



RIGHT TO  
SUCCEED



# RIGHT TO SUCCEED IMPACT REPORT

2022/23

Registered Charity Number: 1160886

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# Part 1 Welcome

# Letter from our Chair of Trustees

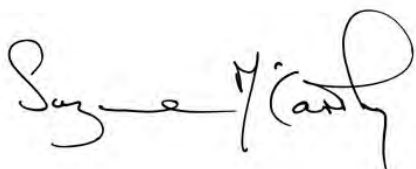
As chair, I'm delighted to present this report demonstrating what the charity and our communities have achieved together in 2022/23.

The present challenges faced by our communities are arguably among the most daunting in recent memory. Over the past couple of decades, they have weathered the credit crunch, austerity measures, the pandemic, and are now grappling with the repercussions of the current cost-of-living crisis.

These crises have disproportionately affected the communities in the bottom 10% of the Indices of Multiple Deprivation, our exclusive focus as a charity. This has resulted in children and young people growing up with limited access to essential services and support, whilst attending schools that are inadequately resourced for the breadth of support they now provide their children in a post-austerity world. Moreover, they come from households that are currently grappling with unprecedented difficulties in making ends meet.

With this growing focus on community led change, we have a big year ahead with significant growth in delivery work and finalising our first five year strategy. This will include looking to address the biggest issue facing our communities - the almost complete lack of influence they have in the decisions made about the policies and programmes imposed upon them.

Thank you for taking the time to read our report.



Suzanne McCarthy

Chair, Right to Succeed



# Letter from our Chief Executive Officer

The most nervous moment of every year for me is opening the first draft of the raw impact data from our data and insights team. It's the moment where we find out if all the hard work over the last year has been worth it.

I'm therefore really delighted to present the following report setting out what our communities have been able to achieve over the last year, ranging from the breadth and depth of impact from our more established programmes to the incredible consensus and focus we're seeing in discovery work and the fast starts in communities that have recently moved into delivery.

There are many, many people behind delivering this impact. From the backing of our fantastic supporters and commissioners, to the care and diligence of our fantastic staff team and trustees, to our national/regional/local partners supporting delivery in communities, and most importantly, to the leaders, professionals and residents within our communities working collectively to deliver better for our children and young people.



Suzanne is right to point out the hope this impact brings at a time of great challenge for our communities. But we also have to acknowledge that, whilst this represents progress, it is still nowhere near enough.

A lot more is required if these communities and their children and young people are to get the equity of opportunity that their potential deserves.

If you are one of our supporters, commissioners, staff, trustees, partners or a local resident, professional or leader engaged in the communities we serve, I hope you read this with pride. We want to thank you for your support and hard work.

If you are reading this, and are yet to engage with us, please do and help us consider how we can do more for our communities and the children and young people born and raised there.

Graeme Duncan

Chief Executive Officer

# About us

## Who We Are

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

## What We Do

We bring together residents, professionals and decision-makers to co-design a 3-5 year programme that is bespoke to the needs of the local community. We call this *place-based change*.

Together with local residents, professionals and leaders we:




# Our Role

## In Place-based change programmes

We are the backbone support organisation, working to help communities create sustainable place-based change. As the backbone we provide all of the following:



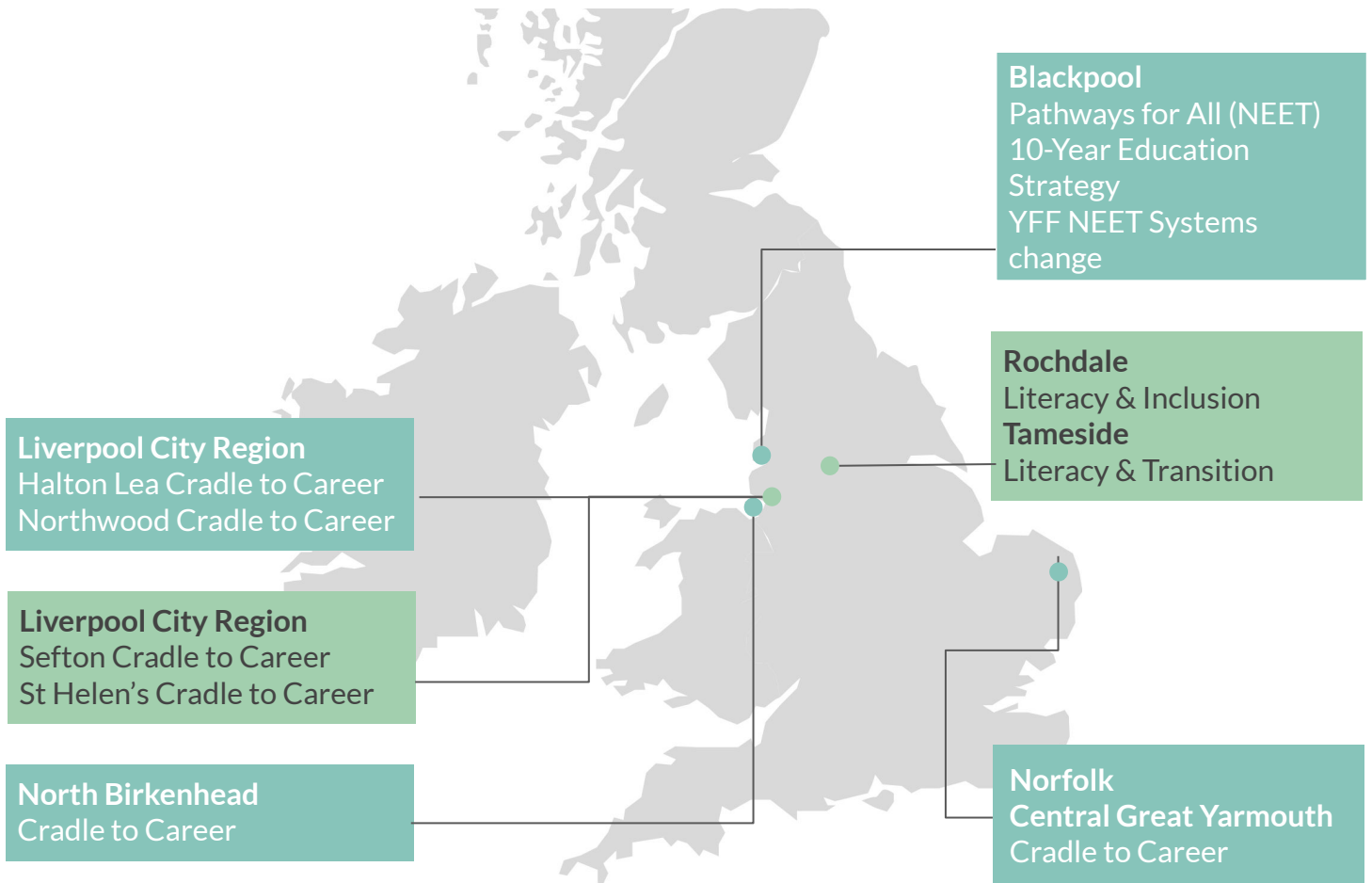
**“There is such extraordinary hope in young people but to realise this we need space for our staff to connect and learn together – Right to Succeed have enabled this.”** - Janice Allen, Discovery Programme Chair, Former Headteacher Falinge Park High School

 **Watch our short video ‘How we work’**

# Where we worked

## 2022/2023

We focus all of our work in communities in the bottom 10% of the indices of multiple deprivation.



### How we work

Right to Succeed runs two different types of programme, with decisions on the approach being made based on the size, scope and need within an area. These are:

**Cradle to Career programmes** are local community based, usually within an area with less than 10K residents. Delivering across multiple themes such as Education, Youth Inclusion - Training and Employment, Youth Services and Family Support.

**Thematic programmes** operate across a larger area - e.g a whole local authority. Focusing on a particular theme of literacy, inclusion, post-16 education and employment.

Partnership working is at the heart of our approach.

Last year we worked with **113 partner organisations** including local people, schools, community and voluntary organisations, local authorities.

Our partners are supported through funding, training, resources and expertise to help them to meet the shared goals of the programme.



# Our 3 Year Strategy 2021-2024

The charity's current 3 year strategy comes to an end in **August 2024**. As a result, over the next year the charity will be working with its trustees, staff, supporters, partners and communities to **develop a 5 year strategy**.

The strategy will consider how we continue to **broaden the work and impact** within our existing communities, how we **scale with quality** to new communities and how we start to **grow the influence** of our communities in the decisions that are made about them at local, regional and national level.

To achieve our vision and mission, in **2021** we set three strategic priorities for the next three year period. The following sets out what we achieved against these **goals in 2022/23**.

## Demonstrate the collective approach works

**Impact:** This report sets out the impact our communities are achieving through **collective, community led work**, and we're really proud of what our communities are achieving.

As a charity, we will continue to work with our communities to **ensure learning** from each year's delivery informs further improvements in impact, and work to ensure that relevant learning from other communities is **effectively shared across our communities**.

### Programmes

#### Performance to 31st August 2023

We have grown from working in **5 communities** to now **9 communities**, and hope to add 2 further communities in the year ahead.



## Prioritise sustainability as we grow

### Finance & Governance

#### Performance to 31st August 2023

Given the current uncertain economic climate, it is more important than ever that we can **provide certainty for our communities** and the local partners that we support.

As a result, the trustees have **revised the charity's reserve policy**, setting out that the charity needs to have 4.5 months of reserve of the planned budget in place by the start of the financial year if the charity is to take on growth in that year.

We have reached that target for the **2023/24** financial year, and are **on track** to have reached that target in time for the **2024/25** year.

## People

### Performance to 31st August 2023

Our staff team has grown by **25%** over the year to **40 people**, and is set to continue to grow in 2023/24.

## Fundraising

### Performance to 31st August 2023

We are incredibly fortunate to have the supporters we have, and 2022/23 has seen another **significant growth** in support for the charity. The appetite to support place based change is **continuing to grow** and we are very fortunate to be able to bring such support to our communities.

**Sustainability of collective working in our communities** - moving from done *with* to done *by*. Work is moving forward in setting out the **process and principles** by which we will support our communities to sustain collective working for the long term. This will see our more established **Cradle to Career and Education System programmes** becoming independent, locally led, long term approaches to our communities collectively striving towards equity.

## Build support for collective working

### Partnerships

#### Performance to August 31st 2023

Growing public sector support, we are very fortunate to be working with a significant and growing number of public sector bodies in our place based change projects. This includes:

- **National Government - Department for Education**
- **Regional Government - Liverpool City Region Combined Authority**
- **County - Norfolk County Council, Norfolk Constabulary**
- **Local Government - Blackpool Council, Great Yarmouth Borough Council, Halton Council, Knowsley Council, Rochdale Council, Sefton Council, St Helens Council, Tameside Council, Wirral Council**



**Statutory sector support:** We have established major partnerships with three of the major what works centres:

- **The Education Endowment Foundation**
- **The Youth Endowment Fund**
- **Youth Futures Foundation**

And we are delighted to have the support of the **National Lottery Community Fund** for our work in Liverpool City Region and Central Great Yarmouth.

**Participation in national consultations:** Our work was featured in the final report of the [All Party Parliamentary Group on Left Behind neighbourhoods](#), which is advocating for the next round of dormant assets to be used to create community wealth funds to support our most left behind communities.



Part 2  
Our Year at a  
Glance

# The Challenges Our Communities Face

All of our programmes this year have included a strong focus on **literacy**; without this core skill, the opportunities open to children and young people remain limited.

Children with **low literacy** levels find it difficult to access the whole curriculum. Our research has found a high correlation between low literacy levels and **permanent exclusion** from school.

More than half of all **suspensions** in the UK are of children living in poverty, they are **3.7** times more likely to be sent home than other children. Leading to **75%** of children in poverty losing learning compared to **4%** of other children.\*[1]

Only **7%** of children who are permanently excluded from school achieve GCSE passes in Math and English, essential functional skills to continue in education and employment.\*[2]



Being **excluded** can also have a **negative impact** on a young person's mental health. 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. **Limiting opportunities** and effecting future socio-economic development, **impacting future generations** and **community**.

To ensure **long-term sustainability** it is important to **strengthen the communities** around children and young people. By **improving access** to services and family support within the local areas and reducing the feelings of stress and isolation in **parents, carers** and **children** we create an environment for a child to thrive.

References: Who's Losing Learning? Coalition; Analysis: The Difference, Impetus and IPPR. 2022 Timpson Review of School Exclusion, Department for Education, 2019;

# Our Goals 2022/2023

## 1 Closing the literacy gap

- By using robust assessments to understand the needs of children and young people
- Delivering Practitioner training to improve literacy across the whole school in all subjects
- Sharing best practice across schools to improve literacy standards

## 2 Reducing fixed-term and long-term exclusions

- Focusing on diagnostics to understand the root causes of persistent disruptive behaviour
- Implement specific interventions and whole-school approaches
- Facilitate integrated working between schools and alternative provision settings

## 4 Strengthening communities and increasing access to opportunities

- Improving access to and engagement with services
- Encouraging local pride and participation in local decision-making
- Bringing together professionals to work collaboratively with families, children and young people, and delivering joined-up services

## 3 Increasing participation of school leavers in education, employment and training.

- Developing young people's potential working with Engagement Coaches
- Coordinating multi-agency approaches to support young people's transition to post-16 education, employment and training
- Encourage ownership of the challenges and solutions

These goals are all interlinked and by working with communities to address one or more themes, based on the local need we are supporting them to create sustainable change.

# Our Year in Numbers 2022/2023

This year our work in **Delivery programmes\*** led to **378** activities, and the consultations within our **five discovery programmes\*** gave us the opportunity to engage with over **3000 people** to ensure their voices were heard, to inform a bespoke programme for their community and begin our collective journey towards sustainable change. **Our work benefits children and young people at three different levels:**



## Child and Young person



We directly impact on children and young people by ensuring schools are inclusive environments, improving literacy and supporting them to achieve positive prospects when they leave school.

## Community around the child



We work with the community that directly influences children and young people, including families and school staff, to ensure that they can provide a strong support network and enable children and young people to thrive.

## Systems and structures



We work with community leaders to strengthen the systems and structures around children and young people, such as school development and local authority plans, to ensure they are supported to succeed.

**10,131**

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

**8,057**

children and young people received or accessed interventions

**1,097**

Practitioners engaged in other ways

**1,293**

Voices of Practitioners

**889**

Voices of Children and young people

**879**

Voices of Adult Residents

**598**

Adult Residents engaged

**113**

Partner organisations worked with

**108**

Practitioners trained

\*Discovery Programmes: Research programmes collecting data and information to base the bespoke delivery requirements of an identified area.

\*Delivery Programmes: Right to Succeed delivery blueprint is adapted for the needs of the community based on what was found in the Discovery programme to best support the area in education and community for children and young people.

# Whole Organisation Impact: Literacy

**Our aim:** Schools becoming world class in identifying and meeting the needs of their learners

There was a **33% increase** in the number of pupils with high reading ability a **SAS increase of 98.1 to 98.5 (+0.4)**, 319 to 423. \*

Seventeen out of nineteen (**89%**) schools made progress. Of these, two made significant progress, eight made positive progress and seven made expected progress.

## 3,679

pupils supported by programmes increased reading ability +1.2 SAS to bring them in line with National Average



There was a considerable shift from low to high reading ability.

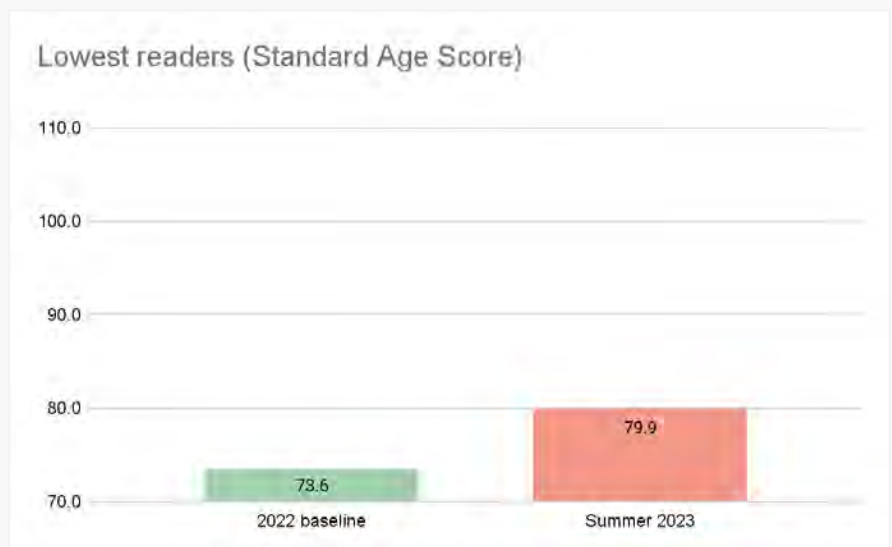
# +33%

increase in the number of highest readers (level 8 & 9)

For the 654 pupils with the lowest reading ability, significant progress equivalent to half a GCSE grade was made (+6.3 Standard Age Scores).

## +6.3

Increase in average Standard Age Score (significant change)



\*The Standard Age Score (SAS) is a recognised benchmark to measure against a national sample of pupils of the same age. Stanine: The stanine places the pupil's score on a scale of 1 (low) to 9 (high) and offers a broad overview of performance.

# Whole Organisation

## Impact: Education, Employment & Training

**Our aim:** To engage young people, make them aware of further opportunities to develop post-16 skills and experience and encourage them to take part.

Prior to the Pathways programme, **52.8%** of school leavers **sustained EET**. In **year 1** of the programme this **rose to 55.4%** and **this rose again in year 2 to 59%**. This increase (+6.2ppt) was **greater than national (+4.5ppt)**.

**6%**

EET increased and NEET Vs. Not known decreased



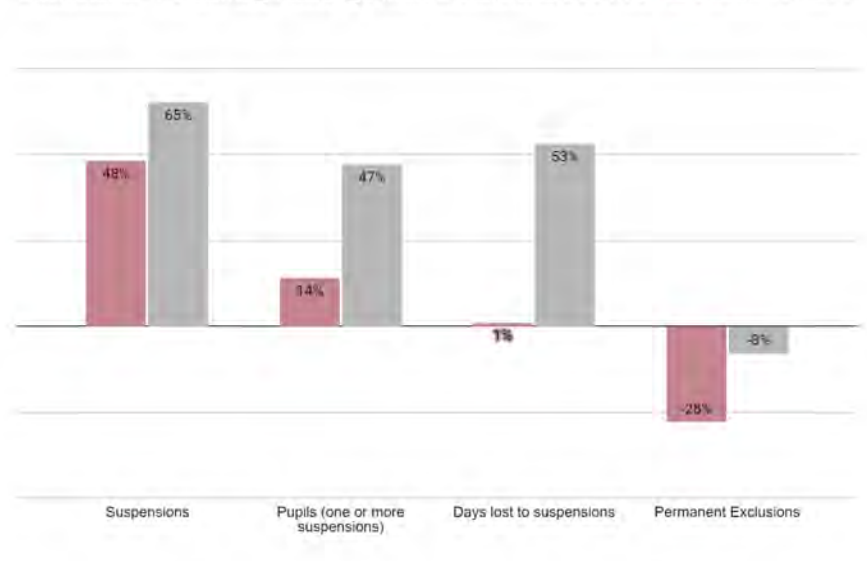
**67%**

of at risk young people sustained destinations after leaving the PRU (vs 59% nationally)

**3x**

drop in permanent exclusions at the end of the **KS3 Literacy programme** compared to national (28% vs 8%)

Exclusions - Percentage Change from Baseline to 2021/22



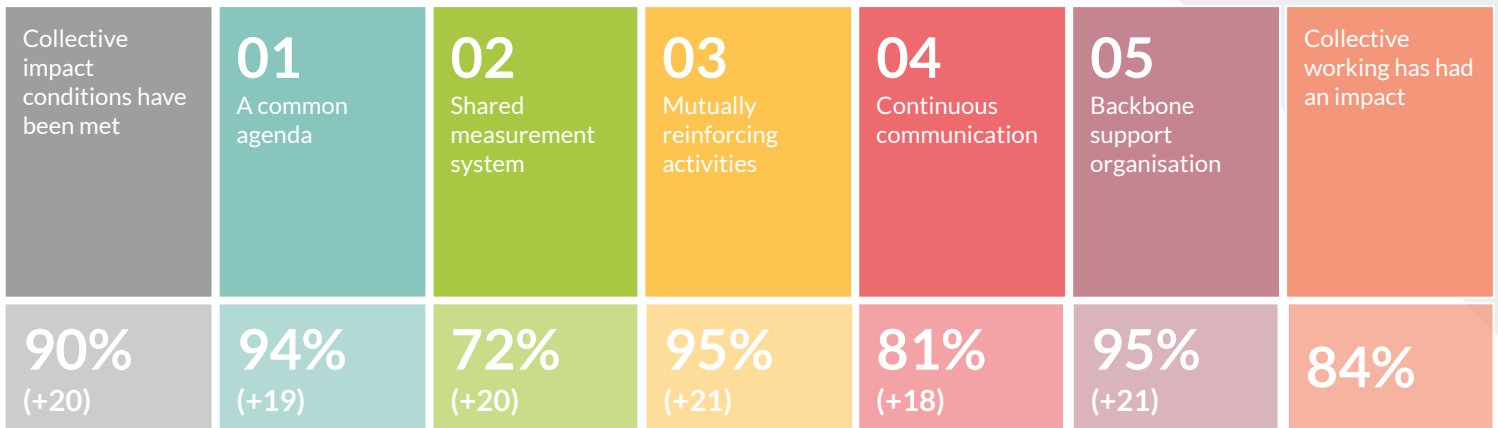


# Whole Organisation

## Impact: Improved Collective Working

**Our aim:** To improve collective working, to share data, learning and best practice across partnerships

In **2022/23**, 21 members of the steering groups and working groups across North Birkenhead, Halton Lea and Northwood completed the **collective impact survey** to give feedback on their experience of using the collective working methodology.



% agreement that condition was met

Bases: 52 in 2022, 39 in 2023

## Improved collective working

**84%** felt that the conditions for a common agenda were met and this was a **15 percentage point** increase from 2021.

**91%** felt that the conditions for mutually reinforcing activities and backbone support were met.

**84%** of partners felt that partnership working had had an impact on children and young people.

**75%** of partners felt that collective working had had a positive impact on children and young people within 2022/23.

**“...sharing of good practice between schools and the enabling role that C2C play ensuring that the building blocks are in place for when the programme ends.”** North Birkenhead Steering Group Member



Part 3

Our Impact



# Cradle to Career Programmes

Music and performance, Birkenhead Park

# Cradle to Career

## North Birkenhead

**Our 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.

### Child and Young person



### Community around the child



**“The project has allowed the school to move towards a more supportive approach focused on finding the reasons that lie behind pupil absence, rather than just using standard systems such as Education penalty notices etc.”**

School attendance lead

## Impact in Education

**1,670** pupils supported by programmes increased from 2022 to 2023 (+1.6 Standard Age Scores\*) to bring reading in line with national average (98.1 to 99.7 vs 100 national).

**42%** increase in the number of pupils with high reading ability (151 to 214).

**5%** reduction in the number of pupils with low reading ability (290 to 276), meaning there was a shift from low to high ability readers.

**290** pupils with the lowest reading ability, significant progress equivalent to half a GCSE grade was made (+6.3 Standard Age Scores).

The gap in reading attainment between SEN and non-SEN pupils narrowed (-1.2 Standard Age Scores).

## Improving Attendance

The attendance panel continued in Year 3 for one Cradle to Career secondary school. The panel discussed **29 complex attendance cases**, resulting in better advice for the school, referral to other support services, improved communication between school and social care leading to innovative solutions to shared problems.

\*The Standard Age Score (SAS) is a recognised benchmark to measure against a national sample of pupils of the same age. Stanine: The stanine places the pupil's score on a scale of 1 (low) to 9 (high) and offers a broad overview of performance.

## Impact on Attendance

**13 out of 19** School attendance project participants improved attendance

**7.76** percentage points average improvement

**6** pupils improved by **15 or more** percentage points

**Cradle to Career** offered funding for school attendance projects. This additional support allowed schools to implement::

- Parent engagement and support groups for students with persistent absence
- Reward schemes such as termly prizes, tea parties and prize-giving for improved attendance and punctuality
- Focused attendance support targeted to students and families with poor attendance



**Plans 2024/25:** Building on our work to date, embedding the principles of collective working and locally-led decision making

# Cradle to Career

## North Birkenhead Social Care Services

**Our aims:** Improve the engagement and support of the most vulnerable families, and give them the opportunities they need to be healthy and happy. Completely redesign services in partnership with the local community, driving collaboration through the system.

**The Community Support Team is reducing referral rates to social care by improving support for vulnerable families.**

Oct 22 - Mar 23	Cradle to Career	Wirral-wide
Social care step-down rate	<b>23</b> per 10,000	<b>22</b> per 10,000
Social care case closure rate	<b>380</b> per 10,000	<b>248</b> per 10,000
Social care referrals	<b>361</b> per 10,000	<b>259</b> per 10,000
<b>Child and Young person</b>	<b>Community around the child</b>	
		

The Community Support Team continued to **provide an embedded, multidisciplinary approach\*** to supporting families in social care. Our evaluation report this year highlighted the transformative practice of the team, including:

- All members of the team felt that they had **improved their understanding of each others' roles, knowledge and skills**, simultaneously helping them to widen their own knowledge.
- Social workers particularly have **found value in the non-statutory preventative work** done by other staff members in the community team, and the wrap-around support it has enabled.

\* A diverse group of professionals working together to deliver person-centred coordinated community care.



Bidston Avenue Primary, Flag Making Workshop

**"I feel happier as a social worker, which means I'm more effective."  
Andrew, Social worker**

- Lower caseloads** for the majority of team members has enabled them to **do more preventative work**, and to **support families longer**.
- Time and persistent reflection and relationship-building with local community organisations and services has led to **better relationships and activities are now delivered** in partnership with community groups.

**"We have ownership over our roles. Our managers give us that freedom and that trust."  
Karen, Family Connector**

# Cradle to Career

## North Birkenhead Community Case Study

**Our aims:** To provide support to families via a single point of contact called a Family Connector, building strong relationships between families and improving access to services.

This year Family Connectors continued to sign up local families to support them in achieving their goals. Families who were not signed up to the service were also helped by being signposted to alternative services that could support their needs.

### Child and Young person



### Community around the child



**116** Total number of families the Family

Connectors have signed-up and supported across the first 3 years of delivery.

**260** Children and Young people received support from Family Connectors

The Family Connectors are now embedded within the **Multidisciplinary Team\*** (MDT), and are a key part of the support package offered to families in the **Cradle to Career (C2C) North Birkenhead** area. Furthermore, the Family Connectors have supported families identified for support via the Attendance pilot with **Birkenhead Park School** and **The Hive**.

Working with **Wirral Council's** data team, C2C has supported **InvolveNW**, a non-profit organisation offering a wide range of services to **help improve quality of life** families, to ensure **Family Connector** data is included in the overall impact measurements of the **MDT**.

## The Impact

**104** Service users signposted to Family Connectors

**86%** of service users made significant progress in wellbeing

**2/3rds** of people that exited the service had achieved their goals and/or improved to a point where they no longer needed support

C2C has also supported the **Family Connectors** with evaluating the service this year. Including an analysis of the data collected across years 1 and 2 delivery, and an evaluation video.

[Watch 'Family Connectors Evaluation' video](#)



**"When I signpost a family to the family connectors, I always feel they are getting the best possible support available. I feel like the families who work with the family connectors very often become more confident and have a very positive outlook after the intervention."** Bharathi Inbaraj, School Readiness Worker

**Plans 2024/25** To further embed the Family Connector model within the local area, building on the foundation of the last 3 years and continuing to support and signpost according to the need.

\* A diverse group of professionals working together to deliver person-centred coordinated community care.

# Cradle to Career

## North Birkenhead Service Collaboration Fund

In **May 2022**, Cradle to Career funded **four pilot projects** which aimed to bring different community services together to deliver solutions in partnership with each other.

Each of the four successful projects **addressed an identified gap in the area** and worked with schools and existing community groups to build up trust and a network of beneficiaries local to North Birkenhead.

The **Service Collaboration Fund** enabled the expansion of community-led projects with a share of the **£120,000 fund**.

### Impact

#### Standing Together

free educational workshops on sports, healthy lifestyle, & diversity.

**1,450** children reached

**56** activities completed

**Diversity+** support for families including emotional wellbeing support, coping strategies & fun activities.

**328** children reached

**100%** of parents reported reduced isolation, improved mental health & wellbeing and children enjoyed fun stimulating activities.

**Builder Book** workshops on literacy, creativity, storytelling and wellbeing.

**500** children reached

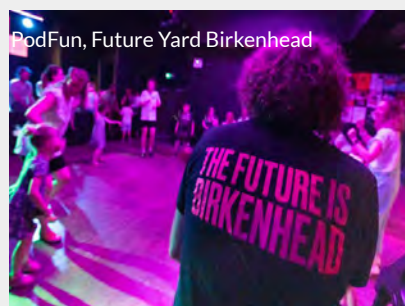
**PODFUN** free weekly events, training & support for children and young people with additional needs.

**1,159** beneficiaries

**100%** reported tutors workshop delivery as excellent'

**93%** agreed strategies discussed would inform future parenting

**92%** of parents felt more confident dealing with issues at home



PodFun, Future Yard Birkenhead

**“My overall experience is excellent, they got me out of the house when I was suffering terrible anxiety and panic attacks, I’ll be forever thankful.”** PodFun Participant

**“Diversity+ has supported me and my family to help me connect with my child. I now have positive ways to deal with his behaviour.”**

Parent beneficiary, Diversity+



Diversity+, SEN session

# Youth Voice & Young Leaders Group North Birkenhead

The **Young Leaders group** have built strong relationships and a strong team dynamic as a result of activities and residential.

They have **grown in confidence** as a group, and started to take an interest in their local community, and decisions being made locally that impact provision for young people.

When budget changes were announced for youth provision locally, the **Young Leaders group campaigned and protested to highlight the importance of ongoing preventative youth work.**

The group have also been **gaining skills around volunteering**, as they support Gautby Road play, youth and community centre in **delivering activities for younger children.**

## Implementing the Child Criminal Exploitation Campaign

Cradle to Career has continued to work with partners to raise awareness of and **prevent young people becoming involved in crime.**

In year 3, the final strand of CCE training was delivered and **The Youth Voice/Young Leaders** worked with **The Guide Liverpool** to design and deliver a **CCE campaign aimed at parents and young people in North Birkenhead.**

This included designing two posters, and developing a short video, which the young people scripted and performed themselves, to **raise awareness about the risks of CCE.**

**Plans 2024/25** In year 4 Gautby Road will focus on developing the skills of the group through training, to engage them in more decision making.



## Impact

**Child and Young person**



**Community around the child**



**15-20** Regular members of the Young Leaders group

**10** Parents had Child Criminal Exploitation training

**14** practitioners had Child Criminal Exploitation training



# Summer Celebration North Birkenhead

The **Magic Sheep Procession** at Birkenhead Park celebrated the creativity and diversity of children and young people in Birkenhead's North End.

Dubbed as a 'North Birkenhead Celebration' and featuring Liverpool-based electric pop trio, Stealing Sheep, the event welcomed 200+ community members to join in with the festivities.

The celebration included a walking procession with the Glam-A-Ram-Bam Marching Band, showcasing performances from local artists and residents.

**"We have collaborated with Cradle to Career to create an inspirational project that we hope inspires young people to engage with the arts and explore the therapeutic and unifying spirit of music in the community."**

**Nicki - Stealing Sheep band**



Stealing Sheep drummer leads procession, Birkenhead Park



Community morris dancers, Birkenhead Park



Celebration Event, Birkenhead Park



Community celebrations, Birkenhead Park



# Cradle to Career

## Liverpool City Region Launch

Following the success of our flagship **North Birkenhead Cradle to Career** programme over the last three years, **Liverpool City Region Mayor, Steve Rotheram** granted funding of **£5.25m** to extend the programme across **LCR**.

We launched delivery programmes in **Halton** and **Knowsley** in September, after an intensive year of gathering **discovery** data. The next 3 years will be spent delivering key work streams in partnership with **local community organisations**.

The roll out began at the **House of Lords** on the **19<sup>th</sup> September 2023**, which was the same day that Parliament discussed **levelling-up**. The aims of the programme align with national policy and highlight the importance of place-based change.

The **House of Lords** Launch event was followed up by a series of locally led events within **Liverpool City Region** in **Honeycomb House, North Birkenhead** and **Liverpool John Moores University**, with fantastic levels of enthusiasm and engagement from all attendees.

[Watch the Liverpool City Region Cradle to Career launch video](#)



Justine Molyneux, Community Partner Involve NorthWest addresses the audience at House of Lords



Rekha Patel-Harrison, Steff O'Keeffe, Graeme Duncan, Jane Harris, Metro Mayor Steve Rotheram LCR Launch



Metro Mayor Steve Rotheram, Graeme Duncan & Angela Heatley (MDT) LCR Launch



Funding Partner, Steve Morgan CBE, speaks on behalf of Steve Morgan Foundation at the House of Lords



Professor Joe Yates, gives the opening speech at LJMU



Host, Lord Jim O'Neill, founder of funding partner SHINE addresses the audience at the House of Lords



Programme Directors Stephanie O'Keeffe and Charlie Ledley give an insightful speech about the delivery work in North Birkenhead and Liverpool City Region.

# Cradle to Career

## Northwood, Knowsley

**Our 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.

### Year 1 Delivery

This year has been the **start of our delivery journey in Northwood, Knowsley.**

Our primary focus has been the **understanding of the needs of children and young people in the area** and beginning to share our practices. By gathering assessment data we have been able to **gain insight** into key requirements to **inform** the future direction of the programme.

### Impact

#### Child and Young person



9

Practitioners trained

#### Community around the child



26

Partner Organisations worked with

215

Practitioners engaged in other ways

2,576

Children and Young people assessed or supported through whole school training

**14%** increase in high-ability readers from 69 to 79, demonstrating the shift from mid to high ability readers.

**158** pupils with the lowest reading ability, progress equivalent to just under half a GCSE grade (+5.6 Standard Age Scores\*).

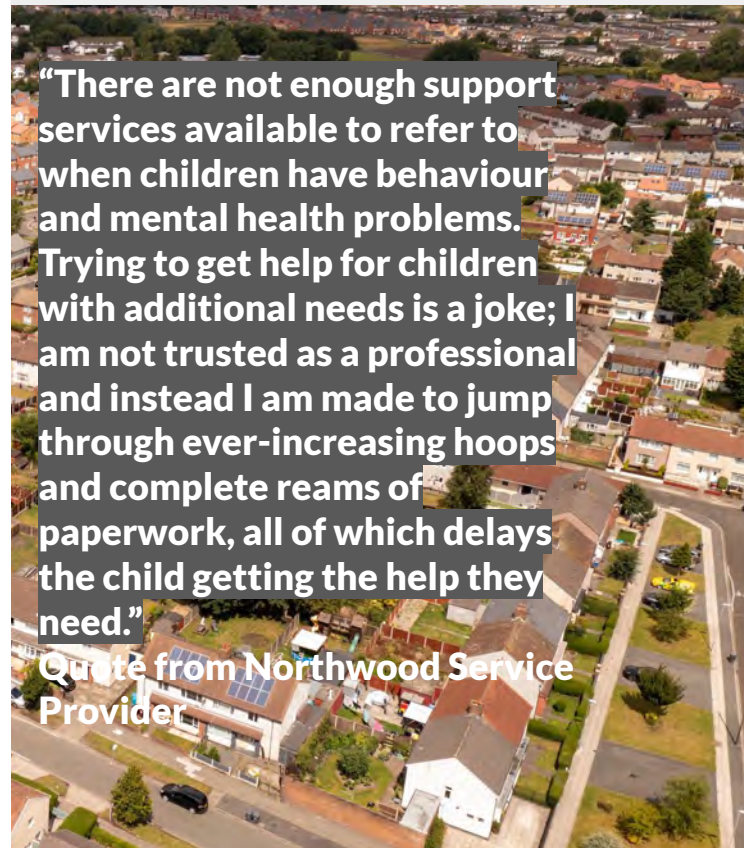
### Why Northwood ?

**58%** Secondary school pupils in receipt of Free School Meals vs 23% nationally.

**37%** Disadvantaged pupils who pass GCSE English and maths vs 45% nationally

**52%** Households with children that are income-deprived vs 16% national average

**13%** 16-24 year olds who are NEET vs 5% nationally



**Plans 2024/25** Refining and embedding locally-led activities, building on collective working conditions and co-design for future sustainable delivery

\*The Standard Age Score (SAS) is a recognised benchmark to measure against a national sample of pupils of the same age. Stanine: The stanine places the pupil's score on a scale of 1 (low) to 9 (high) and offers a broad overview of performance.

# Cradle to Career

## Halton Lea, Halton

**Our 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.

### Year 1 Delivery

Following a successful **discovery year** 2022/23 has been the start of our **delivery journey** in Halton Lea.

Focusing on **gathering assessment data** and developing our understanding of **pupil needs** in Halton Lea, and beginning to share our practices. This information has been used to inform the direction of the programme going forward.

### Impact

**Child and Young person**



**9**

Practitioners trained

**Community around the child**



**22**

Partner Organisations worked with

**209**

Practitioners engaged in other ways

**1,661**

Children and Young people assessed or supported through whole school training

**31%** increase in high-ability readers from 99 to 130 this demonstrates a shift from mid to high ability readers

**274** pupils with the lowest reading ability, made significant progress equivalent to half a GCSE grade (+6.9 Standard Age Scores\*).

### Why Halton Lea?

**46%** Primary School pupils in receipt of Free School Meals vs 23% nationally.

**35%** Disadvantaged pupils who pass GCSE English and maths vs 45% nationally

**35%** Households with children that are income-deprived vs 16% national average

**21%** Primary school pupils with SEND vs 17% nationally



**“Cradle to Career really is a fresh approach to trying to help communities that have experienced problems and have been left behind...it’s a holistic approach looking for solutions to the issues that are raised”**

**Metro Mayor Steve Rotheram**

**Plans 2024/25** Continuing to build on collective working conditions, to embed community-led activities and ensure sustainable delivery.

\*The Standard Age Score (SAS) is a recognised benchmark to measure against a national sample of pupils of the same age. Stanine: The stanine places the pupil's score on a scale of 1 (low) to 9 (high) and offers a broad overview of performance.



# Thematic Programmes

# KS3 Literacy Blackpool

**Our aims:** Improve the development of all new staff, absence and attainment and GCSE pass levels.

## Programme Background

Blackpool **Key Stage 3 Literacy** is a **collective impact project** focused on improving the **literacy capability** of all 11-14 year-olds across the town.

## Impact

**3,208** pupils that were assessed one year after programme end, reading ability showed a **sustained increase**.

**27%** increase in the number of pupils with **high reading ability**, increasing from 467 to 595 pupils, and a **14%** reduction in the number of low ability readers, decreasing from 575 to 492, meaning that there was a **shift from low to high ability readers**.

**575** pupils with the lowest reading ability, significant **progress equivalent to over half a GCSE grade was made** (+7.7 Standard Age Scores\*).

\*The Standard Age Score (SAS) is a recognised benchmark to measure against a national sample of pupils of the same age. Stanine: The stanine places the pupil's score on a scale of 1 (low) to 9 (high) and offers a broad overview of performance.



Encouraging pupils to enjoy reading in Blackpool

**“The most valuable part of working with RTS is the project management skills they bring to scale, we are teachers we have project management skills but we are not experts so to have RtS to support and provide the toolkits, it helped us be more strategic in our approach.” - Bernie Kaye, Assistant Head teacher and school Literacy project lead**

## Programme Sustainability One year on

One year on from programme end, the average reading ability of pupils supported by KS3 Literacy had increased significantly (+2.8 Standard Age Scores). This was beyond expected progress.

# KS3 Literacy

## South Shore Academy

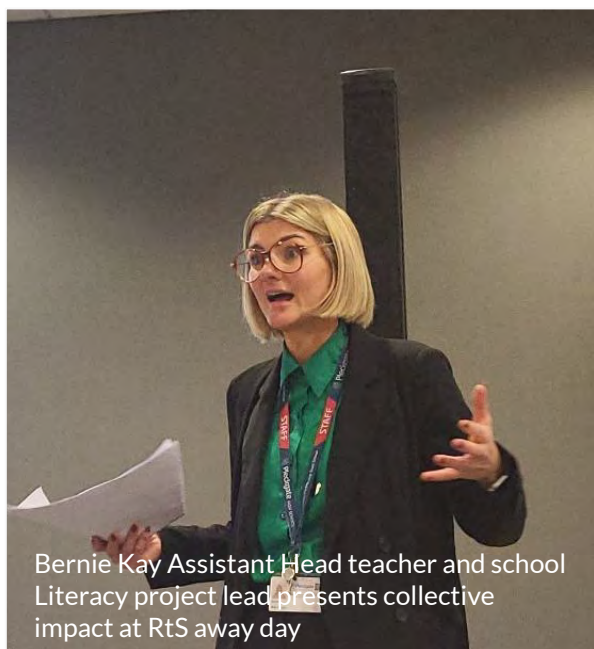
**Our aims:** Improve the development of all new staff, absence and attainment and GCSE pass levels.

### Background

Based in the heart of Blackpool, **South Shore Academy** has a hugely transient student population, with 25% of it's cohort coming and going at any point of the academic year.

South Shore as a school supports children and families with **vital wrap-around provision** such as a foodbank, washing facilities and uniform to ensure they feel supported throughout their education journey.

Being part of the **Ks3 literacy project** has enabled the school to systematise their approach to assessment, identify and meet the needs of the most **vulnerable learners** at the earliest possible stage and provide more **holistic, tailored pastoral support**.



Bernie Kay Assistant Head teacher and school Literacy project lead presents collective impact at RtS away day

“The project could not have happened without RTS. Inception & funding ideas were complete a collaborative effort. They were absolutely crucial, and accountable for data which makes it so successful.”

Emma Greenwood, Head of English

### Impact

- **Higher Level Teaching Assistant (HLTA)** is now a sought after role in school and is **well respected** by all staff.
- There are a **constant CPD opportunities** to develop HLTAs, support staff and teachers.
- The lowest ability readers saw the **greatest gains** in their reading ability, across all schools in Blackpool (+4.2 Standard Age Scores vs Blackpool average +1.8 SAS).
- Students that were **previously disengaged** now **enjoy reading** with form time reading being their favourite part of the day.
- Students are **developing their cultural capital** through the wide range of texts available in school.
- Students are showing signs of **improved SEMH** through **engaging regularly** with the library and reading opportunities.

# Pathways For All Blackpool

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

## Programme Background

The **Pathways for All programme** provides advice and 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 NEET to achieve sustained post-16 destinations through two streams:

- **Developing agency:** engagement coaches working directly with young people
- **Improving structures:** a town-wide approach to defining ownership of the NEET issue and effectively coordinating multi-agency support (through steering groups, data sharing, etc).

## The Role of the Engagement Coach

The role of an Engagement Coach is about making a positive impact to reduce young people in Blackpool becoming NEET (not in employment, training or education).

Engagement Coaches do this by:

- Ensuring young people have **clear aspirations** around Post 16 progression through a **deeper understanding** of the possibilities available to them.
- Supporting learners in **raising awareness** of what they need to progress and using individual strategies to **support growth**.



**“What is most enjoyable and rewarding is seeing the positive outcomes, seeing students surviving and achieving things that you wouldn't have thought that they would.” - Sally Rutter, Former Engagement Coach**

## Impact

**3,452** Young people assessed for risk of NEET

**367** Children & Young People received or accessed interventions

**NEET rate 1.8x** lower for vulnerable learners on Pathways For All vs UK (13% vs 24%).

**+6** percentage point increase in EET rate in Blackpool (vs +4.5 nationally)

**67%** of young people that left the PRU were able to sustain their EET status. This was higher than the national sustained EET rate (59%) in 2020 and higher than previous years of the programme.

**55.4%** sustained in year 1 and **59%** sustained in year 2 (+6.2ppt).

**Plans 2024/25** to continue to embed collective working practices, employing new Engagement Coaches to deliver key interventions and support.



# Big Education Conversation Blackpool

In November 2022 we hosted the Big Education Conversation alongside Big Change and Merlin Entertainment at the iconic Blackpool Tower.

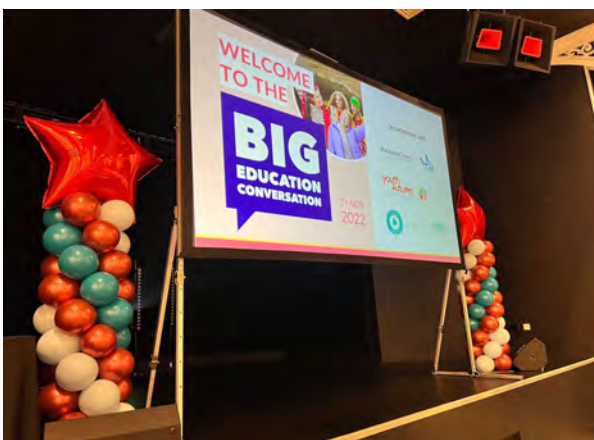
In collaboration with our programme partners the day was set up to give the young people of Blackpool the opportunity to **voice their opinion** and **shape the future education**.

Right to Succeed, Blackpool Pathways for All Programme Director Sarah Smith led a strong team of organisers to ensure an enjoyable and productive day.

Around **200 young people took part from schools around Blackpool**. The event was held in response to research which found 68 per cent of adults in the North West do not believe the current education system is preparing young people for their adult lives.

**“Our best hope of successfully navigating out of the state we’re in now is to share the power with those who the system impacts most – young people, teachers, parents/carers and employers.”** - Andrew Speight, Blackpool Council, Youth Advisor

On the agenda was a day of **workshops and discussions with education partners, youth advisors and members of youth parliament**. Followed by site visits to Madame Tussauds and the Sea Life Centre with the Head of Operations.



**“I think the Big Education Conversation is important, because the young people of Blackpool get to have a say on what education should look like”** - Coby Williams Member of Youth Parliament for Blackpool.



[\*\*Watch the video\*\*](#)

# Raising Rochdale Inclusion Project

**Our aims:** Improve the environment around children, young people, addressing and reducing barriers around inclusion in schools.

## Programme Background

Following the Discovery phase, a three-year programme has been co-designed by local children, young people, residents, and professionals. This is a highly ambitious and far reaching programme impacting thousands of children in Rochdale. It is focused on building a collaborative approach to Inclusion across Rochdale to enable success in education

## Workstreams

### Secondary School Inclusion

- Schools will have an improved ability to match intervention to identified need
- Schools will increase understanding of pupil social and emotional development needs
- Schools will improved their use of research and insight to support the needs of children

### Ks3 Literacy Work Stream for secondary school pupils aged 11-14

- Improved reading capability
- Increased understanding of pupil literacy needs
- Increased confidence of staff identifying and meeting literacy needs of their pupils
- Increased prioritisation of literacy training within schools
- Increased collaboration across the schools and the local authority
- Increased understanding of curriculum and expectations between primary and secondary schools

### Ks2 Literacy Work Stream for primary pupils aged 8 to 11

- Improved reading capability
- Improved oracy capability
- Identification of pupil level need and enhanced ability to match need to intervention
- Increased confidence of staff identifying and meeting literacy needs of their pupils
- Increased understanding of pupil literacy needs
- Increased prioritisation of literacy training within schools



**“Right to Succeed is a movement that means everything to me in our post-covid, funding-strapped, very busy world of education. Spending time with like minded people and getting quality CPD to improve inclusion literally means everything to myself and the inclusion deputies.”**

James Glennie, Programme Chair and Headteacher Wardle Academy

## Discovery Findings

**24%** of households low income families (2019) - 1.4x higher than the national average (17%).

**60%** of children reaching ‘Good Level of Development’ - 5% lower than national average.

**24%** of pupils have Free School Meals - compared to 20% nationally (2021/22).

**1.1x** higher suspension rate than nationally (2020/21).

**61%** of pupils achieving grades 9-4 in English and Maths at GCSE (2021/22) - compared to 69% nationally.

# Strengthening Communities

## Central Great Yarmouth

**Our aims:** To improve the life chances of children and young people living in Central Great Yarmouth and ensuring they grow up in a community where they feel they are safe, belong and are supported to thrive.

## Programme Background

Following a year of consultation with over 400 members of the Nelson Ward community, the **Central Great Yarmouth (CGY)** programme has been co-designed with children, young people, residents & professionals to look at the strands of **Literacy, Youth Offer & Education, Employment & Training** to enhance the life chances of young people in the area.

## Workstreams

- The **Literacy** workstream aims to help schools **work collectively** to improve the **literacy capabilities** of children and young people supporting them with **higher education & future employment opportunities**.
- The **Education, Employment, and Training** workstream aims to support young people who are at the **highest risk of becoming NEET** (Not in Education, Employment or Training) to transition into **sustained post 16 and post 19 education, employment and/or training**.
- The **Youth Offer** workstream aims to **develop the services & provisions** available for young people, funding access to **safe spaces, positive activities, role models** and the support they and their families need. Ensuring they are **empowered to make decisions** about their local neighbourhoods.



**“Putting children and their families at the heart of generating and realising sustainable solutions is what this is all about” - Phil Watson, Director of Children’s Social Care, Children’s Services**

## Why Central Great Yarmouth?

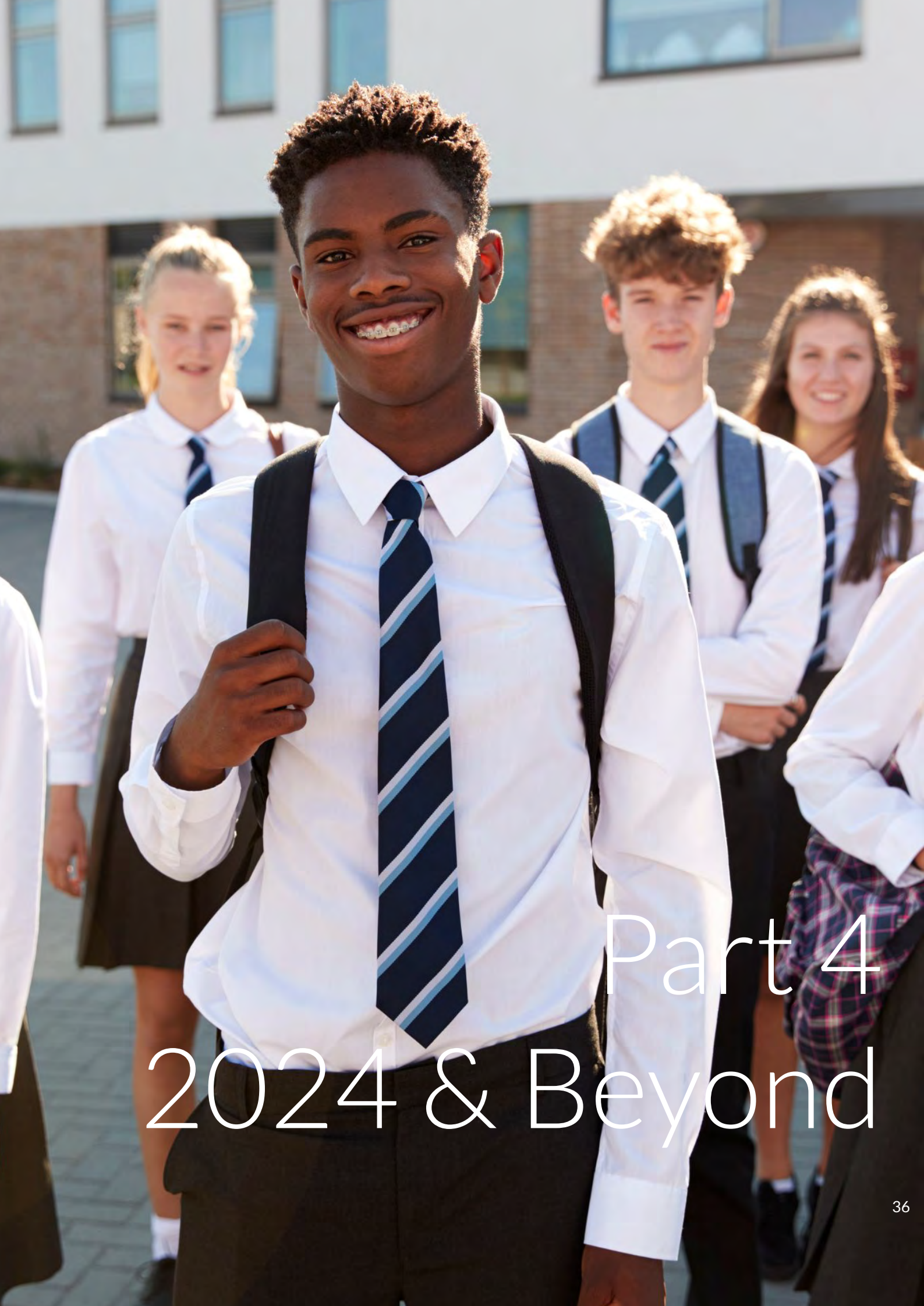
**44%** of households with children deemed to be experiencing deprivation relating to income vs 16% nationally.

**57%** of children are receiving free school meals (2021) - this is 2.7x higher than national average (20.8%).

**3.3x** higher permanent exclusion rate than national average (2019/20) (0.2/100 vs 0.06/100).

**1.7x** higher suspension rate than national average (2019/20) (6.3/100 vs 3.8/100).

**143/1000** average rate of child protection investigations in 0-25 year olds, which was over twice the rate of Great Yarmouth (65/1000 children).



Part 4  
2024 & Beyond

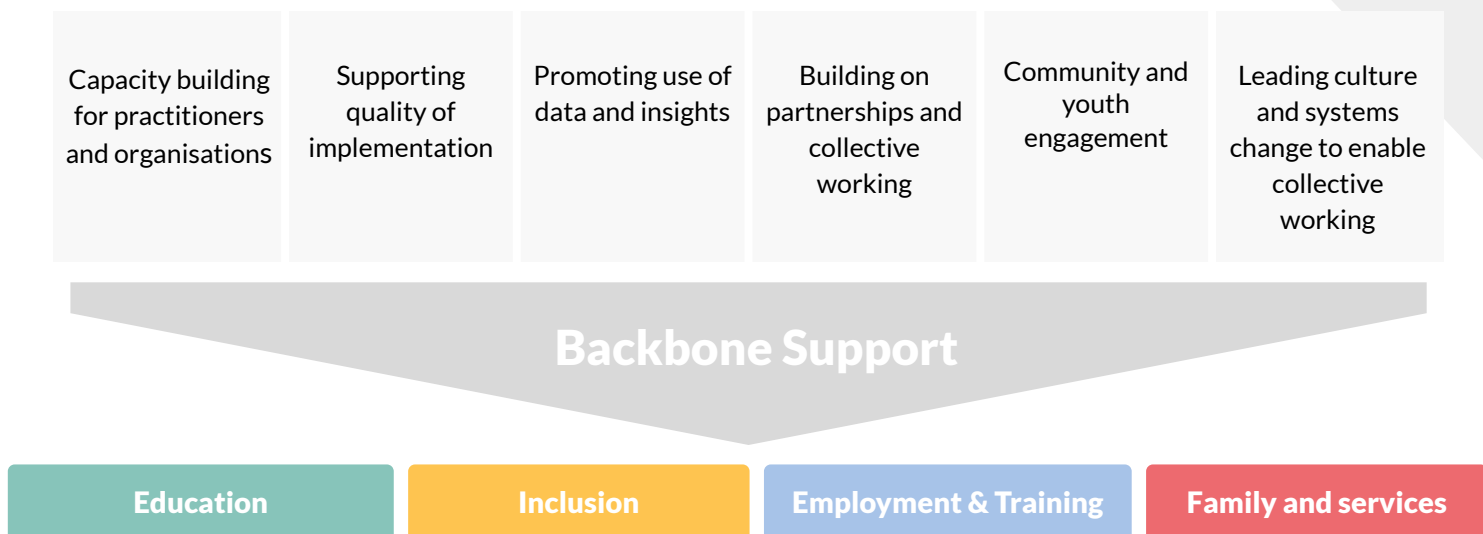
# Working Towards a Sustainable Future

## Sustainable Changes

When we're talking about **sustainability**, we're thinking about what things will look like when **Right to Succeed is no longer working with a place**. So even if it is decided to expand or extend a programme, there will still be sustainable changes from that initial period of delivery.

The aim is that through working with **Right to Succeed programmes** and using **Right to Succeed methodology** there will be sustainable changes in the place that will set the foundations (or conditions) to enable communities to continue working in these ways. All programmes will have common elements that inspire these sustainable changes, but they might present differently depending on the local context.

Our programmes are focused on building the conditions for sustainability, we do this by:



## What Comes Next?

When a Right to Succeed programme is nearing the end of its initial funding cycle, what comes next?

There are a multiple options:

- **A programme expands:** it is agreed that a programme will continue, and will either address new/different objectives/themes/priorities and/or involve other partners
- **A programme extends:** there is agreement to continue working towards the same set of objectives because it is felt that there is additional work to be done towards meeting them
- **Depart/Sustain:** Right to Succeed has agreed that our work in a place is coming to an end and an exit plan will be made, this might look different depending on appetite, ethics, sustained impact, funding and capacity. An agreement will be made with partners for what this looks like for that particular programme.



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