		10.9	64.1
		Girls	48		26.4	81.1
		Total	116		16.6	70.3
2002	White BNDfC	Boys	18	27.0	29.2	62.5
		Girls	9	22.8	38.5	53.8
		Total	27	25.5	32.4	59.5
	Ethnic Minority BNDfC	Boys	44	23.4	16.7	64.8
		Girls	42	31.6	23.9	84.8
		Total	86	27.2	20.0	74.0
	BNDfC All Pupils	Boys	63		20.3	63.3
		Girls	52		27.4	75.8
		Total	115		23.4	68.8
2003	White BNDfC	Boys	18	23.8	26.9	61.5
		Girls	15	26.2	29.4	52.9
		Total	33	24.8	27.9	58.1
	Ethnic Minority BNDfC	Boys	47	25.7	16.1	76.8
		Girls	40	29.6	20.9	76.7
		Total	87	27.4	18.2	76.8
	BNDfC All Pupils	Boys	63		19.1	88.2
		Girls	53		24.1	77.8
		Total	116		21.3	83.6
2004	White BNDfC	Boys	11	202.7	26.7	46.7
		Girls	14	317.9	37.5	87.5
		Total	25	262.1	32.3	67.7
	Ethnic Minority BNDfC	Boys	71	270.2	27.8	83.3
		Girls	53	287.8	35.1	84.2
		Total	124	278.0	31.0	83.7

5 A* - C GCSEs

White Boys	All	Difference
23.5	18.9	4.6

14.3	16.6	-2.3
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29.2	23.4	5.8
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26.9	21.3	5.6
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26.7	31.1	-4.4
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	BNDfC All Pupils	Boys	82	258.6	27.6	77.0			
		Girls	68	290.4	35.1	83.8			
		Total	150	273.2	31.1	80.1			
2005	White British BNDfC	Boys	21	287.9	42.9	85.7	42.9	32.3	10.6
		Girls	7	227.1	28.6	85.7			
		Total	28	272.7	39.3	85.7			
	Ethnic Minority BNDfC	Boys	73	256.5	30.8	82.7			
		Girls	52	288.9	29.5	88.6			
		Total	125	271.3	30.2	85.4			
	BNDfC All Pupils	Boys	73	265.5	34.2	83.6			
		Girls	52	280.4	29.4	88.2			
		Total	125	271.6	32.3	85.5			
2006	White British BNDfC	Boys	12	366.1	58.3	85.7	58.3	40.8	17.5
		Girls	14	398.6	64.3	73.3			
		Total	26	381.1	61.5	79.3			
	Ethnic Minority BNDfC	Boys	60	301.8	28.3	86.8			
		Girls	44	264.1	45.5	81.7			
		Total	104	280.0	35.6	84.6			
	BNDfC All Pupils	Boys	72	303.0	33.3	84.6			
		Girls	58	334.9	50.0	89.3			
		Total	130	317.2	40.8	86.8			

Year	BNDfC	Gender	No. Pupils	% L5+			% L6+			Average Points			
				English	Maths	Science	English	Maths	Science	English	Maths	Science	
2000	White BNDfC	Boys	18	44.4	58.8	41.2	16.7	41.2	23.5	30.2	31.8	30.2	Average Points summary white boys all difference 92.3 84.7 7.6 84.7 90.8 85.6 5.2 85.6 94.0 83.3 10.7
		Girls	15	35.7	35.7	42.9	28.6	21.4	7.1	32.3	31.7	30.0	
		Total	33	40.6	48.4	41.9	21.9	32.3	16.1	31.1	31.8	30.1	
	Ethnic Minority BNDfC	Boys	44	20.5	27.3	20.5	2.3	6.8	2.3	26.8	27.7	25.9	
		Girls	40	52.5	35.0	25.0	17.5	17.5	12.5	30.9	28.5	26.5	
		Total	84	35.7	31.0	22.6	9.5	11.9	7.1	29.0	28.1	26.2	
	BNDfC All Pupils	Boys	79	26.6	38.5	25.6	6.3	14.1	7.7	27.6	28.9	26.9	
		Girls	64	42.9	33.3	28.6	17.5	15.9	9.5	30.7	28.6	26.9	
		Total	143	33.8	36.2	27.0	11.3	14.9	8.5	29.0	28.8	26.9	
2001	White BNDfC	Boys	22	36.4	45.5	59.1	13.6	18.2	18.2	29.2	30.4	31.2	
		Girls	12	58.3	66.7	66.7	25.0	33.3	41.7	31.9	34.6	34.6	
		Total	34	44.1	52.9	61.8	17.6	23.5	26.5	30.2	31.9	32.4	
	Ethnic Minority BNDfC	Boys	46	32.6	30.4	30.4	10.9	8.7	2.2	28.0	26.9	27.3	
		Girls	35	42.9	25.7	22.9	5.7	8.6	5.7	28.2	26.8	26.6	
		Total	81	37.0	28.4	27.2	8.6	8.6	3.7	28.1	26.8	27.0	
	BNDfC All Pupils	Boys	68	33.8	35.3	39.7	11.8	11.8	7.4	28.3	28.0	28.6	
		Girls	47	46.8	36.2	34.0	10.6	14.9	14.9	29.1	28.7	28.7	
		Total	115	39.1	35.7	37.4	11.3	13.0	10.4	28.7	28.3	28.6	
2002	White BNDfC	Boys	11	45.5	45.5	45.5	18.2	36.4	36.4	29.2	32.4	32.4	
		Girls	22	54.5	50.0	50.0	9.1	13.6	18.2	30.3	29.5	29.9	
		Total	33	51.5	48.5	48.5	12.1	21.2	24.2	29.9	30.4	30.7	
	Ethnic Minority BNDfC	Boys	67	28.4	29.9	28.4	10.4	13.4	10.4	26.9	27.3	26.4	
		Girls	52	34.6	28.8	36.5	3.8	5.8	1.9	28.1	26.1	27.4	

		Total	119	31.1	29.4	31.9	7.6	10.1	6.7	27.4	26.8	26.8			
	BNDfC All Pupils	Boys	78	30.8	32.1	30.8	11.5	16.7	14.1	27.2	28.0	27.3			
		Girls	74	40.5	35.1	40.5	5.4	8.1	6.8	28.8	27.2	28.1			
		Total	152	35.5	33.6	35.5	8.6	12.5	10.5	28.0	27.6	27.7	83.3		
2003	White BNDfC	Boys	24	47.6	59.1	61.9	19.0	40.9	38.1	29.7	32.7	32.7	95.1	86.6	8.5
		Girls	12	27.3	33.3	45.5	18.2	8.3	18.2	29.7	30.3	29.4			
		Total	36	40.6	50.0	56.3	18.8	29.4	31.3	29.7	32.0	31.6			
	Ethnic Minority BNDfC	Boys	51	30.6	42.0	37.3	6.1	24.0	13.7	27.0	29.5	27.9			
		Girls	47	41.3	37.0	30.4	17.4	21.7	15.2	28.9	28.6	27.0			
		Total	98	35.8	39.6	34.0	11.6	22.9	14.4	27.9	29.1	27.5			
	BNDfC All Pupils	Boys	75	35.7	47.2	44.4	10.0	29.2	20.8	27.8	30.5	29.3			
		Girls	59	38.6	36.2	33.3	17.5	19.0	15.8	29.0	28.9	27.4			
		Total	134	37.0	42.3	39.5	13.4	24.6	18.6	28.4	29.8	28.5	86.6		
2004	White BNDfC	Boys	18	50.0	55.6	55.6	27.8	38.9	38.9	31.5	33.4	33.0	97.9	90.6	7.3
		Girls	15	73.3	73.3	66.7	33.3	46.7	26.7	32.6	35.6	33.4			
		Total	33	60.6	63.6	60.6	30.3	42.4	33.3	32.0	34.4	33.2			
	Ethnic Minority BNDfC	Boys	56	35.7	39.3	33.9	5.4	21.4	7.1	27.3	29.0	27.7			
		Girls	49	58.3	56.3	39.6	12.5	33.3	16.7	31.0	32.1	28.7			
		Total	105	46.2	47.1	36.5	8.7	26.9	11.5	28.9	30.4	28.1			
	BNDfC All Pupils	Boys	76	38.2	42.1	38.2	10.5	25.0	14.5	28.3	29.8	28.8			
		Girls	62	63.9	62.3	47.5	19.7	37.7	19.7	31.8	33.3	30.1			
		Total	138	49.6	51.1	42.3	14.6	30.7	16.8	29.8	31.4	29.4	90.6		
2005	White BNDfC	Boys	18	33.3	50.0	50.0	16.7	33.3	27.8	24.5	28.0	27.3	79.8	82.1	-2.3
		Girls	14	71.4	64.3	64.3	28.6	57.1	42.9	31.1	34.1	31.5			
		Total	32	50.0	56.3	56.3	21.9	43.8	34.4	27.4	30.7	29.2			

	Ethnic Minority BNDfC	Boys	54	25.9	37.0	27.8	3.7	20.4	5.6	23.6	27.4	24.7			
		Girls	44	52.3	47.7	38.6	18.2	31.8	18.2	30.1	29.3	26.9			
		Total	98	37.8	41.8	32.7	10.2	25.5	11.2	26.5	28.3	25.7			
	BNDfC All Pupils	Boys	72	27.8	40.3	33.3	6.9	23.6	11.1	23.8	27.6	25.3			
		Girls	58	56.9	51.7	44.8	20.7	37.9	24.1	30.3	30.5	28.0			
		Total	130	40.8	45.4	38.5	13.1	30.0	16.9	26.7	28.9	26.5	82.1		
2006	White BNDfC	Boys	10	60.0	70.0	60.0	20.0	50.0	30.0	29.4	35.4	33.7	98.5	91.1	7.4
		Girls	14	69.2	61.5	61.5	46.2	53.8	30.8	37.8	38.4	34.8			
		Total	24	65.2	65.2	60.9	34.8	52.2	30.4	33.6	36.9	34.3			
	Ethnic Minority BNDfC	Boys	63	36.5	54.0	41.3	9.5	28.6	17.5	28.1	31.5	28.3			
		Girls	48	63.8	51.1	42.6	14.9	21.3	12.8	31.5	30.3	28.1			
		Total	111	48.2	52.7	41.8	11.8	25.5	15.5	29.6	31.0	28.2			
	BNDfC All Pupils	Boys	76	39.5	55.3	43.4	11.8	31.6	18.4	28.4	31.8	28.9			
		Girls	62	65.0	53.3	46.7	21.7	28.3	16.7	32.7	31.8	29.3			
		Total	138	50.7	54.4	44.9	16.2	30.1	17.6	30.2	31.8	29.0	91.1		

Year	BNDfC	Gender	No. Pupils Cohort	% L4+			Average Points			Average Points summary		
				English	Maths	Science	English	Maths	Science	white boys	all	difference
2000	White BNDfC	Boys	28	67.9	64.3	75.0	22.0	21.3	25.3	68.6	64.5	4.1
		Girls	15	40.0	26.7	60.0	21.4	21.2	24.4			
		Total	43	58.1	51.2	69.8	21.8	21.3	25.0			
	Ethnic Minority BNDfC	Boys	51	41.2	41.2	47.1	20.2	21.5	23.2			
		Girls	40	45.0	35.0	47.5	19.7	19.1	21.2			

	Total	91	42.9	38.5	47.3	20.0	20.4	22.3		
BNDfC All Pupils	Boys	80	51.3	48.8	56.3	20.9	21.5	23.9		
	Girls	55	43.6	32.7	50.9	20.2	19.6	22.0		
	Total	135	48.1	42.2	54.1	20.6	20.7	23.1		
2001	White BNDfC	Boys	19	52.6	52.6	73.7	24.2	24.5	27.0	75.6 70.6 5.0
		Girls	13	46.2	30.8	53.8	24.0	21.5	25.4	
		Total	32	50.0	43.8	65.6	24.1	23.4	26.4	
	Ethnic Minority BNDfC	Boys	44	34.1	40.9	50.0	21.7	22.9	23.9	
		Girls	36	41.7	30.6	58.3	23.4	22.2	24.6	
		Total	80	37.5	36.3	53.8	22.4	22.6	24.2	
	All BNDfC Pupils	Boys	67	38.8	41.8	56.7	22.4	23.1	24.6	
		Girls	51	45.1	33.3	58.8	23.8	22.4	25.1	
		Total	118	41.5	38.1	57.6	23.0	22.8	24.8	
2002	White BNDfC	Boys	18	44.4	55.6	83.3	24.3	25.0	27.3	76.7 71.4 5.3
		Girls	15	73.3	66.7	80.0	27.4	26.6	28.7	
		Total	33	57.6	60.6	81.8	25.7	25.7	27.9	
	Ethnic Minority BNDfC	Boys	41	29.3	34.1	51.2	21.0	21.9	23.8	
		Girls	36	47.2	41.7	55.6	23.3	22.8	24.7	

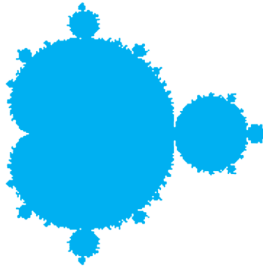
		Total	77	37.7	37.7	53.2	22.1	22.3	24.2			
	All BNDfC Pupils	Boys	63	31.7	38.1	58.7	21.8	22.7	24.7			
		Girls	53	54.7	47.2	62.3	24.5	23.8	25.7			
		Total	116	42.2	42.2	60.3	23.0	23.2	25.2			
2003	White BNDfC	Boys	16	62.5	62.5	68.8	25.1	25.5	26.3	76.9	72.4	4.5
		Girls	12	75.0	41.7	75.0	27.0	23.5	27.5			
		Total	28	67.9	53.6	71.4	25.9	24.6	26.8			
	Ethnic Minority BNDfC	Boys	58	45.6	52.6	63.2	22.4	24.0	25.0			
		Girls	41	58.5	46.3	63.4	24.1	22.8	24.8			
		Total	99	51.0	50.0	63.3	23.1	23.5	24.9			
	All BNDfC Pupils	Boys	76	48.0	53.3	62.7	22.8	24.2	25.1			
		Girls	54	61.1	44.4	66.7	24.7	22.9	25.4			
		Total	130	53.5	49.6	64.3	23.6	23.6	25.2			
2004	White BNDfC	Boys	17	56.3	43.8	81.3	24.4	24.0	27.8	76.1	72.2	3.9
		Girls	14	64.3	42.9	64.3	25.3	23.1	26.1			
		Total	31	60.0	43.3	73.3	24.8	23.6	27.0			
	Ethnic Minority BNDfC	Boys	57	38.9	47.2	62.3	21.3	23.1	24.5			
		Girls	54	61.1	53.7	66.7	24.3	24.0	25.4			

	Total	111	50.0	50.5	64.5	22.9	23.5	25.0		
	All BNDfC Pupils	Boys	74	42.9	46.4	66.7	22.0	23.3	25.2	
		Girls	68	61.8	51.5	66.2	24.5	23.8	25.6	
		Total	142	52.2	48.9	66.4	23.3	23.6	25.4	
2005	White BNDfC	Boys	21	61.9	57.1	76.2	25.8	25.2	27.9	78.9
		Girls	17	82.4	94.1	100.0	28.1	28.1	28.4	73.8
		Total	38	71.1	73.7	86.8	26.8	26.5	28.2	5.1
	Ethnic Minority BNDfC	Boys	59	37.3	49.2	52.5	21.8	23.3	24.3	
		Girls	48	50.0	43.8	52.1	24.5	23.8	24.8	
		Total	107	43.0	46.7	52.3	22.9	23.5	24.5	
	All BNDfC Pupils	Boys	80	43.8	51.3	58.8	22.8	23.8	25.2	
		Girls	65	58.5	56.9	64.6	25.5	25.0	25.8	
		Total	145	50.3	53.8	61.4	24.0	24.3	25.5	
2006	White BNDfC	Boys	16	62.5	68.8	68.8				0.0
		Girls	13	53.8	53.8	53.8				0.0
		Total	29	58.6	62.1	62.1				0.0
	Ethnic Minority BNDfC	Boys	68	51.7	56.9	60.3				0.0
		Girls	45	55.0	42.5	52.5				0.0
		Total	113	53.1	51.0	57.1				0.0
	All BNDfC Pupils	Boys	84	54.1	59.5	62.2	23.2	24.1	24.7	72.0
		Girls	58	54.7	45.3	52.8	23.8	22.2	24.0	70.0
		Total	142	54.3	53.5	58.3	23.5	23.3	24.4	71.2

YEAR	BNDfC	Gender	No. Pupils Cohort	% L2+			% L2B+			Average Points			
				Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths	
2000	White BNDfC	Boys	17	52.9	47.1	70.6	47.1	23.5	58.8	12.8	11.0	13.3	Average Points summary white boys all difference 37.0 39.2 -2.2
		Girls	13	61.5	61.5	61.5	53.8	30.8	38.5	13.0	10.7	12.5	
		All	30	56.7	53.3	66.7	50.0	26.7	50.0	12.9	10.9	12.9	
	Ethnic Minority BNDfC	Boys	37	73.0	64.9	75.7	54.1	18.9	54.1	13.7	11.6	13.7	
		Girls	28	64.3	64.3	75.0	50.0	25.0	50.0	13.5	11.5	13.6	
		Total	65	69.2	64.6	75.4	52.3	21.5	52.3	13.6	11.5	13.7	
	All BNDfC Pupils	Boys	71	66.2	56.3	71.8	49.3	21.1	52.1	13.5	11.3	13.7	
		Girls	54	70.4	70.4	75.9	59.3	37.0	50.0	14.2	12.2	13.7	
		Total	125	68.0	62.4	73.6	53.6	28.0	51.2	13.8	11.7	13.7	
2001	White BNDfC	Boys	33	75.8	78.8	78.8	54.5	42.4	75.8	14.9	13.3	15.2	43.5 40.2 3.3
		Girls	15	93.3	100.0	93.3	66.7	60.0	73.3	15.3	14.5	15.8	
		Total	48	81.3	85.4	83.3	58.3	47.9	75.0	15.0	13.7	15.4	
	Ethnic Minority BNDfC	Boys	49	65.3	59.2	77.6	30.6	20.4	55.1	12.1	11.1	13.9	
		Girls	36	66.7	66.7	75.0	61.1	47.2	61.1	14.1	11.9	13.9	
		Total	85	65.9	62.4	76.5	43.5	31.8	57.6	13.0	11.4	13.9	
	All BNDfC Pupils	Boys	82	69.5	67.1	78.0	40.2	29.3	63.4	13.2	12.0	14.4	
		Girls	52	73.1	75.0	78.8	61.5	50.0	63.5	14.3	12.5	14.2	
		Total	134	70.9	70.1	78.4	48.5	37.3	63.4	13.6	12.2	14.3	
2002	White BNDfC	Boys	18	66.7	66.7	72.2	50.0	44.4	61.1	13.6	12.0	15.2	40.8 38.2 2.6
		Girls	17	58.8	58.8	70.6	58.8	41.2	41.2	13.0	11.1	13.5	
		Total	35	62.9	62.9	71.4	54.3	42.9	51.4	13.3	11.6	14.4	

	Ethnic Minority BNDfC	Boys	58	58.6	58.6	74.1	41.4	27.6	53.4	11.9	11.1	14.0			
		Girls	38	60.5	65.8	76.3	34.2	31.6	57.9	12.8	12.2	13.9			
		Total	96	59.4	61.5	75.0	38.5	29.2	55.2	12.2	11.6	14.0			
	All BNDfC Pupils	Boys	77	61.0	61.0	74.0	42.9	32.5	55.8	12.3	11.4	14.4			
		Girls	55	60.0	63.6	74.5	41.8	34.5	52.7	12.9	11.9	13.7			
		Total	132	60.6	62.1	74.2	42.4	33.3	54.5	12.5	11.6	14.1			
2003	White BNDfC	Boys	19	63.2	63.2	78.9	57.9	42.1	68.4	13.7	12.5	15.7	41.9	36.7	5.2
		Girls	14	71.4	78.6	92.9	71.4	64.3	57.1	14.4	13.9	15.7			
		Total	33	66.7	69.7	84.8	63.6	51.5	63.6	14.0	13.1	15.7			
	Ethnic Minority BNDfC	Boys	69	44.9	44.9	69.6	33.3	24.6	36.2	10.7	10.1	12.3			
		Girls	46	54.3	56.5	71.7	39.1	41.3	52.2	12.4	11.7	13.2			
		Total	115	48.7	49.6	70.4	35.7	31.3	42.6	11.4	10.7	12.6			
	All BNDfC Pupils	Boys	89	49.4	49.4	71.9	39.3	29.2	43.8	11.5	10.7	13.1			
		Girls	60	58.3	61.7	76.7	46.7	46.7	53.3	12.9	12.2	13.8			
		Total	149	53.0	54.4	73.8	42.3	36.2	47.7	12.0	11.3	13.4			
2004	White BNDfC	Boys	13	53.8	23.1	76.9	23.1	7.7	53.8	11.6	8.8	13.3	33.8	37.2	-3.4
		Girls	11	72.7	81.8	100.0	54.5	72.7	72.7	14.8	15.0	15.9			
		Total	24	62.5	50.0	87.5	37.5	37.5	62.5	12.9	11.7	14.5			
	Ethnic Minority BNDfC	Boys	59	61.0	55.9	76.3	42.4	30.5	55.9	12.1	11.3	13.8			
		Girls	58	55.2	60.3	70.7	41.4	48.3	50.0	12.0	12.1	12.9			
		Total	117	58.1	58.1	73.5	41.9	39.3	53.0	12.1	11.7	13.3			
	All BNDfC Pupils	Boys	72	59.7	50.0	76.4	38.9	26.4	55.6	12.0	10.9	13.7			
		Girls	70	57.1	62.9	74.3	42.9	51.4	52.9	12.3	12.4	13.2			
		Total	142	58.5	56.3	75.4	40.8	38.7	54.2	12.1	11.6	13.5			

2005	White BNDfC	Boys	21	47.6	47.6	76.2	47.6	33.3	52.4	12.0	11.2	14.8	38.0	36.3	1.7
		Girls	13	76.9	76.9	84.6	69.2	53.8	69.2	14.1	12.2	14.1			
		Total	34	58.8	58.8	79.4	55.9	41.2	58.8	12.8	11.6	14.5			
	Ethnic Minority BNDfC	Boys	66	50.0	47.0	72.7	33.3	27.3	53.0	10.8	9.8	12.7			
		Girls	54	66.0	67.9	79.2	50.0	40.7	46.3	12.7	12.2	13.2			
		Total	120	57.1	56.3	75.6	40.8	33.3	50.0	11.6	10.9	12.9			
	All BNDfC Pupils	Boys	87	49.4	47.1	73.6	36.8	28.7	52.9	11.1	10.1	13.2			
		Girls	68	68.7	70.1	80.6	54.4	44.1	51.5	13.0	12.3	13.4			
		Total	155	57.8	57.1	76.6	44.5	35.5	52.3	11.9	11.1	13.3			
2006	White BNDfC	Boys	16				56.3	37.5	56.3	14.9	12.3	14.6	41.8	38	3.8
		Girls	18				66.7	44.4	55.6	15.0	12.9	13.9			
		Total	34				61.8	41.2	55.9	14.9	12.6	14.2			
	Ethnic Minority BNDfC	Boys	65				38.5	23.1	36.9	11.6	10.6	12.4			
		Girls	59				55.9	40.7	52.5	13.6	12.5	13.6			
		Total	124				46.8	31.5	44.4	12.5	11.5	13.0			
	All BNDfC Pupils	Boys	81				42.0	25.9	40.7	12.2	10.9	12.8			
		Girls	77				58.4	41.6	53.2	13.9	12.6	13.7			
		Total	158				50.0	33.5	46.8	13.0	11.7	13.2			



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**Evaluation of the Projects Funded by Burngreave
New Deal for Communities under the Children
and Young Peoples Priority Area**

**Part Seven:
Key Recommendations**

By

**Brian Lawson
Consilient Consulting**

7.1 Championing the Most Disadvantaged

- 7.1.1 The identification of a cohort of children and young people identified as vulnerable from a range of data offers the programme a number of opportunities.
- 7.1.2 The Partnership Board, Theme Group, Officers and projects in the programme can identify and agree on a cohort of vulnerable children and young people. These children, young people and their families could be offered a range of support services and these services could be coordinated. This would assist in the target to close the gap in the area.

7.2 A Framework for Renewed Engagement: National & Local Policy

7.2.1 As we noted in section four there has been a transformation in the national and local policy framework, within which services to children and young people are delivered, since the delivery plan was approved in March 2001.

7.2.2 Every Child Matters: Change for Children

- Introduces a universal outcome system for children and young people
- This framework should be introduced as part of the reporting framework for all projects from October 2007.
- This will enable the programme to report on its contribution to the outcomes for children and young people within the Service District and as part of the contribution to the Children and Young Peoples Plan for the City overall

7.2.3 The development of Extended Schools:

- Much of what the BNDFC funded with schools as part of the Advancing Together programme is now incorporated into the offer which government expects schools to make as part of their extended services. This has supported the mainstreaming of parts of the Advancing Together programme.
- The revision of the Advancing Together proposal should be undertaken in the context of the Extended Schools agenda.

7.2.4 Youth Matters

- The development of the Youth Implementation Group and the development of Streetworx should take place in the context of Youth Matters.
- A youth strategy for Burngreave should be produced which identifies how they will work together to support each other to ensure that young people have somewhere to go, something to do, someone to talk to and that they are engaged in education, employment or training.

7.2.5 The Participation of Children and Young People

- All parties should support the development of the Youth Council, its incorporation into decision making and other forms of participation and engagement of children and young people.

7.2.6 Links with the Service District

- A review should be undertaken with the Service District Manager to review, establish and formalise the relationship between Burngreave New Deal for Communities; the Burngreave area and the wider service district structure that are being put into place.
- This should take place as part of the review of the projects currently underway.

7.2.7 Sheffield First Agreement

- The Children and Young Peoples Theme Group should advise the Partnership Board on how to integrate the theme with the Children and Young Peoples block of the Local Area Agreement as part of developing a strategy for the New Deal for Communities programme as a whole.

7.2.8 Links to Other Relevant Strategies

- The Children and Young Peoples Theme Group should review the links with the programme to the parenting and sports strategies for the city, along with any other relevant strategy.

7.3 Successful Communities: Community Engagement and Cohesion

- 7.3.1 The Partnership Board should consider promoting a series of events in the area to promote the achievements of the New Deal Children and Young Peoples Theme Project. This would provide publicity and consultation for a launch process for the final three years.
- 7.3.2 Consideration should be given as to how projects can promote community cohesion as well as support specific communities within the area.

7.4 A Family Focus

- 7.4.1 Interventions should be holistic and coordinated. Consistent support should be provided to families to promote aspiration and change in behaviour and attitudes to support the regeneration of the community.
- 7.4.2 Family learning and parental engagement in schools should continue to grow. Home – school links should be strengthened.
- 7.4.3 Parental and family support should continue to be provided in the new models of provision developed.

7.5 Service Delivery

7.5.1 Local Employment

- More should be done to ensure that local people develop their careers and are supported to move on in their employment and training.
- The programme should ensure that local workers are linked to the Sheffield Guarantee Scheme and supported to move on.
- Home Visitors and Bi-Lingual Teaching Assistants who have made a qualitative difference to the most vulnerable families should be retained in the new service provision.

7.5.2 Targeting Services

- Services should be offered on a more targeted and coordinated basis to those who are most disadvantaged in order to close the gap. This should be championed and scrutinised by the Partnership Board.
- Services already making a difference should be sustained in that effort. It may be necessary to introduce new partners to ensure successful targeting.

7.5.3 Sustainability

- The sustaining, developing and mainstreaming of the work of the outstanding work of the Study Support Consortium is a critical issue which needs to be addressed.
- The Streetworx project needs to produce a joint development plan with agreed actions and timetables to take the project forward.
- The evidence from the Advancing Together evaluation should inform the development of the new proposal for the service.
- The Sports Development Programme will be re-launched and should have a tighter joint strategic focus on sustainability balanced with provision.

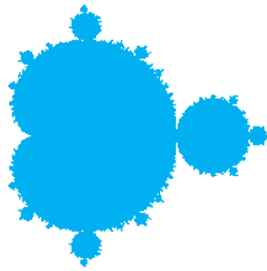
7.6 The Use of Data

- Further analysis of the data developed, integrated and obtained during the evaluation should take place to shape the focus and pattern of provision in the future.
- Evidence regarding the continuing changes to the Burngreave Community should also be factored into this provision.

7.7 Effective Joint Working

7.7.1 Distributed Leadership

- Thought should be given to review the leadership roles and structures to ensure enhanced outcomes through the effective use of social capital created and the maximising of collaborative advantage between projects, BNDFC, other stakeholders and members of the community.



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**Evaluation of the Projects Funded by Burngreave
New Deal for Communities under the Children
and Young Peoples Priority Area**

**Part Eight:
Conclusion**

By

**Brian Lawson
Consilient Consulting**

- 8.1 The Burngreave New Deal for Communities and the Children & Young People Theme Projects have been a success; in lots of ways they have been ahead of their time and have suffered as a result. They have:
- 8.1.1 Succeeded in closing some gaps and raised attainment with key groups of children and young people.
 - 8.1.2 Demonstrated an association between attendance at projects and raised attendance at school.
 - 8.1.3 Provided high quality support to some of the most vulnerable families in the area.
 - 8.1.4 Provided a high level of additional activities and engagement with children, young people and their families.
 - 8.1.5 Developed a range of community and family learning opportunities that have supported the development of closer links between parents, the wider community and schools.
 - 8.1.6 Promoted citizenship and participation by involving children and young people in decision-making processes.
 - 8.1.7 Been mainstreamed and attracted other sources of funding.
 - 8.1.8 This is all the more remarkable an achievement given that the research indicates:

"That engagement with the community and the schools is likely to be fraught with difficulty." Carl Parsons et al (2003)
- 8.2 The programme has also upheld the aspirations and principles of the New Deal programme as a whole and of the Burngreave New Deal Delivery Plan in particular:
- 8.2.1 Key agencies and the community are working together to deliver real change which is apparent. This is based on both a joined up and evidence based approach.
 - 8.2.2 A major contribution has been made to the quality of life for children, young people and their families in the New Deal area, as well as other beneficiaries. They have contributed to the changing perception of Burngreave.

8.2.3 A major contribution has been made to Burngreave as a learning community.

8.3 The key issues to be addressed in taking the programme forward are:

8.3.1 Re-assessing the distribution of leadership within the programme to maximise collaborative advantage.

8.3.2 Successful re-commissioning of the projects to put them on a sustainable footing and to align them with national and local policies and structures to ensure the maximum potential for mainstreaming and influencing practice.

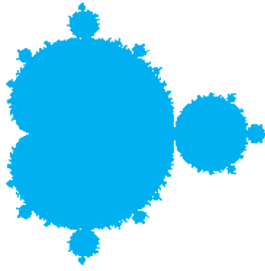
8.3.3 Reengaging the community in awareness and celebration of success locally and in ensuring the legacy is achieved over the next three years.

8.3.4 Promoting community cohesion and engaging children and young people in decision-making processes.

8.3.5 A final word:

“The challenge is not to achieve agreement around limited notions, to settle on a compromise, but to develop extended understandings capable of underpinning a more complete response to the needs of children.”

National Evaluation of the Children’s Fund (2004)



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**Evaluation of the Projects Funded by Burngreave
New Deal for Communities under the Children
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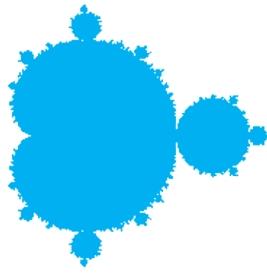
**Part Nine:
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**Evaluation of the Projects Funded by Burngreave
New Deal for Communities under the Children
and Young Peoples Priority Area**

**Part Ten:
Appendices**



Appendix A:

Burngreave New Deal for Communities

1st Floor, Speedicut Works, Harlestone Street, Sheffield S4 7QB
Tel: 0114 2796932. Fax: 0114 2796938.
E-mail: enquiries@bndfc.co.uk



Evaluation of the projects funded by Burngreave New Deal for Communities under the Children and Young People's priority area.

Tender brief

1. Introduction

Burngreave New Deal for Communities (BNDfC)¹ and project partners wish to commission a team to review the work of the range of funded projects aimed at Children and Young People and synthesise the lessons learnt.

We are seeking bids from consultants with a wide range of experience in community project evaluation combined with demonstrable knowledge of education and children and young people's policy.

2. Aim and Scope of the Evaluation

This is a critical time for the Children and Young People's priority area. While some key projects (Community Study Support and Streetworx for example) still have some time to run, other projects (in particular the Advancing Together projects with schools and the LEA, but also the Sports Development Project) come to an end this summer. We are currently reviewing how to build on these projects and continue the work.

¹ Please refer to the Burngreave New Deal for Communities website for background information. <http://www.bndfc.co.uk/about-bndfc/>

The purpose of the study is to aid the BNDfC Children and Young People's Strategy Group and Partnership Board in deciding priorities for the rest of the BNDfC programme.

The study should:

1. inform the discussion about the future direction of BNDfC Children and Young People's investment
2. Examine the contribution of BNDfC existing and continuing projects, making recommendations about how they might improve their performance

The proposed study will focus on the following projects²:

1. BNDfC/LEA Advancing Together Projects (funding ends summer 2007)
 - Celebration of Success;
 - Community Education Co-ordinators;
 - Breakfast Club;
 - Raising Achievements Reducing Exclusion;
 - Primary Half Term and Weekend Clubs;
 - Bilingual Teaching Assistants;
 - Language Learning Projects;
2. Burngreave Community Study Support Consortium (funding ends summer 2008)
3. Ellesmere Youth Project (BNDfC funding ends March 2007)
4. Sports Development Phase 2 (funding to May 2007)
5. Burngreave Sports Network Development Team (funding ends March 2007)
6. Family Support Phase 2 (funding ends March 2007)
7. Burngreave Streetworx Youth Project (funding runs to 2010)
8. Bookfairs and Theatre Visits (funding to 2008)

Individual mid-term or end evaluations exist for several of these projects.

² Project information is available at: <http://www.bndfc.co.uk/projects/>

The evaluation will:

- 1. Examine the impact of projects in contributing to BNDfC outcomes, in particular how they contribute towards raising achievement and supporting particularly disadvantaged young people**
- 2. Examine the performance and effectiveness of the projects in meeting project objectives and outputs**
- 3. Assess the community impact of the projects**
- 4. Highlight any problems encountered and recommend solutions aimed at improving the projects' overall performance**
- 5. Identify any unique and successful initiatives and practices that have enhanced individual project performance**

In order to evaluate the work of the projects in an appropriate context, the study will need to look at these projects in relation to the BNDfC Delivery Plan³, as well as city and national strategies for Children and Young People.

3. Evaluation outputs

It is anticipated that the evaluation design will incorporate a range of techniques and methodologies, both quantitative and qualitative, in order to provide a comprehensive assessment of the projects being evaluated.

The consultant(s) would be expected to provide:

- Monthly progress reports**
- An interim report and a presentation at the mid-point of the evaluation**
- A final evaluation report (12 copies will be required)**

³ For a copy of the delivery plan please go to:

<http://www.bndfc.co.uk/about-bndfc/programme-delivery/key-documents/10-year-plan/>

- A presentation workshop to share the findings of the evaluation with the management of Burngreave New Deal and project managers and Partnership Board Members

4. Timetable

Action	Start / Completion Date
Tenders invited for evaluation of projects	9 th February 2007
Bids received in Burngreave New Deal Office	23 rd February 2007 (by noon)
Assessment of tenders	26 th February 2007
Presentation to selection panel and consultants appointed	1 st March 2007
Evaluation of project starts	5 th March 2007 (or earlier by agreement)
Interim Evaluation Report received and presentation delivered	Week commencing 30 TH April 2007
Final Evaluation Report received	31 st May 2007
Presentation of Final Report by consultants (to BNDFC and Project Managers/ Plus strategy Group)	May 2007

5. Budget

The total indicative budget to complete this commission is in the range £12-£15,000 including expenses.

6. Assessment of Tenders

Tenders will be assessed by the monitoring and evaluation manager, children and young people's regeneration manager, and partnership members. Overall assessment will be concerned with value for money taking into account of the quality and cost of the contractor's proposals. In particular assessment will focus on:

- The contractor's understanding of BNDfC's requirements and the evaluation brief;
- Experience, knowledge and skills in this and related fields;
- Capability in all necessary technical aspects of the work;
- The appropriateness of the proposed methodology, output and timetable;
- Arrangements for managing the research including quality control mechanisms;
- The proposed costs and distribution of resources.

7. Tender procedure

Consultants are required to submit a written proposal based on the above to bid for this work. In addition, two references are required

Three copies of the tender must be returned by 12.00 noon on Friday 23rd February 2007 to:

**Jackie Toyne
Monitoring and Evaluation Manager
Burngreave New Deal for Communities
1st Floor, Speedicut Works
Harleston Street, Sheffield S4 7QB**

**Tel: 0114 2920458
Email: jackietoyne@bndfc.co.uk**

Enquires about this evaluation commission should be addressed to Jackie Toyne as above or Jon Cowley, Regeneration Manager on 0114 292 2908 or email joncowley@bndfc.co.uk

Appendix B:

A List of Those Interviewed or Consulted as Part of the Evaluation

- 1 Partnership Board members
 - Mr Iqbal
 - Ronnie Iqbal
 - Rose Ardron

- 2 Stakeholders
 - John Clarke – Chief Executive BNDFC
 - Jonathan Crossley-Holland – director of Children’s Services, Sheffield City Council
 - Amanda Bougton-Brown – Manager of Burngreave Sure-Start
 - Julie Tasker – Service District Manager, Burngreave and Shiregreen

- 3 Advancing Together Programme:
 - 3.1 Head teachers:
 - Dina Martin – Firshill Primary School
 - Rita Storr – Pye Bank Primary School
 - Tony Carter – Byron Wood Primary School
 - Fiona Rigby – St Catherine’s Primary School
 - Deputy Head – Pye Bank Primary School
 - Deputy Head St Catherine’s Primary School
 - Teacher KS1 Firshill
 - Teacher Family Learning St Catherine’s

 - 3.2 Community Education Coordinators:
 - Rashida Hassani
 - Derek Moxham
 - Amjad Janjua
 - Sheena Clark
 - Sarah Swan

 - 3.3 Bi-Lingual Teaching Assistants
 - Two from Firshill
 - One from Pye Bank

 - 3.4 Half term, after school and breakfast clubs:
 - Learning Mentor, Firshill
 - Two Teaching Assistants from St Catherine’s
 - Home-School Link Worker, Pye Bank

 - 3.5 Language Support
 - Somali Teacher at Pye Bank

- 4 Study Support
 - Ian Clifford
 - Anita de Brouwer – Study Support Coordinator for the Children and Young Peoples Directorate, Sheffield City Council
 - Coordinator BASSP
 - Coordinator IT – CSSS
 - Coordinator Reach High Two

- 5 Streetworx
 - Zain Abdullah – Project Manager
 - Detached Youth Workers
 - Vernon Colleymore – Sheffield Futures District Youth Manager
 - Members of the Youth Council
 - Chair Youth Implementation Group

- 6 Ellesmere Youth Project
 - Jenny Tibbles
 - Lorraine Blake

- 7 Sports Development
 - Sarah Nickson
 - David Frith
 - Michaela Spacey
 - Patrick Edwards

- 8 Family Support
 - Michael Dennis
 - Home Visitor

Appendix C:

Comparison with other New Deal for Communities programmes:

NEW DEAL EDUCATION PROJECTS

Burngreave	West Middlesborough	East Manchester	Liverpool	Leicester	Bradford	Newcastle	Coventry	Aylesbury	Doncaster
Celebration of Success									
Community Education Co-ordinators		Schools Plus	Community Education Co-ordinators	Nurture groups		Skills for Life	Parental Link Workers		Schools Co-ordinator
Breakfast Club						Breakfast Club		Breakfast Club	
Raising Achievements Reducing Exclusion	Sure Start	Sure Start				School Inclusion	Parental Partnership		Booster Provision
Primary Half term and Weekend Clubs		Primary Half term and Weekend Clubs			Summer School				
Bilingual Teaching Assistants						Support Assistants			
Language learning Projects		Core Skills Improvements							Learning Support Assistants
Community Study Support Consortium		Schools Plus		BRITE Centre	Community Extension	Planet Plus		Community Learning Centre	Widening Participation
Ellesmere Youth Project						Resource Centre		Young People's Project	Open Cast
Streetworx						Lets Create			
Sports Development	Acorn Centre	School Sports Programme							Balby Carr Sports Village
Sports Network	Acorn Centre	School Sports Programme							Sport, Music and Drama

Family Support				Parents Centre	Parents Centre	Parents Centre			Parental Support
Bookfairs and Theatre Visits		Enhancing Cultural Capital		Broadening Horizons	Primary School Residentials	Sweatshirts	Media Mania		
	Education Zone			Learning mentors	Learning Mentors		Learning Mentors		
	Young People's Development Team			Literacy Scheme					
		Excellence in Cities - for gifted kids			Excellence Challenge			Gifted and talented	
					Study Centres				
						STEPS			
							Early Years Centre		
							Children's Play Workers		
									Rainbow Spectrum

Appendix D:

The Arches School Sport Partnership working in the Burngreave area

Partner Schools

The Arches has formal partnership agreements with;

- Byron Wood Primary School
- Firshill Primary School
- Pye Bank CE Primary School
- St Catherine's RC Primary School

In addition to this we also have a partnership agreement with Fir Vale School.

The Partnership funds 12 days release per year for a member of teaching staff to work on programmes to support the development of PE and school links to the community.

At Fir Vale we pay for a member of PE staff to work 2 days per week to support the primary schools in their work.

Current Work

- **Curriculum support** – we provide training to support school staff in increasing their confidence in delivering National Curriculum PE.
- **Out of School Hours Learning** – working with Activity Sheffield and other providers we support schools in provided a varied menu of opportunities to the young people in schools. We try to offer activities to engage young people who don't normally take part. In addition to this we offer activity that leads to the opportunity for young people to complete or perform with other schools. Active Archie is a key part of this programme.
- **Informal Activity** – some children do not enjoy formal sport. We provide opportunities for them to be physically active through play and through programmes like Activate and Brain Gym.
- **Competition and Performance** – we offer children a comprehensive programme of competition and performance throughout the year. This is real strength of the Arches and gives children the opportunity to celebrate what they can do and have the chance to shine!
- **Community Links** – this is the most challenging aspect of our work. It is important to provide opportunities for young people to undertake activity in the community so they do develop relationships with clubs and community settings and therefore are more likely to achieve lifelong participation. This is also a key area for us to further develop Active Archie.

Key areas for development in the Burngreave Area

- Out of school hours learning linked to High Quality Community Opportunities – we are working in partnership with Activity Sheffield to develop the Sheffield Fundamentals programme. This is a great programme that develops young people's basic skills and then signposts / develops community opportunities for young people to attend.
- Family Learning Opportunities through Active Archie – because of the success of the programme we are working with Activity Sheffield to develop this programme across the City.
- Targeted projects – there are a number of really exciting projects around supporting young people in addressing issues such as attitude, behaviour and attainment through sport.

Appendix E

Evaluation of Children and Young People's Priority Area Projects – DATA REQUIREMENTS

1) The purpose of the work

- a) Burngreave New Deal for Communities has commissioned a full evaluation of the projects funded through the Children and Young People's Priority Area. These include the following projects:
 - i) BNDfC/LEA Advancing Together Projects:
 - (1) Celebration of success
 - (2) Community education Co-ordinators
 - (3) Breakfast Clubs
 - (4) Raising Achievement, Reducing Exclusion
 - (5) Primary Half term and Weekend Clubs
 - (6) Bilingual Teaching Assistants
 - (7) Language Learning Projects
 - ii) And other projects:
 - (1) Burngreave study Support Consortium
 - (2) Ellesmere Youth Project
 - (3) Sports Development Project
 - (4) Burngreave Sports network
 - (5) Family Support
 - (6) Burngreave Streetworx
 - (7) Bookfairs and Theatre Visits
- b) In particular we are keen to explore the impact of these projects on the achievement of children and young people in the BNDfC area.
- c) We put the evaluation out to tender and have employed Consilient Consulting to undertake the work. See the attached Tender Brief from BNDfC and Action Plan from Consilient.
- d) BNDfC fund an Education Data Project which pays for a half-time worker within RAS to analyse and report on the data on the achievement of children and young people in the BNDfC area, and to provide the information required to measure impact. Abdi Yassin provides reports to BNDfC on threshold and value added achievement, and also flags individual pupils who are beneficiaries of projects.
- e) The general analysis so far provided makes it clear that there are significant levels of under-achievement in the primary age group and that this under-achievement is disproportionately spread within the area and between local primary schools. BNDfC has specifically requested that the evaluation looks at how the projects have impacted on the more disadvantaged young people in the area.
- f) The evaluation is tied into a general review of the projects that we are funding with a view to re-shaping them when a high proportion finish their current period of funding in September 2007. The data and the evaluation will be used to inform decisions about the future shape of the provision and in particular on how it can

be re-shaped to target the most disadvantaged children and young people over the next three years.

2) What and Why Data is Required at Child Level

- a) Discussions have taken place between BNDfC, Consilient Consulting and the CYPD Research and Analysis Section around how best to obtain meaningful data which gives the prospect of some insight into the impact of the projects, and in particular where that impact is taking place. This led to the paper from Jeremy Hamm on 26th March 2007 (enclosed) which accurately summarises our discussions.
- b) It was agreed that in order to achieve this we needed a “cohort study” in which we identified two cohorts of primary school age children – one of higher achievers and one of the more vulnerable children. So we need data that enables the cohorts to be identified, then participation in projects for these children to be reported, and then any impact to be assessed. Given the diversity of the pupil population in the area it would be important that we are able to differentiate on ethnicity as well as gender and age group. And again given the very different performances of the four different primary schools in the area it is also important to identify schools.
- c) To create the “index of vulnerability” required to identify these cohorts we agreed that we needed a table to include the following (as identified in Jeremy’s note):
 - i) Gender, ethnicity, year group, school
 - ii) Attendance and unauthorised absence; fixed exclusions
 - iii) SEN – BESD (School Action plus or statemented)
 - iv) Foundation Stage Profile
 - v) KS1 levels for Reading, Writing and Maths
- d) We would anticipate that this will enable BNDfC, Consilient Consulting and RAS to agree thresholds and identify the two cohorts.
- e) Analysis of these cohorts can then take place:
- f) Participation in BNDfC projects and any impact
- g) Other issues contributing to progress or otherwise
- h) Because of the relatively short periods of time (i.e. we are unable to rely simply on progress from KS1 to KS2) over which we are operating we will need to obtain, from Head teachers, annual Teacher Assessment Information going back over the three years in order to produce attainment and progress profiles which can then be matched against the cohorts and the project participation.

3) Who is Doing What with the Data

- a) The data table will be created by Abdi Yassin, the BNDfC Education Data Project worker with RAS, under the supervision of Jeremy Hamm.
- b) The information will be shared with Brian Lawson of Consilient Consulting to analyse and include in statistical form within the evaluation report.
- c) The data will be used to inform interviews with other stakeholders

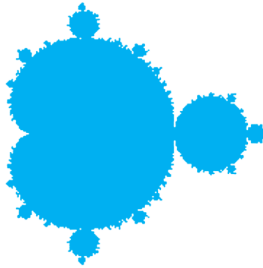
- d) The data will be explored alongside information gathered in interviews with school and project managers and user focus meetings in schools and projects. This triangulation will form the discussion within the evaluation report.
- e) The report is to be shared with BNDfC Children and Young People's Strategy Group members and also partnership board members.

4) **Safeguards**

- a) The information will be gathered and the report created by the CYPD Research and Analysis Section. It will need to be shared with Consilient Consulting for the purposes of analysis.
- b) The primary development of the cohorts and the matching of individuals as beneficiaries of particular projects will be undertaken by Abdi under the direction of RAS and BNDfC. Any reports could then be issued to us as non-identifiable percentages broken down by school/ethnicity/gender etc. Where numbers were small this might be an issue.
- c) Any analysis that Consilient Consulting might want to do in relation to individual pupils will be done at the RAS worksite under supervision. Davida Howard be the single nominated person to have this access as Davida has previously worked in the section. This would mean that Consilient would not hold any individual data separately from RAS and would only have access to such data through one named individual at the RAS worksite.
- d) Any material produced in the report through the cohort study would be released to us by BNDfC to study and be given back to them in a single-feedback loop under contract. This manages the issue as tightly as possible whilst still allowing Consilient Consulting to access the relevant material.
- e) The study will meet the standards laid down by the British Education Research Association as regards to consent, confidentiality and data protection.

5) **Conclusion**

- a) We are seeking in this research to find a meaningful way of judging the impact of programmes that goes beyond the bland "they've met their outcomes, but could do with a bit of improvement here". To do that we need to identify cohorts of individual pupils according to levels of disadvantage and have a look at what impact interventions have on their progress and achievement.
- b) It is a highly purposeful piece of evaluation and research as it will affect the future provision over the next three years. BNDfC is determined to ensure that its programmes for Children and Young People impact on the most disadvantaged children and will be re-shaping its programme for the next three years in the light of the findings of the evaluation and a wide-ranging review.
- c) Because we need the evaluation to be undertaken in time to affect the review of future provision, it is important that we are able to agree the way forward as quickly as possible.



Consilient Consulting

support in complexity

Burngreave New Deal for Communities: Performance Evaluation

Advancing Together Programme Service User Views

By

**David Howard
Consilient Consulting**

1 Firs Hill Bi-Lingual Teaching Assistants

1.1 Views of parents obtained 1 May 2007

- 'I have 4 children, one of them had a speech problem, a bad stammer, the BLTA helped me explain my concerns to the teacher and now she is getting proper speech therapy support and she is much better. They also arranged for her to go to a Saturday Club because she was quite isolated, I think it's really important that they get extra curricular activities. In our community (Pakistani) a lot of children go to school and Mosque and don't get the opportunity to do more fun activities. I think it's good that they offer them activities out of school. It's really helped her socially.'

Pakistani mother

- 'My son has a hearing problem which was picked up by the BLTA. We thought there was something wrong at home but we did not want to admit it to ourselves. The BLTA really helped us, we were then able to go to our GP for a referral and now he's getting specialist help for his hearing problem.'

Pakistani mother

- 'It was very daunting when my children first started school, the teacher's mouth was moving but I didn't understand a word she was saying. The BLTA was an absolute life saver. My English is much better now and I've been able to learn in school too through the English classes. '

Somali mother

- 'The BLTA's are really easy to talk to. They are approachable being from the same community and a similar age to us mothers. '

Pakistani mother

- 'The BLTA has worked with my son and daughter. My daughter is in Y1 and is getting one to one help. It's really helped her concentration and improved her reading. The BLTA was able to explain to me how to help her at home.'

Black African mother

- 'My daughter went back to Pakistan over the holiday and wasn't hearing any English and when she came back she needed extra help to adjust back into speaking English. Now she has moved up about 2 reading levels.'

Pakistani mother

- 'If I have any questions I can talk to X, even though she doesn't speak my language we can communicate, she helps my son'

Eritrean father

- 'We all get on well with the BLTAs; we can talk to them about anything and know it will be confidential. They are always in a good mood and have time to talk to us.'

Yemeni mother

- 'The BLTA helped draw out my daughter, she has come out of her shell a lot, she's helped with her reading and writing. Now she can spell and write her name.'

Somali mother

- 'The BLTA is a huge link between parents and teachers. You can admit not understanding some thing to the BLTA and not feel ashamed and then get help straight away.'

Pakistani parent

- The BLTA came to see me at home, so I got to know her and my daughter, it helped me feel confident with her and she has helped my daughter make friends in school.

Pakistani mother

- Adults are more able to express their feelings but children hide their feelings and get upset inside. The BLTA is someone they know they can trust and talk to and explain their anxieties.

Pakistani mother

- The BLTA's eat with the children and play in the yard with them-helping them to socialise and bring out the shy children. They do an amazing job. They are a key link between the school and the community.
- Pakistani mother

- She helped my son in Foundation 1 who was really struggling with his writing. He had one to one help. It's amazing he's now in the top group. I wish my daughter could have the same help, she's in Y1 and not at the same level yet

Somali mother

- The BLTA really encouraged and pushed him, Asian boys need a lot of encouragement to get them motivated. Last year I was really worried about him, we were living with my mum and he heard a lot of the Asian language and he needed to hear more English, now he is much better.

Pakistani mother

- My son was having some behavioural problems, the BLTA realised it was because he was not understanding what was being said, she helped get him some assessments done and now he is getting a lot more support.

Pakistani mother

- The BLTA's are really hard working with the children and parents.

Pakistani mother

- Our people often don't understand because we speak Punjabi at home. The BLTA can interpret for us if we want to ask the teacher something and we know it will be confidential, in the past we have had to use another parent and then they gossip and it's all round the yard. The BLTAs are very professional.

Pakistani mother

- They are very kind, they will find out things for us and explain to us, in our own language if necessary.

Pakistani mother

- It's made a huge difference to our children giving them help with reading writing and speaking.

Somali mother

- I have twins and a third child. They used to communicate in a language of their own –part English and part Punjabi and part made up, they used to fight a lot- it took a long time to settle them into school until we linked them

with their own colours which could be used the same at home and at school.

Pakistani mother

- Our children have big restrictions when they start school compared to English children. The BLTAs really help settle children down and get their confidence. It's fantastic. They relate really well to the parents, we don't need to rely on interpreters any more which saves time and makes the teacher's job more effective. Teachers are very busy trying to organise their classes and it's one less thing to worry about if they don't need to get special interpreters because the BLTA can help us.

Pakistani mother

- You can have a private meeting with the BLTA to discuss a problem and know they are on the side of the child, and there's no chance of the child being picked on in the yard by other children.

Pakistani mother

- The children can understand the teachers much better because the BLTA has helped them with their language.

Arabic speaking mother

- I think the BLTA's have really moved the school forward. It's really improved communication, children learn quicker and make better progress.

Pakistani mother

- Some parents have no English, but they can trust the BLTA and tell her things and know she will quickly understand the problem because she understands the Asian community.

Pakistani mother

- My son has hearing and speech difficulties and needed a familiar person who he could get to know and trust, the BLTA really helped him, she talked to him and helped him with his behaviour.

Pakistani parent

- As parents we go out of the classroom happy every day.
Pakistani mother

- Unfortunately some Asian parents still don't have the understanding to come and talk to the BLTA, they may be selfish or not appreciate how important school is to our children's futures. It's parents' responsibility to nurture our children, but not all do so.

Pakistani mother

- The BLTA's know our background; they understand the culture and religion. For instance when the children were being given sweets with gelatine in, they intervened because they aren't allowed them because they are not hal-al. They explained to the white teachers.

Pakistani mother

- The BLTA's have helped the white teachers understand our culture better because they go to Mosque and have to say prayers too and can explain to the English teachers. It helps everyone get on together, it's the only way. One of the English teachers now regularly says hello and goodbye in our language which is really nice. The teachers have all got a lot better understanding of the Asian community.

Pakistani mother

- Any decrease in the BLTA resource in school would have a big impact on individual children. Children get to know them and have close relationships with them as friends who they have grown up with and learned to communicate with. If the BLTA is away from school for any reason, the children's day does not run smoothly.

Pakistani mother

- Some of the English girls in school now wear Asian dress and look really lovely.

Pakistani mother

- We celebrate all the religious festivals in school.

Pakistani mother

- The BLTA's never have a day off, they are always smiling, very professional, calm, easy going and know what they are doing.

Yemeni mother

1.2 Views of the Nursery Teacher

- We have recently appointed an Arabic speaker, TA in the nursery.
- Home visits are an essential part of our strategy. One of the Nursery Teachers always does a joint home visit with a BLTA before children are admitted into the nursery. Having someone who can interpret is very important. They help with ensuring we have accurate admission information, this data follows the child through school and is kept on the school database. It has to be accurate.
- The BLTA helps explain everything about the school to parents: routines in the nursery, asking if the child has any special requirements, health or hygiene needs, speech and language needs. If these are picked up at the beginning and highlighted for all staff then we can ensure the right support is in place.
- When the child first comes into school, the BLTA helps ensure the child and parent understands routines around toilets, library books, story sacks, play- everything. The BLTA's will keep repeating the messages until every one understands.
- The BLTAs help at the new parents meeting held in July before they start nursery in Sept-, having some one who can interpret available makes a big difference.
- They interpret during story sessions and will teach children to sing songs in the mother tongue languages and every one will join in.
- They are always on hand to reinforce messages- e.g. health and safety practice.
- They take their turns at the different Focus Tasks getting to know the children and their particular needs.
- They explain things to the parents so they understand in their own language.
- They also take small groups of children for dance, PSE and IT
- When needed they will interpret for other people in school e.g. the school manager – to ensure we get the correct personal information for the records.

- We have tracking data showing the movement through the levels. (Some of this data has now been forwarded for evaluation verification.)

1.3 Views of the KS1 Teacher

- We could not function without them; it's about a basic communication need. They make life so much easier.
- I don't think we realise fully how the parents see the school and what it's like for them when they don't speak much English(comment made after reading some of the comments made by the parents)
- The BLTA tries to encourage the children to use their own language to communicate- we are part of the APPEAL programme which is tracking 6 children who have been identified as vulnerable. It help Asian teaching staff to start to use a universal language when talking about children's' progress etc in school. Same vocabulary in Punjabi, Urdu etc. The English adviser has done a lot of work with staff at staff meetings.
- The BLTA's will work with at target group which enables them to explain things further/ in more detail using the home language.
- It also helps a lot in resolving behavioural problems because often the child does not understand what they have been asked to do.
- We get a lot more contact with parents since the open door policy started. Parents will come and look up the TA to ask a question when they would not dream of asking the teacher.
- The BLTA's can explain in a non-threatening way about SEN and particular programmes or assessments.
- All the children's progress assessments are kept on computer by Michelle Wherry located in Derwent House – there is tracking data available to BNDfC.
- We took the children to visit the Mosque and X helped me so much preparing for the visit, I was really nervous not knowing what to wear, headscarf etc and what questions to ask. She explained everything and put me at ease.
- BLTA's target APPEAL children Reading, SEN and Behaviour – they work across a range of interventions.

- We have learned a lot from the BLTA, particularly as one is on a degree course and she brings all the latest teaching ideas back into school
- She gives us an insight into the home lives, what it's like going to Mosque, and the expectations of the parents of their children.
- They help explain to parents it's a very different style of learning in school these day to how they teach at Mosque which is a lot of repetition, learning by rote, and very authoritarian.

2 Bi-Lingual Teaching Assistants, Parents Focus Group, Pye Bank School,
3 May 2007, Foundation Stage (F1 (nursery) and F2 (reception))

2.1 Comments made by the participants - approx. 4 Somali speakers and 4 Arabic speakers+
bi lingual TA's who joined the discussion part way through to help with translations.

- My daughter made much faster progress with her English than I expected
Arabic speaking mother
- I am worried about the achievement levels in the school and how this will
affect my child's chances, what can be done about it?
Somali parent
- I would like my son to have an extra hours' teaching to help him make
quicker progress. (Foundation 2 parent, Arabic speaker)
- My child is starting to speak in short sentences, not just a few odd words-
which is good.
Somali parent
- Who would help us if the bi –lingual TA's were not here?
- My child will always go to the BLTA first before going to the teacher. He
knows she will understand and help him and he feels comfortable with her.
- I have children in Y4 and 5 in the school and if ever they have problems I
ask Z to talk to the teacher for me and explain things.
- It's god that someone can talk to the children in the language they
understand which is spoken at home.
- Z really helped when my son started at the school and I was worried, she
explained the routines to him, where to find the toilets etc and he came
home happy.
- Z always reads stories in both languages so they can understand in
English and Somali.
- My child was very frightened when he started school, but he soon settled
down when X spoke to him in a language he understood.
- The children learn the English language quickly, I really like the help they
get, and we need more of it.
- The children bring books home, but it is very difficult when we can't read to
help them, but when the stories have pictures for us to talk to the children
about, it helps us.

- I rely on M a great deal. Especially if my son is naughty, he knows she will help him to understand things.
- The BLTA's don't just help our children in the Foundation Stage, they make a difference throughout the school.
- We help by phoning parents in their own language, for the teachers, so we can sort out things like visits, money, any problems the child is having. (BLTA)
- We always know where to find Z and M and that they will help our children.
- My son use to go to Sure Start and for a year and a half he was really unhappy, there was no one there who spoke Arabic who could sit with him. The only people who spoke Arabic was if they used an interpreter. He settled at Pye Bank very quickly because there was someone who could speak to him in his own language in the nursery, it helped a lot.
- The TA's are our friends.

2.1.1 When asked whether these parents were learning English, not many were currently going to English classes, but some were doing a Computer Class and 'Helping Your Child in school' class.

2.1.2 One parent had been to an English class run by Sure Start but had not liked it and had stopped going. She wanted to go to a class at the library run by Parkwood School (CEC), where her son went. But had been told that it was not for Burngreave parents. It was run at 4.30pm which she preferred. The BLTA agreed to refer her to the CEC to see what other classes might be possible for her. General comment from school is that afternoon classes are not in demand.

2.1.3 Language and communication is a big barrier for these parents. Enabling them to understand what courses are running and have the confidence to attend is a huge challenge.

2.2 Discussion with Samina, Deputy Head, and Head of Foundation Stage

- We rely heavily on the bi lingual TA's. They make so much difference to the children and to the parents in so many ways. You can tell how necessary they are from your discussions with the parents this morning.
- They do individual work with children and also target small groups for particular concepts. They impact on over 90% of the children who come into the nursery with very little or no English.

- After the AT programme we are hoping to fund 1 bi-lingual TA through Pathfinder money which is giving extra hours TA support in Foundation, but we are hoping to be able to bid for money at BNDfC to keep the other TA on. We cannot manage without them. They are very well skilled and they have learned a great deal about young children and how children learn since they have been with us. It took a long time to find two TA's with the right level of skill and now we have them we do not want to lose them
- Deputy Head tracks the progress of these children and expects to have full data at the end of June.

Four parents attended, their children had attended a range of clubs: After School Home Work club, Football, Rainbows, Kickboxing, Gross Motor Skills Club, Holiday Club, Breakfast Club.

- 'My child has dyspraxia and is very poorly co-ordinated. He has been attending the club for an hour a week for 3 years, it's been fantastic for him, his balance has improved and he can now ride a bike without the stabilisers, he does break dancing and has lots more confidence. He has got to know children in other year groups too.'
- 'My child went to the Rainbow group after my husband and I split up and my daughter was very upset. She went for a year and it helped a great deal to talk about things.'
- 'My son goes to the Holiday Clubs- he spent a day at the Sheffield Wednesday Football Club and they did coaching, training –everything for a day. At the end he got awarded the player of the day award. He was so delighted –he took the trophy everywhere with him.'
- 'The children appreciate the trips; it's very exciting to do things they would not otherwise get the opportunity to do. Lots of parents don't think to take their children out and cannot afford to. It can be very expensive to take a family of 2 or 3 children- over £10 per child.'
- 'School make the selection as to who goes on the trips and it is very fair- children in same family accept only one can go if it's the teachers decision, if parents made the choice they would be very resentful.'
- 'Trips out encourage children to discuss their experiences with a parent afterwards – 'special time' – helps the family relationships. Really helps families that don't have cars to take them out.'
- 'Would be willing to pay a contribution towards the cost if children benefit, but not a lot as main problem is the expense of taking children out.'
- 'Taking children to the Theatre was a novel experience. Not many families would be able to afford it or would think to do it, as they don't go themselves. Children found it really exciting.'
- 'Giving the children books was a fantastic opportunity. How many parents can afford to buy books especially in large families? Because they chose the books themselves, they really wanted to read them.' (Books and Theatre Trips.)

- 'Homework club is good. It stops all the 'battles'. I would just give in if they refuse to do it, but when there is a teacher there they get on with it and they don't have to ask us as parents about things we don't understand.'
- 'As a parent with dyslexia, I cannot help my child, many parents are put off coming to homework club because they are embarrassed that their children know more than they do, but I think it's a good thing- we all learn from each other.'
- Breakfast Club- 'My son helps put the food out, he's Y6 he's keen to get there early because he has a job to do and never wants to miss. It gives children an energetic and social start to the day- they can play football, games etc.'
- 'It really encourages children to be punctual and go to school happily. 'It makes my morning run smoothly, because I have to drop him off and then get to work myself on time'. They love breakfast club, they eat the same as they do at home but they seem to enjoy it more because their friends are there. It's a different atmosphere.'
- 'It costs about 15p per item. It costs me about £1.30 for two children that's good value; I come three times a week. I like being able to chat to other parents and the teachers are around if you need to speak to someone if there is an issue with a child.'
- 'As a single parent I rely on breakfast club and drop my child off before going on to work.'
- 'As a school volunteer in another school I used to collect a child and help him get to school earlier because he was always late. With the breakfast club, it really helped his time keeping and now he's there every day on time.'
- 'Since my child has been coming to after school clubs I've got a lot of positive feedback from teachers and found out a lot about my child's learning. You don't appreciate what your child can do well until someone else tells you.'
- 'The holiday clubs give children the opportunity to mix and not be isolated. A lot of parents don't have much time for their children because of full time jobs and it's easy for children to miss out. We don't let our children play out any more because it's not safe, so going out at holiday times is a really good thing.'

- 'I've volunteered in the past and been on trips to help out- now I have a paid job in the school office.'
- 'I used to be a reading volunteer and now I work in the crèche at Firs Hill and help Rashida who organises the adult learning courses.'

4 Pye Bank Parents Focus Group – impact of Adult Education and Family Learning Courses, 2 May 2007

- Six parents came to the Focus Group: 1 Somali, 1 Pakistani, 1 Caribbean heritage and 3 White British. All six are core members of a recently initiated Parents Group who are keen to support the school and help fund raise for extra things for the children. At Christmas they organised a Christmas party for the children and got parents to contribute food, which was reported a big success.
- The 3 WB parents had started at the beginning with being encouraged by the CEC to enrol for computers for beginners, progressing to Word Processing, Desk Top Publishing, Helping in School (WEA), Understanding your school, Child Care Levels 1,2 and 3, Family Learning, Play to Learn, Learn to Play, maths and Literacy and Reading Matters (recently at St Catherine's)
- 'It helped me up date my skills and keep up with my own children who were ahead of me in computers. ' (Also member of the Family Net Programme)
- 'It got us out of the house', helped us get more confident, helps us help our children better'
- 'Not many parents get involved in the school. We are trying to increase levels of interest and make contact with more parents. At a recent Parents' Meeting there were 20 parents. Our next meeting is planned for Friday this week.'
- 'The group got £500 from BNDfC small grants fund to pay for the school party which was very good in bringing the various communities together.'
- 'There is a big language barrier for some parents and some people don't mix. The different nationalities all stay in their own groups in the play ground – but the Christmas Party helped break down the barriers and every one helped.'

- 'My child helps me with my homework, they like the idea of their mum's doing homework too.'
- 'We feel a lot more involved in school now and can help our children better at home. For instance I used to listen to my child read and think he was good until I realised he wasn't taking any of it in. Now I ask him questions about what he's read. He no longer hoodwinks me.'
- 'We've been shown how they teach them maths but it's all different to how it used to be in our day at school. They don't do tens and units any more they use grids and things – it all seems a lot more difficult and long winded.'
- 'Family Learning sessions would be helpful to better understand how our children are being taught.'
- 'We don't have open mornings in school for parents – we'd like to see for ourselves what our children do in school more. Some times I think the teachers hide from us because we've asked so many questions!'
- 'We have been able to approach our children's teachers much better and tell them things – like my son would not wear his glasses, until the teacher told him in front of me and now we've sorted it out.'
- 'I come into school to help with the library we're doing a lot of work cataloguing the books. We're also getting involved in the Lord Mayor's Parade and will be very busy making costumes for the children.'
- 'Being in school for the courses has been really helpful, it makes the teachers more approachable, some things I have asked them I would never have dared ask before.'
- 'I would like to help more in school when my English is better and I feel more confident.'
- 'There's been problems getting enough numbers for some of the courses to run. Once the CEC paid for a crèche, but the learners did not come and it got cancelled so the crèche money was wasted.'
- 'We are training to be crèche workers now, the course is being run by Sure Start and has about 18 learners on it the course will last 18 months to get to Level 2. Then we will be able to provide our own crèche.'
- 'We liked helping in class which we did as part of our Helping in School course, but haven't done any thing since the course finished.'

- 'We've been to see the head teacher to ask what will happen when the CEC's job ends in August. She says she does not want the courses to stop and there may be some extra funding from somewhere. We want to keep the CEC. It needs a dedicated person to arrange the classes. It would not work if it were a teacher who just had some extra hours to do it. It needs someone who can build a good relationship with the parents, which takes a lot of time. We feel we can talk to the CEC and he's interested in us, like a friend. It would be more of a barrier if it were a teacher.'
- 'The CEC has really helped the Somali community- he has taken a real interest in us. Many will now come to the English classes and having them in school means we can stay when we have dropped our children off at crèche or nursery or school. It's really easy and convenient. People would not come if the courses ran anywhere else.'
- 'It's really improved the atmosphere in school having parents around.'
- 'At first our children were mortified having their mums in school they felt embarrassed that we would show them up, but now they have accepted it and a lot really like their mums being around learning like they do.'
- 'We've tried to encourage other mums to come to the classes, but it's really hard. We've tried word of mouth which works best, notices flyers etc. Some parents don't want to learn, they think school is just for the children. Some people are very shy and lack confidence we try and encourage people to come if we can. But we need to keep our morale up. It's easy to feel down about it and that we are fighting a losing battle. Once there was course with 14 names, which Derek organised and not one person turned up.'
- 'There was an open morning planned to talk to the parents, but only 1 other parent turned up as well as us. It works best straight after 9.00am when parents have brought their children into school and then they can stay on.'
- 'The Parents Group is planning to start a newsletter with help from the Burngreave Messenger, we also want to organise a Summer Fare and an end of term Party. We have now set up the group properly with a lot of help from the CEC and have opened our own Bank account. The forms are so long and complicated we could not do this without his help and experience. He has helped us with funding applications for BNDfC small grants.'
- 'It took a long while for the CEC to build up the relationships with the school and community, he is very approachable, it would not be the same

if a teacher took over his role. We are very worried about what is going to happen, we don't want to lose what we have all worked hard to achieve.'

- 'Ideally the school needs more space so there is a room for parents and to run courses. They made this school far too small. They are talking about increasing to 2-form entry and will need to build on to accommodate everyone.'
- 'The courses mostly run at the primary schools separate to each other, there's only been one joint course when all 4 schools combined for 'Reading Matters' we went to St Catherine but we did not like it so much up there. The people were not so friendly. The schools all operate very differently.'
- 'The Holiday Clubs do excellent work- the children really enjoy them and get to do different things.'

5 Parents Adult Education Focus Group, St Catherine's School, 27 April 2007

About 12 parents present, some were in school for Family Learning Course on Child Health. Other courses they had attended included:

Family Learning, Reading Matters, Helping Children Learn, Numeracy.

- 'It's helped us to help our children and made us think a lot more about our children'. 'It's given us confidence'. 'It's made us make special time available for our children at home.' 'Everything's changed from when we were at school and it helps know about things' 'We make things here and then we can try them out with our children at home' 'It helps us learn to be more patient with our children'
- 'The school venue is good; we would not go if courses were anywhere else. Being on site with our children has been a really big factor, as we don't have a lot of confidence to go somewhere new or different. There's childcare provided free- crèche, nursery, school, all close together. Plus you get to know the school staff and the lay out, it prevents barriers and we get to know the teachers. Between the two schools (including Firs Hill) we now know lots of other parents.'
- 'Kids love seeing their mums in school, it shows children that their mums can learn too and keep learning long after school has finished. Children want to know what we are learning about and want to help us with our work!'

- ‘We used to take a lot for granted, now we can help our children because we understand what’s being taught. It gives us good ideas. Also we understand the language teachers use better.’
- ‘Lots of parents work and have very busy lives and so cannot come to the adult classes – how do they find out about what their children are learning – what about evening classes?’
- ‘One evening course was organised and only 3 people turned up! Evenings aren’t good for many people. Not many people want to go to courses at weekends as its family time.’
- ‘Some courses could be offered as On Line courses, distance learning e.g. ECDL and even offer chat room, blog facilities to exchange ideas etc- suits some people, but others need more group discussion and teacher input.’
- ‘The benefits of having CEC as co-ordinator have been huge. We’ve been given a personalised service with some one who listens and responds and can make things happen. Can also encourage and explain to those who might be anxious or lack confidence. ‘
- ‘If there were not a named person to talk to, some one we knew – we would not have come to classes.’
- ‘We’ve got to know lots of people and really extended our otherwise limited circle of friends.’
- ‘The courses and childcare are free. Costs would put people off. We could not come otherwise; we are mainly single parents on very low incomes. We do not have the ability to pay. One parent says she pays £1 per week for a course in Hillsborough, but cannot afford an extra 50p for crèche.’
- ‘Parents who could pay – don’t have the time to come on courses because they are working.’
- ‘Family Learning Tutor commented that her courses were free and would continue as a City initiative whatever happened to the New Deal courses.’
- ‘Attending some of the courses has enabled parents to realise how much they have to offer. It’s opened doors and is helping us get into work. It’s been a real eye opener and given us confidence’.

- 'I want to work in a school, I've now got a lot of insight, before I would not have dreamed of working'
- 'It's enabled me to get access to a course at Sheffield College.'
- 'It's been really important that the CEC hasn't been a teacher, but some one from the local community- at our level. If a teacher had been running the courses, parents would have felt it was too high a level for them to take part and would have felt 'barriers'. These courses are really relevant to the needs of the local community.'
- 'We don't know what will happen after July when the CEC post goes, no one has talked to us about it. We will talk to the Parents Group in school and get it on the agenda.'

6 Firs Hill School, Adult Learners Focus Group, 24 April 2007

Attended by 10 parents. Most were involved in English, maths and family Learning Courses, some had done a SHARE group, making games to play with their child and then the child coming out of lessons to play the game with his/her parents- enabling the parent to learn new skills.

- 'These courses have really helped us in managing our children at home.'
- 'We find we have much closer relationships with our children we talk more and understand more how they are feeling and how to encourage them.'
- 'It's much better when our children see we are learning how to help them better.'
- 'Children learn that adults are learning too- schools isn't just for children, you keep learning all through life.'
- 'It's made a big difference to us – now we go to the library and can borrow bi-lingual books. It's really helped our confidence. I've lived here for 20 years but I only started to learn English 2 years ago- now I come to every course I can.'
- 'The children are now proud of their parents because we can speak English, before they were embarrassed. We are proud of ourselves and our achievements.'
- 'We've learned to work as a team with our children and its reduced the stress and conflicts at home.'
- 'We have a lot more social contacts and learn from each other- including other languages.'

- 'We've improved our writing and spelling. And we can now do things to help in school. Our artwork is decorating the school office.'
- 'We can talk to teachers more easily now and understand what they tell us.'
- 'I can make myself understood at school, at the doctors, at the hospital, going shopping etc. Now I don't have to rely on other people.'
- 'The book fairs were very good; our children got bi-lingual books so we could read together with our children.'
- 'Now we will read books and do work from books.'
- 'I can now work as a volunteer in a school.'
- 'We can follow the progress of our children right from nursery through the school- its very important to be able to help our children.'
- 'The free courses have really given us the opportunity to learn. If they had been to pay for it would not have worked.'
- 'We have met lots of people and made friends, we bring friends and encourage the timid ones to come along – who might be frightened if the CEC asked them. The numbers have really grown.'
- 'We can find out what's going on by looking at the School newsletter or Burngreave Messenger.'
- 'Some times we travel to courses now e.g. at Castle College – we would not have had the confidence to do that in the past.'
- 'Our children make more friends.'
- 'The courses are easily available here in school with the nursery and crèche all on site to make it easy.' (Crèche is paid for by CEC who fund raises to pay for it)
- 'We would like more courses to be available in the evenings for people who work, or who cannot get out during the day.'
- 'The school base for the courses has worked really well. New parents really benefit and quickly join in.'

- ‘The people running the courses are really good and flexible, e.g. you can come and go to suit child care arrangements or miss time because of illness and then come back in. In some places they would not let you keep coming.’
- ‘The CEC gives us lots of support and advice – she’s always available to talk to if there is a problem.’
- ‘Playground contact is very important- to meet and talk to other parents.’
- ‘I did the SHARE course twice, now I help teach the course. I want to do more for adult education.’
- ‘It’s often down to the teachers to retain the learners – we can recruit, but its up to the teachers whether the parents keep coming.’
- ‘Those of us who did the family learning course, are all either coming into school to help or have gone on to College.’
- ‘Children get used to parents coming into school and like it.’
- ‘It’s important to ensure that classes are run at good times i.e. afternoons are not so good because of Muslim prayers and many mums have to cook, clean etc in afternoons, so mornings are best for studying. They must keep off Fridays too because of prayers.’
- ‘It’s good to see the teachers model a good lesson and include parents we learn a lot and can then help our children.’

7 Firs Hill Primary School Breakfast Club Focus Group, 24 April 2007

Parents and children were invited to share their views about the Breakfast Club and other After School Club activities. About 15-20 pupils used the breakfast club on the day of the visit and about eight parents including two who were running the Credit Union. There was a TV in the room but it was not switched on. Children were engaged in eating and talking, no additional activities were on offer and there was not an obvious presence by school staff, children were well behaved and moved off quite quickly after eating.

When asked why they came to the various clubs children responded :-

- ‘To make friends, to learn new things, to behave better, to do exciting things, mix with other older and younger children.’

- Parent – ‘It’s good for parents who work, we like to meet and chat at Breakfast Club, and we can go in our children’s classroom to help them twice a week, I always go but not many others do.’
- Parent – ‘There’s not enough after school activities, my children get bored after school, school don’t do much because of Mosque, but the white children are missing out.’
- None of these parents had attended the Family Fun days which had been run during holiday times.

8 Breakfast Club, Holiday Club, Focus Group at Pye Bank School 25 April 2007 8.15 am

Spoke to approximately ten children
Spoke to approximately ten parents

- Breakfast Club – pleasant room , well set out, good mix of parents and children. Parents said – food is good value and much cheaper than if bought in a shop – egg cereal bar costs 25p (40p in shop). Lots of good offers –meal deals egg cereal, beans on toast , drink for 15p. ‘A few weeks ago there was free food on offer to encourage more children to come, lots came and most still come now ‘(Y5 pupil)
- School staff also use the club but tend to go early and leave by 8.15 to spread the numbers. Head was eating there when I arrived.
- Children enjoy coming to the club and eat better than if it was breakfast at home – more fun, friends to chat to etc, more food choice. Parent; ‘He eats beans here, he won’t at home’ ‘ We all enjoy coming , it’s good fun and it gets the children off to a good start to the day, we all chat and make friends – parents and children. At Christmas we all sang carols.’
- It’s fantastic- it’s more exciting for the children to eat here than at home. Parent . The staff are all very friendly. Pupil
- One mum was working as a volunteer teaching assistant after doing a course at Byron Wood, two years ago. Another mum said she worked at Byron Wood School.
- ‘It’s good healthy food, better than going to the shop for sweets’ (Y6 girl)
‘Brilliant’ Y5 boy

- ‘We would like more after school clubs to do extra studies to help children with literacy. I tried to get my child a place at the Somali Study group, but it was full.’ Somali parent
- ‘Children mix and interact with each other and enjoy it.’ Yemeni parent
- ‘Holiday Clubs are good and important for children – playing is learning as well’ parent who had been on Child Care course and who now does voluntary work at Sure Start.
- ‘The boys and girls get on better together at the holiday club than in school, we played activities together at the Park which doesn’t happen in school time’ (Y6 girl)
- ‘Since going on the courses here we can help our children much better at home and understand how they learn and give them more quality time’ Parent
- ‘As a parent learner it is good being in the same school as my child – it makes it much easier when we are all on the same site and my son really likes me coming to learn here, when he got used to it.’
- Several parents had been on holiday trips with their children organised through the school and found it worthwhile and rewarding- I enjoyed going with my children to Weston Park Museum. We all learn together. ‘
- Parent who doesn’t come often- ‘I have to drop a child off and take another one to another school, they don’t always want to come, she doesn’t like the food.’
- ‘As parents we help each other- I have interpreted for friends and neighbours. I can now speak 3 languages – English, French and Arabic.’

WEBLINKS

NDC Contacts:

- Coventry: www.coventryndc.org.uk
- Doncaster: www.doncasterndc.co.uk
- Bradford: www.bradfordtrident.co.uk
- Leicester: www.braunstone.com
- Liverpool: www.kensingtonregeneration.com
- Manchester: www.newmanchester.com
- Middlesbrough: www.wmnt.co.uk
- Newcastle: www.newcastlendc.co.uk
- Southwark: www.alyesburyndc.org.uk