

Levelling up in Derbyshire





Foreword:

A message from Derbyshire County Council's
Cabinet Member for Education
Councillor Alex Dale



As an administration we work tirelessly to deliver the best educational opportunities for young people. Never has the interdependence between the education and health systems been more linked directly to the economy as they are now. The Government has awarded Derbyshire a £70m boost from its national 'Levelling Up Fund' to be invested into local projects - and as a county council we will use £1m of it to invest in children and their future.

By creating our £1m 'Levelling Up Fund for Young People' we will strive to create equality of opportunity for young people where no-one is left behind and find innovative and creative ways to ensure every one of them is supported and encouraged to succeed despite their circumstances.

We will deliver this though working closely with our partners via a bold and innovative partnership of education providers from all ages and stages coming together with a desire to continue and secure the very best for the county's children and

young people. From early years though to post 16 and post 18 education, providers have demonstrated their commitment to work collaboratively to tackle key and common issues so that young people can flourish. Moreover, this partnership approach fits directly with our strategic approach of 'Vision Derbyshire' by collaborating with partners to maximise efforts.

Derbyshire's education community is made up of a range of great partners and each have different roles, but our line of accountability to our residents and the county's young people is common to us all. As we turn our attention to the economic challenges ahead, it is more important than ever that we support education providers to deliver great outcomes for young people no matter where they are within the county.

Through our approach to levelling up, we will invest in our county's children and young people to create more confident readers and the development of essential life skills to be resilient and adaptable in their life's journey.

Background and Context

The challenge of the COVID-19 pandemic

The COVID-19 pandemic has brought global challenges for the continuity of education for young people around the world and especially for their emotional health and wellbeing and in September 2021, the Government's 'COVID-19 mental health and wellbeing surveillance: report' commented:

'... Evidence suggests that some children and young people's mental health and wellbeing has been substantially impacted due to and during the pandemic...' (Section 4)

If we are to collectively tackle the challenges of the COVID-19 pandemic and help our children and young people make positive transitions to their next stages of learning, then we need to support education providers in tackling some long-standing issues in ensuring that our young people have rich language to flourish in school and are resilient individuals to deal with the challenges which they meet. This is why we are investing in children.



Our Levelling Up programmes

While education outcomes in many areas of Derbyshire surpass national outcomes, we recognise that the picture across the county is not consistent and children's outcomes in reading have not always been as good in areas of high deprivation as within other parts of the county. This picture is also prevalent nationally. It is for these long-standing reasons we are investing in phonics, reading programmes and in developing the essential life skills of young people in the county and especially for disadvantaged children. By working with our schools and partners we will invest in programmes to support children in becoming more confident readers. This is directly in line with our council priorities around 'Great places to live, work and visit with high performing schools'.

In addition, we will use our Sports, Outdoor and Residential Education services to invest in developing resilience and the essential life skills in children and young people in innovative programmes around science, technology, engineering and mathematics. These programmes - called 'Moving on Moving up' - focus on engaging the county's young people and capturing the very best from them via a new 'Spirit of Derbyshire' award.

These exciting programmes are directly in line with our priorities to develop resilient, thriving and green communities via high quality public services which work alongside our communities.



How will these help Levelling Up?

By working with early years settings and schools who are below the national average in the phonics screening check, or who have disadvantaged children who need to become more confident readers, we will provide them with access to structured support programmes to enable them to develop more fluent readers. This will link directly with our work with other partners to develop more fluent readers.

Our work on building the essential life skills of young people will focus on providing them with structured programmes to learn in the outdoors and with physical and mental challenges which will help them develop teamwork skills, decision making skills, trust and resilience. These are all essential life skills which they will need to tackle life's challenges and help them secure positive transitions.



Our delivery plan

Phonics

Which council goal?

Great places to live, work and visit with high performing schools.

Which schools or cohorts?

Early years settings and schools identified by the phonics standard outcomes.

How selected?

- Below national in the Phonics Screening Check.
- At least three years below the national average in Phonics.
- At least a three-year decline in performance in Phonics.
- Early years settings and schools where disadvantaged young people require the building blocks to improve reading skills.

Start date and why?

Schools recruited from January 2022 onwards.

Individual action plans and matches made during spring term 2022 and ready for network meetings starting September 2022 based on current year group and capacity of school-based practitioners to support programmes.

How will we measure success?

By working with schools and partners such as the government's training architecture for schools and also via our own training programmes with schools, we will measure success by more individual children becoming confident readers.

Reading

Which council goal?

Great places to live, work and visit with high performing schools.

Which schools or cohorts?

Schools which qualify for the Education Endowment Foundation (EEF) reading programme or those schools where disadvantaged young people need to become confident readers.

How selected?

The EEF has identified the following criteria to target schools:

- Above average numbers of Pupil Premium pupils.
- Lower than national average three-year attainment of disadvantaged pupils (using scaled score or attainment 8).

In addition, schools where disadvantaged young people

need to become confident readers would be eligible.

Start date and why?

Schools recruited from January 2022 onwards. Links with EEF January / February 2022.

Action plans and matches made during spring term 2022 and ready for network meetings starting September 2022 based on current year group and capacity of school-based practitioners to support programmes.

How will we measure success?

By working with schools and partners such as the government's training architecture for schools and also via our own training programmes with schools, we will measure success by more individual children becoming confident readers.

Our delivery plan

STEM

Which council goal?

Resilient, thriving and green communities.

Great places to live, work and visit with high performing schools.

High quality public services that work together alongside communities.

Which schools or cohorts?

The offer will be open to all schools and communities based upon identified levels of disadvantage and need.

How selected?

Schools will apply to participate.

Schools with higher indices of deprivation will be prioritised.

Where appropriate schools will be supported to select individual

students based on a science capital measure.

Start date and why?

Launch date with schools in March 2022. Programme start date determined by schools.

Maximum capacity of 20 courses for up to 80 students each year (1600 students). Aiming for 800 students.

(Target group is key stage 2 and 3).

How will we measure success?

By working with schools, families and individual young people, we will measure success by individuals becoming more resilient, growing in confidence and developing the essential life skills to enable them to make successful transitions in life.

Moving on Moving up

Which council goal?

Resilient, thriving and green communities.

Great places to live, work and visit with high performing schools.

High quality public services that work together alongside communities.

Which schools or cohorts?

The offer will be open to all schools and communities based upon identified levels of disadvantage and need.

How selected?

Referrals from virtual school, looked after children services, contract care managers, and locality teams.

Referring body makes a firm commitment to their contribution

towards the success of the programme.

Start date and why?

Launch date with schools in March 2022. Programme start date determined by schools.

24-30 students per year (aged 14 to 17).

How will we measure success?

By working with schools and partners such as the government's training architecture for schools and also via our own training programmes with schools, we will measure success by more individual children becoming confident readers.

Our delivery plan

Spirit of Derbyshire

Which council goal?

Resilient, thriving and green communities.

Great places to live, work and visit with high performing schools.

High quality public services that work together alongside communities.

Which schools or cohorts?

The offer will be open to all schools and communities based upon identified levels of disadvantage and need.

How selected?

Schools will apply to participate.

Schools with higher indices of deprivation will be prioritised.

Schools make a firm commitment to their contribution towards the success of the programme.

Start date and why?

Launch date with schools in March 2022. Programme start date determined by schools.

Expected throughput of 20 primary schools with on average 50 participating students. 1000 students (aged 5 to 11).

How will we measure success?

By working with schools, families and individual young people, we will measure success by individuals becoming more resilient, growing in confidence and developing the essential life skills to enable them to make successful transitions in life.



