

Oldham Opportunity Area Briefing: December 2020

Overview and Scrutiny Board



Oldham
Council



Overview: Oldham Opportunity Area

The Opportunity Area aims to give children and young people across the borough the opportunities and support they need to achieve their aspirations.

The strategic approach of the Opportunity Area Partnership Board (chaired by James Kempton) has been to focus investment in a small number of proven interventions, and to ensure longer term sustainability by building capacity within the borough through upskilling teachers, professionals and parents. The aim is to develop a culture of mutual support and challenge, building on the foundation of excellent practitioners supporting others, and enabling the drive for improvement to continue and grow in the longer term.

The priorities of the Opportunity Area, were developed through a rigorous process which drew on data on attainment and outcomes for young people. They are founded on a solid evidential basis of what works, and they also draw on soft data and intelligence on the challenges specific to Oldham experienced by parents, teachers and young people themselves. The priorities look beyond school improvement to a wide view of social mobility, focusing especially on literacy, including speech, language and communication.

Priorities: Oldham Opportunity Area

By looking at the data on children and young people's attainment in Oldham, and by listening to and working with our local partners, school leaders, young people and others, the Opportunity Area Partnership Board identified three priorities:

Priority 1: Ensure all children are school-ready by the age of five

Priority 2: Raising attainment for all, and raising it fastest for disadvantaged pupils

Priority 3: All children and young people to be ready for life, learning and work

Update: Impact of COVID-19 on Opportunity Area Year 3 activity

- Permission was granted by DfE to extend the OA year 3 delivery period and spend of the associated budget beyond the end of August 2021.
- In April 2020, every OA project was assessed for impact and project activity was revised where necessary.
- Subsequently, a large number of projects are continuing into academic year 20/21, with delivery methods that are a blend of digital and face-to-face.
- Data that usually would have been available to assess progress against targets isn't being published this year. Details where this impacts individual targets is included in the relevant slide in this presentation (slides 11-26)
- The evaluator is now University of Manchester rather than Oldham Insight School; however, the university were part of the Insight School collaborative, so there is no loss of knowledge or continuity.

Update: Opportunity Area Year 4

- In July 2020, the government announced a 12-month extension to the OA programme with an additional £1.58m made available for Oldham OA.
- Due to the extension period being for just one year, the decision was made to continue working to the same priorities and targets but with an increased emphasis on sharing learning.
- A large number of our projects have been extended for an additional 12 months, but with some adjustments made to reflect the current situation and needs.
- Final evaluation reports and final summary update against targets are now expected in Autumn 2021.

Priority 1: Overview of investment, including Y4 plans

Making it Real: provides parents and caregivers with resources, training and support to build a positive learning environment for their children, improving their early literacy, reading and writing. The Oldham Opportunity Area board has funded the project to reach children aged 3-5 in the eight most deprived wards in Oldham, and has also expanded the programme to include the development of early numeracy, and to work with children aged between one and two years.

Year 4: this project will continue but with an increased focus on community-based delivery and the introduction of delivery in the outdoors through a partnership with Forest Schools.

Speech, Language and Communication model: will provide specialist support to early years practitioners and parents, upskilling the workforce to intervene earlier and more effectively. Three specialist posts have been recruited and work has recently commenced.

Year 4: this project has had early successes detailed in an evaluation report due to be published in December 2020. As a result, this project has been extended into Year 4.

In Year 4, these initiatives continue to be underpinned by funding for additional **CPD** to improve literacy in private nurseries and Early Years Settings.

Priority 2: Overview of investment, including Year 4 plans

School to school support provided tailored support packages to those schools at greatest risk, brokered and quality assured through the Opportunity Area. 25 packages were brokered in Year 3, predominantly in the primary sector.

Improving literacy through CPD and development of a literacy strategy. Impact assessment of the CPD is underway but has been delayed due to COVID.

Improving maths performance through the development of a cadre of Local Leaders in Maths Education, who are radically improving the capacity and capability of secondary maths teaching in the borough. This programme built on provision delivered by the NW1 Maths Hub to develop a self-sustaining and self-improving network, underpinned by an emergent network of Maths Heads of Department, and capitalising on the existing mechanisms for CPD and improvement.

KS4 Disadvantaged Boys project targeted a cohort of disadvantaged boys within six of Oldham's secondary schools, providing them with additional targeted support in core subjects.

In addition, **CPD** was offered to schools to develop leadership and to enable best use of resources such as teaching assistants.

Year 4: the majority of Opportunity Area funding for this priority area has been transferred to a new organisation, Oldham Learning. This school- and system-led organisation will combine the work previously carried out by the Oldham Education Partnership, the Priority 2 area of Oldham OA and some of the school improvement functions from Oldham Council. This combined programme of work is managed by the CEO of Oldham Learning, Adrian Calvert, until he leaves at the end of December. Interviews for his replacement take place on 7 December 2020.

Priority 3: Overview of investment, including Year 4

Specialist mental health advisors provided support to all schools and colleges to develop a school-specific action plan to improve emotional health and mental wellbeing, based on a self-assessment. In addition, they provided training to school leaders and provide bespoke support to schools.

Year 4: the sustainability of the specialist mental health advisors has been secured through an agreement with the CCG who will fund the team until March 2024. The OA continues to provide training and support for school leaders through this team.

School-led programmes to improve emotional health and mental wellbeing provided support for young children (aged 5-7, and those transitioning from primary to secondary) to build their resilience, addressing the priority that the young people of Oldham place on mental health as an enabler of progress.

Year 4: this project is continuing and will be crucial in supporting young people when dealing with the impact of COVID on their mental wellbeing.

Technical education was delivered with partners from the Greater Manchester Combined Authority, Gatsby Foundation and Oldham College. This project provided an online resource and other materials to support and advise young people on progression pathways into education and careers. This project is now complete and evaluation underway, with findings due early spring 2021.

Challenges and priorities for Year 4

Risk management

Due to continued pressures and uncertainty, there is increased focus and energy on risk assessment and contingency planning. The Opportunity Area will need to remain alert to risks to delivery and have mechanisms in place to be able to pivot quickly into meaningful and relevant areas of work. In consultation with Oldham Council and the sector leaders, we are preparing a comprehensive contingency plan, which will be in place in mid-December.

Legacy planning

We have already seen success with the placement of the specialist mental wellbeing team with the CCG, and will begin work in earnest post-Christmas on replicating that success for our other projects. A legacy plan to inform this work is in development and will be in place mid-December 2020.

Evaluation and impact measurement

The University of Manchester is rescoping the evaluation of the Opportunity Area projects and programme, and a revised schedule of insights will be available in early December. This schedule will be posted on the Opportunity Area website (www.oldhamopportunityarea.co.uk) along with evaluation reports as they are published.

Sharing learning

One of the aspirations of the Opportunity Areas work is to share insights both within the borough and externally, so that others can learn from our experience. In Year 4, we will partner with Tameside Local Authority, which has a similar demographic population and comparable issues to Oldham. Tameside LA are keen to learn from our successful projects to date and from the new work we're undertaking this year; in particular, school improvement activity.

Annex: Oldham Opportunity Area

Progress Against Targets



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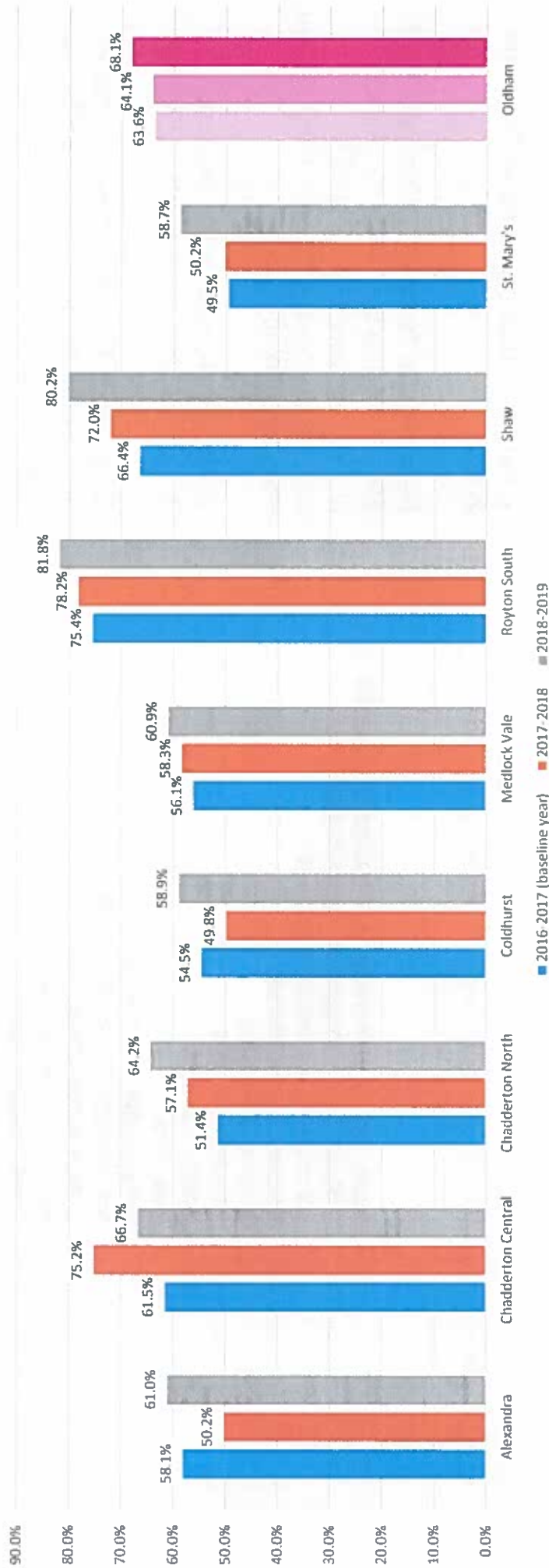


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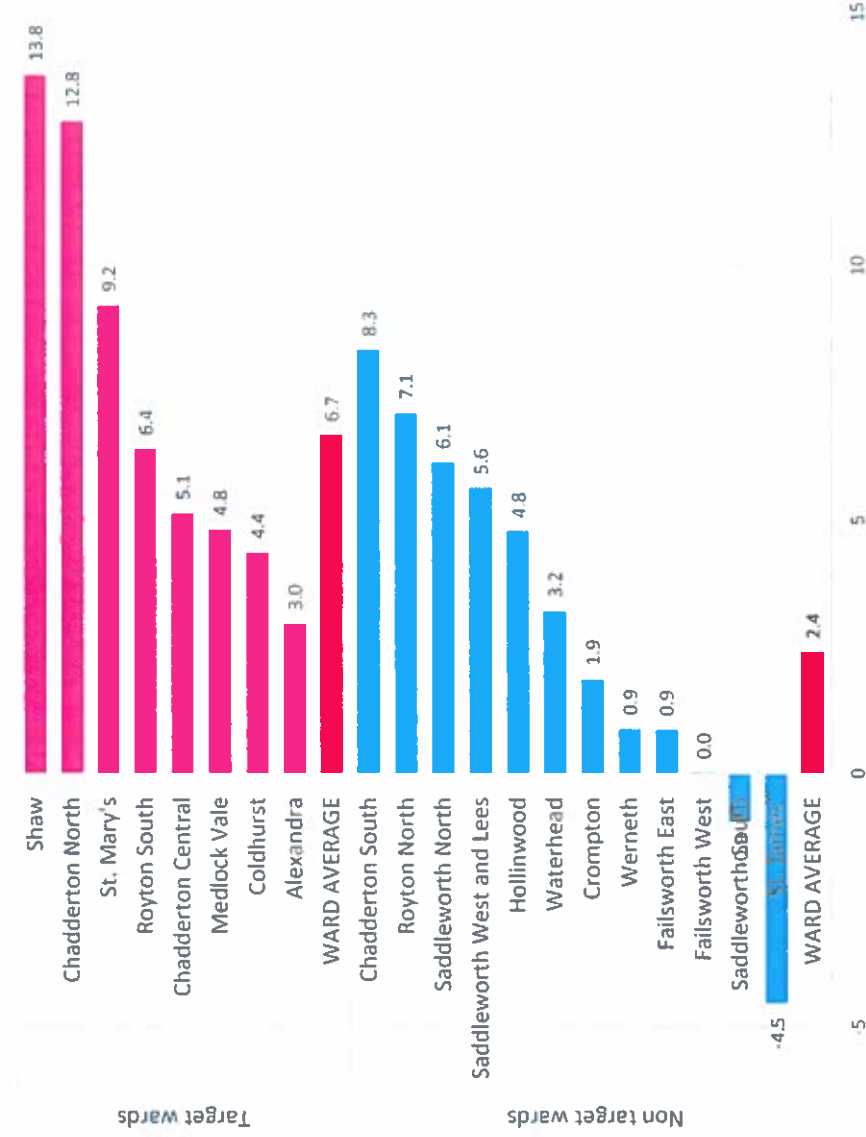
Target 1: 'Making it REAL' will be running across the 8 target wards, with the percentage of children achieving a good level of development by age five having increased more in these wards, than elsewhere, and a faster rate of improvement for boys, in Alexandra, Coldhurst, Medlock Vale, Royton South, and Shaw.

Percentage of children achieving a good level of development (GLD) by age 5 in the 8 selected wards 2016-2017 (baseline year) 2017-2018 and 2018-2019 (3 year comparison)



Target 1

Percentage point change between the baseline year of 2016-2017 and 2018-2019 in pupils achieving a good level of development including target and non target ward average increases



What does this mean as at February 2020

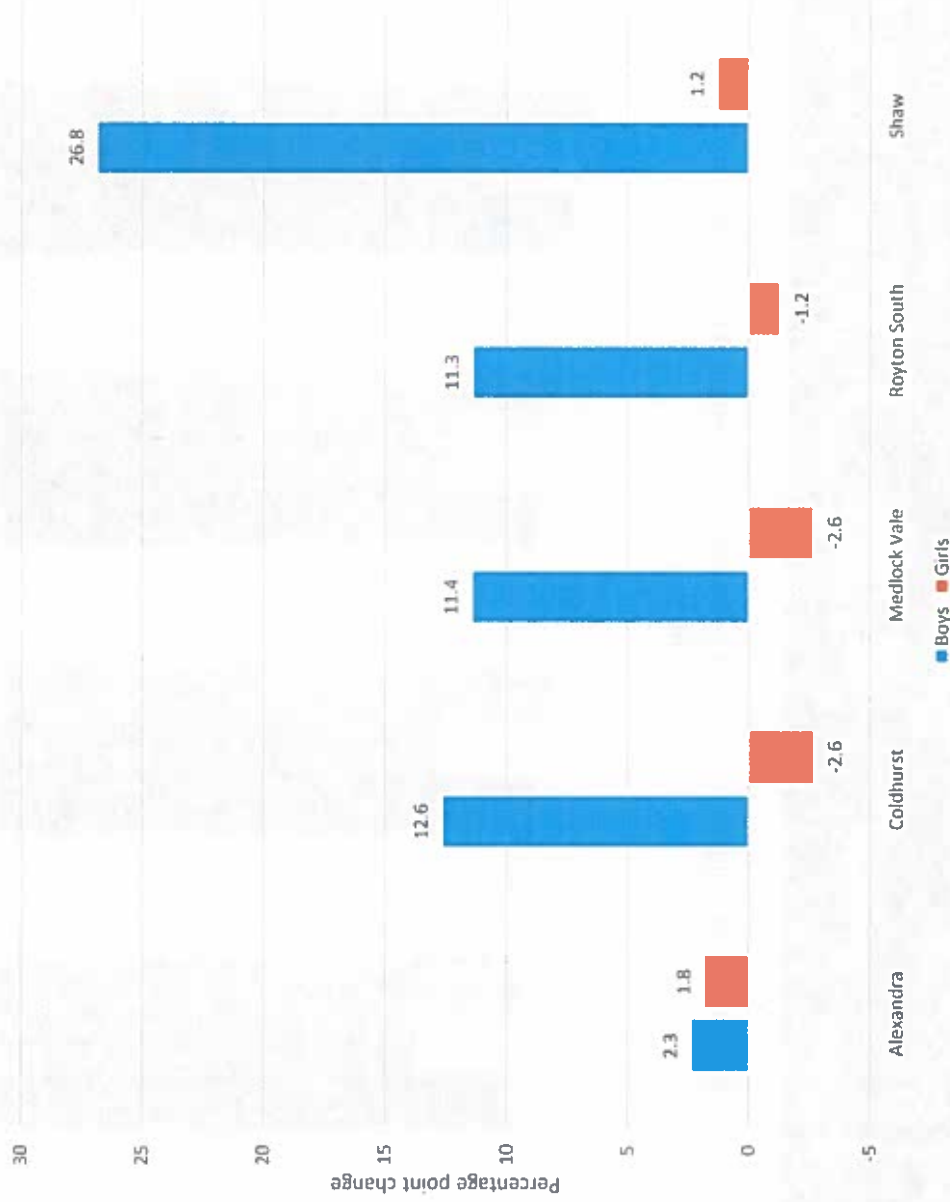
Between the 2016-2017 data and 2018-2019 data, the target wards saw an average increase of **6.7ppts** in the percentage of children achieving a good level of development.

This increase was higher than the 2.4ppts in non target wards in Oldham

Early Years Foundation Stage data will not be published for the 2019-2020 year due to the impact of Covid-19.

Target 1

Percentage point change from 2016-2017 (baseline year) and 2018-2019 data in boys and girls achieving a good level of development



What does this mean as at February 2020

Between the 2016-2017 data and 2018-2019 data, boys achieving a GLD has increased at a faster rate than that of girls in all the 5 target wards.

The best performing ward was Shaw with an increase of 26.8ppts. The lowest increase was in Alexandra with an attainment increase of 2.3 ppts, however this was higher than the increase in girls achieving a GLD of 1.8ppts.

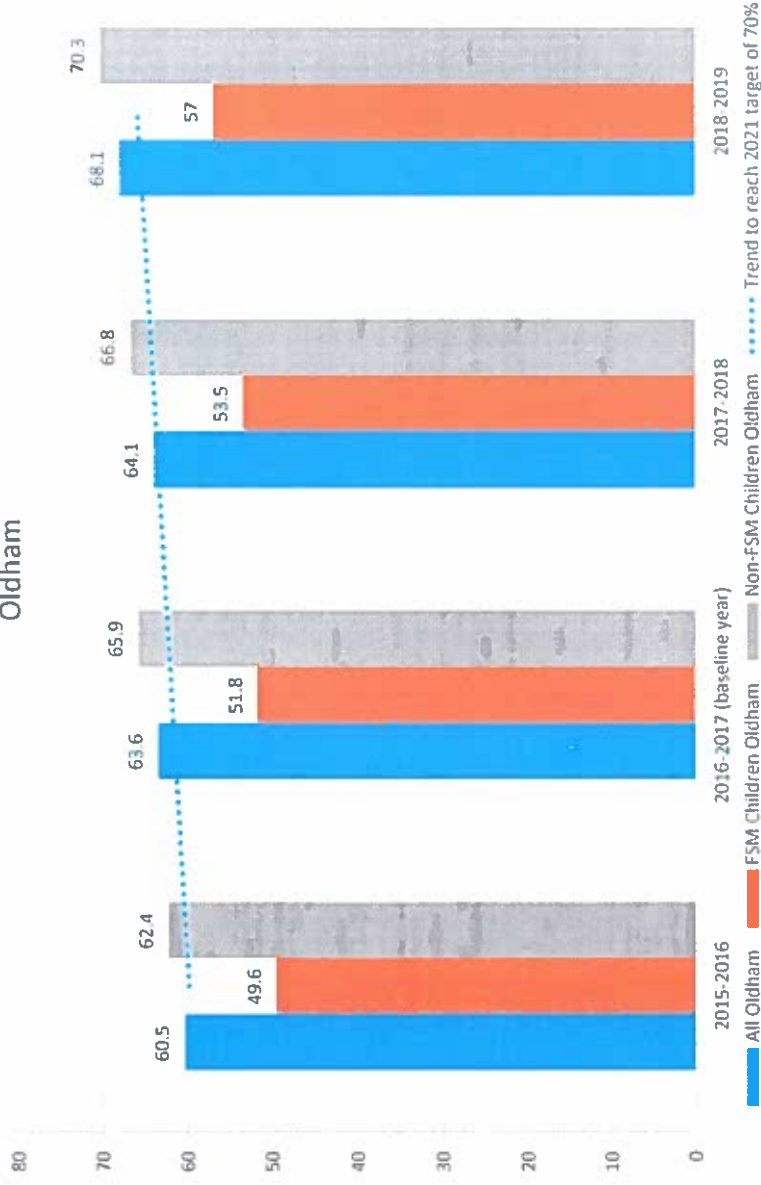
Early Years Foundation Stage data will not be published for the 2019-2020 year due to the impact of Covid-19.

Oldham



Target 2: Through “Making it REAL” and our future investment in early education, we want to see 70% of children in Oldham achieving a good level of development by 2020/21, with the greatest improvements amongst disadvantaged children.

Percentage of children achieving a good level of development by age 5 in Oldham



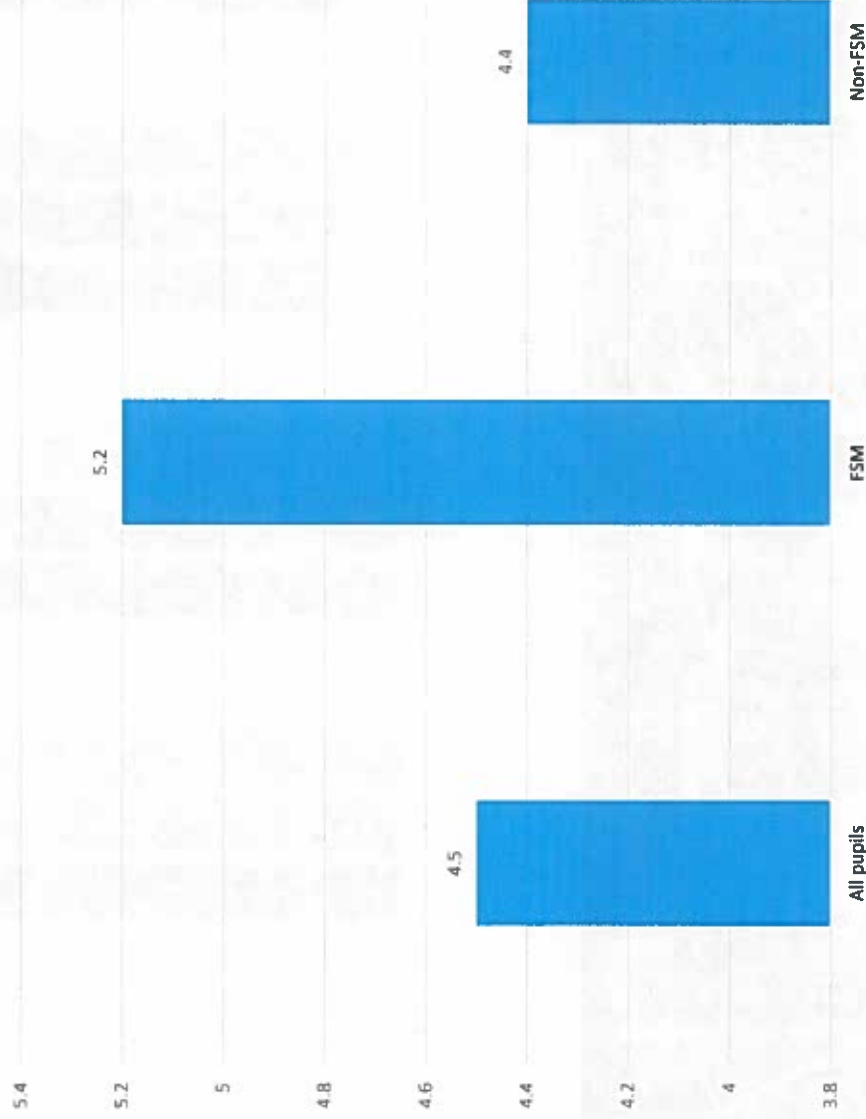
What does this mean at February 2020

2018-2019 data shows steady progress towards the 70% target.

Early Years Foundation Stage data will not be published for the 2019-2020 year due to the impact of Covid-19.

Target 2

Percentage point increase from baseline year 2016-2017 to 2018-2019 in pupils achieving a good level of development



What does this mean at February 2020

Between 2016-2017 and 2018-2019, FSM children improved faster than non-FSM children.

The proportion of FSM children achieving a GLD was up **5.2pppts** (to 57%) compared to an increase of **4.4pppts** (to 70.3%) for non-FSM children

Despite the success in this programme there remains a gap of **13.3pppts** in the 2018-2019 data between the achievement of a good level of development between FSM children (57%) and non FSM children in Oldham (70.3%)

Early Years Foundation Stage data will not be published for the 2019-2020 year due to the impact of Covid-19.

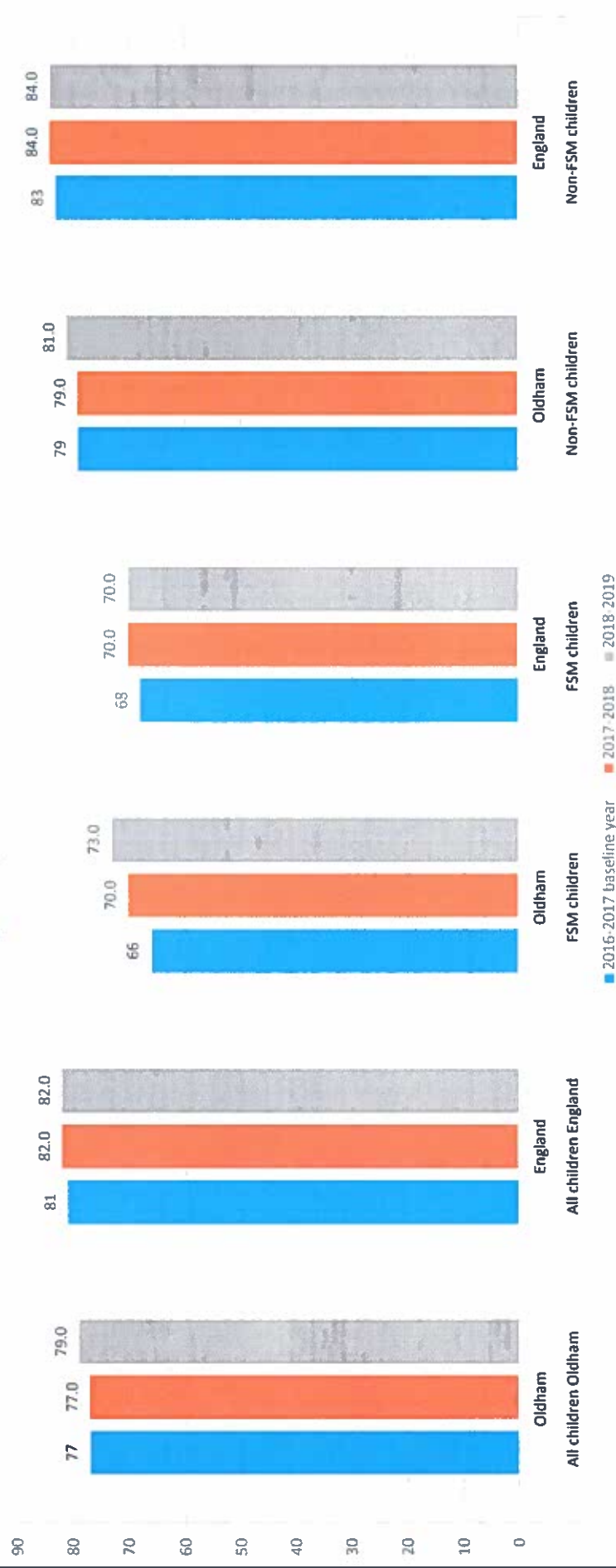
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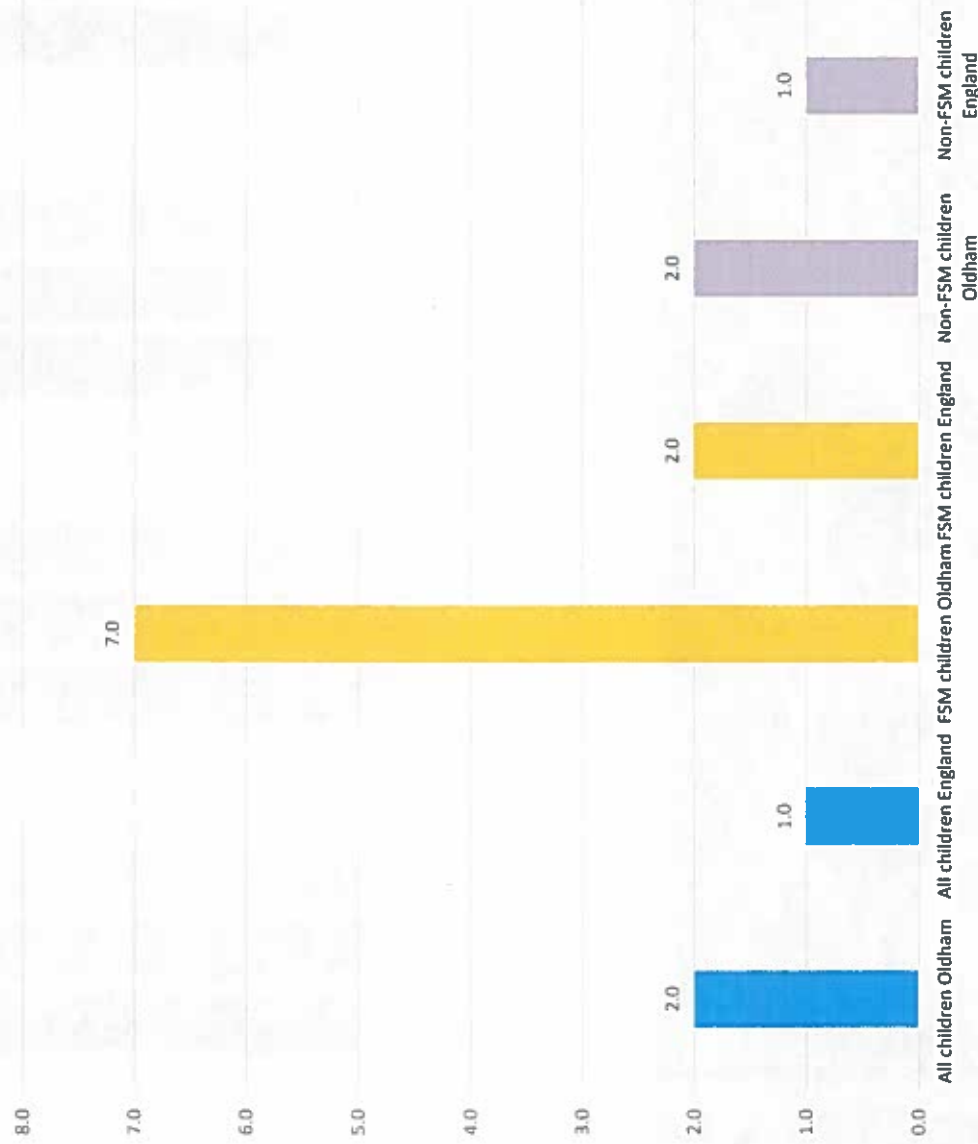
Target 3: Over the lifetime of our plan, the percentage of children achieving the expected standards in phonics in year one will have increased:

**more for disadvantaged children in Oldham, than for disadvantaged children nationally;
 more for non-disadvantaged children in Oldham than non-disadvantaged children nationally;
 and in Oldham, the increase for disadvantaged children will be greater than that recorded for non-disadvantaged children.**

Percentage of children achieving the expected standard in phonics at the end of year 1



Percentage point change in children achieving the expected standard in phonics at the end of year 1 from the baseline year of 2016-2017 (baseline year) to 2018-2019



What does this mean?

Between 2016-2017 and 2018-2019 data, the performance of FSM children in Oldham improved faster than FSM children nationally (+7.0 ppts compared to +2.0 ppts). This positive change means that FSM children in Oldham are now more likely to meet the expected standard than FSM children nationally.

Non FSM children in Oldham improved faster than non-FSM children nationally (+2.0 ppts compared to +1.0 ppts) however non-FSM children in Oldham still perform lower than non FSM children nationally.

FSM children in Oldham improved faster than non FSM children in Oldham (+7.0 ppts compared to +2.0ppts)
Despite this increase, FSM children in Oldham are still 8 ppts lower than non FSM pupils in Oldham.

Despite the increases in Oldham of both FSM and non-FSM children increasing faster than the rate of improvement nationally, the percentage of all children in Oldham achieving the expected standard in phonics at the end of year 1 remains 3 ppts lower than all children in England.

Key Stage 1 Data will not be published for the 2019-2020 year due to the impact of Covid-19.

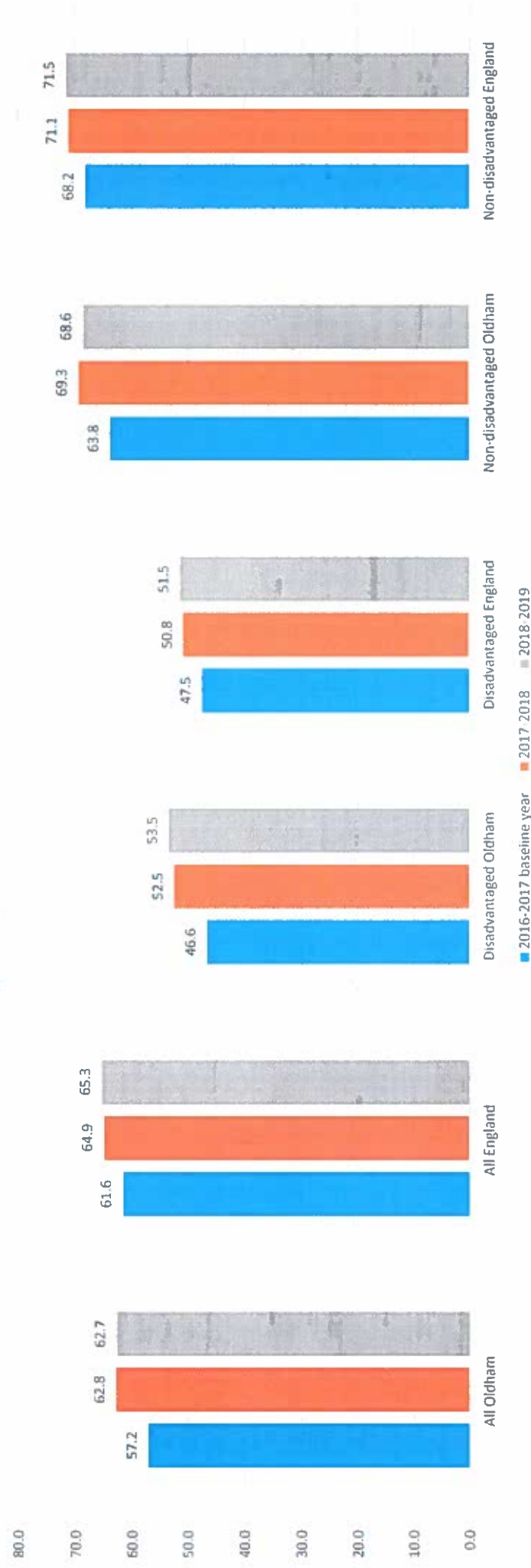
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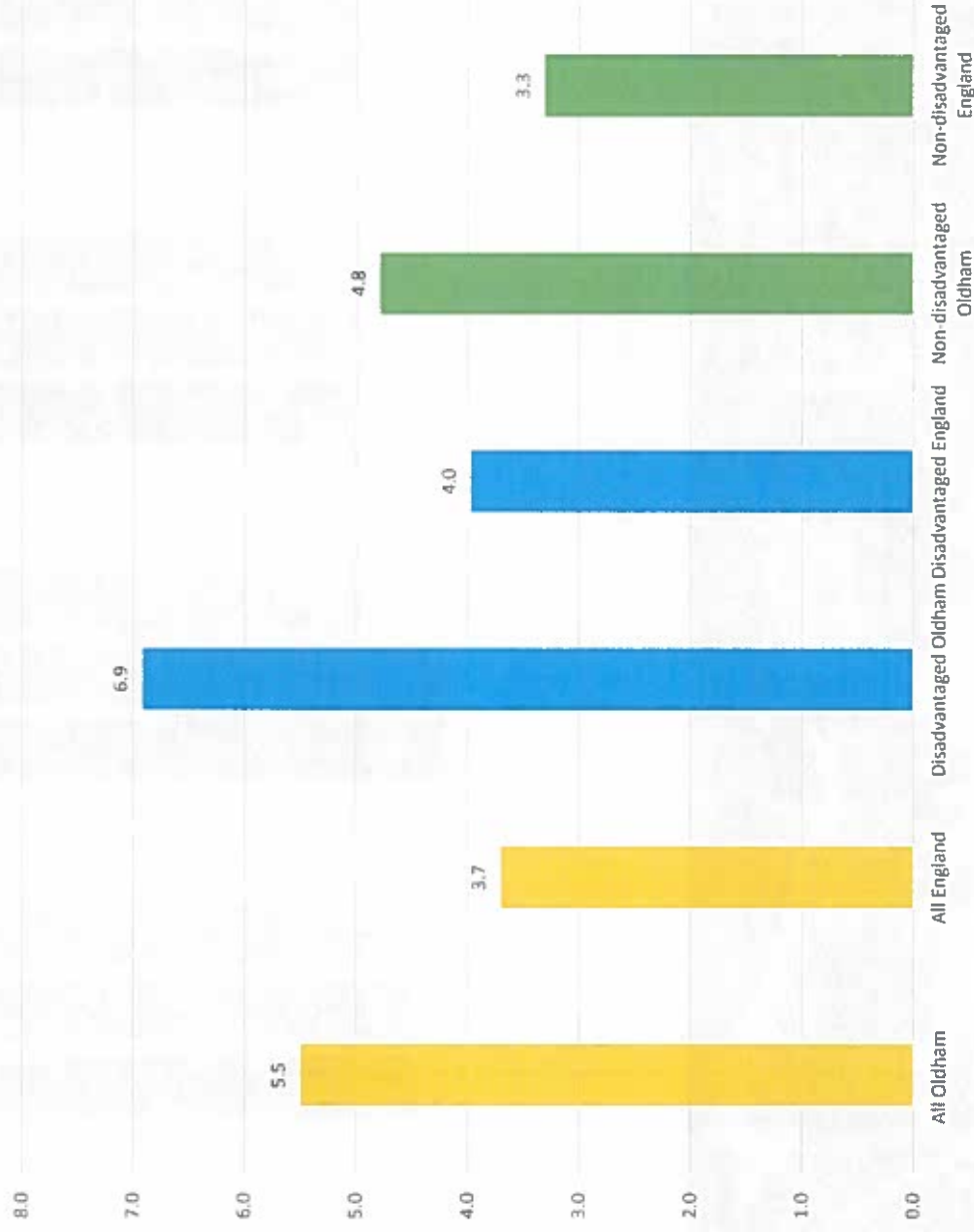
Target 4: Over the lifetime of our plan, the percentage of pupils achieving the expected levels in reading, writing and attainment at the end of key stage 2 will have increased:

**more for disadvantaged children in Oldham, than for disadvantaged children nationally;
 more for non-disadvantaged children in Oldham than non-disadvantaged children nationally;
 and in Oldham, the increase for disadvantaged children will be greater than that recorded for non-disadvantaged children.**

Percentage of pupils reaching the expected standard in reading, writing and maths at the end of KS2



Percentage point change in the of pupils reaching the expected standard in reading, writing and maths from 2016-2017 baseline year and 2018-2019



What does this mean?

Between the baseline year 2016-2017 data and 2018-2019 data disadvantaged children in Oldham had a higher ppt (6.9ppts) increase than the increase in disadvantaged children nationally (4.0ppts)

Between the baseline year 2016-2017 data and 2018-2019 data non-disadvantaged children in Oldham had a higher ppt increase (4.8ppts) than the increase in non-disadvantaged children nationally (3.3ppts)

Between the baseline year 2016-2017 data and 2018-2019 data, the increase for disadvantaged children in Oldham (6.9ppts) is higher than the ppt increase in non-disadvantaged children in Oldham (4.8ppts)

Despite these improvements, Oldham children remain 2.6ppts lower than children nationally.

Key Stage 1 Data will not be published for the 2019-2020 year due to the impact of Covid-19.

Oldham



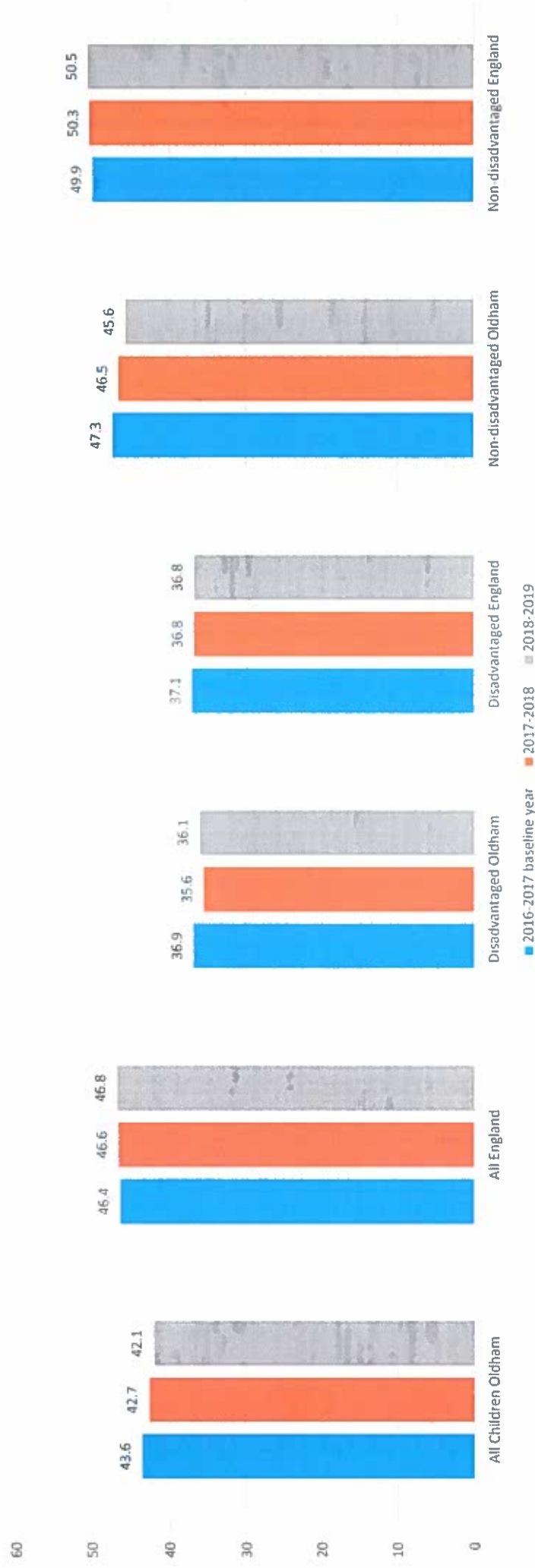
Target 5; Over the lifetime of our plan, the average “attainment 8” scores recorded by pupils at the end of their secondary education will have increased:

more for disadvantaged children in Oldham, than for disadvantaged children nationally;

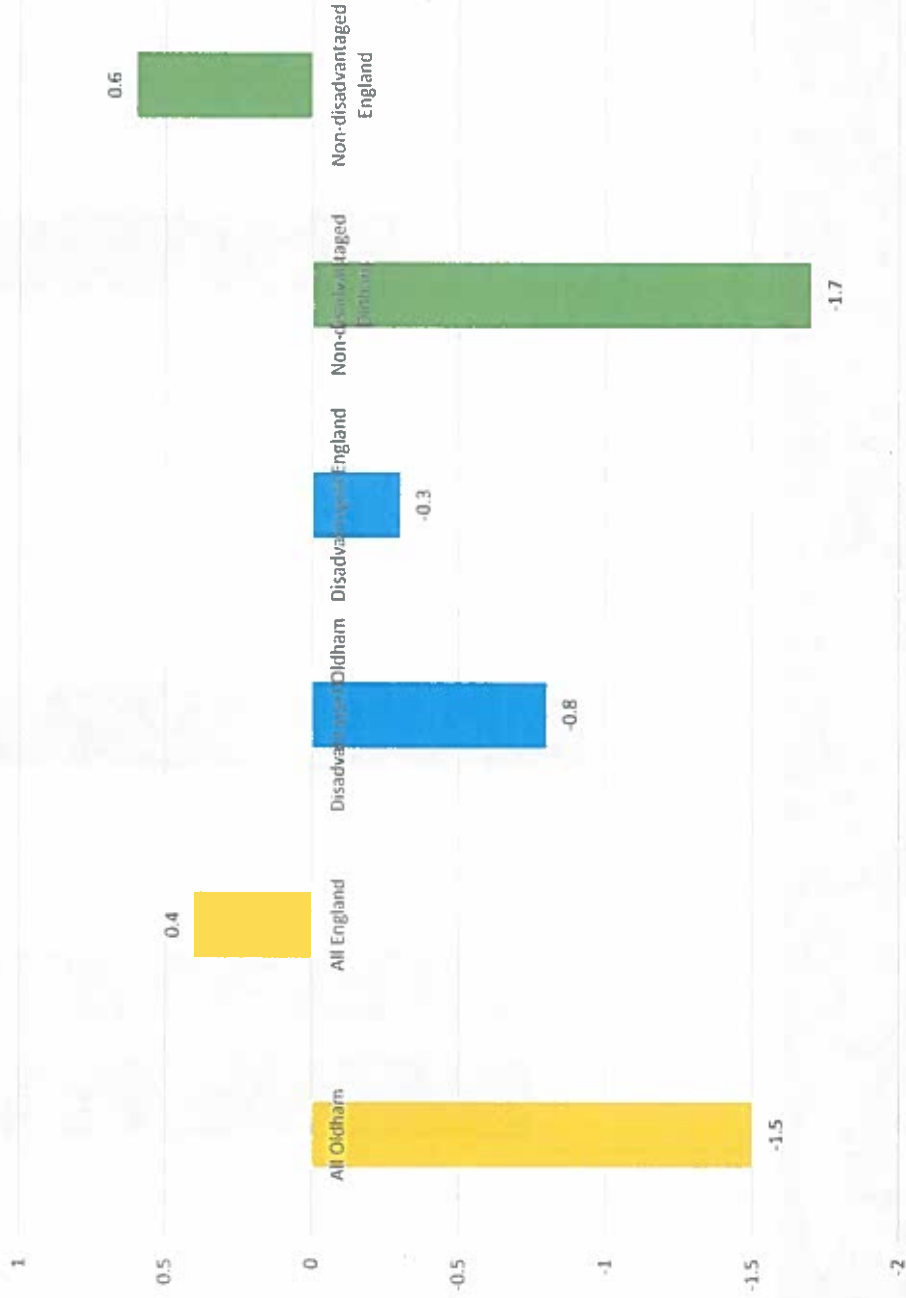
more for non-disadvantaged children in Oldham than non-disadvantaged children nationally;

and in Oldham, the increase for disadvantaged children will be greater than that recorded for non-disadvantaged children.

Average Attainment 8 scores of pupils at the end of key stage 4



Percentage point change in average Attainment 8 scores of pupils at the end of key stage 4 from 2016-2017 baseline data and 2018-2019 data



What does this mean?

Disadvantaged children in Oldham have not increased the average attainment 8 scores more than disadvantaged children nationally - between the 2016-2017 and 2018-2019 data, there has been a **0.8ppt** reduction for disadvantaged children in Oldham compared to a **0.3ppt** reduction in disadvantaged children nationally.

Non-disadvantaged children in Oldham have not increased the average attainment 8 scores more than non-disadvantaged children nationally; between the 2016-2017 and 2018-2019 data there has been a **1.7ppt** reduction for non-disadvantaged children in Oldham compared to a **0.6ppt** increase in non-disadvantaged children nationally.

Disadvantaged children in Oldham have not recorded a greater average attainment 8 score than that recorded for non-disadvantaged children in Oldham. Both groups have seen a decrease between the 2016-2017 and 2018-2019 data. However, disadvantaged children in Oldham had a smaller reduction of **0.8ppts** compared to non-disadvantaged pupils having a **1.7ppts** reduction.

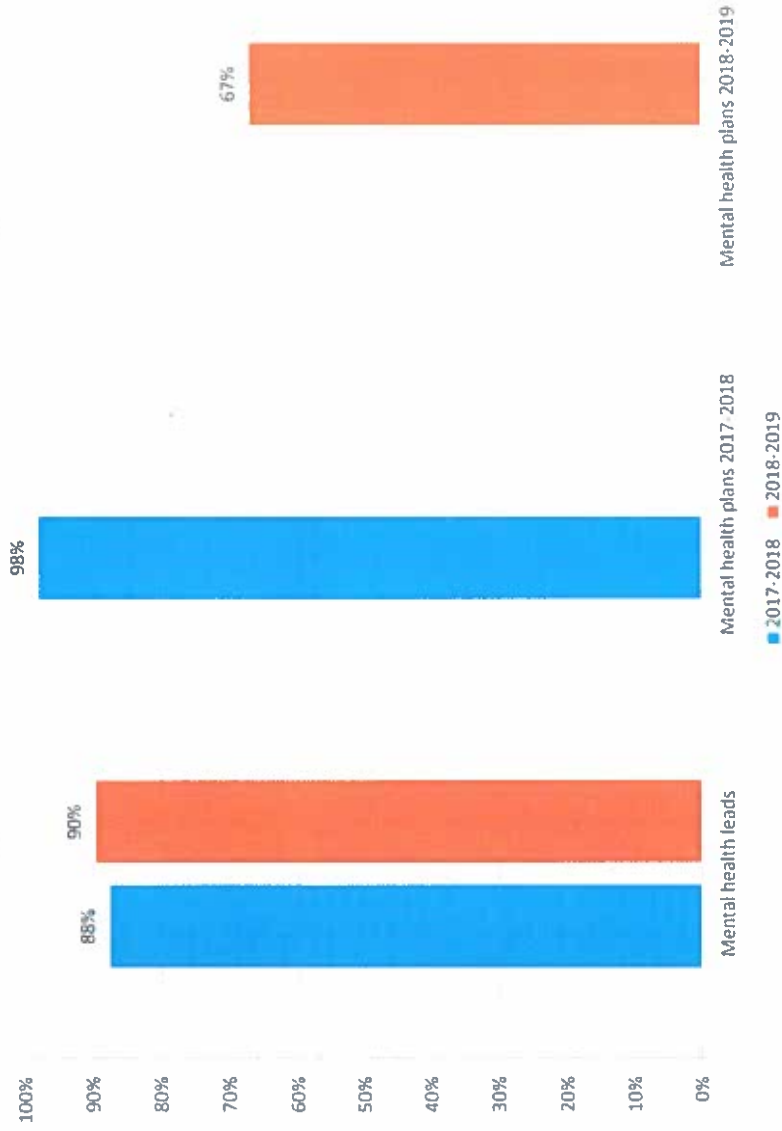
Key Stage 4 Data will not be published for the 2019-2020 year due to the impact of Covid-19

Oldham



Target 6: All schools will be supported to have a robust mental health plan and named mental health lead

Proportion of schools with mental health leads and plans



What does this mean?

95 schools have an identified MH lead, and 103 schools had 2017-2018 Mental Health plans.

67% of schools now have 2018-2019 mental health plans to track progress. The team is mid way through this process and we expect these numbers to steadily increase.

This indicates we have met our target on mental health plans and are on track to meet our target for mental health leads. This trajectory will now need to be maintained.

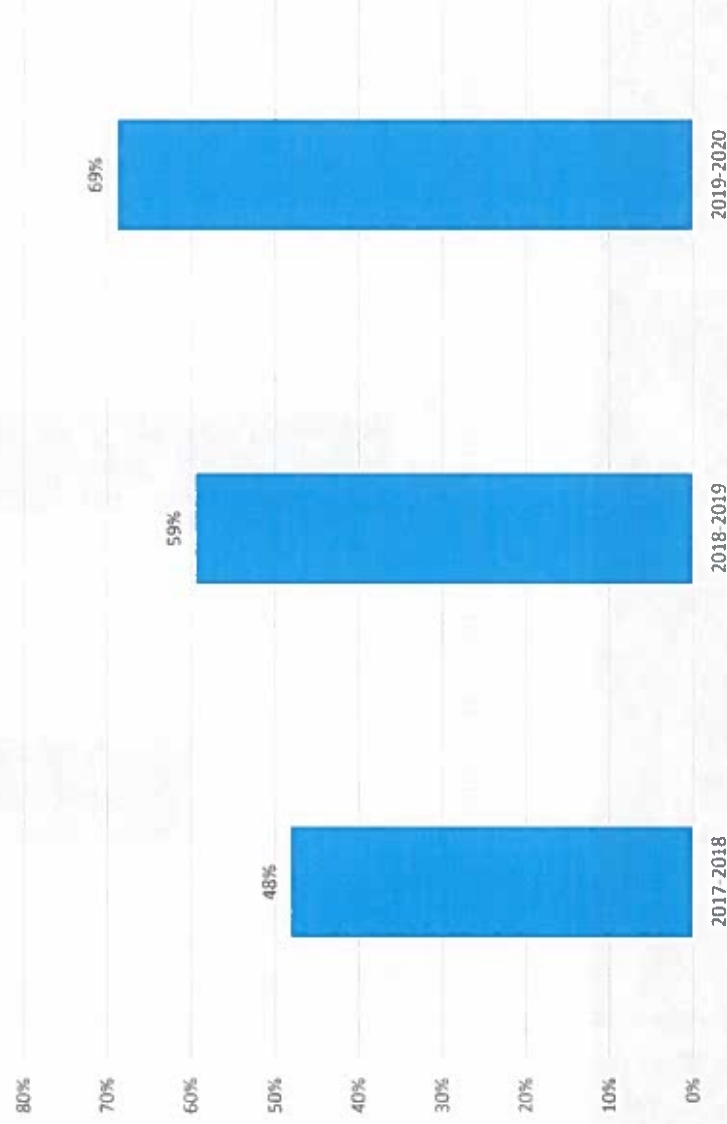
Work in this area paused as a direct result of Covid-19. Work now continues by the CCG to build on the foundations of the Opportunity Area.

Oldham



Target 8: All schools will have had staff members trained to deliver evidence based classroom based programmes to improve resilience and mental health.

Percentage of schools with staff members trained in delivering programmes to improve resilience and mental health



What does this mean?

This data indicates 69% of schools have received training.

Training courses are planned for 2019/20 to cover the remaining 31% of schools.

234 staff members have been trained in classroom based programmes to improve resilience and mental health.

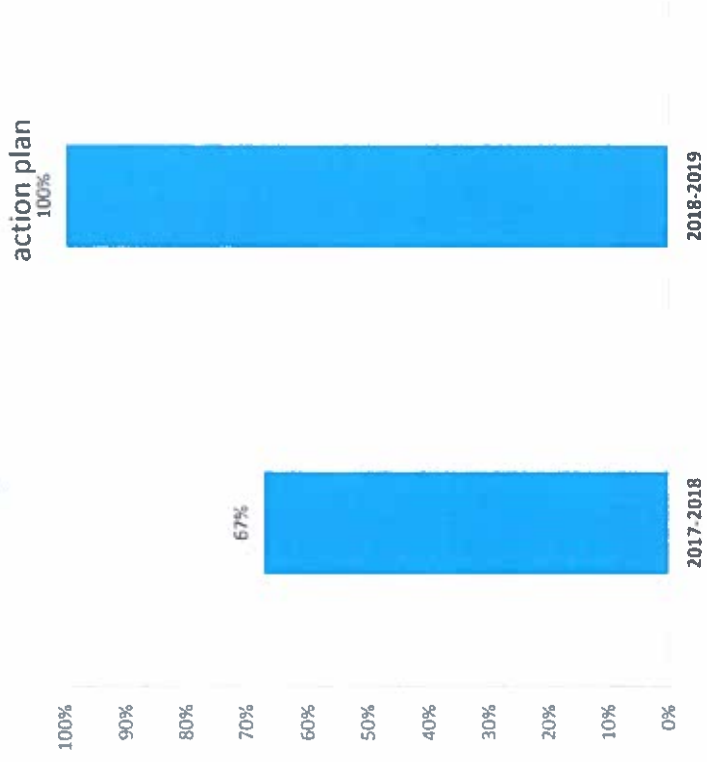
Work in this area paused as a direct result of Covid-19. However this vital work will continue in Year 4 of the Opportunity Area programme.

Oldham



Target 11: All schools in Oldham will be supported to offer the Oldham Pledge through additional extra-curricular activities to build young people's resilience and employability

Percentage of school in Oldham that returned an Oldham Pledge action plan



What does this mean?

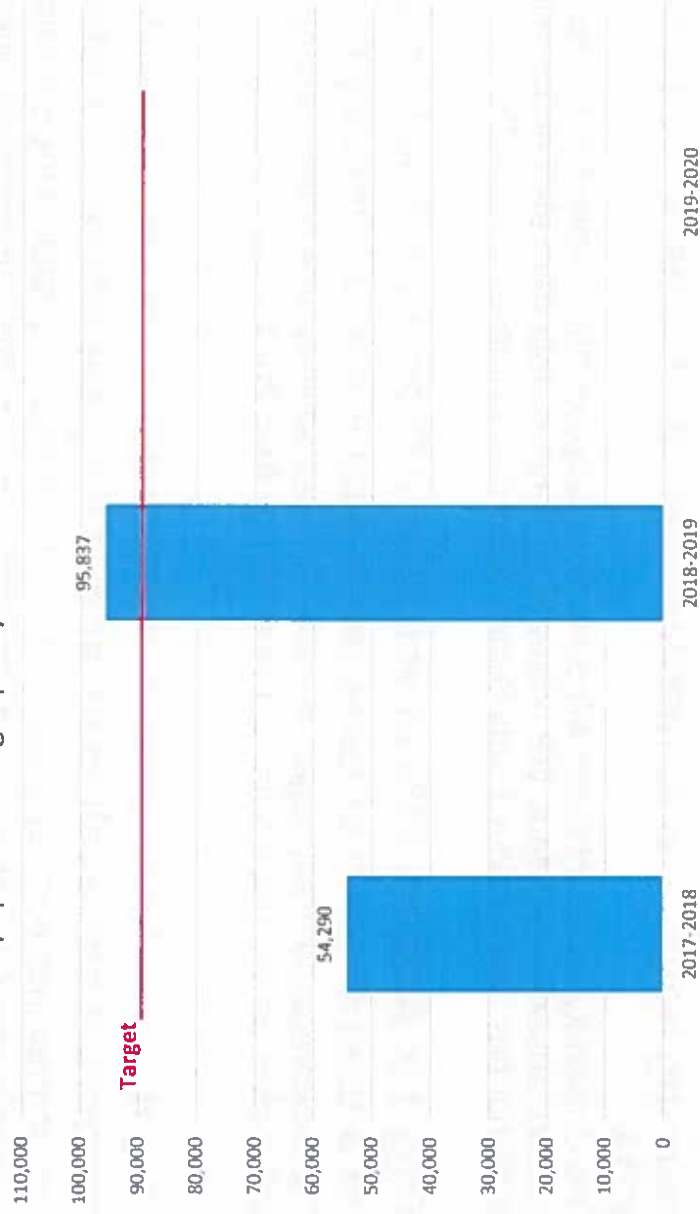
This data indicates that the target has been met.

Oldham



Target 12: Every 11-18 year old in Oldham to benefit from at least four high-quality encounters with the world of work, with more than 90,000 high quality encounters delivered to over 19,000 young people in Oldham over the life of this plan

Number of pupils with a high-quality encounters with the world of work



What does this mean?

This data indicates we have met and exceeded this target.

Following concerns from the Oldham OA Partnership Board, work is underway with CEC to define what 'high quality' means. This information will be reported back to the Partnership Board when received.

Targets not reported on to date

Target 7: We will see an improvement in mental health and resilience and a reduction in learning hours lost to mental health problems, in comparison to the baselines established in 2018.

The University of Manchester will draw on a range of data to provide a measure to respond to this target. This data is likely to include, absenteeism data, GP referrals, qualitative data from staff and pupils. Further information was expected in Spring 2020 but has been delayed until Spring 2021 due to impact of COVID.

Target 9: At least 25% of schools in Oldham will have provided additional mental health support for students, with at least three additional full time equivalent mental health support staff.

The brokerage contract began in early 2020 but delivery was paused during the summer. This has now recommended and it is anticipated we will have data for this target by April 2021.

Target 10: At least three mental health initiatives developed by Oldham schools will have been supported and evaluated, and, if they are effective, scaled up to reach more pupils.

This contract has been awarded and initial meetings to establish the selection of these interventions were held in October. This work was paused during summer and early autumn 2020 but has been picked up again to take place in spring 2021. This target is on track

Target 13: We will have invested in building a robust and attractive offer of technical education, subject to the findings of our work later this year. This could include, for example, new technical and general qualifications pre and post-16.

T levels have been introduced since this target was set and Oldham will be able to offer 'gold standard' provision in 2020 and 2021 T level group through two providers. Existing provision at Oldham College is now rated good. This target is on track.