



Notice of a public meeting of

Children, Education and Communities Policy and Scrutiny Committee

- To:** Councillors Baker (Chair), Webb (Vice-Chair), Fenton, Fitzpatrick, Heaton, Barker and Orrell
- Date:** Tuesday, 6 July 2021
- Time:** 5.30 pm
- Venue:** Remote Meeting

AGENDA

This is not a formal meeting of this Scrutiny Committee. The Council is operating its scrutiny and decision making meetings in accordance with statutory requirements relating to holding 'Covid-safe' meetings between 7 May and 19 July 2021. As non-decision making bodies, Members of this Council's Scrutiny Committees will continue to hold public informal sessions remotely for the purpose of commenting only on the business set out in the agenda below. Members of the public may register to speak in the usual way set out below.

1. Declarations of Interest

At this point, Members are asked to declare:

- any personal interests not included on the Register of Interests
- any prejudicial interests or
- any disclosable pecuniary interests

which they may have in respect of business on this agenda

2. Minutes

(Pages 1 - 6)

To approve and sign the minutes of the meeting held on 6 April 2021.

3. Public Participation

At this point in the meeting members of the public who have registered to speak can do so. Members of the public may speak on agenda items or on matters within the remit of the committee.

Please note that our registration deadlines have changed to 2 working days before the meeting, in order to facilitate the management of public participation at remote meetings. The deadline for registering at this meeting is **5:00pm on Friday 2 July 2021**.

To register to speak please visit www.york.gov.uk/AttendCouncilMeetings to fill out an online registration form. If you have any questions about the registration form or the meeting, please contact the relevant Democracy Officer, on the details at the foot of the agenda.

Webcasting of Remote Public Meetings

Please note that, subject to available resources, this remote public meeting will be webcast including any registered public speakers who have given their permission. The remote public meeting can be viewed live and on demand at www.york.gov.uk/webcasts.

During coronavirus, we've made some changes to how we're running council meetings. See our coronavirus updates (www.york.gov.uk/COVIDDemocracy) for more information on meetings and decisions.

4. YSAB Education Recovery (Pages 7 - 14)

This presentation updates the Committee on York's Education Recovery Strategy.

5. York Learning Annual Report (Pages 15 - 32)

This report presents the end of academic year performance report and data for York Learning. The report forms part of the service's reporting arrangements, which are critically important for the service in demonstrating to Ofsted that it has robust governance arrangements in place. Feedback on the report from this committee will help to shape the service's Strategic Plan for the academic year 2021/22 which will be considered by the Executive Member for Culture, Leisure and Communities in September.

6. **Holiday Activities and Food (HAF) (Pages 33 - 40) Programme 2021**

This report informs the Committee of the new HAF programme 2021, with an overview of pilot delivery during Easter, and the plans for future delivery during the summer and Christmas holiday periods.

7. **Urgent Business**

Any other business which the Chair considers urgent under the Local Government Act 1972.

Democratic Services

Contact details:

- Telephone – (01904) 551088
- Email – democratic.services@york.gov.uk

For more information about any of the following please contact the Democratic Services Officer responsible for servicing this meeting:

- Registering to speak
- Business of the meeting
- Any special arrangements
- Copies of reports and
- For receiving reports in other formats

Contact details are set out above.

This information can be provided in your own language.

我們也用您們的語言提供這個信息 (Cantonese)

এই তথ্য আপনার নিজের ভাষায় দেয়া যেতে পারে। (Bengali)

Ta informacja może być dostarczona w twoim własnym języku. (Polish)

Bu bilgiyi kendi dilinizde almanız mümkündür. (Turkish)

یہ معلومات آپ کی اپنی زبان (بولی) میں بھی مہیا کی جاسکتی ہیں۔ (Urdu)

 **(01904) 551550**

City of York Council

Committee Minutes

Meeting	Children, Education and Communities Policy and Scrutiny Committee
Date	6 April 2021
Present	Councillors Baker (Chair), Webb (Vice-Chair), Daubeney, Fenton, Fitzpatrick, Heaton and Barker

71. DECLARATIONS OF INTEREST

Members were asked to declare, at this point in the meeting, any personal interests, not included on the Register of Interests, or any prejudicial or disclosable pecuniary interests they may have in respect of business on the agenda. Cllr Fenton declared an interest as a Trustee of Foxwood Community Centre. Cllr Webb declared an interest as a Trustee of Tang Hall Community Centre. There were no further declarations of interest.

72. MINUTES

Resolved: That the minutes of the meeting of the committee held on 6 January 2021 be approved as a correct record and then signed by the Chair.

73. PUBLIC PARTICIPATION

It was reported that there had been no registrations to speak at the meeting under the Council's Public Participation Scheme.

74. 2020/21 FINANCE QUARTER 3 MONITORING REPORT

Members considered a report that analysed the latest performance for 2020/21 and forecast the financial outturn position by reference to the service plans and budgets for all of the services falling under the responsibility of the committee.

The Head of Finance (Adults, Children & Education) and Corporate Director of People were in attendance to present the report. The Head of Finance (Adults, Children & Education) advised Members that the projected overspend of £1million was nearly entirely due to children's social care partly as a result of the reduction in agency staff not coming to fruition. He further advised that there was an expected overspend in the Designated Schools Grant (DSG) and the deficit for this was expected to be over £1million. The Head of Finance (Adults, Children & Education) and Corporate Director of People were asked and clarified:

- The position with Danesgate. It was suggested that the Danesgate Headteacher be invited to a future committee meeting to meet the committee.
- The inclusion review had looked at provision for children with additional needs.
- There was a national review of placement provision
- There was 10 new foster carers in York
- Regarding out of town placements, there had been success in moving a number of children back to York. However, there are children whose needs are such that they need speciality support which may be outside the city.
- The review of vacancies was ongoing across the directorate. There was a tracker to look at the needs of children and plan appropriate placements for them
- Transport costs were not covered by the Designated Schools Grant (DSG) and came from the general fund. Generally the costs overall were less if children were placed in York
- Early intervention and assessment were more likely to prevent children from coming into care. Recalibration tended to see a rise in children with child protection plans and in the care of the local authority as their corporate parent
- In terms of budget planning for preventative work, budget planning for the following year had not begun but the preventative aspect would be part of the rationale for the budget going forward.
- If a child needed to come into the care of the authority then they would. There was a need to ensure that all parts of the system were based around preventative work, with the establishment of the MASH in York. The external review of MASH was very positive.
- The numbers of children coming into the system were reducing and the authority was much better at care planning

and it would take time to bring numbers down to circa 230 in line with statistical neighbours

- It was not known what the long term impact of the pandemic would be and what the impact would be on the numbers of referrals
- An update on court proceedings was given,
- Cllr Smalley (Executive Member for Culture, Leisure and Communities) confirmed there had been a one off payment to Make it York (MiY) for a culture officer and this would be included in the Service Level Agreement (SLA) with MiY. (He declared an interest as a Director of MiY).
- Regarding 38 week placements, the council was trying to recruit different people as foster carers and some children may need to live in residential care and with foster carers looking after them during the school holidays
- Following a question about the overspend of £72,000 on educational psychologists, the Head of Finance undertook to check what the reason for this was.
- The restrictions on all discretionary spend referred to budget managers' discretionary spending

Following questions Members then;

Resolved: That the update on the latest financial position for 2020/21 be noted.

Reason: To be updated on the latest financial position for 2020/21.

75. COMMUNITY HUBS SCOPING REPORT

Members considered a report that presented information in support of a proposed scrutiny review of the roll out of the council's community hubs programme.

The Executive Member for Culture, Leisure and Communities, Assistant Director Customer and Communities, Principal Neighbourhood Management Officer and Head of Commissioning gave an overview of the report were in attendance for the item. The Principal Neighbourhood Management Officer explained the background to the hubs and detailed how they had operated and responded to the needs of their communities during the pandemic. She was asked and explained:

- How the hubs had supported communities during the pandemic by helping residents with access to food, medicine and shopping. She noted that this undertaken by volunteers with hub staff coordinating. She added that that staff and volunteers had made regular phone calls to residents and since Christmas had rung up to 11,000 people.
- The work undertaken to engage communities less eager to be engaged.
- How the approach taken by the hubs had developed, including working with the local area teams.
- That responses were developed in relation to community need. The needs across the city were being mapped and the commissioning fund put together the previous year was looking at what commissioned services were needed.

Members thanked officers for their work during the pandemic.

Following a question about how city centre wards in need of support could be supported, the Executive Member for Culture, Leisure and Communities also thanked officers and suggested that the scrutiny review could include ward funding. It was noted that the COVID recovery fund information had been sent to Councillors.

The Chair outlined the proposed scope of the review as detailed at page 22 of the agenda pack. This was considered by Members and it was suggested that how ward funding was allocated and training for charities and community groups in writing funding bids could be added to the scope of the review. Officers confirmed that there had been awareness training sessions held in the past. The Assistant Director Customer and Communities confirmed there would be officer support for report writing. It was agreed that the Chair and Vice Chair would discuss where funding could fit into the review.

Resolved:

- i. That the remit of the review (as detailed at paragraph 15 of the report) be approved.
- ii. That Cllrs Fitzpatrick, Fenton and Webb be appointed to the task group
- iii. That the timeframe for the review was task and finish in January 2022.

Reason: To support the council's development of its community hubs programme

76. WORK PLAN

Members considered items for future meetings. Suggestions for the workplan included updates on home to school transport, and an update on Danesgate. Membership for the Youth Mental Health task group was agreed as the Chair, Cllr Fitzpatrick, Cllr Webb and Cllr Daubeney.

[Cllr Barker left the meeting at 7.25pm]

During discussion about a potential review of Youth Justice at a future Forum meeting it was highlighted that this was being considered at a meeting of the Housing and Community Safety Policy and Scrutiny Committee. The Democracy Officer undertook to check if the committee could attend the meeting. Further suggestions for items to be considered included:

- Safeguarding Partnership Bi-annual Update report, to include Adolescence strategy – suggested to be received formally at July meeting
- Permanence strategy
- Foster Carer Recruitment strategy to include explaining the current Foster Carer payment arrangements, including the independent review

Members considered the work plan to include the following items:

Forum 5 May 2021

- Inclusion Review and SEND updates including further discussion of High Needs issues, as necessary
- Youth mental health scoping review

Forum 7 June 2021

- CYPIC focus e.g. Permanence Strategy /Foster Carer Recruitment strategy
OR Commissioning VCS sector / Anchor institutions
- 2021-22 Work Planning

Committee 6 July 2021

- Youth services / holiday schemes update (to include update on how the holiday grant funding is being used)
- Leisure facilities update with specific question relating to young people

Forum 14 September 2021

- Financial monitor
- York (adult) Learning annual report (requested)
- and/or
- REACH update

Resolved: That the following above items for future meetings be put forward as part of corporate scrutiny work planning:

Reason: In order to keep the committee's work planning up to date

Cllr R Baker, Chair

[The meeting started at 5.30 pm and finished at 7.36 pm].

Education Recovery Presentation

York's Education Recovery Strategy

Helen Winn

**Presentation to the Children, Education & Communities Policy
and Scrutiny Committee - 6th July 2021**

Aims

- To develop a city-wide education plan as we return to face-to-face education so that our children have an excellent quality of provision
- To support schools and families to “catch-up” following any lost learning
- To rethink our education offer for the future so that we meet the needs of our children
- To have an integrated approach, with services working together

Our team

Education Futures Group made up of:

- Headteachers from primary, secondary and special phases
- Local Authority representatives
- MAT representatives

Working together

Local Authority

MATs

Schools

Early Years
settings

**YSAB Education
Futures Group**

FE and HE

Charities

Teaching School
Hub

Police

Training providers

Social care

Public Health

The approach

1. High quality teaching
2. Targeted academic support
3. Wider strategies - enrichment, wellbeing, extending the 'school experience'

Current support from central government

- £1 billion for tutoring.
- £69 million to extend the rollout of the Early Career Framework reforms for teacher training in the first two years after qualification.
- An additional investment of £184 million of new funding for middle and late-career national professional qualifications.
- £153 million for training for early years staff to support the very youngest children's learning and development. This will involve new programmes focusing on key areas such as speech and language.

Timeline

June 2021	Survey to children, parents, carers and school staff
July 2021	Outcomes of surveys considered and evidence based solutions explored
July - August 2021	Education Futures Plan (phase 1) developed
September 2021	Education Futures Plan (phase 1) launched
September - December 2021	Ongoing evaluation of strategies implemented

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**Children, Education & Communities
Policy and Scrutiny Committee**

6th July 2021

Report of the Assistant Director (Customer and Communities)

York Learning – Strategic Plan Progress Report 2020/21

Summary

1. This report presents the end of academic year performance report and data for York Learning. The report forms part of the service's reporting arrangements, which are critically important for the service in demonstrating to Ofsted that it has robust governance arrangements in place. Feedback on the report from this committee will help to shape the service's Strategic Plan for the academic year 2021/22 which will be considered by the Executive Member for Culture, Leisure and Communities in September.
2. In July 2019 this committee decided to strengthen the scrutiny arrangements in respect of York Learning by establishing a stakeholder governance board (subsequently named the York Learning Improvement Board) to give more weight to the challenge received by the service. It was agreed that the new board should produce a report on the performance of York Learning once a year to be brought back to this committee.
3. The York Learning Improvement Board first met in October 2020. Meetings take place four to six times a year. Members of the board ("York Learning Governors") are drawn from a variety of backgrounds including:
 - a) A councillor (who acts as chair)
 - b) York Learning Management / Tutor
 - c) CYC Childcare Inclusion Advisor
 - d) An Adult Learning manager from another service (currently Leeds)
 - e) Subcontracting partners – Blueberry and United Response

- f) Employers
 - g) Two learners from different types of provision both accredited and from projects.
 - h) A volunteer
4. Cllr. Daubeney was once again appointed at annual council to chair the York Learning Improvement Board.

Recommendations

5. Members are asked to comment upon the performance of York Learning and seek clarification on any areas of concern.

Reason: To help monitor the service and guide managers and ensure robust and accountable governance arrangements.

Background

6. York Learning is a council service that delivers a range of adult learning programmes to support people into employment, to improve their skills and to support their personal development. The service is funded almost exclusively from external contract funding and fee income. The service has reported income for the academic year 2020/21 in the region of £3.2m. Included in this is an increased level of funding for 19 to 25-year-old high needs personalised learning programmes, the greater part of which is “passported” to partner organisations, primarily Blueberry Academy, Choose2Youth and United Response, in addition to six independent organisations that are now offering very bespoke support to SEND learners.

Significant highlights in performance

7. The services has performed well against the measures set out in the strategic plan for 2020/21. The detail is reported in Annex 1. The service’s performance in supporting 16 to 18-year-old learners and Special Education Needs (SEND) students is a challenging financial model. The 16-18 programme is highly valued but funding does not fully cover the costs and presents a financial challenge to the service. Also, with the 16-24 Special Education Needs (SEND), programme numbers now exceeding targets, this again presents a challenge to budgetary provision. However, both offers are part of a statutory duty on the council and therefore not within the immediate control of York Learning.

8. The service has also obtained extensions to two successful European Social Fund contracts to support some of the most vulnerable people across the city. Respectively called “Action towards Inclusion” and “Positive Progressions”, these two programmes offer high levels of support to individuals over a significant period, allowing them to gain confidence, raise their self-esteem and achieve qualifications to prepare them for work. There are numerous examples of work with very vulnerable individuals having significant affect on their life chances and on their general health and wellbeing. The service have recently been awarded a contract with the Manchester Growth Company to support rehabilitation of offenders back into communities.
9. The service is pleased to report that it was successful in retaining its Matrix Accreditation, which is a national quality framework, which measures how well the service provides information, advice and guidance to learners and how well the service promotes these services. This accreditation has to be renewed every three years.
10. The service continues to provide significant levels of support for those learners who need to improve their English, maths, digital skills and employability skills and this remains a key focus for the service. There has also continued to be a demand for ESOL (English for Speakers of Other Languages). However, the availability of suitable city centre rooms to run courses remains a significant challenge especially now that we are returning to the classroom after Covid.
11. Covid highlighted that we have resilient, talented and highly committed management and tutor teams. Tutors willingly engaged with new technologies such as Zoom video conferencing and Google Classroom. Courses were quickly transferred to remote learning during the pandemic and, where needed, tutors safely delivered resource packs to learners to support those on entry-level courses where online learning has limitations.
12. Frequent contact, outside of the classroom, was maintained during holidays and lockdowns, helping with continued engagement and especially with our most vulnerable learners. Support was also provided to residents and learners throughout lockdown with activities and challenges to do alone or with family to support them and helped to combat loneliness, stress and the sense of isolation people were feeling at that time. Learners, residents, parents & carers of disabled young

people have all provided feedback relating to the positive impact of learning via zoom, helping them to remain focused, positive and providing a lifeline to help them stay well both physically and mentally whilst maintaining educational progress.

13. Whilst overall learner numbers have dropped, since online learning has not suited everyone, there have still been many new learners recruited. This is mainly within the online wider community-learning offer, which is encouraging and shows the potential of growth for an ongoing online offer.
14. Whilst the strong online curriculum enabled engagement from all types of learners including the most disadvantaged, going fully online has made new engagement opportunities with the most disengaged incredibly difficult for a period. This is mainly within entry and lower level skills including family learning courses and very evident within IT and Digital skills where improving digital and IT work skills felt too challenging for some learners, thus leading to lower recruitment and achievement. So, for example, achievement in IT for Users within adult and community learning dropped between 2018-19 and 2019-20 from 92.8% to 82.5%.
15. The impacts of COVID have brought the need for the service to have its own venue into ever sharper relief, a fully accessible and highly visible adult learning base, which can inspire and motivate adults to embrace lifelong learning and provide the support that learners require. Officers continue to consider potential options.
16. Considerable work has been done to produce a well-rounded offer for those seeking career and interview guidance to help residents to access skills and opportunities to improve their employment chances. The offer is free and provided in an accessible way.

Options

17. This report is for discussion and comment. There are no options to consider.

Corporate Objectives

18. Any plans and strategies developed are set within the context of the council plan but also respond to a number of sub-regional, regional and national policy objectives.

Implications

19. The report is for information only; there are no implications to consider.

Risk Management

20. There are no risks to consider that arise from this report.

Annexes

Annex A: Strategic Plan & Performance Figures 2020-21

Contact Details

Author:

Angie Padfield
Head of York Learning

Chief Officer Responsible for the report:

Charlie Croft
Assistant Director (Customer &
Communities)

**Report
Approved**

Date: 22 June 2021

Wards Affected:

All

For further information please contact the author of the report

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York Learning Strategic Service Plan : Actions 2020/21 Academic Year - Outcomes

	Activity	Target date	Performance 19/20	Target for 20/21	Progress to date	Commentary
1	Consolidate partnership working with North Yorkshire County Council and agree a strategy for future collaborative working	Oct 20	New Joint Head of Service to be recruited	New structure to be Place to allow joint working	Permanent Joint Head should start Sept 21	<p>The first postholder resigned as Joint Head of Service in January and a New Joint Strategic Head with North Yorkshire and York should be in place from the beginning of August 21. This has delayed a strategy for joint working but has not stopped the team from progressing forwards with the following:</p> <p>Joint Strategies in Digital Skills and Inclusion, Information Advice and Guidance, Marketing and Quality. This person will be fully involved in the devolution process of the adult community learning Adult Education Budget.</p>
2	Continue to secure and extend provision for High needs support students as part of a “Personalised Learning” for 16-19 year olds and for 19-24 with learning difficulties and disabilities	Ongoing	85	92	95	<p>This year has been a challenging one. The service has continued to deliver the vast majority of its offer as blended learning, a format with which the wider team and its learning community has become familiar.</p> <p>Operating this way allows for continued contact with learners, keeps our colleagues safe and lends the opportunity for all to develop their skills in creating, delivering and assessing learning online.</p> <p>Learners affected by the Covid-19 situation have received extended time. Our high quality provision is subject to ever increasing demand. The service is hampered by its limited Education Skills Funding Agency (ESFA) funding contract and we have put</p>

	Activity	Target date	Performance 19/20	Target for 20/21	Progress to date	Commentary
						<p>a robust business case forward to our regional ESFA contact in support of growth. At the time of writing the report we do not know if we are successful.</p> <p>As part of the ESFA funding rules our Improvement board have oversight of this subcontracted provision</p> <p>There will also continue to be challenge from the ESFA on subcontracting and continued support from representatives is required to ensure subcontracting for this specialised style of delivery is allowed to continue as it allows our most vulnerable residents choices they would not have otherwise.</p> <p>About 13 learners will be extended into 21/22 to account for lack of work experience and placement capacity due to lockdown restrictions affecting those doing Supported Internships.</p> <p>Potential new providers from September are Evolve Sports Academy and Goget.</p>
3	Deliver 4 jobs fair as part of a strategy to support York residents into work	July 20	4	4	Not possible to meet during Covid. Virtual events with job centre and employers have been discussed.	The current restrictions on gathering have inevitably put these events on hold. Various discussions have taken place over the year with employers, job centre plus, apprenticeship and skills teams but employers have not struggled to fill vacancies and felt there was no need of a job fair this year. We have started this conversation again to see if there is potential for one in October /

	Activity	Target date	Performance 19/20	Target for 20/21	Progress to date	Commentary
						<p>November and guidance from Public Health is being sought to decide whether this is feasible.</p> <p>To support residents we have co-ordinated the community learning partnership to put on a 'Learning in York' week to support those unemployed find courses and skills development opportunities to help them put themselves in to the best light for employment opportunities.</p>
4	Continuing to develop further English for Speakers of Other Languages programmes in response to demand	June 20	85	90	<p>68 learners (Doing a mixture of accredited and non-accredited modules) 46 accredited 56 non-accredited</p>	<p>The new refugee resettlement intake has slowed for the moment but families continue to progress with their English skills. 12 have progressed into employment although some were affected by Covid furloughing and lay-offs. We are setting up IAG (information, advice and guidance) interviews as part of the offer to resettlement learners and the wider ESOL groups. Teaching ESOL during Covid has been particularly challenging. Not being able to hold these classes face to face has hindered our provision this year and reduced numbers of new learners. Provision is slowly returning to the classroom but with small classes and few rooms available, online learning continues. ESOL would normally include a huge amount of interaction, paired work, and movement, which has been harder to manage online, particularly for lower skills levels.</p> <p>During Lockdown, tutors actively worked in the community on doorsteps etc. and delivering learning packs (to support Zoom learning).</p>

	Activity	Target date	Performance 19/20	Target for 20/21	Progress to date	Commentary
						The Refugee and Asylum Seeker Support Coordination group continues to make good progress particularly in the identified “gap” areas of support for employment and access to services/general wellbeing.
5	Revise and develop new Family Learning Programmes to reinvigorate the programme and develop further support for learners	Ongoing	87	100	68	<p>Learner numbers continue to be low in these courses with lockdown and home schooling/access to digital equipment having an impact with this.</p> <p>We have continued to develop Early Start for parents and carers with 1-2 year olds to align with the NSPCC Look, Say, Sing, Play initiative and being set up to follow the local area team Child Journey Groups. Learn Together –a range of short courses covering phonics, early reading and number skills continues to support early year’s development.</p> <p>Significant work has gone on this year relating to participation in the following groups:- Social Mobility, Early Years Strategy and Schools Covid response work has created new and stronger links with schools and settings, wider teams and project groups.. These stronger links have led to schools supporting a new offer linked to the ‘Early Talk for York’ Project which will hopefully turn this area around from September 21. We have also been offered support from Huntington Research School in terms of monitoring impact of parent participation on children’s attainment</p>

	Activity	Target date	Performance 19/20	Target for 20/21	Progress to date	Commentary
6.	Introduce new digital skills entry points to target those digitally excluded	New Action	150 Entry to Level 1	180	139	<p>From August 2020 everyone has been entitled to achieve digital skills knowledge up to level 1 for free.</p> <p>It became apparent during Covid many of those digitally disengaged have found themselves forced to engage online in a way they never envisaged. Whilst we have dealt with significant support for residents to enable them to get online and access apps, video call software and general support these do not always count as 'courses' which is what this target relates to. Unfortunately, this has not translated into the usual learner numbers we would expect and digital skills has suffered in learner numbers through the pandemic. This is an extremely difficult skill area to learn, if you have no IT skills, so it is understandable that people have struggled.</p> <p>To help boost recruitment and support residents a variety of marketing and recruitment strategies have helped to increase interest since we offered Level 2's for free from December to those furloughed or facing redundancy. We have now returned to face-to-face teaching in the libraries to get those most digitally excluded back into the classroom.</p>
7	Secure a new MIS system for the service to improve and develop data compliance and competence	Feb 20	New Booking system live December 19	Continue to develop to meet recording learner	Successful implementation of:- Online Booking	It was incredible fortuitous that we were already in a process of changing our paper systems into a full online system so that when Covid hit we had the tools available to support us with the online processes needed. Learners are able to find, book

	Activity	Target date	Performance 19/20	Target for 20/21	Progress to date	Commentary
				progress and ability to produce reports to tutors & managers to improve quality and efficiency.	Online Registers Learner Pastoral Logs	and pay for their courses online. Payments are dealt with securely via the cyc-preferred method. Tutors can access their registers and learner information online to support requirements also. Over the last year, there has been less support required to learners as self-booking becomes embedded. A Pastoral log system has been introduced to record learner's aims, progression and outcomes all within their accounts and register area.
8	Continue to improve success rates in those programmes that are at risk of falling below minimum standards particularly apprenticeships	Ongoing	13 areas in Minimum Standards	9 areas out of Minimum standards	Out of minimum standards	<p>Apprenticeships programmes are no longer in minimum standards relating to their levels of performance. Although the margins are this year low again it is at 68% which is still above the rate of minimum standards. This has been a difficult year for our learning working in care and childcare and their additional hours or working has had a large knock on effect on their ability to do their work, inability to be assessed at time and wellbeing issues have caused many to leave.</p> <p>Health & Adult Care qualifications continue to be risky due to large staff changes but we continue to work with the care sector to support their staff training in ways that reduce risk to ourselves.</p> <p>We continue to meet regularly with the ESFA to update them on the MS situation and are cognisant of the matters arising. Our local ESFA contact is supportive and positive on our position.</p>

	Activity	Target date	Performance 19/20	Target for 20/21	Progress to date	Commentary
	Covid					<p>From Mid-March all of the York Learning offer went online to support existing learners to complete their courses.</p> <p>612 additional enrolments were made between March and the end of July to a fully online offer created in response to Lockdown 1.</p> <p>In September when many of the accredited courses started recruitment again we had 1,235 new enrolments for our fully online offer.</p>

Performance Targets 2020/21

The following are some general performance information that the service uses as part of its performance management measures. These are further split into smaller “subject targets” for individual managers and monitored on a quarterly basis.

	Target area	Date	19/20 Actual	Target 20/21	Full year 31/07/21	Commentary
1	Fee income	31/07/20	407k	200k	£297,740	Unlike most of the targets in this plan, this is a financial year target. Due to Covid-19 it was significantly reduced. However, we have over hit this target and this is due to the hard work of the team to change programmes online and promote an offer that still attracted residents.
2	Student enrolments to non-qualification bearing courses	31/07/20	4266	3000	4013	<p>Inevitably, due to the impact of taking learning out of the community settings, we didn't think we would be anywhere near this target when setting but are pleased to announce that we have come close to last year in spite of Covid.</p> <p>These are reduced learner numbers from pre Covid years, but we feel this reflects the hard work and dedication the team have put in to create new and creative courses to capture people's imagination. This number reflects 40% of learners, which are all very new to the service, and is a percentage maintained from previous years for new engagements.</p> <p>Not having our own premises has had an impact on returning to the classroom and will continue to challenge us until we do so. We have found that many hired venues cannot commit to the Covid secure standards required. This undoubtedly has greater impact on vulnerable groups.</p>
3	Total number of 16-18 Apprenticeships (Starts) (Carried over)	31/07/20	121	40	14 new 9 carried over	Even though it has been a challenging year for apprenticeships, we have managed to still recruit and maintain existing learners in learning. Number had been decreased due to ESFA sanctions were still in affect earlier this year.

4	Total number of 19+ Apprenticeships (Starts) Carried over	31/07/20	39	75	15 new 50 carried over	Below targets for this year due to ESFA sanctions on all H&S frameworks & standards. Supporting in Schools, Childcare at L2 and L3 since last year due to minimum standards. We restarted recruitment to Childcare in 2020/2021. As a counter to this the service has focussed on Leaner Loan provision, which is proving popular and offers much more stability.
5	GCSE English	31/07/20	30	35	40	Targets are determined by funding which is shared across accredited programmes and has not increased. These numbers represent individual qualification aims and not learners. Interest has grown in GCSE's through lockdown. There has been a significant increase in workload to the teaching team over the last year with assessed grading and additional marking of assessments whilst also having to deliver all of the marking two weeks earlier than normal.
6	GCSE Maths	31/07/20	58	50	98	See above This number includes 19 Apprentices who have been doing their GCSE.
7	Functional English	31/07/20	112	80	34	Targets determined as above. Numbers in community venues have decreased this year mainly due to covid restrictions and an inability to do outreach. This is countered from a funding point of view by increase in ESOL numbers. We have various publicity campaigns and increasing routes for learners to get to us for these qualifications from 1-1 Skills Guidance sessions. We expect numbers to grow once we are back in venues, furlough ends and able to recruit via our traditional referral routes.
8	Functional Maths	31/07/20	100	80	98	See above
9	Full time 16-18 Foundation Learning Programme	31/07/20	20	20	16	This programme has undergone a change in curriculum with revised eligibility criteria and induction process. This has increased both retention rates and achievement rates. Unfortunately, recruitment has had to be low due to Covid restrictions and classroom sizes. It has been incredibly challenging to keep learners engaged through home schooling, especially, as this is a group that has

						found learning difficult. However, on the whole we have managed and all returned to the classroom full time after Easter.
10	Full time 16-24 High Needs Support students personalised learning programmes	31/07/20	85	92	97	There continues to be an increase in number of High Needs Students coming through our provision. The majority of this provision is sub-contracted with the following providers:- Blueberry Academy, Choose2youth, United Response, Tanghall Smart, ToolBox, Ad Astra
11	Functional Skills English 16-18	31/07/16	18	18	34	These represent a very small cohort of learners within our foundation learning and personalised learning programmes
12	Functional Skills Maths 16-18	31/07/20	15	15	41	See above
13	Overall success rate for service	31/07/20	78.3%	70%	Too early to predict	At this time of year, the service cannot accurately report this data set. The impact of Covid-19 has affected retention and achievement rates due to home schooling, lack of IT access and inability to learner from home due to life/work balances. Many subject areas such as Apprenticeships, ICT and Bookkeeping had to delay exams due to restrictions not lifted until August/September time. Some learners have been coaxed back now that life is resuming some normality.
14	Overall Funded Budget	New addition			3.1m	Made up of a wide range of different funding strands from the ESFA, ESF, Your Consortium, Manchester Growth Company. Funding for the 16-18 Study Programme and the High needs Support programme does not always cover the costs but this delivery is part of CYC's statutory requirement. The ESFA funding model requires us to meet an allocation target to avoid clawback. However, due to Covid this is going to be hard to meet and there is risk of a £20,000 clawback due to coming in at 85% rather than meeting the new lower expectation of 90%. Earlier in the year the service was successful in being award a funding from Manchester Growth Company to deliver and plan a programme of events to help rehabilitation of offenders back into the community.

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Children, Education and Communities Policy and Scrutiny Committee**6 July 2021**

Report of the Director of People

Holiday Activities and Food (HAF) Programme 2021**Summary**

1. To inform the Children, Education and Communities Policy and Scrutiny Committee about the new HAF programme 2021 and give an overview of pilot delivery during Easter as well as the plans for future delivery during the summer and Christmas holiday periods.

Background

2. In November 2020 the government announced that the Holiday Activities and Food (HAF) programme would be expanded across the whole of England in 2021. This was a national scale up of the previous programme which had been targeted at specific geographical areas. These 'Healthy Holidays' activities target families who are struggling financially over the school holidays, particularly those eligible for benefit based free school meals. The school holidays can bring additional pressures on families already struggling financially regarding food and activities. This can have a detrimental impact on children's and families physical and mental wellbeing.
3. The HAF programme aims to make free "holiday club" places available to children eligible for free school meals for the equivalent of at least four hours a day, four days a week, six weeks a year (4 weeks in the summer and a week's worth of provision in each of the Easter and Christmas holidays).

4. The government intends that as a result of this programme, children who attend these activities should;
 - eat more healthily over the school holidays
 - be more active during the school holidays
 - take part in engaging and enriching activities which support the development of resilience, character and wellbeing along with their wider educational attainment
 - be safe and not to be socially isolated
 - have a greater knowledge of health and nutrition
 - be more engaged with school and other local services
5. The Government would like children and families who participate in HAF to develop their understanding of nutrition and food budgeting as well as being effectively signposted towards other information and support for example health, employment, and education.
6. In line with government delivery guidance a local steering group has been set up to support the coordination of the local programme and work with a wide range of partners to achieve implementation. The University of York are the regional evaluators for the HAF programme and they also sit on the local steering group.
7. Childcare Works have been appointed as the DfE's strategic support partner for delivery of the HAF and they are working closely with LAs to achieve successful implementation of the programme.

Pilot Delivery – Easter Holidays

8. Given the lockdown restrictions and tight timescales for introduction, the government took a pragmatic view about delivery and gave flexibility to local authorities new to the HAF to treat the Easter Holidays as a pilot of activities to inform a fuller delivery later in the year.
9. In York, the LA invited expressions of interest to target the 2nd week of the Easter Holidays as a test run and providers were also required to set

out how this could lead to a larger project during the summer and beyond. A small range of covid safe activities were offered in the Westfield and Clifton areas in line with current lockdown guidelines and children were referred directly by schools to avoid unnecessary stigma. The activities delivered included;

- York Theatre Royal activities for Years 4 and 5 children at Westfield and Clifton Primary Schools. The activities included good quality packed lunches. A total of 27 children attended. There was much better attendance at Westfield which may have been due to the active role of the Westfield Primary School Children's Champion and going forward promotion by key staff will be key to the successful engagement of children and families.
 - York City FC Foundation delivered football activity sessions at St Peter's school field and Woodthorpe green. A total of 35 children attended. Choose2 Youth provided the packed lunches that were delivered to the School Food Standards in providing healthy and balanced meals.
10. Evidence of impact for these children has been gathered and includes a video clip captured by Westfield Primary School which may be featured in future promotion.
11. It should be noted that all eligible families in York were able to benefit from the council's Winter Support Grant during Easter 2021 which paid for food vouchers and for those children attending activities they also received a good quality packed lunch.

Plans for Future Delivery

12. The LA has undertaken a procurement process and commissioned 20 providers to deliver the HAF programme during the summer holidays for eligible children. The providers were able to evidence quality holiday activities and/or food to children, have experience of delivering inclusive provision for children and young people and demonstrated examples of this within their application. The suppliers were also required to demonstrate a commitment to partnership

working across the voluntary sector, schools, local authorities, police and other relevant organisations. We particularly welcomed bids from organisations who can demonstrate that they are working with community partners and organisations to meet the aims of the programme.

13. The Local Area Team model divides the city into three areas, North, West and East and these have been used to target each most vulnerable locality. We have targeted HAF provision in these areas and prioritized bids accordingly. This shows the areas we aim to cover with HAF provision, which will give the highest number of eligible children and young people the best opportunities to access provision locally.
14. As York has a rich and diverse provision of community partners and organisations including the out of school sector there should be sufficient places to meet demand from eligible families. Learning from the early implementer LAs does suggest it is more challenging to engage older children and therefore the HAF specification for commissioning did include specific reference to Years 9-11 as well as those transitioning into secondary school. We recognise that the engagement process for this age group will need to be very different to the primary approach, and we would look to draw on the experience of already existing providers who are working with secondary aged children, so we can ensure that any potential stigma is minimised.
15. The provision of meals during activities is an important aspect of the programme and suppliers must meet the national school food standards, as well as conform with the allergen requirements. We therefore engaged the school catering officer to offer expertise about seeking assurances from potential providers. Potential suppliers were able to submit joint applications for example in a partnership arrangement between an activity and food provider. They were also able to seek other sources of funding such as the Summer Holiday Programme to open up activities to all children whilst supporting financial viability. The community café run by Choose2 Youth is working with many providers to deliver hot food directly to the activity.

In the Out of School club sector we are able to use their existing kitchen facilities to provide the food element alongside varied activity programmes.

16. A range of providers and partners in the city have begun to be engaged in developing ideas of how to offer provision. Examples include York Cultural Education Partnership, York Libraries and the wider York Youthwork Network and Out of School Club sector.

Summer Holiday Mapping

17. A mapping exercise is currently taking place to understand any gaps across the city. From the commissioning process there is a good spread of enhanced and enriching activities across all three local areas which should be sufficient to meet demand from eligible children. There are some gaps in the more rural areas and this could be mitigated by directly purchasing places with holiday clubs. There are also some gaps for children aged 14+ and for children with more complex needs and targeted approaches are being made to specialist schools to see if there are creative ways in which we can work together to provide appropriate activities.
18. Schools were eligible to apply to deliver HAF activities however, few schools applied and this may be due to a number of reasons such as capital works in school kitchens or simply that teaching staff are exhausted after a very challenging year. Five secondary schools are also running summer schools as part of the Department for Education education catch-up programme. The summer schools target a similar group of children to those eligible for the HAF.

Communications

19. CYC comms team worked on the Easter promotion and a plan is being drawn up to promote an exciting menu of activities that encourages families to contact their local school direct to confirm eligibility so as to

avoid any stigmatisation. Referral processes will need to be robust via the schools to ensure children are identified and encouraged to participate.

Consultation

20. The Local Authority has engaged with the regional HAF network facilitated by Childcare Works to understand good practice. A number of virtual meetings were held to explain the new HAF programme and the commissioning process to potential providers. A similar virtual meeting was also held with headteachers.

Council Plan

21. The HAF programme supports the Council's corporate priorities in relation to Good Health and Well Being, A Better Start for Children and Young People and Safe Communities and Culture for All.

Implications

22. **Financial**
All activity described in this report will be funded from the £383k Department for Education, Holiday Activities and Food Programme 2021 grant allocated to York.
23. **Human Resources (HR)**
There are no HR implications.
24. **Equalities**
There are no equalities implications.
25. **Legal**
There are no legal implications.
26. **Crime and Disorder**
There are no crime and disorder implications.
27. **Information Technology (IT)**
There are no IT implications.

28. **Property**

There are no property implications.

Risk Management

29. There are risks associated with covid and this could impact on face to face activities if restrictions are not lifted on 19th July 2021. In mitigation all providers have been asked to set out their plans for alternative arrangements such as on line activities or some indoor activities if the latter is in line with government guidance and robust risk assessments being in place. Many of the grant applications allowed for partial restrictions to still be in place during the summer in terms of limiting numbers and managing covid secure environments.

Recommendations

30. Members are asked to note this report.

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Report Approved **Date** 28.06.2021

Specialist Implications Officer(s) *List information for all Implication ie Legal*

Name Richard Hartle
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Wards Affected: *List wards or tick box to indicate all*

All

For further information please contact the author of the report

Background Papers: None