



RIGHT TO
SUCCEED



RIGHT TO SUCCEED

Annual Impact Report

Year to 31 August 2021

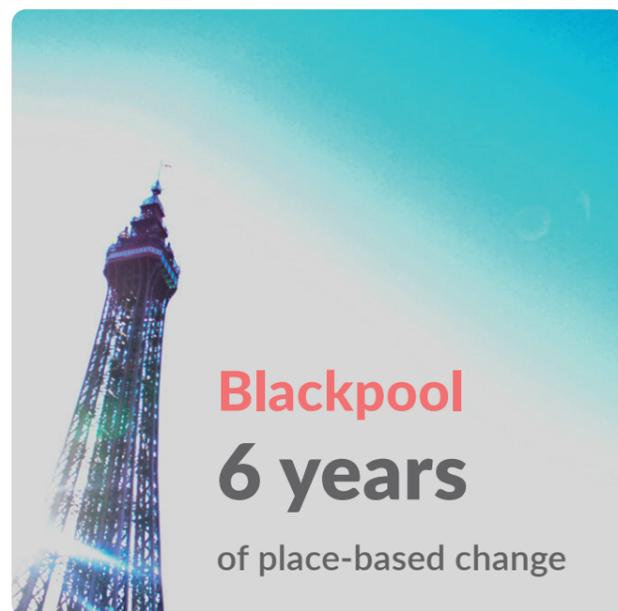
Charity Registration Number: 1160886

Contents

Impact of programmes in 2020/21	4
Who we are and what we do	6
How we work	8
How we measure impact	10
Investing in children and young people growing up in areas of deprivation	12
Our strategy	14
Achievements and performance	17
Key Stage 3 Literacy, Blackpool	19
Pathways for All, Blackpool	24
Reach, Blackpool, Doncaster and Belfast	28
Cradle to Career, North Birkenhead	34
Every Child, Manchester	38
Plans for Discovery Programmes in 2021/22	42



Impact of programmes in 2020/21



“That evidence [KS3 Literacy Programme] will help me in terms of designing how we in future fund the improvement in literacy and numeracy across England.”

Nadhim Zahawi, Secretary of State

75%
reduction in permanent exclusions across all secondary schools in Blackpool, compared to 37% nationally.

53%
reduction in days lost to fixed-term exclusions, compared to 29% nationally.

2/3
of the Pathways for All programme cohort were in education, employment or training, compared to 55% nationally.

27%
increase in the number of high-ability readers.

The learning from all three Blackpool programmes is feeding into the town’s 10-year education strategy under the three key stands:

- Literacy
- Inclusion
- Employment and Skills



28%
reduction in fixed-term exclusions.

Zero
permanent exclusions, down from 10 the previous year.

All of the learning from Every Child is feeding into Manchester’s city-wide inclusion strategy.



61%
increase in the number of high-ability readers in 2020/21.

Before the programme, children in North Birkenhead were half a GCSE grade behind.

WHO WE ARE AND WHAT WE DO

Right to Succeed supports communities in areas of high deprivation to work collectively to give children and young people the best start in life.

We bring together residents, professionals and decision-makers to co-design a development programme that is bespoke to the needs of the local community. We call this way of working “place-based change”.

We do this because we believe every child deserves the right to succeed, no matter where they live.

Why we exist

The wealth of your parents still determines how well you do in education and in your career – we don’t think that’s right.

Too many children in the UK are not getting the right start in life, leaving them unable to realise their full potential.

We believe that no single organisation can solve this problem on their own, but together we can.

Our Vision and Mission

Vision: Strong communities where every child is supported to succeed

Mission: We work collectively to strengthen communities and systems that enable children and young people to succeed



How we work

Our Theory of Change

Our Theory of Change sets out the steps that we take in order to effect change.

The target beneficiaries are the children and young people living in the communities where we work.

Together with local residents, professionals and leaders, we:



How we work



The Collective Impact Conditions

We believe the following conditions are a prerequisite to effective collective working in communities, and we work to establish them. This is a way of working together that recognises we can achieve more together than we can individually.

Collective Impact Conditions



John Kania & Mark Kramer, 2011, Collective Impact, Stamford Social Innovation Review



How we measure impact

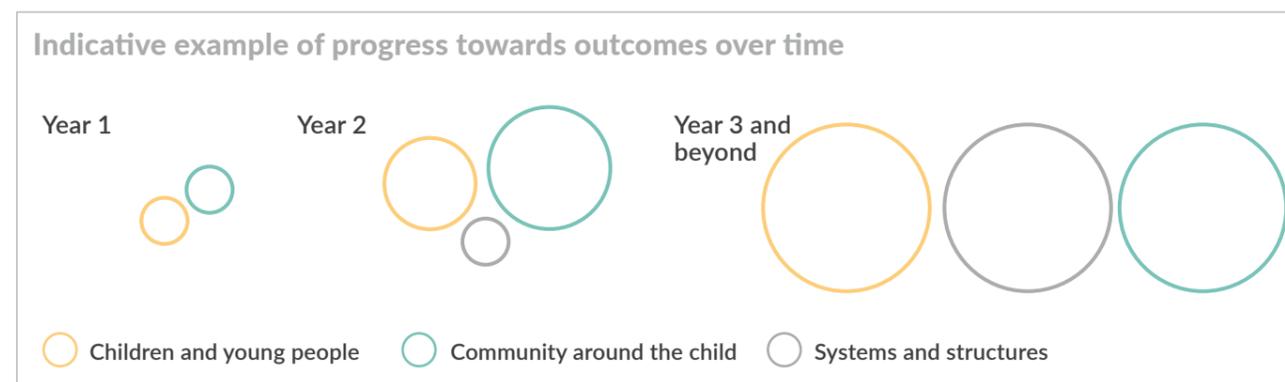
We measure impact at three levels. There are core outcomes we want to achieve across all of our programmes, and there are flexible outcomes that are dependent on the nature of the programme and the local context.

The collective nature of our work means that decision-making power lies in the local steering group. This means that while we may set indicative target outcomes in the early stages of a programme, these may change as the local community takes ownership and uses the data and evidence to decide the direction of the programme as it progresses.

The Right to Succeed Measurement Framework has three impact levels:

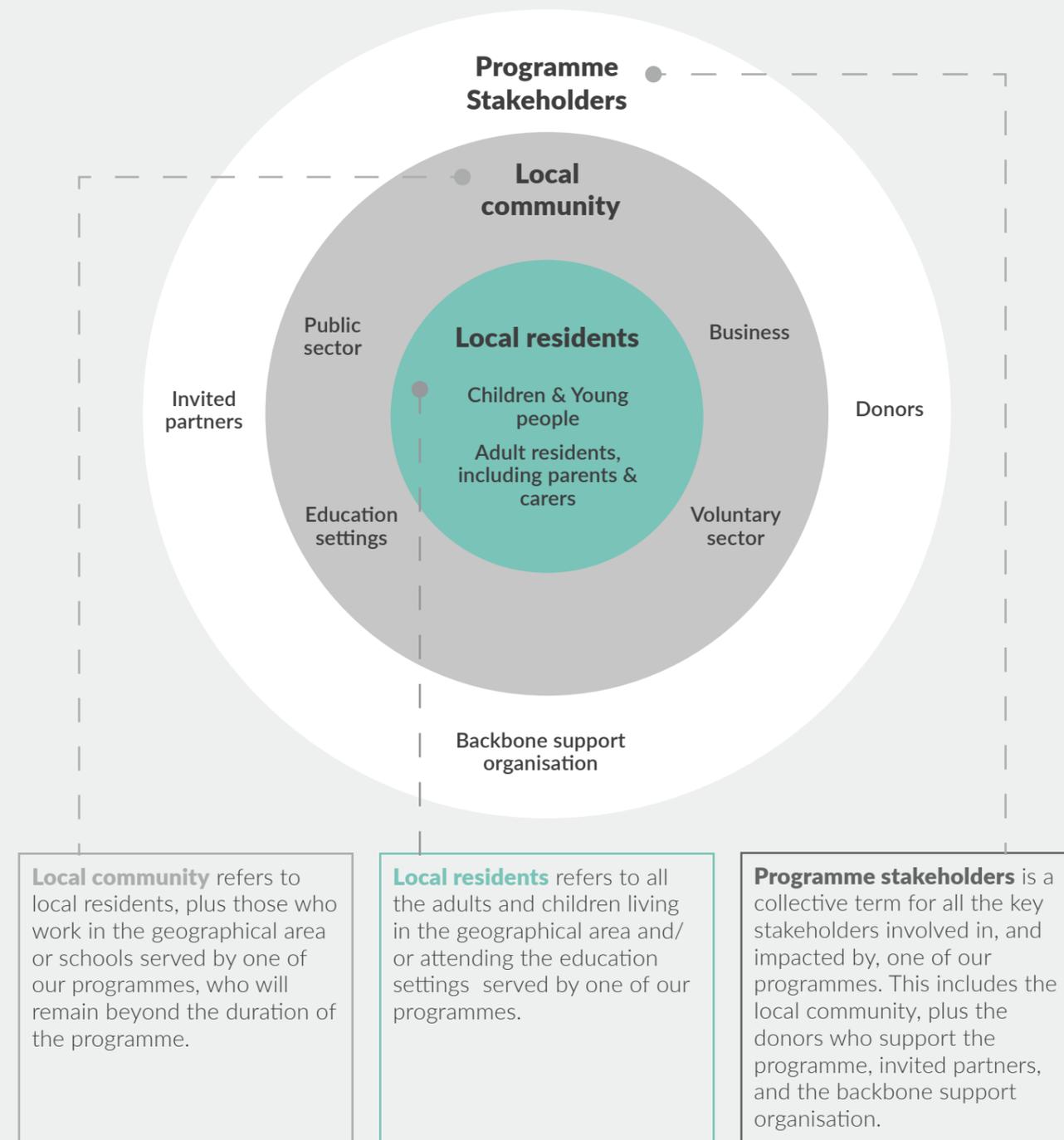
	 Child and young person	 Community around the child	 Systems and structures
Sample Core Outcomes	Improved literacy	Improved collective working between programme partners	Increased commissioning of preventative rather than reactive approaches
Sample Flexible Outcomes	Fewer permanent exclusions	Increased use of community centres	Improved governance structure and processes across the place

Social and behaviour change takes time and not all outcomes will be achieved at the same pace. This bubble graph illustrates the pace at which the impact might be felt at the system, community and child levels.



How we define 'community'

Our mission is to work collectively to strengthen communities and systems that enable children and young people to succeed. By "community", we mean all those who live and work in the area where one of our programmes is based.



Investing in children and young people growing up in areas of deprivation

The disadvantage gap for children and young people is widening.

Last year, the attainment gap between poorer pupils and their peers stopped closing for the first time in a decade, even before the COVID-19 pandemic had impacted the education system.

Right to Succeed works in areas of high deprivation

to strengthen the communities and systems that can support children and young people to succeed. All our programmes include a strong focus on literacy; without this core skill, the opportunities open to children and young people remain limited.

Low literacy

Literacy is a core skill that underpins pupils' successful progression through school, and their transition into adulthood and employment.

Children with low literacy levels find it difficult to engage with every part of the curriculum.

Our research has found a high correlation between low literacy levels and permanent exclusion from school.

Risk of being excluded

Children living in poverty are 4 times more likely to be excluded than their peers.

Only 4% of children who are excluded from school achieve English and maths GCSEs.

Being excluded can also have a negative impact on a young person's mental health.

Limited access to opportunity

Families in low income areas have often had a poorer educational experience. They are therefore less well equipped to support their children with their education.

This cycle of disadvantage can continue into future generations.

Risk of becoming NEET

Pupils who have been excluded are 10 times more likely to be not in education, employment or training (NEET) after their GCSEs.

They also make up a disproportionate number of those who go on to be long-term NEET.

In some of the country's most deprived areas, we have supported communities to break this cycle of disadvantage by:

Closing the literacy gap

- Using robust assessments to understand the needs of children and young people
- Practitioner training to improve literacy across the whole school and in all subjects
- Collaborative working between schools to improve the quality of literacy teaching across the curriculum for all children

Reducing fixed-term and permanent exclusions

- Focusing on diagnostics to understand the root causes of persistent disruptive behaviour
- Implementation of specific interventions and whole-school approaches
- Facilitating integrated working between schools and alternative provision settings to support all children to learn and thrive

Increasing participation of school leavers in education, employment and training

- Developing young people's agency through one-on-one work with engagement coaches
- Coordinating multi-agency approaches to support young people's transition to post-16 education, employment and training
- Improving town-wide structures to encourage ownership of the challenges and solutions

Strengthening communities and increasing access to opportunities

- Improving access to and engagement with services
- Encouraging local pride and participation in local decision-making
- Coordinating a multi-agency approach to supporting families, children and young people, and delivering joined-up services

These key themes are all interlinked and by working with communities to address one or more, we are helping to break the cycle of disadvantage and ensure that every child has the right to succeed, no matter where they live.

References: Education in England: Annual Report 2020, Education Policy Institute; Timpson Review of School Exclusion, Department for Education, 2019; Child and adolescent mental health trajectories in relation to exclusion from school from the Avon Longitudinal Study of Parents and Children, Ford et al., 2020; Warming the Cold Spots of Alternative Provision, Centre for Social Justice, 2020; Characteristics of young people who are long-term NEET, Department for Education, 2018.

Our strategy at the start of 2020/21

Our charity was six years old in March 2021. In these six years of working with the incredible people and organisations who live and work in the communities we serve we have learned what it takes to bring communities together and how to effectively support them to transform the lives of children and young people.

At the start of the 2020/21 academic year, the Charity was working towards the 2019 strategy which was focused on learning how to deliver effective place-based change, codifying and sharing the approach.

In the last two years we have tripled in size, and we find ourselves at a pivot point, where we have the opportunity to scale rapidly, but need to balance this with ensuring that the quality of our work only continues to improve. And we have to do this in a

time when the communities we aim to serve will have been the hardest hit by the Covid-19 pandemic, and will also be the least likely to benefit from the economic recovery that will follow.

We therefore need to remain agile as an organisation, able to respond to both the changing needs of the communities we serve, and the learning we gain from our work. To achieve this, we have spent the latter half of 2021 developing a new three-year strategy which will support our goals.



Our new 3-year strategy for 2021–2024

The charity is growing quickly both through demand for increasing the scope and scale of our existing programmes and through approaches from new places, communities, and stakeholders and increasing national and international interest in collective, place-based-change.

As we scale, we must ensure that we maintain quality in everything we do: in our delivery to communities, in our relationships with partners, in our internal processes and structures, and in how we nurture and develop our staff. Only in doing this will we create a sustainable organisation able to work towards our long-term vision.

To achieve our vision and mission, we have set three strategic priorities for the next three years.

- Demonstrate the collective approach works
- Prioritise sustainability as we grow
- Build support for collective working

We have set our strategy for achieving our strategic priorities against our strategic objectives for each organisational pillar.



2020/21 in numbers

52

schools and alternative
provision settings
worked with

68

partner organisations
worked with

7,735

children & young people
received or accessed
interventions

305

practitioners trained

56

training and community
of practice sessions
delivered

5,100

children and young people
assessed or supported
through whole-school training

ACHIEVEMENTS AND PERFORMANCE



Thanks

Over this year we have received significant support in the form of advice, financial support, pro-bono office support and technical expertise from a range of individuals and organisations for which we are sincerely grateful. These supporters include:

Funders

Allan and Gill Gray Philanthropy, Big Change, Credit Suisse EMEA Foundation, Esmée Fairbairn Foundation, Fidelity Foundation, Four Acre Trust, Garfield Weston Foundation, John Laing Charitable Trust, The Linbury Trust, Montpelier Foundation, Porticus, SHINE Trust, Steve Morgan Foundation, Swire Charitable Trust, The National Lottery Community Fund, Treebeard Trust and Youth Endowment Foundation.

Public Sector

Blackpool Opportunity Area, Blackpool Council, Belfast City Council, Lancashire County Council, Manchester City Council, and Wirral Council.

Support and advice

Baker McKenzie, Credit Suisse, Darkhorse Design and Jayne Moore Media

Programme performance

On the following pages, we have outlined the progress we have made on each of our collective impact programmes in the year ended 31 August 2021. We have used the following icons to indicate how the aims are linked to the three Right to Succeed Impact levels:

Right to Succeed Impact Levels



Child and young person



Community around the child



System and structures

Blackpool, Key Stage 3 Literacy

Closing the Literacy Gap for Blackpool's 11-14 year-olds

Blackpool Key Stage 3 (KS3) Literacy is a collective impact project focused on improving the literacy capability of all 11-14 year-olds across the town, through a research-informed, asset-based approach.

Delivery	Year 3
Schools	9
Partner organisations	14

It is a collaboration between all six mainstream secondary schools, two all-through schools, and the pupil referral unit. Literacy and Evidence Leads appointed within a school, and supported by the Special Educational Needs Coordinator, work with Right to Succeed to identify pupil needs, design solutions based on evidence, deliver in a carefully monitored way and reflect on learning to inform future delivery. Early research conducted by the project found low literacy was correlated with high risk of exclusion in Blackpool.

Progress in literacy



Children and young people

+1.4

Increase in average Reading Standard Age Score

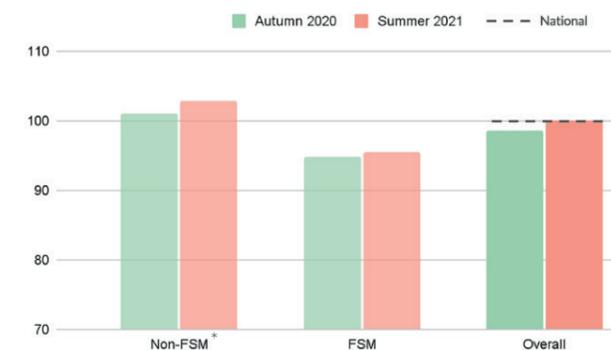
+27%

Increase in pupils with highest reading levels (stanine 7-9)

This positive reading progression is an incredible achievement, especially in light of the disruption to education caused by Covid this past year.

Moreover, before the KS3 Literacy project started, pupils in Blackpool's secondary schools historically lost progress compared to the national average between years 7 and 11.

Standard Age Score (Reading Ability)



*Free School Meals (FSM)

Stanine



Progress in inclusion

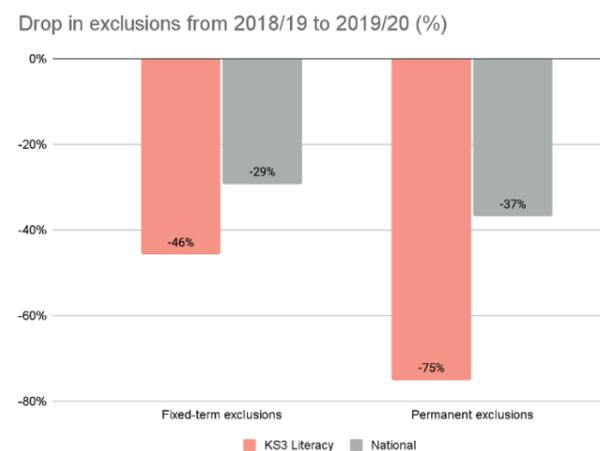


Children and young people

-53%

reduction in days lost due to exclusions (vs -29% nationally)

Schools on the KS3 Literacy programme saw a significantly greater drop in exclusions than the national average.



There was a big reduction in exclusions nationally in 2019/20, partly due to the Covid-19 pandemic, but this drop has been much larger for schools on the KS3 Literacy programme than across state secondaries nationally.*

*Data gathered during the pandemic should be interpreted with caution, due to the unusual circumstances faced by schools.

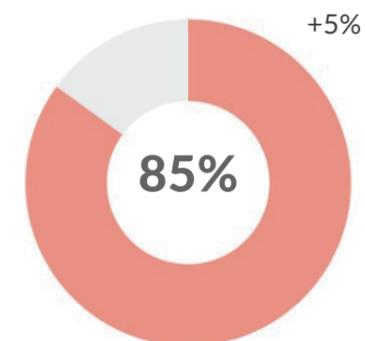


Community around the child

Continuous Professional Development - This year, school staff confidence in supporting their pupils in literacy increased by 5% from Autumn 2020 to Summer 2021, as measured in our annual survey. This is particularly encouraging given the challenges caused by Covid-19 disruptions.

Low Literacy Levels - Dr Jessie Ricketts, director of the Language and Reading Acquisition Lab at Royal Holloway, University of London, began working with the KS3 Literacy project this year. Dr Ricketts has been supporting schools to improve their ability to identify and remove barriers to learning for children with very low literacy levels.

Disciplinary Literacy - Alex Quigley, the Educational Endowment Foundation National Content Manager, has been supporting the secondary schools to develop their disciplinary literacy. Disciplinary literacy refers to the reading, writing, talking and thinking practices that are unique to specific school subjects. Schools were supported first to identify priorities, then they received training sessions in literacy for Maths, Science, Humanities and the Creative Arts, which were well attended and highly rated.



Teacher confidence in ability to deliver literacy interventions and support the literacy needs of their pupils

18

Training sessions delivered

97

Practitioners trained



Systems and structures

Partner schools: The literacy work being undertaken on the project is written into all school development plans. Ongoing work on individual school sustainability plans is also taking place. A key focus of these plans is to formalise a rolling programme of literacy CPD for new staff on arrival to the school.

Across Blackpool: The work done by the schools in the KS3 Literacy project is feeding into Blackpool's 10-Year Education Strategy. The town-wide strategy focuses on early years development, literacy, inclusion, and skills and employability.

Plans for 2021/22

The Blackpool Opportunity Area (OA) board are continuing their support for the KS3 Literacy project in 2021/22 despite reductions in OA budgets nationally and locally.

Thank you to Porticus for its generous support of this work, as part of the IntegratED programme, and to all our core funders (see p.16), without whom none of this work would be possible.

Stories from the KS3 Literacy community

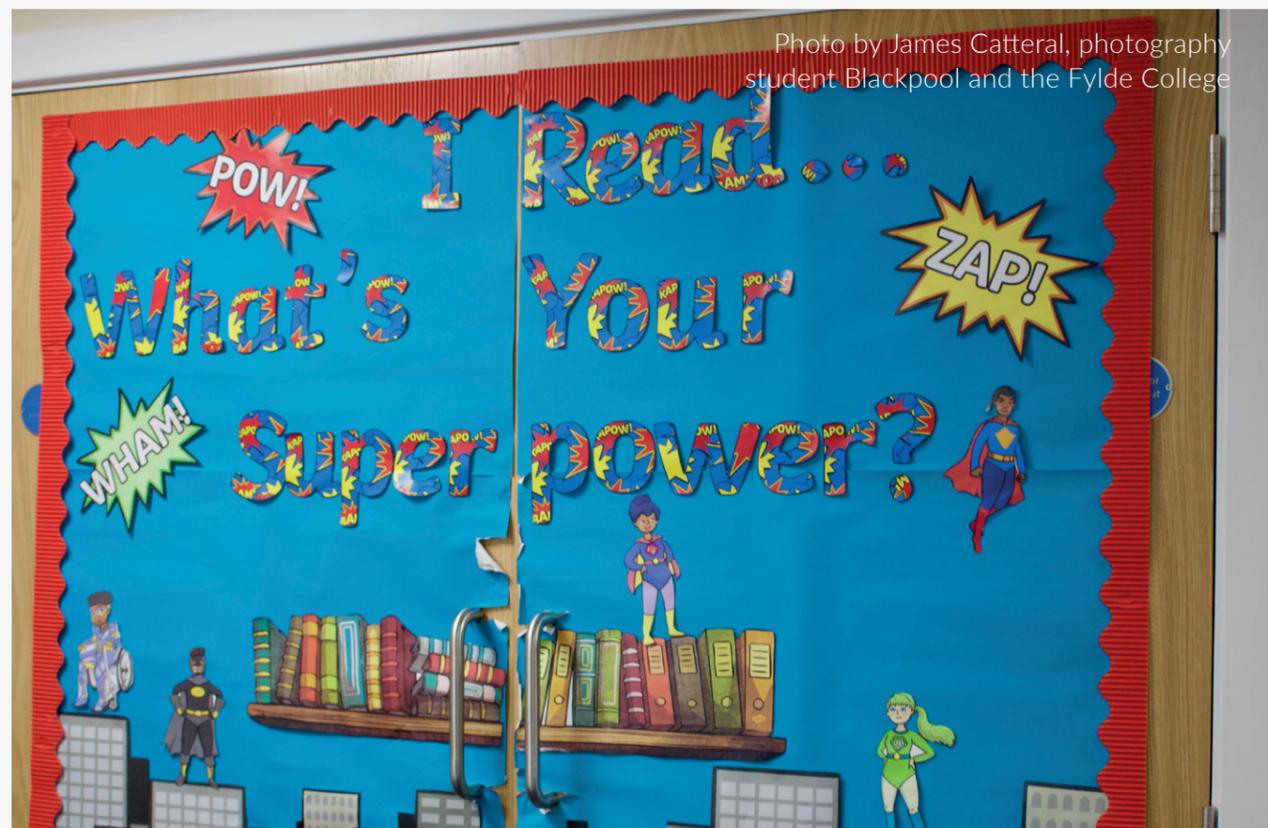


Photo by James Catteral, photography student Blackpool and the Fylde College

Creating a culture of reading at Educational Diversity

The school

Educational Diversity is Blackpool's pupil referral unit and has a variety of different settings.

The challenge

At the outset of the project, pupils predominantly didn't engage well with reading (except for social media and other less-traditional forms of reading).

How the KS3 Literacy Programme supported change

Subject leads were heavily involved in changing the culture. Key vocabulary was linked to schemes: for example, posters with 'word of the week' would be used in a subject-specific context across different lessons. Teachers began to mark

for literacy across the curriculum, form-time reading was adopted across the settings, and more explicit teaching of subject-specific, non-fiction texts was introduced,

The culture change

Since the start of the project, the culture around literacy has changed significantly across the school. This change is not only limited to students – there has also been also a tangible shift in staff attitude, from believing literacy to be the responsibility of the English department, towards the recognition that literacy is integral to everything and as such, is everyone's responsibility.

“That evidence [KS3 Literacy Programme] will help me in terms of designing how we in future fund the improvement in literacy and numeracy across England.”

Nadhim Zahawi,
Secretary of State for Education

“The partnership approach taken by Right to Succeed, supported by GL Assessment, formed the cornerstone of this project, and has led to a cultural shift across all the schools, with every child in Key Stage 3 now receiving a high-quality literacy offer.”

Stephen Tierney, Chair of the Key Stage 3 Literacy project

“Right to Succeed have brought a rigorous approach to project management and implementation, and shared our focus on evidence-based practice in education. The project is bringing an innovative approach to developing literacy in Key Stage 3, and establishing a Blackpool wide cadre of senior literacy leads.”

Liz Franey, Head of Delivery, Blackpool and Oldham Opportunity Areas

“The whole-town approach to education works. I would encourage everyone to get behind it to support our town and its future.”

Cllr Jim Hobson, Blackpool Council Cabinet Member for Children's Social Care and Schools



Education Secretary Nadhim Zahawi joins the KS3 Literacy steering group in Blackpool

Blackpool, Pathways for All

Supporting young people identified as most at risk of becoming NEET (not in education, employment or training)

The Pathways for All programme provides support for vulnerable young people when moving between schools and colleges and into further education or training, to ensure that they are offered the best possible level of support at this critical transition point.

The programme supports young people identified as at risk of becoming NEET (not in education, employment or training) to achieve sustained post-16 destinations through two streams:

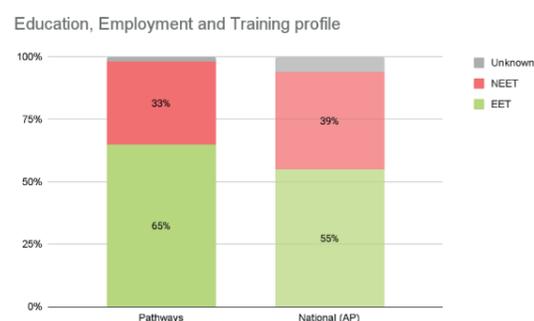
- **Developing agency:** engagement coaches working directly with young people; and
- **Improving structures:** a town-wide approach to defining ownership of the NEET issue and coordinating multi-agency support effectively.

Delivery	Year 2
Schools	3
Partner organisations	12



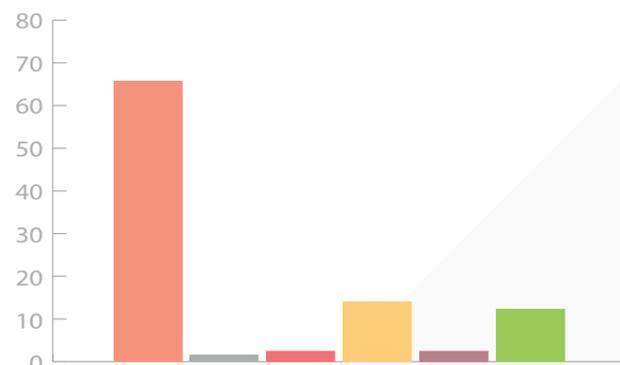
Children and young people

Two thirds of the Pathways cohort were in positive destinations (vs 55% nationally for children excluded from school in 2019/20, the most recent national comparison data).



2020 School Leavers destinations in December 2020

- 66% in full-time education
- 2% in part-time education
- 3% in employment with training
- 15% in employment without training
- 2% in apprenticeship
- 13% in full time training



Community around the child

Activities in Pathways for All have included:

Engagement Coaches working with young people

The Engagement Coaches have continued to deliver support to young people and in August we confirmed the appointment of two new Engagement Coaches, taking the team up to five.

Lancashire Careers Hub Alternative Provision transition project

One of the times that young people are at higher risk of becoming NEET is when they move to, or between Alternative Provision settings.*

To address this, we co-designed a 'Lancashire Careers Hub Alternative Provision transition project' with Educational Diversity, the Blackpool pupil referral unit, and The Speech Bubble (a paediatric speech and language therapy practice). This pilot project looked at how best to support post-16 transition across Alternative Providers in Lancashire, and allow us to share learning from Pathways for All with PRUs across the region.

* Alternative Provision settings provide education for children and young people who are unable to attend a mainstream school for a variety of reasons including school exclusion and include pupil referral units.



Systems and structures

Influencing wider systems change

As part of our aim to impact the wider systems that can help to reduce NEET levels in Blackpool, we have taken part in Blackpool's 10-year NEET strategy working group and joined the steering group of the Council's adolescent support team.

The wider activities of Blackpool's 10-Year Education Strategy 2020-30 go beyond the scope and remit of the current Pathways for All project and so we were invited by Blackpool Council to tender for a separate piece of work that would allow Right to Succeed to support the wider strategy's implementation. We were successful in this tender and will now be leading a separate project to support the planning of the town's 10-year strategy.

Plans for 2021/22

Blackpool Opportunity Area confirmed that they would continue to fund the Pathways for All project in 2021/22, allowing us to scale up delivery from three schools to nine.

Thank you also to The Dulverton Trust and Porticus for their generous support of the programme to date, and to all our core funders (see p.16), without whom none of this work would be possible.

Stories from the Pathways for All community

Supported to stay in college

Student 1 had a history of mental and physical health concerns which were exacerbated by the Covid-19 pandemic. Their Pathways Engagement Coach supported them to get an Education, Health and Care Plan from the local authority, and they went on to enrol in college. Although they found this quite a difficult transition and were reluctant to continue at first, they were supported by their Engagement Coach to stay in college.

Supported to transfer provider

Student 3 had a number of family issues which made it difficult to sustain their existing college course. A traineeship was then cut short due to non-attendance that started as a result of having to self-isolate under government guidelines. They were then supported by an Engagement Coach to transfer to another college course, which was more suited to their interests, and they are now feeling more settled as a result.

Supported to re-direct their career plans

Student 2 had a long-term health condition which meant they couldn't progress with their chosen route in the Army. They were interested in vocational work and worked with their Engagement Coach to explore options such as catering and retail, through a series of work placements and short-term courses. This has helped them to focus their aspirations and to develop a realistic roadmap for achieving them.

Supported through social anxiety

Student 4 suffers from social anxiety and this hinders their chances of moving into education, employment and training. The Engagement Coach has made a mental health referral so that they can access support and has supported them to this assessment. Home visits have also been important in making sure this student feels safe and calm.

Supported to get work experience

Covid-19 dramatically hindered Student 5's mental and physical health. Engagement Coach support initially allowed them to consider a variety of available work experience opportunities, such as a one-day taster session at a kennel. It was clear that the additional support was crucial for this young person. However further Covid-19 lockdown restrictions limited contact, and set back the positive developments towards education, employment and training.

Supported to prepare for post-16

Student 6 is looked-after by the local authority and has complex mental health and substance abuse needs. They have a good relationship with their Youth Worker but there are concerns that they will struggle when they leave the school environment after year 11. The Engagement Coach and Youth Worker are working closely together to prepare this young person for post-16.

Supported to transfer course

Student 7 had quite a complex home life and had struggled with attendance and behaviour in the past. Support consisted of a lot of cross-working with other support agencies and the Engagement Coach maintained a positive relationship with them throughout. Although they were keen to get straight into construction training, they acknowledged that they first needed to gain some maths and English qualifications. They therefore completed this first before moving onto the full construction course with guidance from their Engagement Coach.



Reach: Blackpool, Doncaster and Belfast

Reach was a three-year programme supported by The National Lottery Community Fund. Reach existed to help schools meet the complex needs of pupils identified as at risk of exclusion in 29 primary and secondary schools in Blackpool, Doncaster and North Belfast.

Reach worked with school leads, in consultation with targeted young people and their parents/carers, to develop and implement strategies to meet the needs of pupils. Through this work, we aimed to deepen understanding of the needs of those most at risk of exclusion and develop systemic solutions. A range of interventions were chosen per school and per area, according to local needs.

Our research has found a consistent correlation between low literacy and likelihood of exclusion. All children were assessed for reading ability at the start and end of the project, and positive progress was seen across the cohort, compared to national average progress.



Children and young people

Standard Age Score (Reading Ability)



*Free School Meals (FSM)

+0.7

Increase in average Reading Standard Age Score across the Reach programme

Blackpool

Delivery	Year 3
Schools	9
Partner organisations	7

+0.8

Increase in average Reading Standard Age Score in Blackpool

Trauma-Informed Care

In the early years of the Reach programme, trauma was identified as a significant driver behind behavioural and mental health issues in the cohort of young people at high risk of exclusion. This led to the development of a Trauma-Informed Care strategy, co-produced by Blackpool schools, Better Start UK and Right to Succeed.

In the final year of the programme, the schools successfully implemented the strategy. The collaborative approach helped to connect services and organisations to support the delivery of the initiative. It also ensured that the messaging and training on trauma-informed responses remained research-informed and consistent across Blackpool.

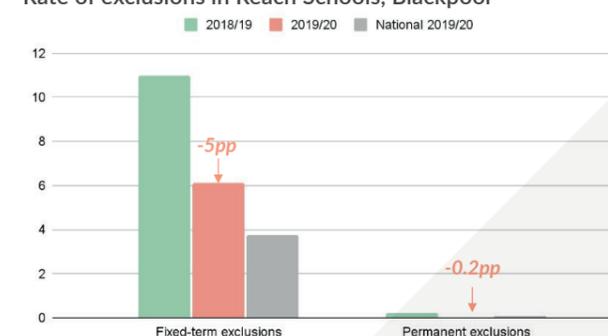
Nurtureuk

Nurtureuk was a significant partner in our Blackpool schools throughout Reach's three years. Nurtureuk's National Schools Nurturing Programme recognises that children and young people who have a good start in life have significant advantages over those who have experienced missing or distorted early attachments. Nurtureuk provides effective mental health and wellbeing support for children and young people who have experienced missing or distorted early attachments, giving them the social and emotional skills to do well at school and in life.

Through Nurtureuk, Blackpool schools were supported to use their assessment tool, The Boxall

Profile, to evaluate children's social, emotional and behavioural development. The Boxall Profile helps education professionals to interpret pupils' behaviour, so they can spot issues sooner, and reduce their impact on children's learning.

Rate of exclusions in Reach Schools, Blackpool



Children and young people

Across the Reach schools in Blackpool, the permanent exclusion rate dropped by 80% over the first two years of the programme (before March 2020) to 0.04, below the national average. The fixed-term exclusions rate also dropped significantly in the same period, by 44%.

Doncaster

Delivery	Year 3
Schools	10
Partner organisations	4

+0.4

Increase in average Reading Standard Age Score in Doncaster

Fortis Therapy

We worked with Fortis Therapy to deliver a whole-school therapeutic offer to four of our Doncaster schools whose GL Assessment results identified that some pupils needed extra support. The four schools came together as a community of practice around the approach to school improvement, using leadership coaching, whole-school training and direct therapeutic work with children.

To respond to the high level of need from Doncaster schools, we co-commissioned additional resources to allow the schools to engage a whole-school therapeutic offer.

Enable

Over the second year of the project, the Enable programme was rolled out to Doncaster schools. Led by Paul Carlile, Enable trains school staff and leaders to take a whole-school approach to working with at-risk pupils, to create long-term, systemic change. This approach is centred on developing a conversational framework to enable the growth and development of pupils.

Enable case study: Spa Academy, Askern

Incidents that happen in school are logged on a secure monitoring system that schools can use to monitor safeguarding, wellbeing and all pastoral issues. Comparing data from Autumn term 2019 to Autumn term 2020, we saw that, since the implementation of Enable training, behavioural incidents as a whole decreased from 160 to 79. Breaktime and classroom incidents fell from 100 to 45 and verbal, defiance and physical behaviour incidents declined too, from 138 to 64.

North Belfast

Delivery	Year 3
Schools	10
Partner organisations	2

+0.6

Increase in average Reading Standard Age Score in North Belfast

Youth voice participation

Over the past year, integrating youth voice and youth engagement into the design and delivery of the programme was a high priority. To support this, our North Belfast programme manager worked collaboratively with three local youth work organisations to consult with young people at risk of exclusion. Following a roundtable event on Youth Participation in September 2020, we designed a partnership project with Queen's University in North Belfast, which aims to highlight and support others to adopt best practice in consulting with young people at risk of exclusion.

Youth literacy project

We secured a small grant of £14,000 from Belfast City Council to deliver a Youth Literacy project in the Reach schools. The project aims to enhance the reading skills of 16 pupils in each participating school. The project is assessing some 700 pupils with significantly low scores on standardised reading tests.

Challenges and learning

Across all the Reach schools, but particularly in Belfast, teaching leads found it difficult to find the time to prioritise the Reach project work over their day-to-day duties. This became worse during the pandemic, when teachers' time and energy was more under pressure than ever.

From this we learned that schools must always be compensated to release teachers from their day role for sufficient time to support programme delivery. Going forward, we have integrated this financial offer into our work.

Plans for 2021/22

In August 2021, the Reach Project officially came to an end, and a seven-month Reach Legacy Plan began, which continues to be supported by NLCF funding. Its aims are to: demonstrate the programme's achievements; share learning; encourage wider uptake of and funding for approaches to reduce exclusion and promote inclusion.

Our legacy plan includes:

- Produce short videos covering what was delivered in each of the three areas and its impact.
- Communicate learning to other schools locally and nationally.
- Three Doncaster schools taking part in the Enable programme, which trains them to take a whole-school approach to working with at-risk pupils, to create long-term, systemic change.
- Rolling out trauma-informed practice training more widely across Blackpool schools until March 2022.

Thank you to The National Lottery Community Fund for its generous support of the Reach programme, to Credit Suisse for additional funding for our inclusion work, and to all our core funders (see p.16), without whom none of this work would be possible.

"The exciting thing about the Reach project was seeing the schools learn from the small-scale interventions and start to scale these across their whole school, meaning they were better able to identify need and deliver early interventions to the children coming through their doors."

Alison Bellaby, Programme Director, Reach



Photo by Stacey Chambers, photography student Blackpool and the Fylde College

Stories from the Reach community

Reducing exclusions at Westminster Primary Academy

Westminster Primary Academy in Blackpool, which is part of the Fylde Coast Academy Trust, serves one of the most deprived neighbourhoods in the country.

Bucking national trends in this area, its pupils make progress significantly above the national average.

With almost 400 pupils on roll, it is substantially larger than the average primary school.



Photo by Lydia Radcliffe-Flowers, photography student Blackpool and the Fylde College

Developing deeper understanding of pupils

Spirals of Enquiry. The school took part in Whole Education's Spirals of Enquiry programme. The model is designed to help schools understand what is really going on for their learners. The enquiry revealed that the pupils had good relationships with teachers but weren't confident in articulating the purpose of their learning. It found that while children enjoyed coming to school, they "weren't always confident in what or why they were learning".

Boxall profiles: The Boxall profile is an assessment tool for children and young people's social, emotional and behavioural development. The Boxall assessments highlighted that "all of our children needed support to develop their attention".

GL Assessment's PASS survey: The survey on pupil attitudes to self and school provided further context: 96% had a good attitude to teachers, but only 66% were confident in their learning.

Interventions

Nurture groups

Working with partner Nutureuk, the school set up a nurture group, initially only for the children in the Reach Programme. This was tailored to the needs of individuals, and focused on "giving them the tools to recognise their emotions". Creating this space for pupils was a crucial first step in helping them stay in school.

Outdoor learning

The school used outdoor learning to build pupils' confidence. Trips to Beacon Fell and Brockholes Nature Reserve gave children who struggled to engage in the classroom an environment where they felt empowered to contribute.

How the teachers adapted their practice

Relationships first

The school worked to find which adult knew and could support each child best, regardless of their position in the school.

Responsive teaching

Alongside outdoor learning and nurture groups, teachers focused on what they described as "more responsive and reflective teaching". In doing so, they displayed the flexibility and child-centred approach at the heart of their culture.

Adapting the school routines

Prioritising relationships allowed teachers to identify specific impediments to children's learning. Staff were able to assess and adapt to ensure children had the best start to the day, whether it would be providing a warm breakfast, starting their day with mentoring or support children to allow them to feel safe. This flexibility allowed them to engage in school in a way that would previously have been impossible.

Impact

Westminster Primary Academy reduced exclusions across the whole school by 85%.



"Once we saw the impact of the Reach programme on the selected cohort, we realised the impact it could have if scaled up to the whole school. So we quickly delivered CPD for teachers and teaching assistants and have reduced exclusions by 85%."

Roger Farley, Headteacher, Westminster Primary Academy

Photo by Stacey Chambers, photography student Blackpool and the Fylde College

North Birkenhead, Cradle to Career

Putting the people of North Birkenhead at the heart of education, services and local decision-making

Cradle to Career aims to significantly improve literacy standards among children, give families easy access to the support they need, improve the quality of life for all and create new opportunities for local children and young people.

The programme provides community-based support through a 17-person team based at a local community centre, improves literacy with local schools, encourages local pride and involves local residents in designing campaigns and making decisions about the programme. The project has three main areas of focus, which are supported by three working groups: Education, Community and Families & Services.

Progress in education



Children and young people

The Education Working Group focuses on improving literacy and language. In the project's first year we measured baselines for 1,094 pupils in years 5-8 and an additional 321 pupils completed Early Years Foundation Stage and WellComm (a toolkit to identify unidentified speech and language issues in primary school children) assessments.

+2.5

Increase in average Standard Age Score

+61%

Increase in pupils with highest reading levels (stanine 7-9)

Delivery	Year 1
Schools	8
Partner organisations	27

The project schools achieved incredible results in reading last year, considering that nationwide, primary school children ended the year with a month's learning loss compared to previous years, and secondary school children fared even worse. This effect was exacerbated for disadvantaged children, with research from the Department of Education finding that "The pandemic has exacerbated a situation in which pupils from disadvantaged backgrounds achieve lower progress and lower outcomes than their peers."



*Free School Meals (FSM)



Progress in families and services



Systems and structures

The Family and Services Working Group are making positive inroads in collective working to support the children and families of North Birkenhead, and have embedded the Community Support Team within the community. This is an innovative model, where Family Connectors work closely with Wirral Council's newly-formed Multi-Disciplinary Team to provide an integrated support package for local families. The team has been working together since November 2020, and operating out of a community centre at the heart of North Birkenhead since May 2020.

The multidisciplinary approach of the Community Support Team has had a positive impact on how quickly families access support. Support is now tailored to need and families have avoided long wait times, during which situations can escalate.

24

families signed up for support from Family Connectors in Year 1

The Multi-Disciplinary Team have supported:

37

children to step down* from Child in Need Level 5 support status

85

children from Child Protection Plans Level 6 to Child in Need support

*A step-down indicates that less severe support is required by the Local Authority and thus that families are making positive progress.

Progress in the community



Community around the child

The Community Working Group this year launched an #OurNorthEnd local pride campaign, which aims to increase engagement of community members, and harness the positive community spirit already embedded in the North End.

- A local history mural has been painted.
- The programme ran a Community Seed Fund to support community projects that tackle a local need, including a special education needs playgroup, circus skills workshops, a community allotment and play equipment.

15

resident projects approved

£15,000

awarded

Plans for 2021/22

The impact of Covid-19 meant that there were implementation delays to some of the Year 1 interventions and community initiatives. In Year 2, key activities will include:

- Improving speech and language support in Early Years.
- Supporting at-risk children with transition to secondary school through shared SENCo and Educational Psychologist roles.
- Administering the Community Seed Fund 2.0 and the Service Collaboration Fund.
- Mapping the baseline youth offer.

Thank you to Steve Morgan Foundation, SHINE and Wirral Council for their generous support of the programme, and to all our core funders (see p.16), without whom none of this work would be possible.

Stories from the North Birkenhead, Cradle to Career community

Working with local primary schools to improve literacy and language in early years

About half of the children at Bidston Avenue live in areas that have extremely high levels of deprivation and which are also amongst the most deprived in England.

The school wanted to focus on improving oral language in Early Years as they were seeing increased numbers of children who were assessed as 'below' or 'well below' within the Prime Area of 'Communication & Language' and the impact of Covid-19 due to national lockdowns.

Their Wellcomm screening results revealed that 59% of children had a delay, with 15% of these with a significant delay.

Interventions

NELI (Nuffield Early Language Intervention)

The Nuffield Early Language Intervention (NELI) is a programme for children in Reception (4-5 years) which has been found to improve children's language and early literacy skills. The programme involves a trained teaching assistant providing short small-group and individual teaching sessions to around 3-6 pupils for 20-weeks.

Total Communication

- 6 children targeted with specific strategies throughout the day in addition to their specific NELI intervention group
- All children targeted with Total Communication strategies
- 1 child with an EHCP with significant difficulties was targeted with Total Communication strategies specifically with 1:1 support throughout the day

Feedback from training:

- Weekly feedback sessions from training were planned with staff to gain greater understanding of why some children's speech was unintelligible

Impact

Cohort:

4/6 of the children receiving specific strategies throughout the day progressed from significant delay to 'mild delay or age appropriate'.

The child with an EHCP had moved from 18 months to 3 years, showing 18 months progress in 8 months.

Staff:

Staff have increased confidence and understanding of early language development and the risk factors that can affect it. All F2 staff found the Total Communication strategies and resources easy to use, effective and will continue to use them in their everyday practice.

Whole School:

Staff have increased awareness of the issues impacting on speech, language and communication in our youngest children. The strategies and resources gained from the training will be shared with other members of staff and used with identified children as needed (supported by the F2 staff).

"Using Total Communication strategies has enhanced my teaching. All of the children respond to the actions immediately. I am very aware that I now use these gestures and actions throughout the day with other children in the Foundation Unit."
Neryn Evans, TA3 and delivering the NELI programme

How Family Connectors are supporting local families



Karen Costain, Family Connector,
North Birkenhead Cradle to Career

Aisha

Aisha had been suffering in an abusive relationship after her ex-partner had come out of prison, and had briefly had her children taken away. When she met her Family Connector, she had her children back and wanted to take charge of her life.

Her Family Connector helped her to:

- Manage her finances by getting free baby items, a crisis food hamper until her next pay day and a working washing machine
- Consider her employment options by securing her a laptop and recommending a job coach
- Find new accommodation that was still close to her son's school.

The impact

- More confidence
- Improved environment for the children and family
- Supporting Aisha to find a job

Victoria

Before working with Family Connectors, Victoria was going through a difficult time. She had low confidence in herself, was struggling to support her two children at home, and her ex-partner was out of work and not coming around to see the kids.

Her Family Connector helped her to:

- Get new toys and play equipment for the children
- Organise a handyman to fix the fridge
- Arrange for counselling to help Victoria work on her confidence
- Engage with her children's father and agree visiting times

The impact

- Improved environment for the children and family
- Supporting Victoria to find a job
- Strengthening relationships between the children and their father

Family Connector stories have been anonymised and details changed to protect people's identity.

Manchester, Every Child

Every child understood, every child included, every child succeeds.

The Every Child Project is a collective impact project focusing on identifying the needs of pupils and working with schools to effectively implement strategies that remove barriers to learning.

The project aims to develop a systematic approach to reducing exclusions in Key Stage 3, based on accurate assessments of children's developmental needs, tailored interventions, and an effective process of implementation.

Three areas emerged this year as the key priorities to address moving forward: Inclusion, Literacy, and Transition. Examples of how these translate into the work in schools include:

- Embedding whole-school nurture principles.
- Identifying and implementing effective support for pupils with low reading levels and with SEND.
- Developing high-quality literacy teaching and learning as the bedrock of good intervention.
- Upskilling staff with data, research-informed practice and classroom strategies.
- Better understanding the challenges in the transition from primary to secondary.

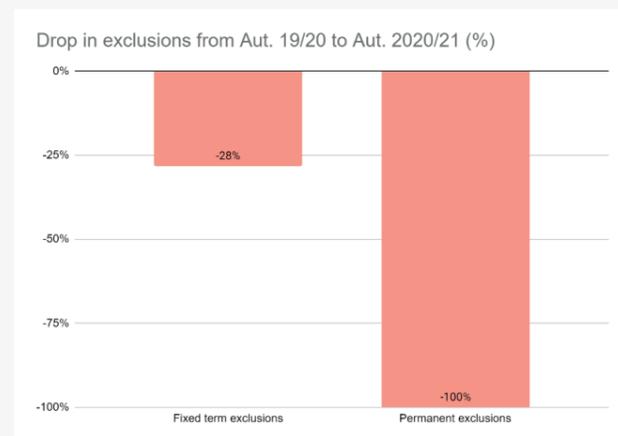
“Right to Succeed offer something groundbreaking I haven't seen in 20+ years in education: a chance to change the narrative for children and bring about long-term, sustainable change.”

John Rowlands
Executive Principal, Greater Manchester Academies Trust

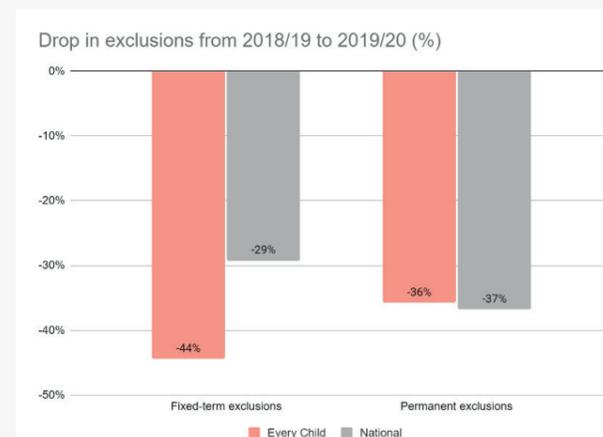
Delivery	Year 2
Schools	7
Partner organisations	2

Progress on inclusion

From Year 1 to Year 2, the Every Child schools saw a 28% reduction in fixed-term exclusions and a 100% reduction in permanent exclusions. (The national data is not yet available for comparison.)



For comparison, from Year 0 to Year 1, there was a drop of 44% in the number of fixed-term exclusions given to pupils across the project schools. This compares favourably to a drop of 29% nationally. (The national drop is likely because of higher student absences due to the pandemic.)



While the pandemic affected the data we were able to collect for the Every Child schools, we had already seen promising signs of progress prior to March 2020. Across all of KS3, there was a reduction in the number of pupils who had spent more than five days in internal exclusion in Term 2 compared to Term 1. Most encouragingly, the schools reported no Year 7's in this group in the second term, compared to 14 pupils in the first.

Progress in literacy



Children and young people

-0.4

Change in average Reading Standard Age Score

+17%

Pupils with highest reading levels (stanine 7-9)



*Free School Meals (FSM)



Transition Project

Following a successful pilot in Year 2, seven primary schools in North and East Manchester will take part in a new project to support students' transition from primary to secondary school.

Difficulties in speech, language and communication needs as well as social, emotional and mental health needs are often not recognised in students until they reach secondary school, and have a significant impact on pupils' risk of being excluded. By supporting primary schools to identify needs, we can target support for pupils at an earlier stage, to help reduce school exclusions.

Plans for 2021/22

- Continue with National Nurturing Schools Programme, EEF Literacy training, EEF Learning Behaviours training.
- Transition project (see above).
- Continued alignment with and feedback on the Manchester Inclusion Strategy.
- Evaluative process with Research School to look at intervention and whole-school implementation.
- Sustainability planning beyond year 3.

Thank you to SHINE and Four Acre Trust for their generous support of the Every Child programme, to Credit Suisse for additional funding for our inclusion work, and to all our core funders (see p.16), without whom none of this work would be possible.

Stories from the Every Child community

Repurposing approaches to alternative provision to improve educational offer

Before the Every Child programme, Manchester Communication Academy had around 25-30 students educated in alternative provision with a significant budget supporting this approach.

Internal Alternative Provision

The Every Child programme has enabled the school to reimagine their approach to supporting students most vulnerable within a mainstream setting. The school has invested in both staffing and resources to develop an effective internal provision, The Take 2 Centre, that more appropriately meets the needs of students requiring more focused support. The Take 2 Centre replicates the approach of alternative providers by developing small group tuition and supports children to self regulate, develop their independence and to develop a dual approach between personal and academic support.

The school now adopts a more appropriate preventative rather than reactive approach that is better able to support pupils with additional needs and more quickly intervene when these needs are identified.

This provision engages with families and key agencies as equal partners to co-construct the most appropriate child centred approach. The knowledge developed from this has shaped policy and practice which has resulted in a scalable and sustainable model. Both pastoral and academic data and effective knowledge sharing identifies the barriers that families and children may face, that makes them more vulnerable and this enables appropriate informed support at the earliest moment.

Impact

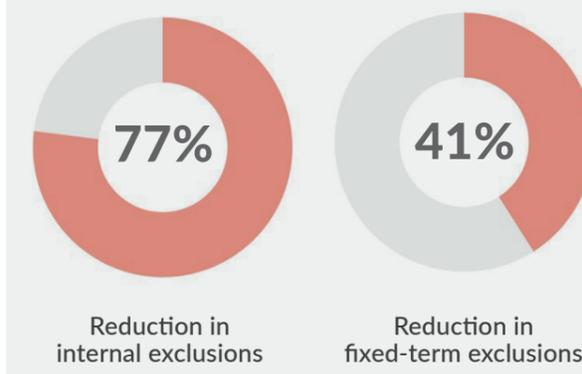
The repurposing of the alternative provision budget to deploy specialist support and adapting a curriculum that engages and responds to need has generated £150,000 that has supported a more effective internal approach.

This has resulted in:

- 38% reduction in fixed-term exclusions
- 68% reduction in externally sourced alternative provision places
- Improved engagement with children and families
- Improved attendance for key targeted groups
- A broad curriculum for identified students, including employer engagements, careers and skills training
- Improved specialist support such as counselling, CBT and mental health support
- A 'starting now' approach that tracks students more effectively from Year 6/7, identifying key vulnerabilities and ensuring early intervention

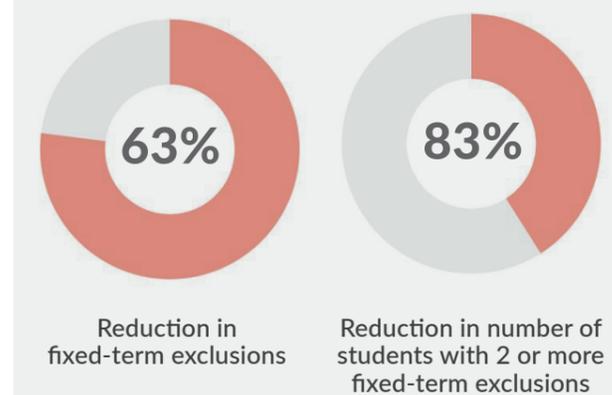
Impact of 'behaviour for learning' policy at School A

After recognising that referrals to the internal exclusion room were high, School A introduced a new 'behaviour for learning' policy. The impact of the change in approach is highlighted in the significant decline in both internal and fixed term exclusions.



Impact of a new behaviour policy at School B

School B identified that there was a need to adjust the behaviour policies following joining the project in September 2019. The school would record behaviour points for a variety of incidents, including not completing homework. Due to this, the number of recorded Behaviour Incidents were considerably higher than other project schools. The schools' new behaviour polices has resulted in a significant reduction of incidents from Autumn 2019 to Autumn 2020. This must be viewed with caution due to the situation in schools in 2020 due to Covid.



Plans for Discovery programmes in 2021/22

Blackpool, 10-year Education Strategy

The transition to a town-wide place-based approach to achieve educational equity for all children and young people.

Blackpool is moving to a bold 10-year education strategy, building on the legacy of the Blackpool Opportunity Area, and focused on enabling children to thrive and achieve their potential in adulthood.

The strategy will see the town split into three Cross-Phase Areas (Blackpool North, Central and South), bringing together key stakeholders from all phases of education in each area to improve children and young people's outcomes.

The town-wide priorities are to improve literacy and to promote inclusion, and will include a focus on improving outcomes in early years, and supporting post-16 transitions to education, employment and/or training.

Right to Succeed is proud to have been awarded the contract to support the town's transition to effective place-based work across the three areas, which will take the form of a Discovery project over 12 months.

Liverpool City Region, Knowsley and Halton, Cradle to Career

Delivering effective place-based change of children and young people's outcomes in Liverpool City Region's most left-behind communities.

The Liverpool City Region Combined Authority (LCRCA) Schools Support Programme is piloting Cradle to Career to support education and community development, and help drive sustainable economic growth within the Liverpool City Region.

Initially, the Discovery work managed by Right to Succeed will take place in Northwood in Knowsley and Halton Lea in Halton. The project is designed to enable the community to take ownership of the development of the area in which they live, addressing key issues affecting them and building on the strengths already in the community. It is this ownership that will ensure the sustainability of improved outcomes for children and young people.

Further, the project will seek to evaluate to what extent the conditions for effective place-based change are present amongst key stakeholders currently living and working in those communities.

Manchester, Inclusion Strategy

In September 2021 we started a new project in Manchester, which is running at the same time as the Every Child Project. We have been invited to support Manchester City Council (MCC) in continuing to develop and implement their Inclusion Strategy from September 2021.

The strategy was initially developed by MCC and multi-agency partners in 2019, to help the council work together to support children and young people to remain engaged in education and reduce the risk of all types of exclusion. However, following the pandemic, the strategy has been revised. The newly developed Inclusion Strategy 2021-2024 programme will be overseen by the Inclusion Strategy Board, made up of representatives from MCC, multiple agencies, schools, youth/community sector, funders, and families.

Right to Succeed will be directly supporting the Inclusion Strategy Board to plan implementation of the strategy. The Inclusion Strategy 2021-2024 will have a much wider reach than the original, looking to support all schools across the city to work collectively. It will support schools to identify children's needs, help them to provide the support/intervention pupils need to succeed, and foster a collaborative approach to inclusive practice for stakeholders across the city. This project is now in the Discovery phase which will continue until January 2022.

Norfolk, Youth Endowment Fund

Right to Succeed is working with the Youth Endowment Fund (YEF) on the Neighbourhood Fund programme to support a community in Norfolk to lead on decision making that can positively impact the local neighbourhood, by preventing children and young people from becoming involved in violence.

The Neighbourhood Fund aims to understand whether co-designing approaches with local communities to address specific challenges in relation to serious violence can work, and if they can identify successful components to reduce the number of children and young people becoming involved in violence.

The fund will test different models and approaches to community engagement to better understand how, where and why it supports improved outcomes for children at risk of becoming involved in violence.

During Discovery, we will establish key relationships and carry out in-depth data analysis to select a hyper-local area for delivery of the programme. We will then identify local strengths and assets; map funding, systems and stakeholders; and begin to identify opportunities for change.



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