

CHILDREN AND YOUNG PEOPLE'S LEARNING SCRUTINY PANEL

ADDRESSING POVERTY ISSUES AND THE IMPACT ON LEARNING - ACTION PLAN UPDATE

SCRUTINY RECOMMENDATION	PROPOSED ACTION	UPDATE
<p>a) That a partnership be developed to deliver a more joined-up, collaborative and integrated approach to tackle poverty and promote social mobility, cutting cross employment support, welfare, housing, early years provision, education, public health and family support.</p>	<p>Map existing partnerships through which the poverty agenda is currently addressed identifying where progress is already being made</p> <p>A working party consisting of a range of stakeholders work to drive forward identified actions all aimed at reducing childhood poverty.</p>	<p>Existing partnerships mapped and detailed:</p> <ul style="list-style-type: none"> • Collaborative working party already established. Led by MBC's Financial Inclusion Group (FIG) a wide variety of partners work to support families helping to improve financial inclusion for all residents of all ages, and encourages partnership working and signposting between member organisations. • The Employment Network Group (ENG) led by Middlesbrough College that focuses on Work readiness and issues around employment supporting school leavers to learn sector skills linking to employment for adults. • Carmel Research School (a network of schools that support the use of evidence to improve teaching practice) is currently developing a program to support disadvantaged pupils. This program is tasked to break the link between family income and educational outcomes, improving success and life chances for disadvantaged pupils in particular. <p>Working party established consisting of a range of stakeholders</p>
<p>b) That a coherent strategy be developed to ensure that poverty remains high up on the agenda for every organisation in Middlesbrough and to maximise resources available across all sectors and agencies (including the Voluntary Community Sector).</p>	<p>Multi- agency working party action plan agreed and signed off</p>	<p>Strategies which maximise resource are being implemented. These strategies include :</p> <ul style="list-style-type: none"> • Middlesbrough's Food Partnership Food Action Plan, 2020-2022 (MEC). This includes providing Eco Shops within schools providing low cost healthy food for families. • South Tees Affordable Warmth Plan, 2020-2022 (MEC). Ensuring no families need to live in fuel poverty through a variety of programmes

<p>c) That, once established, the partnership:</p> <ul style="list-style-type: none"> • develops a monitoring tool to effectively measure poverty rates and trends in Middlesbrough; and • submits data on an annual basis, to the Children and Young People’s Learning Scrutiny Panel, to demonstrate the impact of its work and to highlight the practices, interventions and strategies that have been most successful in tackling poverty. 	<p>Develop joint scorecard for partner for example; Use increased applications of the free school meal (FSM) entitlement in key stage 1 to accurately measure the % of families in receipt of FSM. Use Pupil Premium and disadvantage data to monitor trends. Use Pupil Premium and disadvantaged data trends to determine key areas of immediate support. Work collaboratively with key partners NIL(schools) to measure pupil outcomes The Middlesbrough Research Leads group to evaluate and monitor emerging trends and report to the partnership working party twice a year.</p>	<p>Monitoring tools are in place such as:</p> <ul style="list-style-type: none"> • Education data monitors pupil premium outcomes as well as % of pupils eligible for free school meals from Early Years to Key Stage 4 • Pupil premium data is monitored and key areas identified where achievement gaps need to close. Challenge discussion with school leadership teams occur. • Welfare reform report (produced by FIG) monitors % access to financial advice including housing support • Public Health England gather annual data on poverty levels across LA’s –https://fingertips.phe.org.uk/search/Poverty • Significant data is already gathered by Education including targeted support in schools; monitoring of Pupil Premium and outcomes; literacy; school readiness. • The Council’s Learning & Education Strategy also prioritises achievement gaps for disadvantaged pupils looking at their progress and attainment over time, from pre-school through to work readiness. • Middlesbrough Research Leads group no longer exists. However, schools are taking part in Bishopsgarth (Carmel Research School) to develop initiatives that aim to break the link between educational outcomes and low income homes.
<p>d) That, in respect of those areas that have high levels of deprivation, the Local Authority works with the Financial Inclusion Group to ensure there is a greater presence from advisers offering debt advice and benefits support and advice in the community.</p>	<p>The Unclaimed Benefit Campaign and Hub Advice Service is to be evaluated considering if the current is still suitable and this will be linked to the ward based solution for example the level of deprivation will determine the level of support.</p>	<p>Advice and support is available for all residents through:</p> <ul style="list-style-type: none"> • Unclaimed Benefits Campaign & Hub Advice Service under one project. This collaboration was developed by FIG and is led by Welfare Rights Unit. Partner organisations are CAB, Age UK, CHAC (Cleveland Housing and Advice Centre) and ACTES (Achieving Change through Enterprising Solutions. • COVID grant funds available for eligible families’ access during non-school time.

<p>e) That, in respect of those areas that have high levels of deprivation, the Local Authority works with the Financial Inclusion Group and schools to introduce school-based advisers to provide welfare rights advice for parents, to help maximise family income.</p>	<p>Utilise Parent Support Advisors to record emerging issues. Access key local support groups such as Middlesbrough Environment City to educate vulnerable families with money management.</p> <p>The Unclaimed Benefit Campaign continues to provide sessions within school settings to families.</p>	<ul style="list-style-type: none"> • Parent support advisors work diligently in school to ensure the appropriate information is received by parents • The Learning Middlesbrough website offers advice and support to parents • The Revenue and Benefits team have implemented systems which ensure the correct amount of benefit is received • FIG continues to work collaboratively to sign post correct support agencies.
<p>f) That the Local Authority works with schools to capture an accurate baseline of individual children's attainment as early as possible (on entry to nursery) to inform planning and maximise learning.</p>	<p>LA Data Team to provide census data and annual performance data. LA Achievement Team advisors to scrutinise pupil progress and achievement through monitoring visits. School Readiness team to provide advice and support to the Private Voluntary and Independent (PVI) nursery setting which addresses parental engagement of helping their child to succeed.</p>	<ul style="list-style-type: none"> • Education already establish baseline data to inform child development and maximise learning (see cii) above). • Annual census data is collected based on October census providing the number of pupils eligible for free school meals. • Staff within Education make visits to Private & Voluntary Independent Settings (e.g. nurseries), provide advice and support and training in preparation for Ofsted and to gather local intelligence around the capacity of learning • PVI owners and managers now attend monthly LA briefings led by the Achievement team • The Early Years Development Lead completes focused improvement plans and Network meetings for practitioners disseminate key messages. Transition documents are created to capture children's progress including narrative around what makes them successful learners. This is shared with their next learning setting. • Children's Centres work with parents providing parenting support in order to develop learning at home as well as interventions to support families from 0-5 years

<p>g) That the Local Authority works with Children North East to:</p> <ul style="list-style-type: none"> • arrange training for teachers on the barriers to learning that exist because of poverty; • identify common threads that exist in schools; and • develop a good practice guide that highlights the effective practices used in tackling the root causes of poverty and mitigating the effects of disadvantage. 	<p>As above in section C.</p> <p>Implement Children’s North East Poverty Proofing the school day including:</p> <ul style="list-style-type: none"> ➤ Poverty Proofing COVID response ➤ Implement a delivery partner model of Poverty Proofing the School Day 	<ul style="list-style-type: none"> • Following audits completed by Children North East schools also now have developed additional support mechanisms to mitigate the effects of disadvantages, such as : <ul style="list-style-type: none"> ➤ Council pledge has been implemented asking schools to commit to reducing the requirement of branded personalised uniforms thus reducing cost of uniforms ➤ Eco shops for food poverty ➤ provision of PE kits ➤ COVID response to addressing device inequality - £350k investment from Council to ensure all pupils have access to virtual remote learning. • The Carmel Research School is developing training programmes to be disseminated in MBC schools to break the link between family income and educational outcomes. This aims to improve the life chances of disadvantaged pupils in particular. <p>(Training expected to be made available after September 2021 when the Training lead is recruited).</p> <ul style="list-style-type: none"> • Governor Development Service has provided training for all school Governors to develop a schools own policy on Poverty Proofing the School Day.
<p>h) That the Local Authority works with schools and catering suppliers to encourage implementation of the recommendations proposed by the Just Change campaign.</p>	<p>As above (section g)</p>	<ul style="list-style-type: none"> • Work to promote the Just Change campaign is on-going.
<p>i) That the Children and Young People’s Learning Scrutiny Panel writes to the Secretary of State for Education to request that census data for early years is collected in July instead of January, when numbers are at their highest - as this data</p>	<p>A letter will be drafted and sent to the Secretary of State for Education.</p>	<p>An online form was submitted to the DfE on 24 November 2020, a standard response was received on 28 January 2021 stating “<i>Since the outbreak of COVID-19 in the UK, the department has received unprecedented levels of correspondence and normal levels of service have been disrupted. I would like to take this opportunity to apologise that we have been unable to respond to your query as quickly or as personally as we would have hoped.</i>”</p>

determines the Dedicated Schools Grant for the following year.		
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