

Equality Impact Analysis Record Form – Derbyshire County Council

Part 1. Introduction and context

Policy/ Service under development/ review		Development of the council's levelling up strategy focused on securing more young people within the county who are confident readers and to support schools in their approaches to building the essential life skills and resilience in young people. This complements the government's 'Levelling Up White Paper' as announced in February 2022.			
Department/ Enterprising Council Workstream		Children's Services			
Lead officer/ Workstream Lead		Iain Peel, Director of Schools and Learning			
EIA Team:		<ul style="list-style-type: none"> Ian Price, Head of Service for Sports, Outdoor and Residential Education Services Saranjit Shetra, Assistant Director for Education Improvement 			
Date analysis commenced:	6 July 2021	Date completed:	24 January 2022	Date approved:	
Aims/ objectives of the policy/ service?					
<ul style="list-style-type: none"> Securing more young people within the county who are confident readers, especially in more disadvantaged areas Support schools in their approaches to building the essential life skills and resilience in young people, especially in more disadvantaged areas. 					
What outcomes will be achieved with the new or changing policy/ service?					

1. By working with early years providers, 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 and especially more children in areas of high levels of disadvantage.
2. By working with schools, 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.

Please list any associated policies, services, or functions?

Service areas include:

1. Education improvement
2. Sports, Outdoor and Residential Education Services

Please list the main people or groups that this policy/ service is designed to benefit and any other stakeholder involvement?

In summer 2021, Derbyshire County Council consulted with 561 schools and early years providers about working together on common priorities. As a result of this consultation, education providers have identified the need for young people to become confident readers, for young people to develop their essential life skills around issues such as resilience and to focus on the emotional health and well-being of young people.

Schools are the accountable body for education outcomes and play a critical role in helping to improve the essential life skills for children and young people. Therefore, this approach is intended to support schools in their endeavours to develop more young people as confident readers and also to support schools in developing the essential life skills for children and young people.

Will the policy/ service and any changes impact on any other organisations such as community and voluntary sector groups?

Early years providers and schools

Part 2. Supporting evidence

Please list and/ or link to below any recent and relevant consultation and engagement that can be used to demonstrate clear understanding of those with a legitimate interest in the policy/ service and the relevant findings:

In summer 2021, Derbyshire County Council consulted with 561 schools and early years providers about working together on common priorities. As a result of this consultation, education providers have identified the need for young people to become confident readers, for young people to develop their essential life skills around issues such as resilience and to focus on the emotional health and well-being of young people.

If there is insufficient consultation or engagement information, please explain what action is being taken to obtain this information and when this consultation/ engagement will be completed and available:

Please list or link to any relevant research, data or intelligence, Observatory or any other information that is available and will be used to help complete the analysis?

- Prior to the pandemic, outcomes in both phonics for seven-year-old children and also reading scores at age eleven years were not always as high as we wanted them to be. For example, in 2019, 80% of seven-year-old children in Derbyshire achieved the government's phonics standard whereas this was 81.8% nationally.

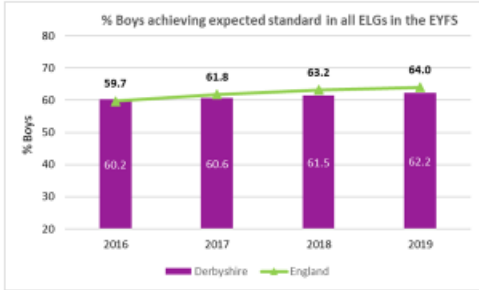
- In June 2021, 50% of schools (45 schools) in Bolsover and North East Derbyshire had over 25% of their young people who were eligible for free school meals and this rises to approximately 70% (33 schools) in Chesterfield. In 2019 78.2% of seven-year olds achieved the phonics standard in Bolsover and North-East Derbyshire compared to 80% for all children in the county. We know that children and young people need be confident readers to access the school curriculum with ease and this is why we want to support early years settings and schools to tackle this important issue whether it be for early readers via phonics or reading for eleven year old children.
- 2019 is the last year where we have test outcomes for eleven year-old children due to the COVID-19 suspension of national tests and in this year 56.8% of disadvantaged eleven year-old children achieved the expected standard in reading in Bolsover and North-East Derbyshire compared to 58.4% of disadvantaged children across the whole county and 62.1% nationally.

The education outcomes for boys in 2019 in phonics and then also in reading/writing and mathematics for eleven year olds was also behind national – see below.

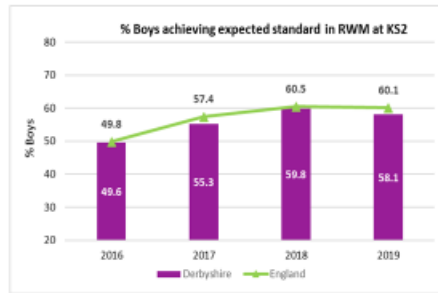
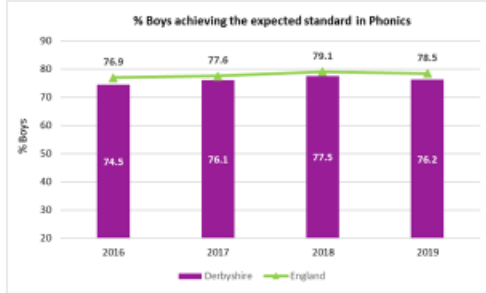
Performance Gaps



Boys



In the primary phase, boys in Derbyshire perform less well than boys nationally.



Please list or link below to any relevant service user/ customer or employee monitoring data and what it shows in relation to any Protected Characteristic (Age, Disability, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race and ethnicity, Religion and belief including non-belief, Sex or gender, Sexual orientation)

See above section.

If there is insufficient information, please outline any plans to remedy this?

Part 3. Analysing and assessing the impact by equality Protected Characteristic group

Use the information, customer feedback and other evidence to determine upon whom the policy/ service and any proposed changes will impact upon and how, highlighting where these are negative or positive, including where this could constitute unfair treatment, additional inequality or disadvantage or result in hardship and exclusion.

Against any identified negative potential impacts you must provide details of any action or options which could mitigate against this, and in serious cases, you should highlight where the Council would be advised not to proceed with a new or changing policy or service, including any proposals which are being considered.

Please use your action plan attached to this analysis to record the action and the monitoring which will take place to deliver such mitigation.

<i>Protected Characteristic or Group</i>	<i>Actual or potential positive outcome/ impact</i>	<i>Actual or potential negative outcome/ impact</i>
1. Age	<ul style="list-style-type: none">• Develop more confident readers, especially for primary phase children.• Improve the essential life skills for children and young people.	

<i>Protected Characteristic or Group</i>	<i>Actual or potential positive outcome/ impact</i>	<i>Actual or potential negative outcome/ impact</i>
2. Disability		
3. Gender re-assignment		
4. Marriage & civil partnership ¹		
5. Pregnancy & maternity		
6. Race & ethnicity		
7. Religion/ belief ²		
8. Sex or gender ³		
9. Sexual orientation		
10. Human Rights		
11. Thriving Communities		
12. Rural communities	<ul style="list-style-type: none"> • Develop more confident readers, especially for primary phase children. • Improve the essential life skills for children and young people. 	

¹ Under EA 2010 – someone in a CP must not be treated less favourably than a married person

² Under EA 2010 – must also consider non-religious belief

³ Sex and gender can be used at different times depending upon whether you are referring to the EA 2010 and the different duties which exist

<i>Protected Characteristic or Group</i>	<i>Actual or potential positive outcome/ impact</i>	<i>Actual or potential negative outcome/ impact</i>
13. DCC Employees		
14. Community and Voluntary sector organisations working with protected characteristic groups		
15. Other not listed above	<ul style="list-style-type: none"> • Develop more confident readers, especially for primary phase children, especially for those young people in areas of high disadvantage. • Improve the essential life skills for children and young people especially for those young people in areas of high disadvantage. 	

Part 4. Summary of main findings

Part 5. Equality Action Plan

Please complete this Action Plan for any negative or unknown impacts identified in the Analysis above.

Issue identified	Action required to reduce impact/ mitigate	Timescale and responsibility	Monitoring and review arrangements

Part 6. Date of any Cabinet/ Cabinet Member or Council Report to which this was attached and their decision:

7 April 2022
