

## 2009/10 Area Based Grant Proposal Form (LSP's)

### 1. PROPOSAL DETAILS

<b>Proposal Title:</b> Learning together to raise aspirations and educational attainment
<b>Local Strategic Partnership:</b> North Warwickshire Community Partnership
<b>Chair of the LSP:</b> Colin Hayfield
<b>Responsible Officers, Contact Details</b>  Martin Gibbins North Warwickshire Area Office Warwickshire County Council 01827 719317 <a href="mailto:martingibbins@warwickshire.gov.uk">martingibbins@warwickshire.gov.uk</a> Robert Beggs North Warwickshire Borough Council 01827 719238 <a href="mailto:robertbeggs@northwarks.gov.uk">robertbeggs@northwarks.gov.uk</a> & Accountable Body: North Warwickshire Borough Council
<b>Summary of Expenditure (including details of match funding where available) proposed:</b>  A programme of co-ordinated interventions is planned to help raise literacy skills within a target priority area of Atherstone and Mancetter from within Area Forum East. The programme of interventions is aimed at improving educational attainment, aspirations, and skills delivered through a family and community based approach. The interventions will cost a total of £112,280 which will be funded from £53,000 from the area based grant allocation and £50,000 match funding from the North Warwickshire Area Committee and £9,280 from other funding streams to be confirmed.  Learning Together £29,740 Learning mentor £20,000 Children's University and Kids College £10,000 One to One Tuition £12,000 Playing For Success £8,000 Peer Mentoring Scheme £8,190 Learn and Grow £24,350
<b>Description and scope of proposal:</b>  The programme of interventions will include the following projects and activities:  <b>Learning Together</b> This project will aim to enhance children's personal, emotional and social development through improving language and communication skills and encouraging family learning through organised activities. This will include the use of a facilitator, a storyteller and a range of equipment and resources including story sacks, books and activities. The project will be delivered by all the nursery schools in the Atherstone and Mancetter area and will be coordinated by the partnerships Voluntary and Community Activity theme group.  <b>Learning Mentor</b> The provision of a Learning Mentor for the four Atherstone and Mancetter primary schools to support identified children and their families to break down barriers to achievement and bridge the gap between home and school to help them achieve their full potential. The post will carry out a range of activities including chasing up attendance issues, organising lunchtime clubs and activities, holding breakfast clubs for working families, attend case conferences and family support meetings and provide

direct support for identified pupils. The direct support for pupils will include helping with child support issues, anger management courses, improving poor social skills, programmes to build self esteem and supporting children in care. Learning Mentors have been successful in Birmingham and Coventry through funding from Excellence in Cities.

### **Children's University and Kids College**

A contribution to encourage participation in the Children's University and Kids College initiative for the Atherstone cluster of schools. This initiative is well established in most parts of Warwickshire but has not been taken up very well in Atherstone. The initiative aims to engage children in a wide range of out of school hours learning opportunities either with peers or via family based activities. Its purpose is to improve young people's motivation, build their self esteem and help them become more effective learners. The initiative includes accreditation which leads to an annual award ceremony at Warwick University.

### **One to One Tuition**

An additional provision to supplement existing one to one tuition provided through a DCSF grant to support secure learning of key literacy and numeracy skills. The extra contribution will provide the one to one tuition for an additional 30 pupils at Key Stage 2 in Atherstone and Mancetter. This will provide support beyond whole class and small group work to identified pupils of most need and those on free school meals. One to one tuition has been shown to demonstrate the impact of literacy and numeracy recovery programmes on attainment, aspiration and confidence after a relatively short programme of intensive out of class support.

### **Playing for Success**

Provision of additional teaching and an outreach tutor to work with identified children from Atherstone and Mancetter at key stage 2 and 3 (young people age 8 – 14) who are most at risk of disaffection and underachievement. The provision will be based around a series of modules at Nuneaton Football Club and other sporting events and activities to help raise levels of literacy, ICT and numeracy skills. This will involve the use of digital cameras and recorders, Apple Mac books, related software, interactive whiteboards and game consoles. National evidence is showing that programmes of this nature are showing success in periods of 10 weeks normally associated with much longer term work.

### **Peer Mentoring Scheme**

Provision of training for 15 students and a contribution towards a Volunteer Co-ordinator post to provide a peer mentoring scheme for year 10 students at Queen Elizabeth School and Hartshill High School. The mentoring scheme will aim to increase literacy skills, attainment, attendance and behaviour for year 2/3 children who have been identified as needing additional support in the feeder schools.

### **Learn and Grow**

Development of a community allotment site to be used as a resource for identified children and their families. The project will work with children and their families with poor literacy skills from the Atherstone and Mancetter area to improve their skills in ways not possible in a regulated classroom environment. Participants will develop skills while being actively engaged through a social process where they learn from each other and from interaction with the natural environment. This form of active learning involved in a community garden helps learners gain skills through garden design, growing and eating healthy but also in a wider range of other sustainability literacy skills. This type of learning is referred to as 'experiential learning' providing a direct participatory learning experience through active engagement. The families will receive help and support to grow a range of produce to use as part of cook and taste sessions for affordable healthy eating. The project will be used as an alternative vehicle for encouraging family learning and reading with the aim of fostering an interest in gardening and cooking through activities which involve improving literacy skills and reading. Evidence suggests that poor literacy is linked to low self esteem. The project aims to tackle this by building confidence and literacy in a non pressurised setting away from the school environment as part of a fun shared family activity. Research from the Basic Skills Agency suggests that community learning can lead to more positive attitudes towards literacy with support for parents enabling them to better appreciate the positive things they can do to help their children acquire good literacy skills.

## 2. NARROWING THE GAPS

### **What are the key community outcomes for this proposal?**

The overarching outcome we are aiming to achieve is to raise attainment levels within the Atherstone cluster of schools by improving levels of literacy and numeracy in the key cohorts of young people.

### **How does this proposal focus upon addressing the causes of the Gaps in Warwickshire?**

The programme of projects and interventions is aiming to address low levels of literacy and numeracy skills in specific targeted groups of children and their families in Atherstone and Mancetter. This is a significant factor in not achieving high educational attainment levels and consequent low aspiration. The causes of low levels of literacy are being addressed in a number of ways aimed at raising aspirations, engagement and confidence of children and their families by encouraging participation in supported learning opportunities and activities and through targeted support focused on identified at risk children and their families.

### **Outline the extent to which the proposal will target priority communities/communities of interest and priority neighbourhoods to narrow the gaps.**

The programme of projects and interventions are all aimed at working within the priority areas of Atherstone and Mancetter from Area Forum East. The Area has been identified as a priority based on the narrowing the gaps analysis prepared for the Public Service Board. The areas of Atherstone and Mancetter have been identified as priority areas specifically for raising educational attainment levels within the Area Forum East neighbourhoods. The interventions and projects will also target the identified at risk groups of children and their families within Atherstone and Mancetter.

### **Please list the partner organisations directly involved in the delivery of this proposal and how the programme is part of an overall co-ordination of partnership activity at a local level.**

The programme of projects and interventions includes a wide range of partners including the following:  
Warwickshire Community and Voluntary Action – North Warwickshire

Happy Faces Pre School

Early Years Children's Centre Atherstone

Primary Schools Racemeadow, Arden Hill, Oakfield and St Benedicts.

Warwickshire County Council including Common Assessment Framework Team, Parent Support Advisor, Extended Services, School Performance Team, Education Support Worker, Youth Service and Positive About Young People.

National Children's University

Adult and Community Learning (Family Learning Team)

Volunteer Network

Nuneaton Town Football Club

Queen Elizabeth School and Sports College

North Warwickshire Borough Council including Leisure and Community Development, Streetscape and Policy Support.

NHS Warwickshire

North Warwickshire Allotment Federation

The programme of activities will be co-ordinated through a sub group of the North Warwickshire Community Partnership and will be subject to regular monitoring and progress reporting to the North Warwickshire Community Partnership.

## 3. LAA TARGETS AND CORPORATE PRIORITIES

### **What are the quantitative and qualitative links to the LAA priorities (include any measurable**

**outputs and/or performance indicators)**

The programme of projects and interventions will contribute to a number of LAA priorities including :

NI 6 Participation in regular volunteering

NI 72 Achievement of at least 78 points across the Early years Foundation Stage

NI 73 Achievement at level 4 or above in both English and maths at key stage 2.

NI 75 Achievement of 5 or more A – C grades at GCSE or equivalent including English and maths.

NI 92 Narrowing the gap between the lowest achieving 20% in the Early Years Foundation Stage Profile and the rest.

NI 93 Progression by 2 levels in English between key stage 1 and key stage 2.

NI 110 Young people's participation in positive activities.

NI 117 16 to 18 year olds who are not in education, training or employment (NEET).

NI 120 All age all cause mortality.

**What is the timescale for the delivery of these outcomes and what plans are there for the sustainability of the project beyond the end date?**

A number of the interventions would commence with the start of the new school year in September 09 and continue over the year ending in July 10. Some will be provided for a set term of 10 weeks during the year.

The Learn & Grow project would start in December 09 and continue into July 10.

Sustainability of the projects and interventions will be planned for in a variety of ways including increasing the knowledge and skills of families, resources being available to be used again, continued provision by the local schools and continued support and participation of families.

The funding is only available on a one off basis. Therefore will any commitments beyond one year be created and if so, how will they be funded and managed in the future?

**Learning Together**

Sustainability of the project will be provided through the model of learning produced which can be used for future delivery, reuse of quality resources for at least 3 to 4 years after the project has finished, knowledge gained by staff and introducing families to learning programmes through Community Adult Education.

**Learning Mentor**

The Learning Mentor will help pass on skills to teaching Assistants in all 4 schools in order to continue developing this aspect of work.

**Children's University and Kids College**

The project would sponsor the set up for the first year's programme which would then be developed and sustained thereafter by voluntary and subscription activity.

**One to One Tuition**

The DCSF have committed to a national programme of 1:1 tuition targeting 7% of pupils. This project enhances support to be provided on a wider basis initially to catch up on lost learning.

**Playing For Success**

Schools will be encouraged to become part of the regular DfS cycle of activities to continue this provision.

**Peer Mentoring Scheme**

The aim is for the project to be managed by Queen Elizabeth School. If schools are willing to provide a small amount of funding for the OCN accredited mentoring course then this will enable the continuation of this training to support this provision.

**Learn & Grow**

The site can continue to be used as a community garden after the end of the project at minimal cost

and through volunteering opportunities created by the project. Additional funding will be sought for future projects on the site.

**What are the key risks associated with this project?**

- Families not attending activity sessions
- Not being able to engage target families
- Getting suitable session workers i.e. story teller
- Insufficient focus on children in need
- Unrealistic expectations in terms of workload
- Schools not taking ownership of the project after the initial 12 month period
- Capacity of schools to sustain engagement beyond the initial period
- Not securing land for community use
- Inability to recruit suitable tutor
- Demand on space at Pfs centre and use of school buildings
- Inability of targeted group to sustain additional support

**What plans are in place at the end of the project to evaluate success and experiences?**

- Evaluation of the project will be completed continually through the project
- Number of families involved
- Press release each term
- Feedback from families through evaluation forms
- Home diaries
- Early years profile will measure progress against early learning goals
- Feedback from mentors and mentees including self assessments
- Reports from individual nursery settings
- Project evaluation
- Case study evaluation
- Feedback from schools on impact
- Established programme with national evaluations of success
- Programme evaluated as part of the national scheme with additional pupils assessed alongside the regular cohort under the DCSF programme.

Upon completion please return to Bill Basra, LAA Manager via email  
[billbasra@warwickshire.gov.uk](mailto:billbasra@warwickshire.gov.uk) (01926 412016)