

Report to	Calne
Date of Meeting	10/09/2019
Title of Report	Community Youth Grants

1. Purpose of the report:

To ask Councillors to consider the following applications seeking funding from the Calne Area Board.

Application	Grant Amount	
Applicant: Launch2learning Project Title: Closing the attainment gap - Every Child Matters 2019.	£5000.00	
Total grant amount requested at this meeting	£5000.00	
Total amount allocated so far	£12,190.00	

2. Main Considerations

Councillors will need to be satisfied that grants awarded in the 2019/20 year are made to projects that can realistically proceed within a year of the award being made.

Area Boards have authority to approve Area Grants under powers delegated to them by the Cabinet member for Communities, Campuses, Area Boards, Leisure, Libraries and Flooding. Under the Scheme of Delegation Area Boards must adhere to the Area Board Grants Guidance 2019/2020.

Community Youth Grants will contribute to the continuance and/or improvement of cultural, social and community activity and wellbeing in the community area, the extent and specifics of which will be dependent upon the individual project.

Community Youth Grants give all local community and voluntary groups, Town and Parish Councils an equal opportunity to receive funding towards community based projects and schemes.

3. The application

Applicant: Launch 2 Learning Project Title: Closing the attainment gap - Every Child Matters 2019.	Amount Requested from the Area Board	£5000.00
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This application meets the youth grants scheme criteria 2019/20. In addition, educational attainment is a top three local priority for the Calne community area on the children and young people theme for 2017-2019, as selected at the previous JSNA event.

Project Summary:

According to the report Closing the Gap by the Educational Policy Institute in 2017 students on Pupil Premium in Wiltshire Schools are 23 months behind their non pupil premium peers by year 11. In some of the London boroughs such as Wandsworth this gap has been reduced to 7.4 months due to high quality intense intervention. There are examples of this being conducted on a small group basis by qualified subject specialist teachers.

We propose to attack the attainment gap in our area by paralleling this intervention with Maths and English tuition in after school clubs for year 10 and 11 students in order to help them to be in line with their non pupil premium peers and give them that vital boost during their GCSE programme.

Please tell us WHO will benefit and HOW they will benefit from your project and benefit your local community:

In the local area Calne JSNA for 2016 it states that the number of pupils in the Calne area who achieved A-C grades at GCSE was 50. This is 11 lower than the average for Wiltshire. It also reveals that 12.7% of young people in Calne live in low income families. If this is broken down further on the Index of Multiple Deprivation IMD 2 areas notably those surrounding St Edmunds Marsden Vale and Priestly Primary schools are among the areas of highest deprivation nationally. These students will be likely to attend Kingsbury Green Academy at secondary level due to limited researches for alternative transport. Source - Calne community area Joint Strategic Needs Assessment.

This led to the subject of attainment being addressed in the priorities for children and young people set for the Calne community area for 2017-2019. Educational attainment ranked a close third 60 just below employment 61 and mental health 65 as a major priority. The next priority was child poverty at 24. Source - Calne community area - local priorities 2017-2019.

According to the Government guidance document Every Child Matters 2003 all persons and organisations have a duty to ensure that all children are kept safe and thriving in our communities. The document has 5 key outcomes outcome No 5 states Economic Wellbeing, that a child is not prevented by economic disadvantage from achieving their full potential.

In Wiltshire current intervention strategies are predicted to have closed our 23 month gap by 2050. Are we truly safeguarding the potential of our next two generations if we allow this incredible inefficient pace of change to happen when we have ability to make a massive and rapid difference? Our proposal is that we secure funding for some of the 34 per cent of children in our area who live in poverty. We would like to redress the balance by aiming to offer 34 per cent of our places at Launch2Learning to low income families. These would be identified by local schools needing this extra support and intervention.

In the past we have delivered summer projects in which students have been identified by schools as benefitting from extra support. Research findings by Professor Ceri Brown from Bath University indicated that in students who were economically disadvantaged there was no significant impact on learning due to parental attitude organisation or aspirations, this is down to economics. We have subject specialist tutors in core subjects with proven track records of achieving rapid improvements through high quality intervention. These include GCSE Examiners in English and Maths.

Our small local centre promotes a nurturing environment and a culture of enquiry and motivation. We can put together a highly competitively priced package as we teach in small groups enabling cost to be minimal while learning is still individually tailored. I feel that we have the answer to this dreadful inequality in our hands and that we too can achieve similar results to those of Wandsworth and other London Boroughs. Precedents have been set in other areas that show this appalling situation can be rapidly changed.

In the light of the LYN being in a period of transition we have worked with JBS in consulting young people to see if they feel that there is a need and interest in this project and found that 70 % of students from the less affluent backgrounds were interested in attending. We will offer up to 16 students an hour of maths and/or an hour of English in after school tuition for 4 school terms which will lead them up to the end of their GCSE courses for year 11 and to the year 10 mocks for our younger clients. This will result in 20 hours per student that is focused on their targets in consultation with the school and the teaching methods and organisation involved will be designed to result in rising confidence and rapid progress.

We have subsidised the costs from our usual rate and this will mean that we will charge 16 per pupil per hour. We will have to add VAT to this which can be claimed back by the school. The school will invite students who are currently on Pupil Premium and invite 8 from year 10 at the start of their GCSE course and 8 in year 11 who are half way through. This will ensure that educationally the issue of pupil attainment is being addressed in a way that ensures progression rather than all resources being put in at the end. Parents will be kept informed daily of content and achievement which will improve engagement and motivation and in that way we are genuinely addressing the attainment gap. This way the school parents and ourselves

can work together as partners to ensure that we form a support network for progression and meeting potential.

Safeguarding, please tell us how you will protect and safeguard the young people in your project:

Marie Wykes is the DSL and our DDSL is June Griffiths. We both have current safeguarding lead qualifications and all of our tutors are DBS cleared trained up to at least level 1 safeguarding and are familiar with our robust safeguarding policy and all relevant procedures. We use Safer Recruitment Guidelines when recruiting our staff. Students will not be online when attending the courses and should any online issues occur which are disclosed to or suspected by staff during before or after the sessions these will be thoroughly investigated following our safeguarding procedure. A copy of our safeguarding policy and relevant documents including insurance will be sent to both JBS and yourselves before the start of the course.

Monitoring, how will you know if your project has been successful?

We will be given targets and levels by JBS as part of the process of the course targets and levels will be given to staff and robust records will be kept and feedback to parents and school both during and after the course. Although we cannot report to external organisations regarding individuals due to data protection we will be able to provide an overview of progress after the course has been completed and feel that this is a co tributary factor to our ongoing commitment to the work in this area of closing the attainment gap.

Report Author:

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