

WIRRAL COUNCIL

POLICY AND PERFORMANCE – FAMILIES AND WELLBEING

2ND FEBRUARY 2015

SUBJECT:	Child and Family Poverty Strategy
WARD/S AFFECTED:	All
REPORT OF:	Director of Children's Services
RESPONSIBLE PORTFOLIO HOLDER:	Councillor Tony Smith
KEY DECISION?	No

1.0 EXECUTIVE SUMMARY

- 1.1 This report informs members about the progress being made in implementing Wirral's Child and Family Poverty Strategy and makes particular reference to two strands of activity that contribute to improved outcomes for children and families, which are now starting to be evidenced.

2.0 BACKGROUND AND KEY ISSUES

- 2.1 Wirral's Child and Family Poverty Strategy is governed by the Child and Family Poverty Working Group (herein referred to as the Working Group), whose members ensure that the actions agreed are embedded across a range of partner strategies to improve outcomes for children, young people and their families. The Working Group's focus, as partners in the future of Wirral, is to reduce the numbers of children and young people living in poverty and support them to build the foundations for prosperous, healthy and happy lives. The Working Group wants to raise the aspirations of all children and young people and their families so that their aspirations for themselves and their communities can be achieved. The emphasis of the Working Group is to:

- Challenge each other to take practical action to achieve common goals of reducing poverty and harnessing the talent and ambitions of Wirral's children, families and communities;
- Act as a key stakeholder group for the School Community Hub initiative put in place by the Council to find new and innovative ways of working with families building on the assets found in local areas;
- Proactively promote the use of research and best practice in addressing poverty.

2.2 The Working Group focuses its energies on ensuring that Wirral plays its part in delivering the aims and actions identified in the Liverpool City Region Child Poverty and Life Chances Strategy. The current priorities for this strategy are:

- Improve school readiness;
- Support families to be prepared for Universal Credit;
- Tackle children and young people with unhealthy weight;
- Close attainment differences in schools;
- Improve transport access;
- Increase employment and skills within low income families.

The Working Group meets quarterly and its agenda reflects the key priorities to be progressed. Three of the priorities for action are included within the performance statistics which are reported to the Children's Trust Board on a quarterly basis. The work plan for the last year is attached as Appendix 1.

During 2014 the Child and Family Poverty Working Group implemented the Strategy as follows:

- Oversaw Wirral's progression towards school readiness. Wirral has a local target of 85% and is on track to achieve a good level of development at the Early Years Foundation Stage (EYFS) by 2016 (Children and Young People Plan 2013-2016). Wirral is working successfully towards this target to ensure a greater proportion of children are ready for school. In 2012/2013 47% of Wirral children achieved a good level of development at the EYFS, this rose to 63% in 2013/14
- Explored Credit Unions to identify what is provided locally and if this could link in with the Community Hubs. A number of initiatives are currently under development, including a pilot opportunity to develop a junior savers option and training. Wirral Credit Union will train volunteers to confidently handle the administration tasks that are required to support a collection point. The training, coordinated by the Leasowe Community Builder, began in January 2015
- Identified actions to be taken forward in 2015 to support Wirral's Food Plan
- Oversaw the updating of the Child Poverty Joint Strategic Needs Assessment (JSNA) in collaboration with Public Health. The current publication reflects local views and strategies
- Recommended the development (led by Public Health) of a dashboard of indicators which are local and linked to the Liverpool City Region Strategy. This will inform the Child and Family Poverty Working Group working plan for 2015/2016 and is due for completion on 1st April 2015
- Supported the development, implementation and evaluation of (School) Community Hubs (See 2.4) and provided proactive representation on both steering groups.

2.3 **Leasowe and Woodchurch Community Hubs**

In June 2013 Cabinet approved the Working Group's child poverty pilot project. The proposal was based on the evidence and research of the 2010 Marmot Review and the Working Group. The proposal invited those schools, where the majority (i.e. 51% or above) of pupils on roll live in an area where child poverty and deprivation levels are in the highest 20% of areas nationally, to express an interest in working with the Council to pilot a primary 'school' Community Hub. The commissioning approach was developed with guidance from the Council's Procurement Team taking into account the procurement principles of fairness and transparency.

Holy Spirit Primary School, Leasowe and Fender Primary School, Woodchurch were each awarded £50,000 to develop and implement a Community Hub.

It is important to consider the development of the Community Hubs in the context of close partnership working to intervene earlier with children and families to develop resilience and prevent more intensive interventions being required long term. The Community Hubs sit at the heart of their local communities, where integrated locality working is being strengthened for all children aged 0-19 years. Both Community Hubs are working within, and enhancing local community networks and what we are seeing is great strength at a local community level in building support for children and families around their local primary school, and drawing services in to support children and families at the right time and in the right way.

There is a growing body of data that provides quantitative confirmation (attendance and activity figures) and qualitative case studies that demonstrates the journey travelled by the children and families who are part of the Hubs and ultimately a reduction in the demand for specialist services. A joint Hub evaluation report for the period January 2014 to December 2014 was produced for the Children's Trust on 20 January 2015; this report evidences the impact and added value of working in this way to improve outcomes for children, families and their communities. The report is attached as Appendix 2.

2.4 Birkenhead Foundation Years Trust Project (herein referred to as The Project)

Following the publication of the report "The Foundation Years: Preventing Poor Children Becoming Poor Adults (Field, 2010), the Foundation Years Trust was established, to pilot the recommendations made in that report. The ambition of the Trust is to abolish the intergenerational transfer of poverty, shifting the emphasis of poverty interventions to a focus on improving life chances. Central to the Report's recommendations is the emphasis on the importance of the foundation years, from the antenatal period to the child's fifth birthday. The Project commenced delivery in June 2013 with a focus on influencing factors which impact on early learning and development.

Some of the Project's activities include:

- A review of relevant services, both in the Wirral and UK-wide, to scope how it could deliver to the brief of developing an intervention. The purpose of this intervention is to develop a model of work with families to reduce the developmental gap
- Consultation with over 40 mothers in Birkenhead who speak about their experiences of pregnancy, giving birth and the support they received in the first few weeks after the birth
- Training and learning opportunities for parents to move from receiving services to volunteering and training and into paid work
- Commissioning and directly delivering services during April 2014 to September 2014 which has a significant impact on school readiness focusing on 3 key indicators the home learning environment; parental mental health and well-being; and parental warmth and sensitivity. An example of one of these services is 'Side-by-Side' which is a group play support for parent and children with special needs, with one-to-one volunteer support

- An update report on activity from September 2014 to December 2014 which was presented to the Children's Trust on 20th January is available in Appendix 3.

The Birkenhead Project is funded by Wirral Council, Garfield Weston Foundation, Wirral GP Clinical Commissioning Group and the Tudor Trust. The Birkenhead Project forms one element in the wider work of the Foundation Years Trust.

2.5 Further developments

One further development currently planned is that the Birkenhead Constituency Committee is proposing to support the development of a local Community Hub. The Hub will focus on one key priority of 'Reducing the Impact of Child Poverty' that 'Children are Ready for School'

The initial proposal for this Hub model is that it will seek to:

- Provide high quality service provision and interventions for children below statutory school age that will have a positive effect on children's' intellectual and social /behavioural development prior to school entry
- Work in partnership with parents to help children to learn and develop at home and in the community, delivering the key message and understanding that what parents do is more important than who parents are
- Build on the strengths and well-being of the local community; mapping what resources are available for parents and children and help families learn about and use resources and services available within the community.

Updates regarding the Birkenhead development will be reviewed by the Constituency Committee and the Working Group to ensure a consistent approach is taken and best practice is embedded.

2.6 Future actions

Wirral's Child and Family Poverty Working Group's actions for 2015 are to:

- Develop the 2015/2016 work plan and ensure its alignment to Liverpool City Region Strategy
- Review and refresh membership of the Working Group
- Continue to strategically support the two existing Community Hubs during Year 2 of their delivery.
- Provide strategic direction and governance for new Community Hubs
- Ensure the recommendations from the comprehensive Community Hub programme evaluation report (led by Public Health and due for completion March 2015) is cascaded and best practice is implemented

3.0 RELEVANT RISKS

3.1 A risk register will continue to be monitored in line with the project management arrangements.

4.0 OTHER OPTIONS CONSIDERED

- 4.1 A range of options have been reviewed by the Working Group in order to develop the recommended approach set out in this report.

5.0 CONSULTATION

- 5.1 The Working Group is the key stakeholder group for child poverty in Wirral and oversees the development of the Community Hubs.

6.0 OUTSTANDING PREVIOUSLY APPROVED ACTIONS

- 6.1 Not applicable.

7.0 IMPLICATIONS FOR VOLUNTARY, COMMUNITY AND FAITH GROUPS

- 7.1 The pilot Hubs have developed relationships with the voluntary and community sector to deliver a local action plan and sit on the Hub steering group. Wirral's Child and Family Poverty Steering Group is chaired by the Chief Executive of Homestart Wirral.

8.0 RESOURCE IMPLICATIONS: FINANCIAL; IT; STAFFING; AND ASSETS

- 8.1 Both projects have received a grant of £50,000 from the Council to develop this work. Since they have become operational, the projects have secured additional money from other sources to develop their programme of work. On 15th January 2015 Cabinet agreed an additional £25,000 funding for each of the existing two Community Hubs.

9.0 LEGAL IMPLICATIONS

- 9.1 Clear governance arrangements are in place for the Working Group to report to the Children's Trust and this provides the framework for monitoring the projects.

10.0 EQUALITIES IMPLICATIONS

- 10.1 Has the potential impact of your proposal(s) been reviewed with regard to equality?

- (a) Yes and impact review can be found via the following link:

<https://www.wirral.gov.uk/my-services/community-and-living/equality-diversity-cohesion/equality-impact-assessments/eias-april-2014/eias-families-wellbeing>

11.0 CARBON REDUCTION AND ENVIRONMENTAL IMPLICATIONS

- 11.1 There will be no direct carbon reduction implications.

12.0 PLANNING AND COMMUNITY SAFETY IMPLICATIONS

- 12.1 There will be no direct planning and community safety implications.

13.0 RECOMMENDATION/S

- 13.1 This report invites members to scrutinise the impact of the work the Child and Family Working Group.

14.0 REASON/S FOR RECOMMENDATION/S

- 14.1 This report outlines progress being made to develop and deliver innovative approaches to improving children and families life chances and wellbeing in community settings.

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APPENDICES

BACKGROUND PAPERS/REFERENCE MATERIAL

BRIEFING NOTES HISTORY

Briefing Note	Date

SUBJECT HISTORY (last 3 years)

Council Meeting	Date

Child and Family Poverty Working Group - Work plan 2014/2015

Meeting	Agenda	Additional Contribution
December 2013	<ul style="list-style-type: none"> § School Community Hub Update § LCR priority: Supporting families to be prepared for Universal Credit § Research and Best Practice: Leadership Academy presentation on tackling poverty 	<ul style="list-style-type: none"> § Steve Lloyd, DWP National Partnerships Team presentation on Universal Credit
March 2014	<ul style="list-style-type: none"> § School Community Hub Update § LCR priority: Tackling children and young people with unhealthy weight § Local issue: Fuel poverty § Research and Best Practice 	<ul style="list-style-type: none"> § Public Health Team on Food Plans
June 2014	<ul style="list-style-type: none"> § School Community Hub Update § LCR priority: Improving school readiness § Research and Best Practice 	<ul style="list-style-type: none"> § Zoë Munby, Foundation Years Trust project
September 2014	<ul style="list-style-type: none"> § School Community Hub Update § LCR priority: Closing income differences in attainment in schools § Research and Best Practice 	<ul style="list-style-type: none"> § Dave Hollomby, School Improvement
9 th December 2014 3-5pm Homestart, Argyl Str, Birkenhead	<ul style="list-style-type: none"> § School Community Hub Update § LCR Priority: Increasing employment and skills within low income families § Research and Best Practice 	<ul style="list-style-type: none"> § DWP / Economic Policy Team / Reach Out § Fuel Poverty Team on Fuel Poverty projects
March 2015	<ul style="list-style-type: none"> § School Community Hub Update § LCR Priority: Improving Transport Access § Research and Best Practice 	<ul style="list-style-type: none"> § Merseytravel / Wirral Transport Team

Summary Report for Leasowe and Woodchurch Community Hubs

January - December 2014



Introduction

Both schools are extremely proud of what has been achieved over the pilot year, the impact this has made upon our communities as a whole and for individual children and parents. Headteachers from both schools and hub steering groups identify the increased unity that working with hubs has developed. Steering group members are committed to sustaining the work achieved and working together for the needs of their community. The establishment of community hubs has enabled access to wider support networks and a cohesive approach to well-being.

Activities provided by both hubs are itemised in the Fender Community Hub Five Ways To Wellbeing and the Holy Spirit Leasowe Community Hub Programs report which demonstrate how activities were planned to meet the five areas of wellbeing:

1. Connect
2. Be Active
3. Take Notice
4. Keep Learning
5. Give

and can also be linked to:

- Children are ready for school;
- Young people are ready for work and adulthood;
- Children and young people feel safe and are safe.

We have included documentation from both hubs to share the journeys we have been on; what we have learnt and how we have exploited the relationships schools have with families to achieve the best outcomes for children.

ORGANISATION AND CONTEXT

Fender primary school is a primary school in a central location on the Woodchurch Estate on the Wirral. The proportion of pupils who are supported by the pupil premium is well above average at 59% (ever 6) and the proportion of pupils supported at school action plus or with a statement of educational needs is also well above average. The estate is situated within an area of high deprivation in the Birkenhead area of Wirral.

In Autumn 2013 we were successful in receiving £50,000 from the Child Poverty Project to form a community hub. As a new headteacher with three years experience at Fender, I felt that this opportunity would fit perfectly with the aims and vision we have already created for the future of our school. In the previous three years we had found that the development of close links with the community had reaped benefits for our pupils already both in the improved attainment and progress results, but also in the ethos and vibe of the school. We had already made great strides in this area and had improved relationships with the parents and community in many ways. It was always our vision to become more than a school but to become the heart of the community in partnership with other local establishments and agencies – we had moved a fair way along this path in a short time but this exciting project would enhance our work and enable us to achieve the vision sooner, thus improving the life chances of the families on the Woodchurch.

The hub finding has made a huge difference to the community and through the full engagement of the steering group and the allocation of the funding in different areas the impact is evident in the following figures and case studies.

Main priorities/first steps – to build on the links already established

1. Engage main agencies on the estate – form steering group and sub-committee. 39 organisations have become involved with the Hub.
2. Identify Community Connector – main factor for the success of the initiative.
3. Release time and cover set up for HT/SBM.
4. Hub magazine introduced to share information and activities available – distribution organised.
5. Holiday schools for all primary schools on the estate – starting point so funds were spent on hooks like Military School/Junior Chef/coaches/dance instructors.
Subsidised present holiday club to ensure the same prices charged by all (£5 or £8 per day). Staffing arranged and volunteers identified.
6. Free holiday nursery places subsidised by Hub funding
7. Adult learning provision – crèche and tutors – Basic English and maths, GCSE English and maths, gardening, healthy eating, parenting courses.
8. Health Fair – 67 referrals
9. Animal welfare day planned
10. Parent Groups formed and combined – building up volunteer group WAVES
11. Coffee afternoons/drop ins for housing, police, health agencies, debt advice etc.

COMMUNITY HUB FEEDBACK

Achievements/outcomes/impact - Successes – what worked well?

Holiday provision.

This links directly with the 3 outcomes:

- Children are ready for school
- Young people are ready for work and adulthood
- Children and young people feel safe and are safe

Holiday clubs for both Easter and summer schools have been extremely positive. The 3 schools have had the opportunity of working together during holidays to provide positive experiences to prepare them for not only school, but for developing their life skills. An audit of 6 teachers in September 2014 stated that 84 pupils came back into school calmer, focussed and easier to settle.

- Improved relationships between primary schools and pupils from these schools ensuring readiness for secondary school and improved transition.
- Readiness for school return after holidays and reduction in summer dip due to continued involvement in educational activities for a further 5 weeks.
- Improved SATs results due to revision sessions set up during Easter break.
- Subsidised Nursery/Primary holiday places for vulnerable pupils in Social Care or TAF has reduced the crisis points for these families and improved school readiness for those pupils joining F2 in September.
- Staff presence in holiday time providing extra support in crisis times for vulnerable families in Social Care or TAF families – reduced crisis points due to year round support.
- Increased interest and readiness for work in adults and young people – 4 young people from the estate gained paid employment as did 3 adults. One young person continued to gain experience in school and was accepted onto Teach direct Course. Adults continue to volunteer in school and complete TA qualification.
- Volunteer base increased.
- Young people continued their involvement with fitness and dance classes improving their health and wellbeing.
- School Ambassadors involved in raising the Hub profile has resulted in further involvement of other agencies.

- Reduction in ASB from children of primary school age on the estate

This table shows the increase in school support and the decrease in families in formal social care arrangements – the Hub has enabled this due to wrap around all year services being available and the continued presence of the Community Connector and community support.

	2010-11	2011-12	SEPT 12	SEPT 13	SEPT 14
CHILD PROTECTION	4	3	0	1	0
CHILD IN NEED	2	2	4	2	2
TAC/TAF	14	16	10	8	2
SCHOOL SUPPORT	34	40	47	47	64

Vulnerable families were offered free places so they would have support during the long summer holidays. During the holiday period last summer one family who had experienced ‘flashpoints’ during this time mean the situation deteriorated and the family was moved from TAC and CIN into Child Protection. This summer because free places were offered the situation was more settled and sustained and it meant the position was maintained and no deterioration took place.

Pupils moving into the area during the summer holidays were offered places at summer club which provided a smooth transition and their readiness for school. This applied to 4 children one of whom were in Team Around the Family. The community connector ensured the smooth transition of the family to the area in conjunction with NACRO. The family were experiencing harassment from neighbours and the child was in a state of high anxiety. Summer club enabled the child to settle into school immediately and the family into the area.

The aforementioned parent said “*School was very helpful – including the staff, my child has moved on and really is happy with support*”. Mum went onto comment that “*summer camp gave my child confidence for starting at a new school and it has really helped whole family and has helped with housing issues*”.

Summer school supported not only the pupils but the adults too. Auditing the adults provided the evidence to support the need for this provision.

The joint audit of **28** parents revealed that 100% said the holiday clubs actually were affordable and this helped them with work commitments during holiday times. Without this subsidy low income parents would not be able to access provision like this as it was unaffordable and out of their reach.

Only 2 pupils from Fender had ever attended the holiday provision provided locally.

- I have been ‘over the moon’ the kids have something to do and at low cost. I would have had to give up my job as I could not afford high prices.

Another person said “it was a Godsend” with me working in the holidays, “I have never seen him (child) so excited to come to school, thank you for giving this wonderful experience”.

Adult Education

Feedback from improve your English Course in July 2014.

Tutor comment

9 started the course, this reduced to **6** as **2** moved out of the area. **4** completed. The **4** participants that completed the course has gone to Wirral Met, **3** adults said they want to return? Tutor is pleased with the progress of the adults, especially those who completed the course.

Feedback from Improve Your Maths

Tutor comment

9 started the course, **5** completed the course. I am pleased with the progress with adults and acknowledge that for some parents just attending the sessions was very difficult and one mum was feeling physically sick at the thought of attending a class. The course has given all learners the confidence to help children with their homework.

Feedback from GCSE Maths and English

Parent comments

10 adults attend English (Woodchurch High School) and **19** attend Maths (Ganneys Meadow) the courses will be delivered over **1** year (English) and **2** years (Maths). Feedback from two parents is that they need this qualification to train as midwives.

Feedback from the Nurturing Programme

Tutor comment

10 parents attended and all completed the course. The feedback was that it had increased children and families’ wellbeing.

Parent feedback

One parent said the “it has enabled me to develop strategies for feeling calmer and relaxed and have more empathy with my children”. Another mum said “It has been so useful to me that if I knew a family who were in the same boat I would highly recommend this course to them”.

Feedback from Gardening Group

Tutor comment

9 parents attended 2 different short groups; one group had parents the other 2 local primaries. All parents finished the course and are keen to join again in the spring. Feedback from the tutor was that it was a good opportunity to work collaboratively across more than one school. This has enabled an additional course to be offered and this involves the group working with other social enterprises to grow fruit and vegetables.

Parent comment

“Enjoyed the course and it was good to make new friends and learn about how we get our food.”

Feedback from Cookery Course

Parent comments

“This course has been a Godsend to me in many ways, not only health eating but meal planning and new ideas, this has helped to have time for myself to learn new skills but my son has separation issues and having the crèche was invaluable”. Another mum said *“I am now aware of fats and salts in foods, I feel more confident when cooking meals and learning to budget”.*

An audit of **28** pupils revealed that 100% of pupils said they had fun and felt safe and enjoyed meeting pupils from other schools.

- A pupil said if he had not come to the summer school he would be “up to no good around the shops in Hoole Road all day”.

Further Service Development

Working with other partnerships that would not normally be established has been a real positive of working relationship with a variety of stakeholders. Working in this new way has improved the communication between organisations and has reduced the need to ‘duplicate’ information and provides a more strategic approach to planning provision. The hub has facilitated a variety of new initiatives that has both raised the profile of the hub as well as the organisations delivering services locally. **Health Fair Day 18 children, 65 adults and 47 volunteers** attended and were able to access routine screening/health advice on the day. **Animal Welfare day 20 children, 35 adults and 25 volunteers** were able to ask for pet advice. **Garden club and a day garden event showed 20 pupils, 46**

adults and 20 volunteers participated in shared activities. The garden club has had parents from St Michael and All Angels working alongside Fender parents in the garden. **Drop in sessions 36 adults and 70 volunteers** have participated, whilst some drop in sessions were available prior to the hubs inception, the breadth and scope of what is now provided has increased. The above key events that raised the profile of the hub would not have taken place if the hub had not been conceived.

HEALTH AWARENESS DAY

- 67 referrals to support agencies
- Home watch volunteers have increased
- Young people gained support for CV and employment advice in readiness for gaining employment and training
- Family safety in cycling – bike checks

Through the hub **7** parent groups have been established, **2** groups are accessing vocational training, **3** groups are accessing support groups that is helping to reduce stress in the family home and promote emotional wellbeing, the hub organised **2** special event days that offered information and advice that was easy to access at a local level. Developing the community garden has established links that reach beyond the hub and from the spring the group will be working within a network of social enterprises.

Further positives arising from the Hub initiative – see below:

1. Jobs provided
2. Volunteers and parents now in further training and employment
3. Parents have contact points in holidays – important for vulnerable families in TAF, CP (no crisis points this year)
4. Flexi-time for school staff
5. Hub magazine sharing information and advertising what's on offer
6. Links between pupils – knock on effect for Secondary School
7. Pupils more settled on return after holidays
8. Opportunities to continue basic skills teaching through the holidays, also identified tutor groups e.g. SATS revision, LACES pupil received extra reading programme, PP can pay for free places
9. Food/furniture banks running to help families at crisis times
10. ASB reduced on the estate.

Anti-Social Behaviour Feedback from Woodchurch

Having looked at the anti-social behaviour figures for the period March and April, in both 2013 and 2014, for the same two police beats covered by the Woodchurch Estate, there is a marked reduction in the reported incidents of youth related anti-social behaviour.

March to April 2013 show 61 reported incidents of anti-social behaviour.

March to April 2014 shows 34 reported incidents of anti-social behaviour.

Crucially only a small percentage of the 34 incidents reported in 2014 involved children of primary school age on the estate.

The parent courses, groups and drop-ins developed have empowered parents to take responsibility for their children's behaviour.

The hub connector has given parents a link to access services. This has enabled them to report incidents which would normally have been unreported. Some of these incidents have been domestic violence related. The connector has empowered the victims to feel confident in seeking help and advice. As a result of her intervention she is educating the children of these parents / carers that this type of behaviour is not acceptable and can be challenged.

As a direct result of the family / community wishes programme, the Hub Connector has engaged with at least 15 families who need support which otherwise would have been missed.

This project has had a very positive effect on the area of Woodchurch.

WOODCHURCH COMMUNITY HUB – IMPACT UP TO NOVEMBER 2014

Provision Use - footfall		Added Value		
Total Fender adults accessing activities	770	Signposting to agencies	Housing	6
Total Adults	1454		Family Support	64
Volunteers/staff	333			
Fender Children accessing activities	906		Health and Wellbeing	67
Total other children accessing activities	681		Employment pathways / support	25
Total Children – 183 different pupils	1587		Secured work	8

CASE STUDIES

Case study 1 – Parent from Fender

Single parent of three young children aged 6 and 13, and 14 years.

AB was invited to attend Hub coffee afternoons and adult learning. AB by her own admission has suffered with a drugs addiction and has been seeking help. The family had lots of professional support including IFIP family support workers social workers. The school identified AB as needing support with organisation and family support. AB attended every week and was a valuable member of the group in her own words she had been through such a lot and she was willing to share her knowledge with others. AB disclosed that she suffered from depression and she often felt she could not cope with family life.

During one session the community builder was reading a poem and was relaxing the group AB became very tearful and told the group she was upset her eldest child was struggling with mental health issues and she was desperate for support. The community builder gave intensive support at home. AB said she now felt that someone cared and she could see a light at the end of the tunnel.

The community builder encouraged AB's child C to attend school regularly and her confidence grew she went from going to school two days a week to full time. During the time of non-attendance AB was supported by school, the community police and parent volunteers. The last time the family was in crisis was during the summer holidays – Summer Club has helped with this by offering free places to the youngest child and bringing AB and C in to volunteer.

AB has now accessed Maths and English plus a gardening course. She would never have done these courses if they weren't provided locally through the Hub as she was anxious about going to college. In September 2014, AB attended Woodchurch High School to complete a further maths course (GCSE) again provided by the Hub. AB received a certificate from the mayor in recognition of her further study – she was extremely proud to share this with visitors from the council and other agencies on the Hub Open Day.

AB said coming along to the parenting sessions has opened her eyes to her own way of parenting and she found herself saying to other parents, 'have you tried using the language of choice or giving choices?' She felt proud to know it had worked for her. The relationship with school has also strengthened and we are able to support AB in so many more ways through the building of trust. C experiences mental health problems and at the end of term was not attending school due to friendship issues – the Hub encouraged the child to come to school to complete a work placement and attended every day. This resolved a serious issue as C's attendance is a pivotal action in supporting plans.

AB will continue with her journey and is a WAVES volunteer she will be involved in setting up a parents' base which will in the end be run by the parents of the community of Woodchurch.

Case Study 2

Parents EF and GH volunteered in school as reading support partners. When the Hub was set up they were invited to coffee sessions and parenting groups as helpers. They volunteered at Easter Club and EF is now enrolled to complete her NVQ Level 2 in school in September, GH has already done this. EF has volunteered for numerous activities in school and is now a paid member of the Summer Club workforce. EF has now started her NVQ Level 2 Teaching Assistant course at Fender. GH is volunteering at Summer Club and has just gained employment at a school on the Wirral. There are 6 more parents and young people who signed up for volunteering at the Health Fair on Friday the 8th August 2014 parents/siblings from all schools. Three of them started their volunteering work on Monday 11th August 2014 at Summer Club. The activities provided by the Hub have allowed adults to gain experience for their CVs and improved their employability – this had not happened before the Hub.

Case Study 3

Play worker A has worked in the Council run play scheme for a number of years. Since the Hub was begun and the opportunity for involvement in school advertised she has volunteered in different roles in Fender. She then became a paid member of the Hub Easter Club workforce. After showing great potential during her Easter role she was given a four week pupil support work job at the school. Before the Hub this role would have been filled by agency workers. Play worker A has recently completed her degree and has gained a place on the School Direct Teaching course at a school on the Wirral. She tells me that the experience gained through the Hub was invaluable to her being successful at gaining the place on the extremely sought after course. Play worker A lives and attended schools on the estate.

Case Study 4

Play worker B is a nineteen year old student from the estate who volunteered during the Easter Club. She has been given three weeks employment in Summer Club and will continue to be employed for years to come. This will improve her CV as in the case of Case Study 3 and lead to further employment in the future.

Key issues / barriers in the setting up the pilot Hub

- Getting connector in place earlier
- Improving communication – look for ways to reach the wider community
- Timescales too tight – planning time needed to be longer. Planning and introducing new initiatives at the same time proved challenging
- Getting adults to sustain attendance/volunteers found from non-educational areas
- Busy schedules of some of the stakeholders on the estate – everyone is not in the position to give the project time
- Budget linked to school budget was an issue for the bursar

- There were many hidden costs mainly to school – e.g. photocopying and utilities.



ORGANISATION & CONTEXT

Holy Spirit is a smaller than average sized primary school with 198 pupils currently on roll including nursery provision. Previously Our Lady of Lourdes Catholic Primary School; Holy Spirit Catholic and Church of England Primary School opened in September 2010 and has since increased in size by 30%. The proportion of pupils known to be eligible for free school meals is above National average. The proportion of disabled pupils and those who have special educational needs is significantly above average. The large majority of pupils are from White British backgrounds with an increasing number from minority ethnic groups. The school is situated in an area of high deprivation rated .5 on the IDACI. Over the past three years, a higher than average number of pupils have joined the school during Key Stage 2.

The school works closely with the churches and wider community and has strong links with support services. A community room within the Catholic church was given to the school by Shrewsbury Diocese in 2010 to develop community work. The school Governors and staff have always been committed to extending school provision beyond education and providing wider service for children and families. Staffing was allocated to support vulnerable families and community work two years ago and links with community groups and activities have been strengthening since this time.

The shared vision for the school is to provide high quality education and enable children to feel safe, valued and loved. We strive for all children to achieve their potential by removing barriers, building self-esteem and forming strong relationships with families. This existing provision gave us a firm basis to build on when we were awarded funding for a community hub and provided us with the opportunity to extend support networks beyond immediate school families.

THE JOURNEY

Community Builder

Selecting the right community builder was pivotal to the success of the hub; we allocated time from one of our existing HLTA's roles to focus on hub activities. She was already involved in family support and had grown up on the estate so had knowledge of the wider agencies and organisations, the history of relationships and was well known locally.

School Staffing

Time within the Headteacher and school Business Manager's schedules was allocated and other staff were given responsibilities so that they could be released to work on developing the community hub.

Forming a Steering Group

Engaging the wide number of groups and organisations across the estate to formulate Terms of Reference and spending agreements so that activities were transparent and consistently linked to wellbeing outcomes was a priority. This unified working was crucial

as previously there had been a feeling of competition and a lack of cohesive partnerships which often resulted in duplication or isolated services.

Promotion and Marketing

Organisations agreed that they would all distribute information about activities and we would create a shared provision map for the estate so that families could be signposted to any / all activities being held and services would then ensure they weren't duplicating existing provision. This would be extended to providing a hub website with links into all other services and activities.

Community Voice

We consulted with families and residents to determine which activities were needed and establish timings and locations which would be most accessible

Community Champions

A growing team of community volunteers was established to be trained to lead groups, skills sessions, act as buddies to new participants and have a voice in provision. This then developed to include Teen Champions for youth engagement.

Activity Overview

Jan / March	– plan and deliver drop in sessions and engage champions
April	– launch day for wider community
May / June	- roll out of activities and development of ownership by champions
July / August	– Summer school activities
Sept	– new activities and sessions for Autumn
Oct	– Half term family activities and Fire Prevention, Lantern Parade
Nov / Dec	- Christmas activities

OUTCOMES

Activities provided by the hub are itemised in the *Holy Spirit Leasowe Community Hub Programs January – December 2014* report which demonstrates how activities were planned to meet the areas of wellbeing and can also be linked to:

- Children are ready for school;
- Young people are ready for work and adulthood;
- Children and young people feel safe and are safe

We were committed to supporting Leasowe families and this was crucial in engaging the wider community; it is evident that the hub has attracted participants from across the estate and has not been for the sole use of Holy Spirit families. This has helped to improve working relationships across organisations and schools.

Provision use	Footfall (sessions)	Individuals Engaging
Holy Spirit Adults accessing activities	1056	72
Total other Adults accessing activities	601	173

Total adults	1700	244
Holy Spirit Children accessing activities	712	80
Total other children accessing activities	508	96
Total Children	1265	172

Please note that the numbers represent those participants who were willing to complete attendance forms.

Targets were set to ensure a minimum of 80% attendance on all sessions, with a range of 10 – 25% being from the hard to reach locality super output areas dependent upon the objective of the course. If attendance targets were not met after three weeks the activity was reviewed, participants consulted and the provision altered accordingly. In one instance after a further three weeks, the course was cancelled as feedback indicated it was not meeting community needs.

By providing courses and sessions which were of interest to community members, we were able to make links with other agencies and signpost families for further support. Residents who completed courses were encouraged to pursue next steps so that development was continuous and wider outcomes could be gained. Specific outcomes that would not have been achieved without hub participation can be evidenced:

Added value		
Signposting to other agencies	Housing	11
	Benefit support	25
	Family support	9
	Zero Centre	5
	Employment pathways/support	20
	Secured work	6
	Health & well being	9
	Legal - Kirwins	7

Sessions during the school day have targeted parents, grandparents and those with pre-school children. During holiday periods activities to reduce isolation, improve socialisation and self-esteem and develop specific talents or skills have been provided for children and young people to access independently or with family members. By evaluating responses before and after engagement and tracking children as they either move into school or return to school after holidays, we have been able to note any impact that hub sessions have made on education and aspirations.

School readiness

The 0-5 sessions and summer activities enabled families, pre-school children and staff to build relationships prior to starting school which was the main benefit in terms of school readiness. Children who regularly access the hub are well known to staff, the school environment is familiar to them and adults are comfortable with school staff. This has meant that they settled straight into school and were quickly ready to start learning. Our pre-school knowledge of children enabled us to be ready with early interventions as we had greater knowledge of children's needs before they began in F1 or F2. It is clear that those children who regularly access the hub with their families have an advantage over those who do not.

Young people are ready for work and adulthood

To support children to develop skills in communication and collaboration several activities and courses have been provided including work with Everton in the community. The focus was on team work, leadership and co-operation and gave vulnerable children an opportunity to work closely with those children who excelled in this area. The engaging

activities and positive role models enabled the development of aspirations, friendships and respect for each other – particularly amongst children who would not usually mix. There was one very minor reported misdemeanour which was managed effectively and no reported incidents. Children and parents were all very positive about the sessions.

Feedback from Participants

What would you have been doing if you weren't here?	What do you think of the course?
<p>'I would have just bin on de street' age 9 'Playing on xbox' 'Nothing age' age 11 'On streets doing nothing much' age 11 'Sitting on coach being bored' age 10 'PSP' 'Sleeping on coach' age 9 'Playing on Xbox' 'Lying in bed playing' PS3 age 9</p>	<p>'It's great, loads of fun' age 9 'This is fun, its brilliant, amazing' - age 8 'Brilliant, fun, exciting' age 11 'Hilarious, lots of fun' age 7 'Amazing' age 8 'Made mates' age 8</p>

School Attendance

It is difficult to quantify the impact of the hub on improved attendance as the school has had this as a school improvement focus for the duration of the hub. However, of the children who are monitored for attendance, there are ten individual children whose families are regularly accessing the hub whose attendance has increased from below target to achieving or exceeding the school's attendance target.

Family Management

To develop confidence and life skills amongst parents and so provide direct impact for children, activities aimed at supporting family life have been run throughout the year; some of these have included

- Working with in a budget – able to use money more efficiently
- Food bank cookery - able to make a family meal with limited resources
- Eating on a budget – able to make nutritious meals for families with limited, low cost ingredients
- Allotment outreach
- Professional drop in sessions - Legal Advice & Counselling, substance support
- Fire prevention
- ASD support
- Social enterprise

Children and young people feel safe and are safe - Reduced Demand on Specialist Services

When looking at targeting the most vulnerable families, we have evidence to show that 81 sessions have been attended by children at Level 1, 35 by children who are open to TAF or at Level 2, three children who are supported at Level 3 or Child in Need and 2 current Level 4 cases are regularly attending hub activities. We have not been able to gather level 3 and 4 information from schools other than Holy Spirit but will look to see how we can do so without breaching confidentiality.

Figures for children open to some form of social care involvement have decreased over the past year from 16 to 4, whilst numbers of families engaging in support through school or linked services has increased from 28 to 46. This may lead to questioning the capacity in schools; however the time taken for early intervention activities and the ability to share that across school staff and hub members compared to the time required to provide for the needs of those families at Level 3 or 4 by senior school staff would show that school resources are less for the greater number of early intervention activities. More important than this is the reduced levels of risk that children are subject to and the increase in feeling and being safe.

October 2013

Child Protection (CP)	Child in Need (CIN)	Team Around the Family	Under Assessment from Social Care	Looked After Children	Attendance Support	Behaviour Support	Allocated Family Support	Total
2	9	5	5	3	6	9	7	46 children

October 2014

Child Protection (CP)	Child in Need (CIN)	Team Around the Family	Under Assessment from Social Care	Looked After Children	Additional agency support	Personalised school support	Family support worker	Total
1	3	7	0	8	15	21	3	58 children

To support our most vulnerable families and children the following principles are applied to hub activities:

- CIN/CP children & families attend all activities without charge

- Hub activities are recommended / encouraged at all support meetings
- A place for supervised contact can be provided in hub facility
- Family support activities are given priority when planning provision
- Partnerships with specialist agencies will be forged to provide high quality intervention and engagement.

Anti-social Behaviour

The hub has provided many activities for primary school aged children which have built relationships and are beginning to break down barriers across the community. The responses from children are without exception, very positive. They enjoy the range of events and because of the level of qualified staff planning activities and booking children into sessions they are well matched to children's needs. We have not had any negative behaviour in any hub activity which has needed intervention. When we compare this with the known number of pupils barred from other local activities for negative behaviour we can reasonably conclude that the relationships the school has with children, their perception of school expectations and the expertise of the staff all contribute to the initial local authority expectation for community hubs in "exploiting the relationship schools have with the community to improve outcomes for children". The gradual impact of reducing anti-social behaviour will take time and needs to be addressed by engaging one child and their family at a time. The correlation between the reduction in level 3 and 4 cases and the increase in school managed level 1 and 2 cases that we can evidence over the past year demonstrates the impact of greater school involvement and the importance of changing the way schools engage with families. We now also have direct access to wider agencies and improved knowledge of services available to meet families' needs than we did previously. We are focusing on providing a safe space for teens during the winter months and the community organiser is using this opportunity to extend recruitment of our existing teen champions.

A small number of primary school children who were repeatedly in trouble with the police over holiday periods and who had been barred from three other facilities on the estate now consistently attend hub activities and have had no known police involvement since the spring. Their parents have also actively participated in hub activities aimed at building relationships and confidence. We want to work with the police to extend this success more widely by targeting other known individuals.

At the November steering group meeting organisations reported that no vandalism or damage had occurred to their properties since before February 2014. Our focus for the October – November period was to reduce the number of fire related incidents across the estate, particularly on 'mischief night'. Lantern workshops were led by a number of organisations and funded by the hub with all schools participating, the resulting lantern parade saw hundreds of Leasowe families walk through the estate past each community organisation and reach the Millennium Centre where hot food was served and a band played. This event was hugely successful and saw the whole community and all services working together, impacting in the following report:

I am pleased to say there were no fires in areas where targeted youth engagement activities took place. Wirral Fire Service

I have attended multi agency meetings since August with the fire department and police and youth service outlining plans for the halloween and bonfire period. Along with our firework display and bonfire, Leasowe has done really well. Leasowe Community Housing

EMPLOYMENT & ENGAGEMENT

One of the main drivers has been sustainability and to this end, most of our work has focused on supporting residents to take the lead in groups, skill sharing sessions and drop in activities. The Community Builder initially supported volunteers with sessions and this role has now been passed to the Community Organiser to facilitate volunteers taking a lead. In doing so, the champion volunteers have developed confidence and status within the community. When working to develop a volunteer to become a champion the following programme is followed:

Engagement	Development	Training	Empowerment
Hook community member into an enjoyable activity of their preference	Once attending regularly, encourage to attend other activities and sign post to target	Support and train community member so that they are taking shared responsibility for activity	Enable community member to champion the activity and take a lead. Ensure that there are between 2 and 4 residents allocated for each of the focused areas to support each other and provide sustainability

Hub Community Champions are now working with other groups to develop activities across the estate. The allotment champions provide training for the LEY volunteers to help them develop their community gardening project; this involves growing initial crop seedlings, sharing resources which are available already and accessing funding from the hub to expand projects. The new group hopes to become independently self-sufficient as well as both providing support for each other. By working together future funding can be jointly applied for and more economically used.

The two groups provide outreach gardening for the elderly and other people who struggle to maintain their own gardens. It is then planned for surplus crops to be distributed to those in need via the food bank, Neo Café and the groups themselves. Our community builder is also assisting a parishioner from St Chads to start up a play group there and provide link to other hub groups.

The Community Champions provide a voice for families and work closely with the Community Builder and Community Organiser, in leading their own sessions and sharing

their skills they have grown in self-esteem and feel they are able to give back to their community.

Community Champion 1:

"I have enjoyed coming along to the hub because it has helped me gain more confidence plus meet new people. I have also learnt new skills and passed my own skills on to others. I have also gone on to do more course and start to do a TA course"

Community Champion 2:

"The Hub has helped me to build my confidence and meet new people. I have enjoyed volunteering during sessions and the chance to do other courses in other buildings because of coming here"

We now have the equivalent of 32 Community Champions to lead or support sessions (be mindful that this is not 32 individuals as some champions volunteer for more than one type of activity!) and 5 Teen Champions developing their voice in steering activities for themselves and their peers with the Community Organiser. To provide sufficient adults to drive, lead or deliver courses and activities we have adopted the following employment options:

Person / Group	Type of activity	Employment Arrangement
Community Champion	Skill sharing, buddies & drop in sessions	Volunteers
Teen Champions	Planning activities, engaging others & making connections	Volunteers supported by community organiser
Community Organiser	Canvases opinion and views of residents, arranges sessions / activities and supports volunteers	25% funded by hub, 25% funded by school management and resources, 50% funded by locality
Steering Group	Strategic view, skill sharing & contributing to drive hub activities and vision for unified working	All Leasowe organisations and groups represented including charitable groups and residents
Specialist services	Provision of support, advice & guidance or courses and training or assisting with health & wellbeing needs	Employed by own agency or company with time given to community support – only available as hub is community

		based or match funded time and skills given in return for facility and access
Holiday cub leaders	Teaching and learning sessions, supporting sports courses, craft or specific skills based delivery	Existing employees of local schools who have applied and been recruited by hub to provide well planned, high quality provision. Provided with contract and terms of employment and salaried as additional hours.
Community Builder	Driving vision, securing services and organisations, day to day support for community organiser, link for wider services	Employed by school with .3 timetable given to community and family support work
School Business Manager	Management of hub finances, payment of salaries and successful hub funding applications	Employed by school with some previous duties delegated to other admin staff to release time to manage hub accounts
Headteacher	Strategic management of the hub and development of the vision, application for additional funding streams, manages community builder and organiser and business manager. Recruits and employs additional staffing. Chairs steering group and is accountable for hub funding and actions. Reports to working party and monitors the work of others involved in	Employed by the school.

	hub.	
School Governors	Provide challenge for Headteacher monitor hub activities and ensure the school has capacity and maintains effectiveness. Receives termly update reports on hub activities and impact.	Volunteers belonging to Resources Committee of the Full Board of Governors

The success of the hub has been in the school initiating the activities and then engaging with others and benefiting from their knowledge and expertise to share activities. By becoming a community hub we have been able to access far wider assets within the community than we would have by applying as a school. The growing number of links can be seen in the attached honeycomb illustrations of added value and community assets. The steering group is well established and initial unifying difficulties have been overcome and a strong commitment to partnership working has evolved amongst the 20+ organisations represented. One member commented that after working on the estate for nearly twenty years she has;

“Never seen all the groups sat around a table together never mind working together for the same purpose!”

The school Family liaison Coordinator was identified as a Community Builder and her timetable adjusted to develop the role and be integral in the engagement of residents and services particularly for the first six months of the hub. In the long term this wasn't sustainable for the school so we looked at other staffing options as it was clear that it was necessary to have a contact person available to facilitate activities, especially out of school hours. A proposal submitted by another agency to the steering group enabled us to secure 50% locality funding to provide 2nd year progression for a community organiser. The combination of existing community links and experience of listening skills and training made her a significant attribute to the hub. The organiser arranges the buddy system for new hub users and refers to the builder for advice and guidance when needed. The organiser is also available to facilitate activities at other schools and venues under the hub umbrella in an effort to engage further school families within their own schools. The role is 25% funded by the hub grant at a cost of £7,500 and 25% funded by existing management and systems already in operation within the school employee structure. This means that we are able to provide career progression within existing structures which is not onerous on management time. In return, the hub now has a fulltime employee focused upon extending provision and engaging the community. This significantly reduced the additional school hours that had been expended whilst promoting further engagement.

Having a named person whom participants can contact means we don't lose anyone whilst school employees are engaged in their primary role. It is particularly important to have the

organiser facilitating drop in sessions and sign posting families to services. These are some of our most well attended sessions which run on a cycle of agencies offering support and advice in an informal way with the opportunity to use a private room as needed. These include: Wirral Autistic Society support; Kirwin's solicitors providing free family law and will writing advice; Pink Commando's keep safe skills; champion led craft sessions; youth service ASB team; champion led cookery and champion led recycling.

Families who have participated in activities have been forthcoming in sharing their views and experiences.

Participant:

"At the hub I have made new friends and get to socialise in the week. I have tried loads of new things like card making and crafts and everyone is always happy to help."

Case study 1

Background

P & Q are in their mid-30's

They have 3 children; the eldest is 13 years old

P smokes, occasionally drink, both parents and the 2 children are overweight with the parents being clinically obese, both parents receive PIP [personal independence payment] due to health complications. They have a number of pets living in the house.

They admit that they had a very unhealthy diet and inactive lifestyle. They tended to drive everywhere. Their 2 children followed the parents' example although one of the children is older and more independent but still leads a very inactive lifestyle, spending a lot of time on computer games.

Both parents are very supportive of the school and eager to take part in all areas of school life, however they said that they often felt unwelcome by other parents. The children were often excluded by other children due to lifestyle related issues.

Since joining Hub activities

All the family attended a family exercises morning during the half term Mum said it was first time that she had participated in exercise where she laughed with others and was not laughed at; she said that the setting made her feel comfortable and relaxed and that the other participants accepted her, she felt in part because they knew her from other activities and sessions. The children mixed with others and were very much included and part of the group. Dad said that it was the first time he had taken part in proper exercise in as long as he could remember.

The whole family has joined the allotment project and have even adopted two growing beds of their own. They attend on a regular basis on their own or arrange to meet other members there. They said that as a direct result they are spending quality time in the fresh air as a family, they not only grow new produce but have started to cook and eat more fruit

and veg as a result. The children are eager to eat what they have grown and are beginning to make more healthy choices.

The parents have signed up to a Livewell (NHS Community Trust) health programme and are passing on ideas to their children, they have both said that they want to set a better example, especially to the two younger children who have signed up to a home/ school healthy lifestyle diary program in school.

Here is a direct quote from an open day attendee from an outside agency with regard to the dad:

“.. found talking to one resident totally inspiring. He was saying that he had a lot of mobility issues and as a result had a tendency to remain at home in doors watching TV. He talked about how the allotment had given him confidence to get out and talk to others and that although he didn't garden much, the community element meant he was learning alongside others, enjoyed the social aspects and felt his own mental wellbeing had improved from talking and fresh air!

Case study 2

Participant background

W is in her late twenties, she lives with her partner X. Neither adult works. They have 2 children, age 7 and 5, W's sister's child aged 13 [for whom she has residency, also lives with them], who has special needs. The family has suffered from the death of a 6 year old child four years ago. Neither adult smokes, although they do drink.

W has little family support and relies on her partner. She can be very aggressive towards anyone she felt was criticising her or her children. The aggression appeared to be a defence mechanism, she had no another way of expressing her feelings.

She had a very poor relationship with school - both staff and other parents. Staff found her very aggressive and the Head teacher has had to issue a verbal warning with regards to her behaviour on the yard and threatening disposition towards staff and other parents. Other parents found her unapproachable. Parents were wary of approaching school if they had issues with her children due to being unsure how she would react. If W was asked in to school to discuss matters she would be very defensive and aggressive, taking any advice or observation as a direct criticism. Both the boys have displayed aggression towards others and inappropriate behaviour. W didn't engage positively with school, she didn't take part in school based activities or event and the children's behaviour is challenging.

Since Joining Hub activities

The transformation in what is a relatively short time has been wonderful to be part of. W attended playgroup session with another mum; this led to her signing up for a course that she attended alongside other parents and children. W began to attend the drop in and skill share sessions, she started to help out making teas and volunteering to help with setting up and organisation. W has now built up her own confidence, skills and knowledge, she is a regular attendee of various events and courses; she has begun to volunteer at more

sessions and was actively involved in the preparation for the hub open day she has also taken on a leading role in the new allotment group. Although she can still come across as abrupt at times she is certainly not aggressive. She has a much more positive relationship with school - parents and staff, she has begun to socialise with other parents, which in turn gives her a wider support network. She has taken it upon herself to try to learn new skills to enable her to think about preparing for a return to work. Other parents have commented on the positive change with one course leader saying that she was scared to ask her anything for the first few weeks but now she will immediately think of her if something needs to be done.

Recently there was an incident where another child had accused her child of passing an inappropriate comment. W came into school and discussed the incident with the Head Teacher; mum agreed that staff could talk to the child with regards to appropriate language and that she would back this up at home, this would not have been possible even a few months ago. W has stated that she has surprised herself with how much she enjoys the activities and how she wishes to be involved more in the future.

BARRIERS & CHALLENGES

The community hub has been a completely new way of working for our school. Whilst we have always engaged in family support activities and worked with services, it has been within our arrangements and organisation and has not been led by parent voice or involved working so openly and transparently with other organisations and with families.

To fully engage others we had to recognise that the project wasn't for our school and realise that to actually make a difference the funding would need to be distributed and the decision in how that would be allocated would be shared by the organisations. This was the way we moved towards breaking down some of the barriers that have existed between organisations. The steering group as a whole feel that until funding is allocated for community and stipulates the necessity of cross fertilisation or partnership working to meet wider needs, unity will not be achieved in practice. If groups are bidding against each other for funding it becomes a competition and is then less about community needs and more about justification. By forming effective partnerships, workload has been distributed and the hub is more efficient and effective.

The initial start-up process was very challenging and schools should carefully consider their capacity, current position with regards to performance indicators and staffing stability and their ability to engage with wider groups. As a pilot, we did not have a specific remit and shaped our vision as we developed. Within the first three months the time required was such that it appeared unsustainable, however this had become more balanced by six months and was manageable by nine months as more participants had ownership and colleagues were driving activities themselves.

Maintaining momentum and keeping activities appealing and engaging requires a special skill set and an employee who is passionate about working with families to improve

outcomes for children. Participants readily disengage if sessions are lack luster and hubs need to commit to high quality provision to achieve high quality outcomes.

Time learning from other hubs would be well spent as the initial planning stage and action planning needs to be well researched and clearly structured to have a smooth launch. To progress we will re-visit our surveys, the community organiser will door knock to seek what the community want for their next steps whilst the builder will work to gain commitment for sustained working from the agencies and organisations that have given us so much support over the past year. Without these two drivers and the continued unified approach we would not be able to build upon what we have established.

To move forward we need to complete our evaluations, listen to our stakeholders, share our work with the assets in our community and facilitate what that community needs; it's not about us, it's about them and that has been our greatest realisation.

Leasowe and Woodchurch Community Hubs Conclusion

In concluding, both schools would like to thank the working party for the opportunity you have given us to engage and support our communities in a new and innovative way. It has been a year of learning and understanding how we can identify and utilise the assets in our local areas for the benefit of all. In the early stages the work required to drive the vision of community hubs seemed unsustainable however, what we now have are models of service that are driven by the community and facilitated by the schools. By sharing skills, working together and recognising how powerful we can be as a community when we unite, the model of community hubs is something we will fight for.

We look forward to meeting with the Children's Trust Board on the 20th January to answer questions members may have, provide projections for future development and share video evidence of the impact you have made by providing community hubs in Wirral.

Donelan & Sargeant, December 2014

WIRRAL CHILDREN'S TRUST BOARD – 20 January 2015

Birkenhead Foundation Years Project Up-date, January 2015

1.0 Background

The Project's first formal report to the Trust was for the quarter up to September 2014.

2.0 Overview of the Project's activities September – December 2014

The Project is commissioning and directly delivering services which will impact on 3 factors which have a significant impact on school readiness: the home learning environment; parental mental health and well-being; and parental warmth and sensitivity. The services which have run in this period (September- December 2014) are as follows:

2.1 Bump-Start: one-to-one peer support for women from the 20th week of pregnancy until the child is 6 months old. Ran throughout the period, delivered by Home-Start Wirral: target 20 families: actual 23.

2.2 Parents Early Education Partnership (PEEP) group: group parent and baby/toddler structured play, at St James Centre. Ran October - November, delivered by the North Birkenhead Development Trust: target 12 families; actual 26 parents; 31 children. Good recruitment but a high level of one-off or sporadic attendance affects the impact. Addresses support for the home learning environment. We are reviewing delivery with the provider.

2.3 PEEP Home Play: one-to-one play in the home with child and parent(s) to encourage those who feel unable to attend groups, because of low self-confidence or practical obstacles to accessing services. Aims are to firstly encourage play in the home and subsequently to support parents to access group services. Ran throughout the period, delivered by the project team: target 8 families; actual - 4 supported; staff sickness for much of this period resulted in a delay in receiving referrals – we are reviewing delivery.

2.4 Stay & Play: informal parent and child play group with structured activities for children and progressive development of parental involvement. Ran throughout the period, delivered by the project team: target 15 families; actual 28 families, 29 children. Some sporadic and one-off attendance but a core of 12 families attended the majority of sessions. Second group started during period. Addresses support for the home learning environment.

2.5 Read it Together @ (RITA): parent and child group with supported parent and children reading together, followed by adult reading while children have play session. Ran throughout the period at the Manor school. **RIT@Manor** September- December, target 6 families; actual 14 adults, 14 children attended, but 5 are consistent attendees. Addresses support for the home learning environment and parental mental health and well-being.

2.6 Xmas fun at Rock Ferry: taster for RIT@ group to begin in New Year. Target 8 families, actual 5 families and 6 children. Group to continue.

2.7 Reflective Parenting: group programme for pregnant mothers/partners before and after birth. Training and multi-agency briefings February. Delivered by Home-Start Wirral: target 8 families; actual 4, reducing to 2. *See milestone report for comments in relation to delivery.* Addresses support for parental warmth and sensitivity.

3.0 Monitoring and outcomes

Poverty indicators are being collected: no member of household in paid work; living in social housing/with parents/in rented housing; no access to car. These were chosen as

externally recognised poverty indicators which are also less intrusive questions for families. This quarter we have moved delivery to a focus on the Beechwood estate and have experienced a large increase in residents of social housing as the main group of families accessing our services. Given the limited supply of social housing and the fact that young families will not be in receipt of secure tenancies, we can be confident that these are low waged families, in the cases where they are in work. We would like to apply 'resident of social housing' as a criteria for a family which we can regard as living in poverty.

4.0 Longer term developments

a) Outputs, outcomes and meaningful reporting

We are delivering services on a scale which throws up choices and challenges in relation to what we report to the Trust. The figures on the page attached separately show a level of detail which disguises an emerging pictures of families and how they access services; 'families' usually means we see a mother but sometimes a mother + relative; a couple; a mother + friend. We have 2 sets of twins and several families with more than one child under 5 years. A small but growing number of families receive support from 2 or more of our activities – we track this so that we can differentiate between the impact of different programmes of support. We also need to think about the difference we make to a family which attends sporadically as opposed to those who attend regularly. We need a system of reporting where we can compare like with like but Trust meetings do not align with quarters so we will not have the figures for previous quarters at each meeting. One way to provide the Trust with an overview is to report on outcomes (how families are changing) on alternate meetings to those when we report outputs. Would this be helpful? What level of detail is useful?

b) Developing ways to support families at pre-school Transition stages

In working with primary schools we need to do two things; provide a service which the schools feel supports their work directly, not just theoretically in the future; and link our group and individual support to the work in schools. This is now much more complicated than previously as children can join school ('transition') at age 2 (if they are in receipt of the 2 year old funding); at 3 ('Foundation 1'), at 4 ('Foundation 2') or 5 ('Year 1'). This challenge has changed in the last year, with the introduction of free places for 2 year olds. We are reviewing the resources/literature which exists to inform what we do

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Appendix 3a –Milestone report

Appendix 3a Milestone report

SERVICE OUTPUT and OUTCOME	September - December 2014	Red, green, amber	Commentary
Progress towards service level outputs - reaching and sustaining engagement with poorer	Bump-Start: 72% of families supported meet 2 or more poverty indicators	Green	23 families: 6 have not provided full monitoring data yet; 6 meet 1 poverty indicator; 5 meet 2; 9 meet all three.
	Read it Together @ groups: 25% of families meet 1 or more poverty indicators	Yellow	14 families: 2 have not provided full monitoring data; all of the remainder meet one poverty indicator and 11 of the 12 live in social housing. <i>In discussion with social housing providers we have arrived at the conclusion that young families living in social housing will have a low income and that this status could be considered as a poverty measure in itself.</i> This shift in profile of the families we are supporting reflects the new focus on supporting families on the Beechwood estate.
	Home Play: 25% meet 1 or more poverty indicators	Yellow	14 families: all bar one family live in social housing
	Play focussed groups: 78% of families meet 1 or more poverty indicator	Green	54 families across 3 groups: as above, there is a strong shift here to supporting families living in social housing. Two families do not fall neatly into our poverty measures as they were mothers being supported d in a fostering arrangement.
Impact on home learning environment	Secure referrals from a variety of services for families at levels 1-2 of need	Red	The Bump-Start service continues to receive referrals at higher levels of need than we were targeting. This appears to reflect the priorities of referrers. We are confident that the service addresses real needs for those families. We continue to work on attracting referrals from lower level families to this service. Group-based services which do not rely on referrals are predominantly at Ls.1-2.
	Secure synergy of delivery with Children's Centres and specifically services focussed at a universal level	Red	We have delivered a taster at a Children's Centre and will build upon this start.
	Secure partnerships with schools to deliver in buildings previously occupied by Children's Centres and to develop services which complement the school's Foundation Stage delivery.	Green	The partnership with a single school on the Beechwood estate this quarter got off to a very productive start, including work at the Foundation Stage in direct support of the school's delivery. Contacts with other schools will be pursued energetically but external events continue to make this complicated.
	Activities to engage parents with 'fun' piloted	Green	Activities on the Beechwood estate 20+ families involved.
Impact on parental warmth and sensitivity	Initial programme for play activity on Beechwood estate planned	Green	The initial programme successfully delivered and extended plans for 2015 are developed.
	30 or more families attend groups	Green	59 families attended groups: St James Centre; Priory School; Rock Ferry Children's Centre - two locations new to the project this quarter which will be the focus of future development. This is a 59% increase on the previous quarter.
	8 or more families receive one-to-one support	Red	4 families received one-to-one support, half the number in the previous quarter. Long-term staff sickness affected the service and we are reviewing the management of delivery.
	Secure referrals from midwives and health visitors for antenatal support	Green	There has been a progressive increase in referrals and we are now meeting our target.
SERVICE OUTPUT and OUTCOME	September- December 2014	Red, green, amber	Commentary
	Impact on parental warmth and sensitivity	Yellow	Commitment to data sharing with Arrowe Park was agreed in principle prior to the project's start. This has been slow to achieve but we believe that there will be progress on this front soon.
	Impact on parental mental health and wellbeing	Green	20 or more families receiving one-to-one antenatal support support
	Influence multi-agency collaboration around school readiness	Green	Collaborative work with Springfield Nursery at Beechwood agreed
	Meeting with hospital maternity service to discuss action in response to maternity report	Green	No developments this quarter.
	Baby to Toddler consultation questionnaire piloted.	Green	10 pilot questionnaires completed and reviewed.