

# Scrutiny for Policies and Place Committee

Wednesday 22 May 2019

10.00 am Council Chamber, Shire Hall,  
Taunton



To: The Members of the Scrutiny for Policies and Place Committee

Cllr A Groskop (Chair), Cllr M Lewis (Vice-Chair), Cllr P Ham, Cllr B Filmer, Cllr John Hunt, Cllr L Leyshon, Cllr M Keating and Cllr T Munt

All Somerset County Council Members are invited to attend meetings of the Cabinet and Scrutiny Committees.

Issued By Scott Wooldridge, Strategic Manager - Governance and Risk - 14 May 2019

For further information about the meeting, please contact Lindsey Tawse on 01823 355059, ltawse@somerset.gov.uk or Jamie Jackson on 01823 359040, jajackson@somerset.gov.uk

Guidance about procedures at the meeting follows the printed agenda.

This meeting will be open to the public and press, subject to the passing of any resolution under Section 100A (4) of the Local Government Act 1972.

This agenda and the attached reports and background papers are available on request prior to the meeting in large print, Braille, audio tape & disc and can be translated into different languages. They can also be accessed via the council's website on [www.somerset.gov.uk/agendasandpapers](http://www.somerset.gov.uk/agendasandpapers)



**RNID typetalk**

# AGENDA

Item Scrutiny for Policies and Place Committee - 10.00 am Wednesday 22 May 2019

**\*\*Public Guidance notes contained in agenda annexe\*\***

1 **Apologies for absence**

2 **Declarations of Interest**

Details of all Members' interests in District, Town and Parish Councils will be displayed in the meeting room. The Statutory Register of Member's Interests can be inspected via the Community Governance team.

3 **Minutes from the previous meeting held on 5 April 2019 (Pages 5 - 12)**

The Committee is asked to confirm the minutes are accurate.

4 **Public Question Time**

The Chairman will allow members of the public to ask a question or make a statement about any matter on the agenda for this meeting. **These questions may be taken during the meeting, when the relevant agenda item is considered, at the Chairman's discretion.**

5 **West Somerset Opportunities Area (Pages 13 - 72)**

To receive the report.

6 **Hinkley Point C Community Fund Update (Pages 73 - 82)**

To receive the presentation.

7 **Hinkley Point C Project: Transport update (Pages 83 - 88)**

To consider the report.

8 **Scrutiny for Policies and Place Committee Work Programme**

To receive an update from the Governance Manager, Scrutiny and discuss any items for the work programme. To assist the discussion, attached are:

- The Committee's work programme
- The Cabinet's forward plan

9 **Any other urgent items of business**

The Chairman may raise any items of urgent business.

# Agenda Annexe

## Guidance notes for the meeting

### 1. Inspection of Papers

Any person wishing to inspect Minutes, reports, or the background papers for any item on the Agenda should contact the Committee Administrator for the meeting – Lindsey Tawse on Tel: (01823) 357628 or 355059 or Email: [LTawse@somerset.gov.uk](mailto:LTawse@somerset.gov.uk) or [democraticservices@somerset.gov.uk](mailto:democraticservices@somerset.gov.uk) They can also be accessed via the council's website on [www.somerset.gov.uk/agendasandpapers](http://www.somerset.gov.uk/agendasandpapers)

### 2. Members' Code of Conduct requirements

When considering the declaration of interests and their actions as a councillor, Members are reminded of the requirements of the Members' Code of Conduct and the underpinning Principles of Public Life: Honesty; Integrity; Selflessness; Objectivity; Accountability; Openness; Leadership. The Code of Conduct can be viewed at: <http://www.somerset.gov.uk/organisation/key-documents/the-councils-constitution/>

### 3. Minutes of the Meeting

Details of the issues discussed and recommendations made at the meeting will be set out in the Minutes, which the Committee will be asked to approve as a correct record at its next meeting.

### 4. Public Question Time

**If you wish to speak, please tell Lindsey Tawse the Committee's Administrator - by 5pm, 3 clear working days before the meeting (Thursday 16 May). All Public Questions must directly relate to an item on the Committee's agenda and must be submitted in writing by the deadline.**

**If you require any assistance submitting your question, please contact the Democratic Services Team on 01823 357628.**

At the Chair's invitation you may ask questions and/or make statements or comments about any matter on the Committee's agenda – providing you have given the required notice. You may also present a petition on any matter within the Committee's remit. The length of public question time will be no more than 30 minutes in total.

A slot for Public Question Time is set aside near the beginning of the meeting, after the minutes of the previous meeting have been signed. However, questions or statements about any matter on the Agenda for this meeting may be taken at the time when each matter is considered.

You must direct your questions and comments through the Chair. You may not take direct part in the debate. The Chair will decide when public participation is to finish.

If there are many people present at the meeting for one particular item, the Chair may adjourn the meeting to allow views to be expressed more freely. If an item on the Agenda is contentious, with a large number of people attending the meeting, a representative should be nominated to present the views of a group.

An issue will not be deferred just because you cannot be present for the meeting. Remember that the amount of time you speak will be restricted, normally to two minutes only.

## **5. Exclusion of Press & Public**

If when considering an item on the Agenda, the Committee may consider it appropriate to pass a resolution under Section 100A (4) Schedule 12A of the Local Government Act 1972 that the press and public be excluded from the meeting on the basis that if they were present during the business to be transacted there would be a likelihood of disclosure of exempt information, as defined under the terms of the Act.

## **6. Committee Rooms & Council Chamber and hearing aid users**

To assist hearing aid users the Committee meeting rooms have infra-red audio transmission systems.

## **7. Recording of meetings**

The Council supports the principles of openness and transparency. It allows filming, recording and taking photographs at its meetings that are open to the public - providing this is done in a non-disruptive manner. Members of the public may use Facebook and Twitter or other forms of social media to report on proceedings and a designated area will be provided for anyone wishing to film part or all of the proceedings. No filming or recording may take place when the press and public are excluded for that part of the meeting. As a matter of courtesy to the public, anyone wishing to film or record proceedings is asked to provide reasonable notice to the Committee Administrator so that the relevant Chair can inform those present at the start of the meeting.

We would ask that, as far as possible, members of the public aren't filmed unless they are playing an active role such as speaking within a meeting and there may be occasions when speaking members of the public request not to be filmed.

The Council will be undertaking audio recording of some of its meetings in County Hall as part of its investigation into a business case for the recording and potential webcasting of meetings in the future.

A copy of the Council's Recording of Meetings Protocol should be on display at the meeting for inspection, alternatively contact the Committee Administrator for the meeting in advance.

## SCRUTINY FOR POLICIES AND PLACE COMMITTEE

Minutes of a Meeting of the Scrutiny for Policies and Place Committee held in the Taunton Library Meeting Room, on Friday 5 April 2019 at 10.00 am

**Present:** Cllr A Groskop (Chair), Cllr M Lewis (Vice-Chair), Cllr B Filmer, Cllr John Hunt, Cllr L Leyshon, Cllr M Keating and Cllr T Munt

**Other Members present:** Cllr M Chilcott, Cllr J Woodman

**Apologies for absence:** Cllr P Ham

170 **Declarations of Interest** - Agenda Item 2

There were no declarations of interest.

171 **Minutes from the previous meeting held on 06 March 2019** - Agenda Item 3

The minutes of the meeting held on 06 March 2019 were accepted as being accurate by the Committee.

172 **Public Question Time** - Agenda Item 4

Nigel Behan asked 2 public questions in relation to Item 8 – Climate Change Strategy:

Q1 The Meteorological Office use a variety of Climate Models including:

“HadCM3: Met Office climate prediction model

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HadCM3 is a coupled climate model that has been used extensively for climate prediction, detection and attribution, and other climate sensitivity studies.

HadCM3 stands for the Hadley Centre Coupled Model version 3.

<https://www.metoffice.gov.uk/research/modelling-systems/unified-model/climate-models/hadcm3>

Will the Task and Finish Group utilise the resources of the Met Office, The Environment Agency and other Climate Science bodies (Universities etc) and also consider studying Campaign Organisations’ mobilising methods – for example the “Campaign Against Climate Change” ( <https://www.campaigncc.org/>)?

Q2 How will the Task and Finish Group take account of climate change sceptics - see this quote from Campaigncc.org website?

“Those who actively promote climate scepticism are [well networked](#), and have been termed 'deniers' rather than sceptics because many show [scant regard for the facts](#), while seizing avidly on any error in the work of climate scientists. [This article](#) discusses the psychology of climate change denial. To gain an understanding of the level of scientific consensus on climate change, a recent study examined every article on climate change published in [peer-reviewed scientific journals](#) over a 10-year period. Of the 928 articles on climate change the authors found, *not one of them disagreed* with the consensus position that climate change is happening or is human-induced.”

*Response:*

*The Director of Economic & Community Infrastructure Commissioning thanked Mr Behan for his questions and gave assurance that early scoping work will look carefully at definitions to ensure that the work of the group is meaningful. There is a wealth of stakeholders and interested parties. This will need to be carefully considered to include as much knowledge and expertise as possible but in a managed way. The Group will be looking at all reputable sources of information for fact-based data.*

#### 173 **Connecting Devon & Somerset Broadband Update** - Agenda Item 5

The Committee considered this report which provided an update on the CDS programme.

Since the last scrutiny meeting delivery has continued across the region. Progress is being made in Devon working with Airband in Lot 4. The area is also participating in the national Better Broadband Voucher programme which is due to start next month. Plans are also advancing for the first reinvestment of 'Gainshare' funding working with BT which is expected to deliver additional superfast coverage to a further 2,000 homes and businesses in the hardest to reach areas of Devon and Somerset.

The debate then focussed on the Phase 2 Gigaclear contracts which remains in an uncertain position. Gigaclear are continuing to work on providing a robust and credible proposal to take these contracts forward. This is a time-consuming exercise and exact details have not yet been finalised.

CDS, working closely with the Department for Digital, Culture, Media & Sport (DCMS), with support from local authority partners, LEPs and MPs has been seeking a funding extension which is supported as a priority by DCMS. CDS has had a positive response from HM Treasury and is finalising an agreement for an extension with DCMS as part of their spending review process. CDS is agreeing similar support from other funders. Whilst every effort to resolve the situation with Gigaclear is being made, the programme is also working with DCMS and the LEP to consider alternative options and develop a Digital Strategy for the area.

Gigaclear is continuing to develop acceptable plans for each contract area backed by fully costed analysis of the network delivery options. CDS and BDUK require key reassurances particularly regarding capacity and acceleration of deployment. In response, Gigaclear is investigating further options to improve its operations in Devon and Somerset in light of the significant delays the company has incurred. One of the consequences of the delays is that exact details about which communities will be in the next phase of the roll-out have yet to be confirmed. Gigaclear states it will provide updated information for the public and stakeholders about its roll-out timetable on its website.

In the meantime, Gigaclear is continuing to build full fibre networks to 31 community areas in Devon, Somerset and BaNES/ North Somerset for CDS providing ultrafast broadband speeds to 6,000 homes and businesses. In addition, the company is also continuing its commercial build which will serve a further 6,000 premises.

It was clarified that Gigaclear is a private limited company. Members questioned how the Gigaclear situation compares with other rural areas and it was confirmed that a number of other areas across the country are struggling to provide broadband infrastructure. This includes Gigaclear and other providers. Nonetheless, the CDS Board have made it clear to Gigaclear that the current situation is unacceptable and more certainty is required in the very near future.

It was confirmed that the voucher scheme has previously been well-received and reasonably successful.

Members questioned how Somerset residents can be clearly informed of what broadband they are going to get, the coverage they can expect and their alternative options. Residents can use the CDS website to locate their property, find their current provision and the alternatives available. It was acknowledged that this is difficult for residents who cannot access the internet but the ability of local government to control the operational choices of a private business is limited.

Members are still concerned that communications is a problem. People need to be kept updated and whilst there has been some improvement with communicating with parishes, this is often sporadic. More details about roadworks and roll-out is needed. It was agreed to feed these comments back to Gigaclear.

Members asked what lessons have been learnt and how we will prevent this situation from happening in the future. It was agreed to provide a written response to this.

Members queried whether Gainshare funding will be targeted at new areas as having multiple companies operating in the same area would be duplicative and a waste of funding. It was confirmed that it is a state aid requirement to undertake an open market review and only areas where there are not already credible commercial plans in place can be targeted. The difficulty is that

commercial providers can change their minds. Members were reassured that Gainshare is targeted at areas with no provision.

Member questioned how long a notice period has been given to Gigaclear and it was clarified that a period of time has been afforded in expectation of sufficient progress. Some assumptions that proposals have been based upon have been incorrect which is why it is taking so long and we can't be precise about dates. All options are being considered.

Member questioned the role of the Cabinet Member in providing challenge and raised the importance of his presence at scrutiny meetings. Members were offered assurance that The CDS Board and the Cabinet Member, as a member of the CDS Board, has been providing robust challenge.

Members queried the number of Somerset residents without connection and that the CDS Board should be reporting this to Scrutiny. The Board is aware of this but the figures will always fluctuate as new premises are built. A link to the most up-to-date information will be sent to Committee Members. Members asked whether the Board works with developers to ensure new properties already have superfast broadband. It was explained that this falls under a planning remit but that there have been conversations about this on a national level.

Members asked whether the CDS Board provides information about other service providers. It was clarified that the Board has to consult with all providers as part of undertaking an open market review and BDUK has to be satisfied of full analysis. However, it is not part of the Board's function to introduce the public to other providers.

It was confirmed that a stakeholder briefing was circulated at the end of March.

The Committee requested the following;

- A summary of the learning which has arisen from the current contract processes.
- Feedback to Gigaclear that better communication is required with communities to explain what is happening and that it may be necessary to go back to communities several times.
- A link to details of the number of premises in Somerset which remained without service and reassurance that the CDS Board also has this information available to them.
- That the Cabinet Member for Economic Development, Planning & Community Infrastructure attends future Scrutiny meetings when CDS is being considered. The Committee were made aware that the Cabinet Member will shortly be attending the next CDS Board meeting. The Committee hoped that more information would be available following this and they invited the Cabinet Member to attend the next Scrutiny meeting to outline the next steps for the CDS programme.

The committee noted the report.



**174 Revenue Budget Monitoring Month 10 Report - Agenda Item 6**

The Committee considered this report which outlined the projected revenue outturn for 2019/19 based on actual spending to the end of January 2019 (month 10).

The Committee heard that there has been a continuation of the projected underspend forecast at £1.385m. There has been a small reduction in the uncommitted contingency fund.

Controlling the 2018/19 budget has been a priority of the Council since a projected overspend became apparent in early 2018. The robust control is now producing a more optimistic landscape for the Council, with this projected underspend laying the foundations for a resilient budget and improved reserves for 2019/20. In light of this, opportunity has been taken to review the strategic risk, ORG0043, to reduce both the likelihood and impact ratings. It has been judged that the risk can be reduced marginally as although the scores remain red (high risk) it is moving in the right direction.

Members thanked officers for the clarity of the report and offered their assistance with regard to Dillington House. Dillington House has a negative reserve attached to it and the Cabinet Member is very focussed on this issue.

Members queried whether the underspend was real and this was confirmed. Multiple things have contributed to this but there may be some requests to carry forward some sums and this will be visible in the report in June. Members questioned whether Councillors could request that some of the underspend be spent on services that have been cut and it was clarified that any carry forward will not be for new projects but for existing projects where there may have been a service delay across financial years.

It was highlighted that the underspend is small in comparison with the overall budget and that the Council is still in a relatively fragile financial position.

There was consensus between committee Members and officers that regular revenue budget monitoring should continue as the Council will need to keep a tight grip on finances for the foreseeable future.

The Committee acknowledged that not all Members understand the finances of the council and a mechanism is needed to improve this. There is a need for additional member training and face-to-face delivery. All-Member briefings have been held previously. Officers will shortly be planning for the next MTFP and, as part of this, will consider how best to engage with Scrutiny and elected Members.

The Committee noted the report.

**Draft Scrutiny Task & Finish Group Protocol - Agenda Item 7**

The Committee considered the draft protocol and after debate agreed the following amendments:

- Standardise language for ‘members’ and ‘councillors’.
- Clarify that deciding whether an item has merit for establishing a T&F Group lies ultimately with Committee members as T&F Groups are member-led.
- P38 – pluralise ‘committee’ and ‘organisation’.

With these amendments, the Committee approved the protocol and recommended it to the Constitution & Standards Committee.

**176 Climate Change Strategy Task & Finish Group Scope of Work - Agenda Item 8**

The Committee considered this report which provided an update on the Committee’s recommendation to form a task & Finish Group to oversee the development of an SCC Climate Change Strategy.

That report recommended the formation of a Joint Task and Finish Group between Somerset County Council, Sedgemoor District Council, Mendip District Council, South Somerset District Council and Somerset West and Taunton Council. It was proposed that the group be comprised of two members nominated by relevant Scrutiny committees from each of the respective Local Authorities.

Conversations have already been held between Somerset County Council Somerset District Councils. Through these conversations, it has been agreed by all parties that it would be most efficient, effective and economic for SCC and all District Councils to collectively develop a single Somerset-wide Climate change strategy. Nominations have been received from each respective Local Authorities for officers to join an Officer Working Group to develop the strategy.

It was proposed that the Member Task & finish group commences in September 2019 with aim to present its final report in Spring 2020. This commencement date allows the officer working group and for any member arrangements following the District elections to be put in place first.

It was highlighted that SCC has a budget of £25k for development of a strategy only and that there is no agreement for any implementation. This shouldn’t, however, define or confine the strategy and it needs to be based on outcomes that we wish to achieve. We want to achieve something that can have a big impact and ensure that climate change is considered in everything the council does. A more stable financial base will also enable us to invest more in climate change initiatives.

Following debate, the Committee recommended two amendments to the scope of work:

- Remove lobbying from scope
- Consider a public-facing name for the Group which does not include the word ‘finish’ as the Strategy will always be on-going in its nature.

Following a closed, named vote, the Committee elected Cllr Tessa Munt and Cllr Bob Filmer as its nominated representatives on the Joint Task & Finish Group.

The Committee noted the report.

**177 SCC Business Plan 2019/20 Refresh - Agenda Item 9**

The Committee considered this report which presented a refreshed version of the SCC Business Plan approved in 2018.

The Business Plan is a corporate plan, owned by the Chief Executive Officer and translates the County Vision into strategic outcomes.

Two additional priorities have been added to the section of the Business Plan entitled: Meeting the Council's challenges: sustainability, quality and focus:

- Organisational Re-Design
- Reduce demand for high cost services

A Member commented that pages with a portrait orientation were easier to read and it was explained that, once approved, the Plan will be shown through a website making it more accessible and searchable.

Members queried why there was no reference to earned income. It was clarified that this will be included within financial reporting but officers agreed to consider whether this could be made more apparent.

Members questioned how high cost services will be defined. This will link into service plans; high cost services tend to fall within adults and children services. We need to move to be a more preventative council. More information about transformation will be available soon and will include themes such as prevention, digital transformation and helping people to help themselves.

Members discussed the benefits of working in partnership with independent schools in Somerset.

Members questioned how best to scrutinise the Plan when there were no timelines attached to it. It was explained that the Plan is a framework and that every decision taken by the Council must reflect the Vision and Business Plan and contribute to it.

The Committee noted the report.

**178 Scrutiny for Policies and Place Committee Work Programme - Agenda Item 10**

The Committee requested:

- The Hinkley Point C report be kept as short as possible with a focus on community benefit and mitigation of transport/vehicle issues. The

Committee would like a representative from the SCF to attend to answer questions about community benefits.

- A site visit to Hinkley Point C be arranged for Members.

179 **Any other urgent items of business** - Agenda Item 11

There were no other items of business.

**(The meeting ended at 12.48 pm)**

**CHAIRMAN**

Somerset County Council  
Scrutiny for West Somerset Opportunity Area  
22 May 2019

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## **West Somerset Opportunity Area**

Lead Officer: Julia Ridge

Author: Julia Ridge, West Somerset Opportunity Area Lead for Somerset County Council

Contact Details: JARidge@somerset.gov.uk

Cabinet Member: Frances Nicholson; Children's and Families

Division and Local Members: Cllr Mandy Chilcott – Minehead; Cllr Hugh Davies – Watchet and Stogursey; Cllr Frances Nicholson - Dulverton and Exmoor and Cllr Christine Lawrence - Dunster

### **1. Summary**

- 1.1.** The Opportunity Area Programme is a key part of the Education Secretary's priority of tackling social mobility, and improving opportunities for young people across the country. Twelve areas with both poor social mobility and schools that face challenges, will receive a share of £72 million to boost opportunities for young people in these communities.
- 1.2.** The areas chosen were amongst the weakest in both the 2016 Social Mobility Commission's index, and the Department for Education's data on school standards and capacity to improve. West Somerset was 324<sup>th</sup> out of 324 Council areas in the social mobility index in both 2016 and 2017.
- 1.3.** The original plan was published in October 2017 by the DFE working across business, education and community to create and maintain more opportunity for our young people. It is important that this is a community wide initiative, supported by Early Years providers, Schools, Colleges, Businesses, The Voluntary Sector, Health, Council services, and most importantly young people and their families. The programme runs to March 2020, with a detailed delivery plan for 2018/20.

#### **Key Challenges for West Somerset**

The initial work identified the key challenges as:

- The geography – rurality and connectivity.
- Ageing population – an older demographic (av. age 54 years) and comparatively fewer opportunities for young people.
- Low aspirations among young people and disadvantaged families.
- Low wages and a high incidence of seasonal, part-time and low-skilled employment.
- The need to accelerate early years development.
- Access to Child care
- Narrowing the gap in educational attainment between FSM children and the rest of their peer group.
- Complex Accountabilities for Education provision across Trusts and Local

Authority Schools.

- Access and Transport
- Lack of access to post 16 training and apprenticeships
- Sparsity of population – unviable service provision despite the need.

**1.5** This paper outlines what constitutes Social mobility and considers the lessons learnt from the first year of the opportunity area, and the legacy planning once the Opportunity area comes to an end in March 2020.

## **2. Issues for consideration / Recommendations**

**2.1** Members are asked to note the ranking of Somerset communities within the Social Mobility Index. West Somerset was 324<sup>th</sup> out of 324 in both 2016 and 2017. From April 2019 West Somerset and Taunton Deane formed the new Council of Somerset West and Taunton. The new ranking is expected to be between 40 and 50% of all local Authorities meaning the issues identified in West Somerset will no longer be as visible.

**2.2** Members are asked to note the issues initially targeted for development across West Somerset and the performance of the West Somerset Opportunity Area so far.

**2.3** Members are asked to comment on the planned development of the legacy for the West Somerset Opportunity Area.

## **3. Background**

### **3.1 What is Social Mobility**

Social mobility is overseen by the Social Mobility Commission. It is about ensuring that everyone has the opportunity to build a good life for themselves regardless of their family background. In a socially mobile society, every individual has a fair chance of reaching their potential. But in today's Britain, where you start from has a big influence on where you end up. Indeed, for young people it seems that the link between demography and destiny is becoming stronger rather than weaker. But Britain's social mobility problem is not just one of income or class background. It is increasingly one of geography. The Social Mobility Commission report that there is a stark social mobility postcode lottery, where the chances of someone from a disadvantaged background getting on in life is closely linked to where they grow up and choose to make a life for themselves. The Social Mobility Commission has focused on the place-based social mobility lottery ranking all 324 lower-tier local authorities according to 16 social mobility indicators.

**3.2** The Social Mobility Index, which is at the heart of this report, provides a unique picture of England's social mobility problem at the local level (see Figure 1.1 and Table 1.1). It builds on the initial version of the index that we published in January 2016.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/662744/State\\_of\\_the\\_Nation\\_2017\\_-](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/662744/State_of_the_Nation_2017_-)

### 3.3 [Social Mobility in Great Britain.pdf](#)

West Somerset is 324 out of 324<sup>th</sup> with Newark and Sherwood 323<sup>th</sup> and Weymouth and Portland 322<sup>th</sup>; whilst Westminster, Kensington and Chelsea and Tower Hamlets are the top three Council areas for Social mobility.

The overall picture is complex, but the broad patterns are clear. London (and the commuter belt areas around it) is advantaged compared with the rest of the country. If you live in or near London, you have a much higher chance of being a high earner than anywhere else in the country. In contrast, disadvantage has become entrenched in certain areas of the country. Isolated rural and coastal towns and former industrial areas feature heavily as social mobility coldspots. Young people growing up in these areas have less chance of achieving good educational outcomes and often end up trapped by a lack of access to further education and employment opportunities.

The table below considers the five district Councils in Somerset.

#### **State of the Nation 2017 – Social Mobility Commission Performance of District Council areas against social mobility indicators.**

Statement	West Somerset	Taunton	Sedgemoor	Mendip	South Somerset
All Performance	10% No 1 324 <sup>th</sup>	40-50%	30-40%	30-40%	30-40%
Early Years Performance	10% No 1 324 <sup>th</sup>	20-30%	40-50%	10/20%	30-40%
Schools Performance	40-50%	40-50%	30-40%	60-70%	60-70%
Youth Performance	30-40%	60-70%	20-30%	50-60%	20-30%
Working Lives Performance	10% No 1 324 <sup>th</sup>	40-50%	10-20%	30-40%	30-40%

Under 10% of Authorities'	10% to 20%	20.1% to 30%	30.1% to 40%	40.1% to 50%	50.1% to 60%	60.1% to 70%	70.1% to 80%	80.1% to 90%	90.1% to 100%

It is noted that from the 1<sup>st</sup> April 2019 West Somerset and Taunton Deane Councils now form one Council. It is likely that the data for 2019 will move the whole area to the 40 to 50%, reducing the spotlight on the significant need in West Somerset.

The index paints a picture of a social mobility postcode lottery where the type of area people grow up in shapes their life chances. Remote rural and coastal areas also suffer from poor connectivity by transport, so restricting opportunities still further.

The residents of coastal areas, which make up over a fifth of England's local authority areas, experience extremely poor outcomes for social mobility. Over a quarter of these areas are social mobility coldspots and only 6 per cent are social mobility hotspots. One explanation for this is that many parts of the coast suffer from poor transport links, both in terms of public transport and roads. Young people then have limited post-16 opportunities – many of the worst-performing areas are about an hour each way from the nearest university by public transport – and often even further from a selective university. With the exception of Copeland and Suffolk Coastal, all coastal areas are in the bottom decile for working lives. This conclusion is supported by recent analysis, which found poorer outcomes in work for coastal residents including higher rates of low pay and more unemployment. Economic growth also tends to be weaker in coastal communities, compared with other parts of Great Britain.

### **What is the Opportunity Area Programme?**

In 2016 the DfE committed £72m over three financial years as a flagship policy at the heart of the Government's ambition to drive up social mobility. Twelve Opportunity Areas, located across England, were chosen because of the challenges set out in the Social Mobility Commission's index 2016 to investigate which interventions could improve Social Mobility. The areas will benefit from local initiatives that bring together local stakeholders to deliver tailored solutions to the area's problems.

Each OA has a published plan written in collaboration with the DfE, local authorities, charities, businesses and other delivery partners setting out the key priority areas.

### **Why West Somerset?**

Data and evidence show that there are less opportunities for children from poorer backgrounds to become more socially mobile based on measures including:

- Quality of provision and outcomes at early years;
- educational outcomes,
- university attendance and;
- adult indicators such as household earnings and home ownership.

### **Early years indicators**

West Somerset is 324<sup>th</sup> out of 324 for the Early Years indicators.

The early years of a child's life have a lasting impact, but there are stark differences in early education opportunities across the country. In areas like West Somerset, disadvantaged five-year-olds are 14 percentage points less likely to be school-ready than in other stronger areas. In 2014 in West Somerset only 30% of disadvantaged five-year-olds reach a good level of development. Areas with the best support for disadvantaged children have high-quality preschool settings, effective promotion and use of early education, evidence-based support for parents, and integrated health and education services. Uptake of the free early education offer for disadvantaged two-year-olds ranges from 39 to 96 per cent across England.

### **School performance**

There are 18 schools across a three-tier system and the upper school has sixth form. There are 3000 pupils and all but one school is good or outstanding. Key stage 2 results are low, particularly for disadvantaged boys.



Then West Somerset Academy Trust oversees Minehead First, St Michaels First, Old Cleeve First, St Peters First, Minehead Middle, and Danesfield Middle schools

The Moorland Federation are Local Authority Schools and include Dunster First, Timberscombe First, Cutcombe First, St Dubricious First, and Exford First schools. Other Local Authority Schools include Dulverton infant and junior schools and Knights Templar First School.

From August 2019 the Haygrove Academy Trust will oversee Stogursey, Crowcombe and Stogumber Primary Schools.

Bridgwater College Academy Trust oversees the West Somerset College.

There are no special schools, pupil referral units, Adult training Centres or FE colleges in West Somerset.

### **Youth Indicators**

The effect of postcode on prospects is most acute in this life stage.

Disadvantaged young people in urban areas – especially those in London – tend to have above-average outcomes. In fact, disadvantaged Londoners are almost twice as likely to enter university as those in other areas. By contrast, rural isolation can have major consequences for youth social mobility, as it limits access to further education, higher education, and a range of inspiration and support activities from employers, universities and charities. In remote rural and coastal areas, disadvantaged young people are half as likely to gain two or more A-levels (or equivalent qualifications) and half as likely to enter university as those in our country's major cities. There are six local authority areas in the country where just 9 to 11 per cent of disadvantaged young people go to university – less than half the average rate. In West Somerset, the percentage of all pupils who went on to University at the end of Key Stage 5 was only 26% compared to 49% nationally.

4% of West Somerset students move on to apprenticeships, half the national average.

These areas tend to have limited access to higher education locally, which restricts choice for low-income youngsters who wish to live at home while studying.

Those students not undertaking A levels at the West Somerset College travel to Taunton, Bridgwater, Tiverton or Exeter. These journeys tend to be in excess of the suggested journey times for post 16 students. It is not uncommon for West Somerset Students not studying in Minehead to have a 12 hour day including studying and travel. The current cost of traveling to post 16 education is subsidised by the County Council but requires a parental contribution of £810 a year.

Disadvantaged young people find themselves trapped as they have limited access to education employment opportunities and lack the means to move home or travel to access them. Nationally those who face the biggest barriers to success are disadvantaged youngsters and very hard to reach the sparsely populated areas. Indeed, nine of the 10 worst performing local authority areas are poorly connected (often coastal) and sparsely populated. In such areas,

disadvantaged youngsters not only have fewer local services, but also received less support from universities and other third sector organisations. The problem is not just travel time. Remote schools often have too few low income pupils to be eligible for outreach from employers or universities – meaning that people slip through the net. Isolated rural areas also suffer from weaker partnerships between local organisations – due to the distance between them local authorities and other stakeholders in rural or isolated areas need to make more consistent action to improve access to opportunities stop this can involve better transport links, better systems to ensure rural schools receive outreach and service providers, and better connection between schools charities universities and businesses. Local enterprise partnerships, or universities are well-positioned to leave such efforts.

In West Somerset there are limited business networking opportunities as Minehead and the wider West Somerset area did not have a strong local Chamber of Commerce but as part of the OA we are developing an employer forum, led by Jim Whittaker of Channel Training.

The Education Business Partnership has to date engaged 21 businesses with a presence in West Somerset in careers inspiration activity. We have also engaged businesses from Bridgwater and Taunton with activity in West Somerset. The 21 West Somerset businesses are from the following sectors:

- community development – 2
- construction - 3
- digital & communications – 2
- education - 3
- finance and businesses services – 2
- food manufacturing – 1
- health - 1
- hospitality – 3
- IT development - 1
- local government – 1
- outdoor /cultural activity – 2

### **Adulthood indicators**

West Somerset is 324<sup>th</sup> out of 324 local Authorities. The Home Counties in the South East and East of England perform best at this life stage. Working residents in many of these areas benefit from the clustering of high-skilled, high-paid jobs, but also have higher than average rates of home ownership than in many other parts of the country, due to greater levels of affluence. Rural and coastal areas do the worst in this life stage as many are cut off from access to top jobs, leading to low rates of pay. Average wages in the worst-performing area, West Somerset, are £312 a week, less than half of those in the best-performing areas of London. Many coastal and rural areas experience poor transport links – in the most rural areas, travel to work times are nearly four times that of urban residents. Access to good jobs is an important driver for working lives outcomes as it leads to higher wages and, often, better prospects for pay progression.

High-paying knowledge-based industries are highly spatially concentrated around London and the South East, which limits access and opportunity for people outside of these areas. But low pay is pervasive throughout the country, with 5.2 million people in England paid less than the voluntary living wage, and in 71 largely rural areas more than 30 per cent of people earn below this living wage

level. West Somerset has the highest proportion of families earning below the voluntary living wage in the Country.

High housing costs are also a major barrier to social mobility. There is a stark north/south divide for housing affordability, with urban areas in the north of England offering more affordable housing than rural areas in the south.

West Somerset has a high proportion of second homes increasing the cost of housing.

It is also noted that West Somerset has been a pilot authority for the induction of the universal credit.

### **Access to transport**

The residents of England's coastal areas experience extremely poor outcomes for social mobility in their working lives. With the exception of Copeland and Suffolk Coastal, all coastal areas are in the bottom decile. One of the main reasons why these areas, spanning over a fifth of England's local authorities, experience worse outcomes is that they all suffer from poor transport links. The role of transport is critical in connecting people to jobs and wider services. The geographical barriers in place for people living in coastal and rural areas can be significant as a result of poor public transport links.

In the most rural and isolated areas, it can take an average of 1 hour 46 minutes to travel to work on public transport. The equivalent time for urban residents is 28 minutes, nearly four times less. This has a detrimental impact on an individual's ability to get on in life, restricting access to employment and services such as Jobcentres and adult learning services. Access to a car can have a substantial impact on the working lives of rural residents by more than halving this travel-to-work time. But car ownership can be unaffordable for people on low incomes. The road infrastructure also affects connectivity, as this determines options for local residents

### **Key Challenges for West Somerset**

The initial work identified the key challenges as:

- The geography – rurality and connectivity.
- Ageing population – an older demographic (av. age 54 years) and comparatively fewer opportunities for young people.
- Low aspirations among young people and disadvantaged families.
- Low wages and a high incidence of seasonal, part-time and low-skilled employment.
- The need to accelerate early years development.
- Access to Child care
- Narrowing the gap in educational attainment between FSM children and the rest of their peer group.
- Complex Accountabilities for Education provision across Trusts and Local Authority Schools.
- Access and Transport

- Lack of access to post 16 training and apprenticeships
- Sparsity of population – unviable service provision despite the need.

### **Partnership Board**

**A Partnership board of key local stakeholders was created to address the challenges and developed the Opportunity Area plan.**

These included:

Alison Bell – Public Health, Fiona McMillan – Chair, Frances Nicholson – Somerset CC Councillor, Julian Wooster – Director of Childrens Services, Mandy Chilcott – West Somerset DC Councillor, Melanie Roberts – Economic Development, Naomi Griffiths – Onion Collective, Paul Rushforth – West Somerset Academies Trust, Peter Elliott – Bridgwater College Academy Trust, Sam Lusardi – Regional Schools Commissioner, Tom Thayer – EDF, Jim Whittaker – Channel Group, David Ralph – CEO Heart of SWLEP, Greg Mockeridge – West Somerset College, Naomi Philp – Head Teacher Dunster School, Brendan Cleere – Somerset West and Taunton Council, Richards Dorney-Savage – Careers and Enterprise, Andrew Hanson – Education Business Partnership, Mark Nettle – Bridgwater & Taunton College, and Jan Downie – DfE Lead for the WSOA.

The four key priorities and areas of work

Early years: Every child has a great start in life

Improving educational outcomes: Educational excellence in the classroom

Supporting teenagers as they leave school: Transition to adulthood

Supporting the local workforce: Skills for employment and business

The four additional cross cutting priorities were identified.

SEND, Mental Health, Access to services, and Extra-Curricular - Residentials

### **What has this opportunity area done for West Somerset?**

West Somerset Opportunity area has enabled key strategic leads to considering data and needs for West Somerset as one place rather than looking at data for a wider area. It has facilitated a wide variety of organisations working together across the four themes: Early years, excellent classroom teaching, transition to adulthood, business and enterprise.

### **What has the opportunity area identified in West Somerset?**

- The power and energy of the community with capacity to help children and young people
- Partnership working including improved joint working between agencies.
- Joint identification the issues facing community - lack of post-18 training opportunities, transport, data and services
- Significant community resources which are underused due to revenue funding challenges.
- Joint problem-solving beyond schools
- Willingness the community to offer its resources to work with young people
- National Collaboration Outreach project working with Careers and Enterprise Company to develop aspirations and help young people plan their post-16 and post-19 progression routes
- Small businesses with limited capacity to support Apprenticeships but a

keenness to help develop skills.

### **So, what has worked?**

- Voluntary groups working with parents
- Focusing on early years development
- Locally-based training
- Training Teaching Assistants
- Review of SEND and SEND provision
- Professional training opportunities for teachers
- The national programmes supporting early years and local schools.
- Local Employment engagement
- Improved partnership working.

### **Areas for improvement**

It is recognised that many issues are beyond West Somerset, however within West Somerset we need:

- learners experience to be consistent, transition to be effective and not the cause of delayed progress.
- Academies collaborating across their communities.
- Capacity issues in small schools and making the programme offer work for them
- Improved joint working between community services for adults and those for young people
- Access to opportunities locally, transport and data
- Support for business

### **What are the next steps for the Opportunity Area with 15 months left in the programme.**

There are four themes for the final 15 months of the programme:

- Evaluation: What is making a difference
- Legacy Planning and looking at future partnership structures to support the ongoing work
- How can ways of working be sustained after the OA
- Sharing our learning with other small rural and coastal areas.

The key issues to be addressed in the Legacy planning are:

- How education partnerships support the wider place planning for the area both economically and socially.
- How raising the participation age can be supported through transport

policy.

- Working with social enterprise and partnership with education to broaden the adult learning offer
- Working with the third sector and the wider community to support children and young people.
- Child Care
- Engaging academy chains to work beyond Education targets with the wider community.
- Using Technology to broaden experiences for both students and the wider community.
- We recognised that the geography of West Somerset mean that it is challenged with rurality and connectivity however we need to improve access to opportunities.
- The Ageing population mean that service provision can me more focused around the elderly with comparatively fewer opportunities for young people. The sparsity of population means that services for young people are often not viable and therefore not offered.
- Access to data is expensive with very limited free options other than the libraries within the West Somerset Communities.
- Creative improvements to access and transport to facilitate Education, employment and training.
- The Low attainment among young people and disadvantaged families means we need to ensure that all young people have the reach their best level of attainment giving them the widest opportunity of what is available, narrowing the gap in educational attainment between FSM children and the rest of their peer group.

## **4. Consultations Undertaken**

- 4.1** The DFE & Somerset County Council have worked with West Somerset District Council, early year's providers, schools, colleges, employers, the voluntary sector, and the LEP to draw together plans for the West Somerset Opportunity Area. Each priority area is led by an experienced group of local stakeholders who understand the community and can develop appropriate interventions to support the work of the opportunity area.
- 4.2** The DFE have committed to making sure that young people are at the heart of the work. The DFE will be consulting with young people building on research already commissioned from the Somerset Rural Youth Project which will examines the experiences and expectations of young people living in rural parts of West Somerset along with on line pulse surveys.
- 4.3** There are a number of surveys including one to understand the barriers facing women returning to work in West Somerset. There are also surveys for pupils and

staff to monitor the impact of the work undertaken as part of the West Somerset Opportunity Area.

- 4.4 The West Somerset Opportunity Area has a website and twitter feed.

## 5. Implications

- 5.1 The activities within the plan will be funded by the DFE through a grant to Somerset County Council. The grant will be held by Somerset County Council and subject to Somerset County Council procurement rules. Somerset County Council will report to the DFE.
- 5.2 Each priority has a number of targets which the opportunity area has to achieve to improve outcomes for all learners.

## 6. Background Papers

- 6.1 **The West Somerset Opportunity plan can be found at:**  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/650231/Social\\_Mobility\\_Delivery\\_Plan\\_West\\_Somerset.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/650231/Social_Mobility_Delivery_Plan_West_Somerset.pdf)
- 6.2 **Data References**  
Here is the social mobility data for Somerset  
<http://www.somersetintelligence.org.uk/social-mobility.html>
- 6.3 **Data on all areas:**  
<https://www.gov.uk/government/publications/social-mobility-index>
- 6.4 **Digital inclusion data for Somerset**  
<http://www.somersetintelligence.org.uk/digital-inclusion/>
- 6.5 **West Somerset Opportunity Area Newsletters are available on the West Somerset opportunity Area web site.**  
<https://westsomersetopportunityarea.co.uk/>

### 6.6 Note:

For sight of individual background papers please contact the report author

### Appendix 1

Report on the performance of the West Somerset Opportunity Area

### Appendix 2

Proposed DFE plan for 2018/19 delivery

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OA	Target	Priority	Key Stage/Phase	Type
<b>West Somerset</b>	Increase the proportion of children achieving a <b>good level of development</b> at the end of the early years foundation stage to at least 70%, so it is above the current national average. This will mean around 40 more children in West Somerset will achieve a good level of development.	1	EYFS	Progress/Attainment
<b>West Somerset</b>	Increase take up, so that at least 80% of disadvantaged <b>two year olds access early education</b> , which is well above the current national rate of take up	1	EYFS	Enrolment
<b>West Somerset</b>	At least 85% of children will meet <b>the expected standards in phonics</b> in all schools in West Somerset. Based on current numbers this would mean up to 30 more children reaching the standard	2	KS1	Progress/Attainment
<b>West Somerset</b>	The proportion of children reaching the <b>expected standard in reading, writing and maths outcomes at key stage 1</b> will put West Somerset in the top half of the country, and the attainment gap between disadvantaged pupils and all pupils will be half what it was in September 2017	2	KS1	Progress/Attainment
<b>West Somerset</b>	expected standard in <b>reading</b> outcomes at key stage 1	2	KS1	Progress/Attainment
<b>West Somerset</b>	<b>reading</b> outcomes at KS1 attainment gap between disadvantaged pupils and all pupils	2	KS1	Progress/Attainment

<b>West Somerset</b>	expected standard in <b>writing</b> outcomes at key stage 1	2 KS1	Progress/Attainment
<b>West Somerset</b>	<b>writing</b> outcomes at KS1 attainment gap between disadvantaged pupils and all pupils	2 KS1	Progress/Attainment
<b>West Somerset</b>	expected standard in <b>maths</b> outcomes at key stage 1	2 KS1	Progress/Attainment
<b>West Somerset</b>	<b>maths</b> outcomes at KS1 attainment gap between disadvantaged pupils and all pupils	2 KS1	Progress/Attainment
<b>West Somerset</b>	Outcomes at <b>key stage 2 will be in the top half of the country</b> and ...	2 KS2	Progress/Attainment
<b>West Somerset</b>	we will close the gap in West Somerset between disadvantaged pupils and all pupils s for key stage 1	KS1	
<b>West Somerset</b>	We will increase the percentage of young people achieving <b>level three qualifications such as A levels, at age nineteen</b> and close the gap between <b>West Somerset and Somerset</b> in both academic and vocational qualifications. By 2020/21 we want achievement in West Somerset to equal the strong results already being achieved in the <b>best performing parts of Somerset</b>	3 16-19	Progress/Attainment

<b>West Somerset</b>	Level 3 by age 19 through <b>Academic</b> qualifications	3 16-19	Progress/Attainment
<b>West Somerset</b>	Level 3 by age 19 through <b>Vocational</b> qualifications	3 16-19	Progress/Attainment
<b>West Somerset</b>	All young people leaving West Somerset College will go <b>onto further education, employment or training</b>	3 16-19	Destination
<b>West Somerset</b>	The proportion of young people <b>progressing to higher education</b> will put West Somerset in the top half of the country	4 16-19	Destination (HE)
<b>West Somerset</b>	We will increase apprenticeship starts so <b>start rates are as high</b> , or better than, the rest of Somerset and so completion rates are as high, or better than, the rest of Somerset.	4 16-19	Destination (Apprenticeships)

Absolute or relative?	2016 Value	2017 baseline	2021 target	Equivalent # pupils*	Total Number of pupils
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Relative	All children: 56.7%	All children: 65.2%	70%	16 children based on 2017 cohort (to get to 70.7%)	Total number of children: 300
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Relative	January 2017 figures: Rate for 2yld: 69%		80%	about 11 children based on 2017 eligible cohort.	Eligible 2yld: 100
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Absolute	All children: 74%	All children: 73%	85%	34 children - (the WS rate has dropped since last year - so more than 30 now)	Total number of children: 282
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Absolute,  
Relative

Absolute, Relative	Rank: 296 WS: 68% NAT: 74%	Rank: 268 WS: 72% NAT: 76%	163 or below	10 children (assuming national median stays at 76%)	All children: 266
Absolute, Relative	FSM 50% All pupils: 68% gap: 18ppts (non-FSM 69%)	FSM 62% All pupils: 72% gap: 10ppts (non-FSM 73%)	5ppts using 2017 gap	1 child using 2017 data	FSM: 26 Non-FSM: 240

Absolute, Relative	Rank: 248 WS: 62% NAT: 65%	Rank: 204 WS: 67% NAT: 68%	163 or below	6 children (assuming national median stays at 69%)	All children: 266
Absolute, Relative	FSM 50% All pupils: 62% gap: 12ppts (non-FSM 64%)	FSM 50% All pupils: 67% gap: 17ppts (non-FSM 69%)	8ppts using 2017 gap	3 children using 2017 data	FSM: 26 Non-FSM: 240
Absolute, Relative	Rank: 286 WS: 67% NAT: 73%	Rank: 135 WS: 76% NAT: 75%	163 or below	N/A - already met	All children: 266
Absolute, Relative	FSM 46% All pupils: 67% gap: 21ppts (non-FSM 69%)	FSM 73% All pupils: 76% gap: 3ppts (non-FSM 77%)	1ppts using 2017 gap	1 child using 2017 data	wf

Relative Rank: 283 score: 47% Rank: 317 score: 50% 163 or below 33 extra pupils achieveing the RWM expected standard (assuming number of pupils the same and national all pupil median still at 62%)

Relative level 3 at 19 = 49.8% level 3 at 19 = 51.9% 265 pupils (140 achieved level 3)

Relative	WS: 25.2% Somerset: 32.1% gap: 6.9ppts Mendip: 36.8%	WS: 27.1% Somerset: 31.0% gap: 3.9ppts Thaunton Deane: 33.6%	31% to close gap with LA 33.6% to perform as well as best part of LA which in 2017 was Thaunton Deane	12 pupils to close gap with LA. 19 pupils to perform as well as TD	WS: 265 SOMERSET: 5,410
Relative	WS: 24.6% Somerset: 23.7% gap: - 0.9ppts Sedgemo or: 25.6%	WS: 24.8% Somerset: 26.4% gap: 1.6ppts Sedgemo or: 28.1%	26.4% to close gap with LA 28.1% to perform as well as best part of LA which in 2017 was Sedgemo	5 pupils to close gap with LA. 9 pupils to perform as well as Sedgemo	WS: 265 SOMERSET: 5,410

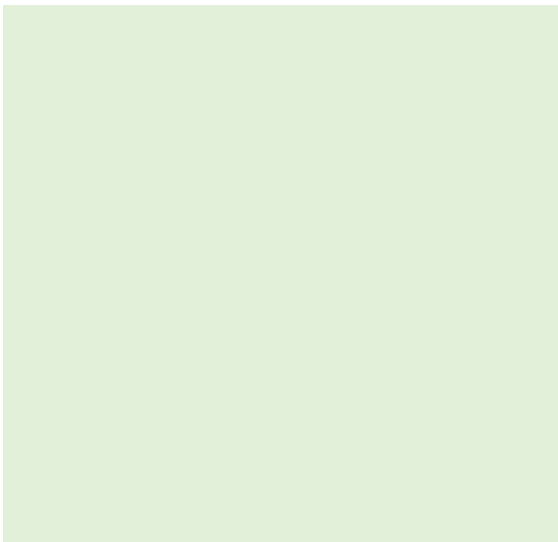
Absolute	2016 figure: 87%	2016 figure: 100%	10 additional pupils based on 2016 total	2016 figures - WS college: 78	
Relative	2015 figures Rank: 324 WS: 26% NAT: 49%	2016 figures Rank: 290 WS: 39% NAT: 51%	163 or below	13 additional pupils based on 2016 median of 49%	2016 total number of pupils: 125
Relative	2015 figures WS: 8% Somerset: 8%	2016 figures WS: 6% Somerset: 8%	8% to reach the LA level	3 additional pupils based on 2016 total	

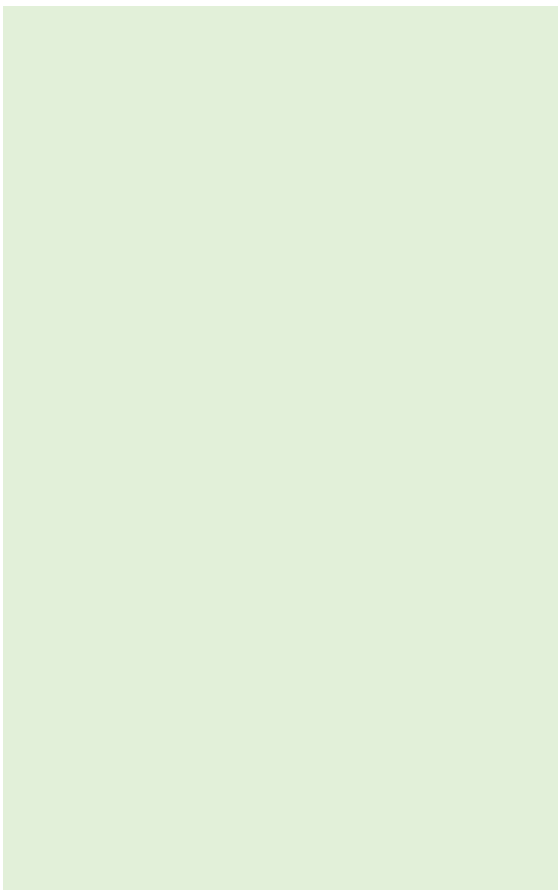
## Notes

2017 national average was 70.7%

target here is based on the overall percentage - but the target implies this will occur in every school which may be more difficult to achieve

Note this refers to 'all pupils' but the attainment gap would normally be fsm to non-fsm

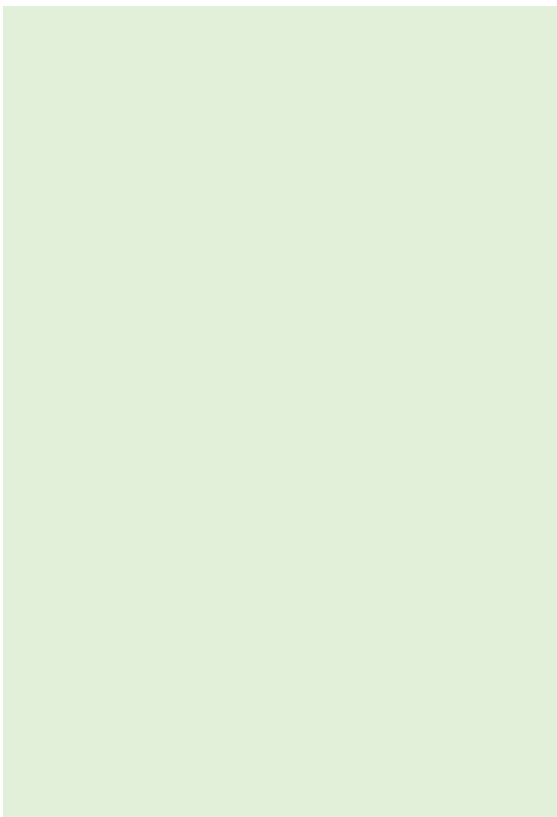




I have taken the % achieving the expected RWM level. 2016 median: 54%, 2017 median: 62%

Do we mean to compare disadvantaged pupils to all pupils, or should the comparator be non-disadvantaged pupils? Is closing the gap mean reducing it or it being a zero gap? This will need to be a FSM measure not disadvantage if looking at KS1.





Note this is using the **PT data for west somerset college as oppose to the LAD data** we have for OAs (as that is all pupils who went to school aged 16 in WS)

Numbers not published - rounded percentages used as a proxy so not accurate

Use destination measure as a proxy for apprenticeships starts

**Destination measures was not used for this target - need to confirm with WS what the start **rate** calculated was, starts in 14/15 were 300 and in 15/16 330 - but that is a total number not a rate.**

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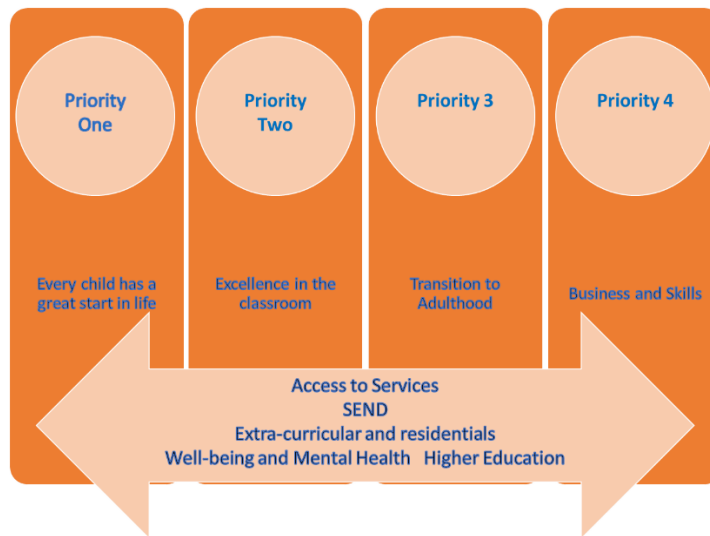
# WEST SOMERSET OPPORTUNITY AREA

Updated Plan 2018 to 2019

## West Somerset Opportunity Area

### Updated plan 2018 to 2019

This document sets out a refreshed delivery plan for the West Somerset Opportunity Area, which builds on the plan published in October 2017. The plan is based on the four original priorities with a fifth added for 'enabling activities'.



Each priority delivery plan is set out following the theory of logic/change model so that the purpose and measurable of each intervention is clear. The metrics for some activities are set out in separate project documentation, for simplicity of documentation. Monitoring data will inform the progress indicators that will inform the DfE national evaluation of the opportunity area programme

All interventions are documented in this plan. Many have been developed by the relevant working

## Priority One: Every child has a great start in life

### Delivery plan for 2018 to 2019

Intervention description/Active ingredient	Outputs/Implementation Activities	Outcomes	Pupil Outcomes
<b>Improve speech and language development in the early years</b>			
<b>Sustain Talkboost programme in West Somerset</b>  Lead: Liz Wood	No. of practitioners participating  No. children benefiting from support	Improved speech and language development practice in settings	Improved attainment at EYFS communication
<b>Provide a communication and language specialist support working with settings to deliver the <i>Early Talk</i> programme to settings providing training and mentoring</b>  Lead: Liz Wood	No. of practitioners participating in training  No. children receiving support	Early assessment of SLC problems and adoption of sustainable strategies embedded in practice at settings by practitioners	Vulnerable children make better progress in the EYFS through better identification of S&L needs and referral to other services where appropriate
<b>Deliver a programme of phonics review and audit for settings that did not participate in the earlier school based intervention</b>  Lead: Anne Harvey	Number of practitioners participating in training	Improved sustainable practice in early years settings that supports development of phonics	Improved SLC leading to Improved phonics outcomes at KS1 screening  Improved phonics scores at key stage 1 and coherence with compulsory education
<b>Deliver a programme focused on 'Leading literacy' with a focus on evidence based practice as set out in Early Literacy Approaches</b>  Lead: Tom Colquhoun	Number of early years leaders participating in planned events and visits to settings	Development of leadership confidence in using evidence based research to deliver high standards in their settings	Improved outcomes at the end of the EYFS (GLD and ELG)
<b>Provide a wider programme of development of children across the early learning goals and development of</b>			

<b>practitioners</b>			
<p><b>Deliver a physical literacy programme that demonstrates the importance of motor skills development in the early years, the positive impact on learning and the health benefits of physical activity</b></p> <p>Lead: Youth Sports Trust</p>	<p>Number of settings and practitioners participating plus other metrics in the tender document</p>	<p>Improved motor skills in the EY</p> <p>Families more aware of the benefits of physical activity for learning and health</p>	<p>Improved learning in the early years and beyond</p>
<p><b>Deliver a programme of maths mastery in the early years: Building blocks of EY maths training (part of priority 2 maths intervention)</b></p> <p>Lead: Sue Rayner (SSIF maths project) working with Boolean Maths</p>	<p>Number of settings and practitioners participating</p>	<p>Improved attainment in relevant EY goals - number</p>	<p>Improved GLD</p>
<p><b>L3 – Early Year educator – provide a least 6 places on the course to ensure course will be delivered in WS;</b></p> <p><b>Support for EY Apprenticeships (deferred to 2019)</b></p> <p><b>Foundation degree</b></p> <p>Lead: Nicki Difford</p>	<p>6 staff members improving qualifications</p> <p>4 new workers in early years</p> <p>Support 6 practitioner who want to complete the Foundation Degree</p>	<p>Participating staff improve level of qualifications</p> <p>Participating staff achieve level 4 qualifications relevant to early years</p>	<p>Support and sustain quality within WS EY settings and place sufficiency</p> <p>A higher qualified workforce</p> <p>Support quality within Early Years Settings</p>
<p><b>Hopping Higher: an extension of the performance art intervention for children in the early years with some engagement of parents</b></p> <p>Lead: Take Art</p>	<p>No. of practitioners participating in training</p> <p>No. children participating</p> <p>No. families participating</p>	<p>Demonstration of the value of cultural programmes in early years learning</p>	<p>Better progress at EYFS;</p> <p>Improved GLD</p>

<b>Provide support for parents that helps develop the home learning environment</b>			
<p><b>Provide a programme of support for vulnerable and isolated families that builds skills and confidence, including for new parents incorporating the LENA 'closing the word gap' programme for families</b></p> <p>Lead: Clare Pound, Homestart</p>	<p>Number of parents and families participating in different aspects of the programme</p>	<p>Improvement of parents' knowledge and skills, increased confidence and ability to support their child's early learning in the home and encourage access to other services</p>	<p>Improved attainment in educational sessions</p> <p>Families value education</p>
<p><b>Deliver PEEP training for professionals and PEEP Learning Together in diverse settings, including for PFSAs, that helps practitioners support parents with their children's learning and development</b></p> <p>Lead: Nicki Difford</p>	<p>Number of practitioners receiving training</p> <p>No. PEEP courses delivered in WS</p> <p>Approximate number of families receiving support</p>	<p>Greater awareness of participating families of how they can support learning in the HLE</p>	<p>Improved learning outcomes in the EY phase and beyond</p>
<p><b>Provide targeted health visitor support for families and rebuild links between settings and health; post-natal nurture 'Horizon' groups</b></p> <p>Lead: Somerset Partnership (NHS Foundation Trust)</p>	<p>No of parents/families supported</p> <p>No. children benefiting from the service</p>	<p>Increased take up of ASQ 3 (19K) + £4k training event</p>	<p>More information and early input from relevant services supports child development from the earliest phase</p>
<b>Increase take up of funded childcare by two, three and four year olds</b>			
<p><b>Promote take up funded childcare provision</b></p> <p>Lead: Charlotte Wilson</p>	<p>% eligible children participating</p>	<p>Improved GLD through structured learning</p>	<p>Better progress in the EY phase and school readiness</p>
<b>Priority delivery, co-ordination and administration</b>			

<p><b>Co-ordinate delivery of priority one action plan including/ liaison with early years providers, implementation of specific activities including CPD, co-ordination, communication;</b></p> <p><b>Lead EY moderation training in WS EY settings that enables accurate assessments that inform learning in education (training is 5<sup>th</sup> November)</b></p> <p><b>Deliver WS Early Years Conference and co-ordinate subsidised places at the Somerset SEND conference for WS EY settings</b></p> <p>Leads: Alison Jeffery, Nicki Difford and Lucy Hemmings</p>	<p>Co-ordinated delivery of EY interventions and professional support for settings that augments the work of the cluster</p> <p>Number of practitioners (circa 60 in total) and settings participating in CPD, other EY intervention funded by the OA</p>	<p>Community of practice working to common agenda and professional standards</p> <p>% settings taking part in CPD and other interventions</p> <p>Practitioner feedback on CPD/interventions</p> <p>Greater rigour/improved assessment practice</p> <p>Consistency between ASQ3 and GLD</p> <p>Early identification SEND</p> <p>All participants understand the EY strategy in WS, are motivated to participate and have acquired new information</p> <p>Practitioner knowledge and understanding of the COEL will help children make significant progress in their learning</p>	<p>A higher proportion of children make progress in the EYFS GLD/EYG</p> <p>Great rigour in applying assessment process</p> <p>School readiness</p> <p>A collaborative and consolidated early years community in West Somerset</p>
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## Priority Two: Every child has a great start in life

### Delivery Plan for 2018 to 2019

Actions/Active ingredient	Outputs	Outcomes	Pupil outcomes
<b>Professional Development: Focus 1 Strategic Vision</b>			
<b>Provide the facility for whole school reviews with educational peers and system leaders including:</b>  Lead: Naomi Philp	Number of participants and number of schools participate followed by action plan	Effective teaching and leadership practice in West Somerset Schools	An agreed strategic visions for WS  Leadership is cohesive and pro-active  Leadership and governance is improved leading to higher standards in the classroom  Schools develop effective practice that delivers better pupil progress and higher attainment
<b>Facilitate use out of area expertise by looking beyond West Somerset for best practice</b>  Lead: Research School	Number of schools participating		
<b>a) WSOA Strategic Leadership collaboration conference – March 2019</b>  <b>b) Seizing Success leadership conference (6/7 June '19)</b>  Lead: Naomi Philp	18 head teachers participate in March event  Number of teachers participating	Reinforcement of shared vision for West Somerset, review of schools engagement and contingency action as required	Outstanding practitioners and leaders  Secured leadership for the future  Understanding of national benchmark, raising expectations and aspirations  Higher expectations of pupils  Outcomes at all levels increase
<b>Focus 2 Leadership Capacity</b>			
<b>Package of provide CPD and accredited opportunities for individuals, including:</b>	Number of teachers participating in different aspects of the	Individuals recognise: development of own practice, strengthened leadership in West Somerset and greater potential to	Strong educational leadership West Somerset delivering high standards and an education environment that is held in high esteem by the

<p><b>NPQH future leaders</b></p> <p><b>NPQSL/ML</b></p> <p><b>NPQ EL1 &amp; 2 (ALS)</b></p> <p><b>L3 LSA course</b></p> <p><b>SCITT pathway</b></p> <p><b>Develop teaching and learning assistants L2/L3 to L4</b></p> <p><b>Developing volunteers L2/L3</b></p> <p><b>Foundation degree and BA hons (SCIL)</b></p> <p><b>Med/Mphil (Exeter)</b></p> <p><b>Masters</b></p> <p><b>FFT training event</b></p> <p><b>Greater depth training event</b></p> <p><b>Outstanding practitioner for one year</b></p> <p><b>Outstanding teacher programme (Olevi)</b></p> <p><b>L3 LSA course</b></p> <p>Lead: Naomi Philp</p>	<p>programme</p>	<p>be a role models for others</p> <p>Development and accreditation of professional practice across a number of managerial roles in education</p>	<p>community</p> <p>Improvements in practice lead to greater school effectiveness and improved standards</p>
<p><b>Improve leadership, management and co-ordination of SEND in West Somerset</b></p>			
<p><b>Use services of executive SENCO to co-ordinate training and</b></p>	<p>Number of WS SENCOs</p>	<p>Co-ordinated network of SENCOs</p>	<p>Improved practice in WS results on better outcomes for children and</p>

<b>development of SENCOs in WS</b> Lead: Kim Hartley	supported	in West Somerset	young people with SEND Increase in performance outcomes
<b>Use results of SEND audit to plan and deliver training programme for practitioners</b> Lead: Kim Hartley	Number of participants trained across 17 schools	Improved practice	Better use of resources Reduced exclusions Role of TAs professionalised
<b>Train teaching assistants</b> <b>Classroom and on-line planned by Inclusion Expert</b> Lead: Kim Hartley	148 TAs trained over 3 inset days in which courses	Improved practice of TAs Feedback Impact in classroom	cross ref EEF guidance <sup>1</sup>
<b>Improve Attendance across West Somerset</b>			
<b>WS attendance officer</b> <b>Publicity campaign</b> <b>Extended school provision</b> <b>WS attendance reward scheme</b> <b>Peer mentors</b> Lead: Dan Hartley	18 schools supported Number <b>families supported</b>  Number peer mentors trained	Tested collaborative model of improving attendance in WS Helping families to make better decisions	Increase attendance to national averages for primary and secondary settings
<b>Phonics</b>			
<b>Employ Talkboost champion</b> Lead: Anne Harvey	Monitor and support schools with weak	Improved phonics teaching and learning	Increase in phonics standards and greater consistency in West Somerset; legacy of expert

<sup>1</sup> <https://educationendowmentfoundation.org.uk/tools/making-best-use-of-teaching-assistants/guidance-report#closeSignup>

	phonics scores		knowledge
<b>Deliver Read Write Inc in West Somerset Schools Minehead First/St Peters/St Michaels</b> Lead: Paul Rushforth	3 West Somerset Schools participating  Other schools will adopt practice in 19/20 (need accurate cost)	Phonics practice improved using evidence based programme	
<b>Effective transition at key stages by identification of best practice</b>			
<b>Maintain overview of transition practice</b> Lead: Adam Evans/David Frowde	Number of teachers and schools participating in relevant activity	Effective practice is recognised and sustained with specific attention to Pupil Premium and SEND students	All pupils make successful transition between schools and attainment is sustained
<b>Best practice guide and training for year 5, 7 and 9 tutors (recognising different structures in WS)</b> Lead: Adam Evans/David Frowde			
<b>Excellence in mathematics</b>			
<b>Develop maths mastery with a focus on manipulatives and different representations</b> <b>WS Mastery specialist (training 18/19)</b> <b>Teaching for Mastery primary</b> <b>Train the trainer training</b> <b>Parent support sessions</b> <b>Mathematical thinking and reasoning secondary</b>	Number of teachers, TAs and schools participate in mastery CPD	Whole class maths teaching approach developed that improves maths fluency and builds pupil confidence	Sustained improvement in maths attainment at all key stages, and the gap between different groups of pupils reduced  Long term sustainable model of staff training  Common calculation policies and pedagogy

<p><b>Showcase lessons</b></p> <p><b>CPA/Manipulatives/Bar modelling</b></p> <p><b>Mastery steering group</b></p> <p>Lead: Carly Hatch with Lisa Pollard</p>			
<p><b>Teacher supply</b></p>			
<p><b>Develop teacher supply using Teach First and PGCE apprenticeships</b></p> <p>Lead: Julia Ridge and Jenny Sutton</p>	<p>2 PGCE apprenticeships</p> <p>Number Teach First recruits</p>	<p>Improved teacher supply in West Somerset that supports improvement of standards overall</p>	<p>Development of teacher capacity across West Somerset that demonstrates success in attracting and training new teachers in the West Somerset context</p>

## Priority Three: Transition to Adulthood

### Delivery Plan for 2018 to 2019

<b>The CEC programme: enable more young people to experience at least four inspiring experiences with the world of work and high impact encounters with employers</b>			
<b>Activity/active ingredient</b>	<b>Outputs</b>	<b>Outcomes</b>	<b>Impact</b>
<b>CEC programme</b>  Lead: Suzy Wright (interim)	4 inspiring experiences with the world of work per pupil (years 7 – 13)  Co-ordinated support for schools to meet the requirements of the Careers Education Strategy, including the 8 Gatsby benchmarks	Pupils have broader view of work and higher aspirations for future education, training and employment and are better prepared  In the 18/19 year <ul style="list-style-type: none"> <li>- 2031 of WRL experiences</li> <li>- 50% of students will have access to 4 inspiring experiences</li> <li>- 30% of students will have access to 3 inspiring experiences</li> <li>- 20% of students will have access to 2 inspiring experiences</li> </ul>	More young people motivated to attain at higher levels by better understanding of the labour market; rewarding careers, improved social mobility
<b>The wider CEIAG: schools in the secondary phase will meet the requirements of the national careers strategy including the 8 Gatsby benchmarks.</b>			
<b>CEIAG</b>  Lead: Julie Young	The Careers Pilot tool supporting Flight Plans and the Grofar software <ul style="list-style-type: none"> <li>- Flight plans for all students in post-16 education at WSC</li> <li>- Flight plans for all Key Stage 4 students</li> <li>- The Grofar software and programme will be offered to</li> </ul>	Pupils will receive high quality CEIAG.  Flight plans will enable students to have a clear plan in place of where they want to get to which will support them in their post-16 choices.	More young people motivated to attain at higher levels of by having a better of their choices and a good understanding of the labour market; rewarding careers, improved social mobility

	both middle schools and WSC	Grofar will enable schools to manage their CEIAG work effectively by linking with the careers pilot software and producing a comprehensive careers plan for schools which links to the eight Gatsby benchmarks.	
<b>Year 10 work experience</b> Lead: Deborah Eele	Database of employers who are able to offer work experience for year 10 students at WSC	Year 10 students complete a work experience placement in Somerset.	More young people are informed of potential careers, which they could consider and are motivated to attain at higher levels by better understanding of the labour market; rewarding careers, improved social mobility.
<b>Talent Academies</b> Lead: Julie Young	Talent Academies and taster sessions are delivered with a local company or business are delivered to students across the two middle schools and West Somerset College.  In the 18/19 academic year XX number of Talent Academies will be delivered.	Pupils have a better understanding of potential careers and the world of work and this helps to inform their choices for post-16 courses.	More young people are informed of potential careers, which they could consider and are motivated to attain at higher levels by better understanding of the labour market; rewarding careers, improved social mobility.
<b>NDTi</b> Lead: Julie Young	Delivery of NDTi action plan integrated with CEIAG framework	Improved pathways for students with SEND	More students with SEND are able to access employment opportunities improving their social mobility.
<b>Development of careers leaders as part of the Careers Hub supported by the CEC</b>	Three members of staff careers leaders at West Somerset College will be trained as careers leaders	Excellent programme advice and guidance that helps young people understand options and opportunities	More young people motivated to attain at higher levels by better understanding of the labour market; rewarding careers,

Lead: TBC			improved social mobility.
<b>EBP</b> Lead: Andrew Hanson	Website for schools and businesses with guidance about work placements and a directory of opportunities in West Somerset.	Schools and businesses will be better connected to facilitate opportunities for young people e.g. work placements, internships and jobs.  EBP funding will help to support a number of SEND young people secure permanent employment.	Social mobility will increase.
<b>Widen the vocational offer at West Somerset College</b>			
<b>Restoring the vocational facilities, recruiting staff and providing five new level one vocational courses</b>  Leads: Peter Elliott and Zoe Stucki	Five new level 2 vocational courses available to WSC students from September 2018: <ul style="list-style-type: none"> <li>- Catering and Hospitality</li> <li>- Hairdressing</li> <li>- Light Vehicle Maintenance</li> <li>- Maintenance and Operations</li> <li>- Work skills</li> </ul>	A wider vocational offer which will enable students to access a level one and level two apprenticeship courses	More WSC students will have access to high quality vocational courses available at WSC  More young people will participate in apprenticeships  More young people will participate in a course appropriate for them, which is linked to a rewarding career and improved social mobility.



<b>Support the sixth form at West Somerset College to help students achieve excellent results and be a destination of choice for West Somerset young people</b>			
<b>Supporting WSC sixth form provision</b>  Lead: Zoe Stucki	A package of interventions designed to support the sixth form enabling it to excel and be a strong post-16 provider to West Somerset students.	Improved teaching and a stronger curriculum offer available to students.  Improved facilities which will help to support learning on site and distance learning	An increase in the number of students attending the sixth form.  Higher attainment for students attending the sixth form.
<b>Subsidising transport to WSC lower-sixth students for one year</b>  Lead: Lottie Jones	Subsidising transport to WSC lower-sixth students for one year	All lower-sixth students who require a bus to travel to WSC will not have to purchase one. This may help to support students who would struggle with travelling to WSC	We will measure the outcomes and overall impact of this intervention with an analysis of the students participating through statistical mapping. We will commission a researcher to find out some more qualitative analysis around what factors influence students' decision making about post-16 provision.
<b>Transition: broaden horizons through enrichment and extra-curricular activity</b>			
<b>Increase proportion of year 11 students participating in the NCS summer programme and increase the proportion of students participating in autumn programme in the 18/19 academic year</b>  Leads: Nik Harwood and Pam Hudd	WSC students participate in the NCS summer programme and a bespoke autumn programme designed specifically for lower-sixth students joining the sixth form.	NCS activities will enable students to broaden their horizons', develop life skills, raise their aspirations' and develop their non-cognitive skills such as confidence and independence.	Students are inspired to attain higher levels and do well leading to increased social mobility.
<b>The Duke of Edinburgh</b>	Year 10 students participate and	Students participating will get	Students are inspired to attain

<p><b>programme for year 10 students</b></p> <p>Lead: Deborah Eele</p>	<p>complete the Bronze Duke of Edinburgh award</p>	<p>achieve a bronze award upon completion</p>	<p>higher levels and do well leading to increased social mobility.</p>
<p><b>Extra-curricular Strategy and collaborative working</b></p> <p>Lead: Lottie Jones</p>	<p>A comprehensive strategy, which includes:</p> <ul style="list-style-type: none"> <li>- A comprehensive map of all extra –curricular provision available or the local ‘offer’</li> <li>- An understanding of participation</li> </ul> <p>Collaborative working with local stakeholders and delivery partners to create strategies which will support young people and encourage participation from disadvantaged/vulnerable children and young people.</p>	<p>Schools, youth focussed organisations and other local professionals will have a better knowledge of the extra-curricular offer and barriers to participation</p>	<p>An increase in the number of children and young people participating in extra-curricular activities</p> <p>An increase in the number of children and young people with well-rounded life skills which will help equip them for the future and help to increase their social mobility.</p>
<p><b>Increase progression to Higher Education by pupils who attend West Somerset College</b></p>			
<p><b>NCOP</b></p> <p>Lead: Julie Young</p>	<p>Targeted WSC students will receive tailored support (e mentoring, workshops, visits to HE fairs etc.)</p>	<p>Students from one targeted disadvantaged ward in West Somerset (Williton) will be more likely to apply to go to an HE institution following the interventions</p> <p>Targeted students will have a ‘route map’ to HE and this will be shared with appropriate stakeholders</p>	<p>An increase in the number of disadvantaged students attending HE and completing a higher level qualification which will support increased social mobility.</p>

<p><b>An all-through HE wide strategy will be developed</b></p> <p><b>Lead: Lottie Jones</b></p>	<p>A package of interventions which will support young people living in West Somerset attend HE</p>	<p>An increase in the number of students attending HE</p> <p>Students at younger age groups will develop a clear understanding of HE and the residential experience</p>	<p>A sustainable strategy where an increased proportion of young people participate in higher education, increasing social mobility.</p>
<p><b>Professional Development at West Somerset College</b></p>			
<p><b>Development of English, Maths and Science Teachers</b></p> <p><b>Professional development of Key Stage 4 and Key Stage 5</b></p> <p>Lead: Zoe Stucki</p>	<p>Number teachers participating</p>	<p>Improved teaching and learning in core subjects</p>	<p>Pupil outcomes at WSC are maintained and improved/</p>
<p><b>Priority delivery, administration and co-ordination</b></p>			
<p><b>Strand management and co-ordination: Lottie Jones</b></p> <p><b>Co-ordination for West Somerset College: Deborah Eele</b></p>			

## Priority Four: Skills for employment and Business

Delivery Plan for 2018 to 2019

Theme	Actions	Outputs (metrics)	Outcomes	Impact
<b>Apprenticeships and Employer-led Skills Programme</b>				
<b>West Somerset Apprenticeship and Skills Advisory Service</b>  <i>(previously referred to as the Apprenticeship Hub project)</i>  Lead: Rod Davis	<p>Inspired to Achieve to continue to deliver and further develop the Information (and advice) Hub for apprentices, employers, parents and the community.</p> <p>On Programme support offered to existing apprenticeship in partnership with employers and training providers.</p> <p>Launch a pilot Business Brokerage service in West Somerset.</p> <p>Continue to facilitate training provider engagement in the development of proposals for accessible vocational training facilities and space at West Somerset College (and across a network of learning centres).</p>	<p>At least one planned Apprenticeship IA surgery session per quarter.</p> <p>At least 100 IA engagements in year one.</p> <p>At least 30 businesses engage with the brokerage in year one.</p> <p>Dedicated telephone number, email address and SKYPE address created and maintained.</p>	<p>Increased number of apprenticeship vacancies.</p> <p>Increased number of apprenticeship starts per year by 5% (based on 16/17 data and noting the impact of apprenticeship reforms in 2017, including the requirement for employer financial contributions).</p> <p>Increased number of apprenticeship completions.</p>	<p>The number of employers and businesses in West Somerset engaging in Apprenticeships and Skills interventions increases.</p> <p>The number of vacancies and opportunities for local people to upskill increases.</p> <p>Take up by individuals and employers increases, to support the KPI to increase apprenticeship starts.</p>

<p><b>WSOA Project Support Officer (0.5 FTE)</b></p> <p>Lead: Natalie Wainwright</p>	<p>Develop the framework and obtain relevant content for a new online portal to complement the services of the Information Hub, listed above.</p>	<p>New website built by December 2018.</p> <p>At least 100 visits to the website in year one.</p>	<p>Increase in the number of IA and Business Brokerage enquiries, resulting from the website.</p>	<p>Greater knowledge of apprenticeships, changes employer and learner behaviour and attitudes towards apprenticeship opportunities.</p>
<p><b>West Somerset Skills and Enterprise Network, including the West Somerset (Developing WS Education and Training assets for Lifelong Learning)</b></p> <p>Lead: Melanie Roberts</p>	<p>Commission consultant to produce business plan for a reimagined Skills and Enterprise Centre for West Somerset.</p> <p>Audit West Somerset training assets to determine what facilities are available and where modifications are needed to ensure they are appropriate for training delivery.</p> <p>Use the above to identify and promote a network of serviced learning centres, preferably with virtual and distance learning capability.</p> <p>Commission consultant to complete a feasibility study for greater use of virtual and distance learning technology across West Somerset.</p> <p>Begin process to appoint a managing agent for the centre and agree network branding</p>	<p>Business Plan produced.</p> <p>Options and recommendations for bringing the Skills and Enterprise Centre back into use are discussed and next steps agreed.</p> <p>Audit complete and centres recommended for inclusion in the network.</p> <p>Feasibility study complete.</p>	<p>Training providers can access a fit-for-purpose physical training space within West Somerset to deliver courses locally.</p> <p>Virtual/Distance learning technology is included within the centre and network enabling a wider range of courses to delivered to a dispersed cohort of learners.</p>	<p>An increase in learning opportunities within West Somerset, leads to increased skills levels of the working age population.</p>

<b>Women's Opportunity Escalator</b>				
<b>New Routes into Work (Learner engagement)</b> Lead: Emily Wishart WSDC	Refocus contracted provision to meet the needs of target groups <sup>2</sup> and/or deliver programme to address gaps, based on findings from the Employment Hubs.  Grant to sustain Employment Hubs, if required.	At least 30 people engage with new learning programme in year one.  Employment Hubs continue to provide a valued service to jobseekers in West Somerset until at least March 2020.	Enhanced skills of participants and better understanding of the local labour market	More women and other unemployed or underemployed are introduced into the WS workforce with skills development, increasing economic activity and income within families and contributing to addressing local skills gaps and shortages
<b>Access to Employment and Learning Grant</b> Lead: Emily Wishart,	Promote the grant to potential beneficiaries.  Process applications.  Conduct ongoing evaluation.	At least 30 beneficiaries each year and are supported to access employment and learning.		
<b>Skills for Employment and Business Communications &amp; Engagement Plan</b> Lead: Emily Wishart	Final Plan published and available to incoming providers.  Test phase complete.  Revisions to toolkit completed/commissioned, if required.	All known contracted employment and learning providers issued with a copy of the toolkit.  At least 50% of recipients implement recommendations within the plan/toolkit.	Key stakeholders are aware of, and understand, the scope of new and existing contracted delivery within West Somerset	Providers are able to implement employment and learning programmes more efficiently and effectively, maximising the number of beneficiaries.
<b>SME and Business Investment in People Programme</b>				
<b>New Routes into Work</b>	Offer financial incentives for SMEs	At least 15 West	Young people and new	West Somerset

- <sup>2</sup> Individuals who have been engaged with Employment Hubs for 6 months plus; Individuals on the edge of Employment Hubs (pre-Hub) and require additional support to engage; Women returners (post maternity leave); and Existing employees (potential to extend CLP programme).

<p><b>(Business Engagement)</b></p> <p>Leads: Emily Wishart, WSDC and Julie Young, with Somerset EBP and Employer Forum</p>	<p>to engage in new Talent Academies and Sector based work academies.</p>	<p>Somerset SMEs are supported to provide input to Talent Academies and Sector-based work academies in West Somerset.</p>	<p>entrants to the labour market have relevant careers and skills development opportunities provided by representative local businesses.</p>	<p>businesses report an increase in local applicants for vacant roles.</p>
<p><b>Digital Business Transformation</b></p> <p>Lead: Gordon Dwyer</p>	<p>Promote digital skills for business in West Somerset to include:</p> <p>5 awareness raising events;</p> <p>1 programme plan of skills training (using questionnaire feedback);</p> <p>Series of digital skills training activities to employees;</p> <p>Digital mentor training.</p> <p>Final programme agreed by TBC</p>	<p>30 businesses engaged in awareness raising digital technology activity.</p> <p>30 individuals receiving digital skills training in 2018-19.</p> <p>10 Digital mentors recruited and trained by Sept 2019</p> <p>1 x Enhanced business mentoring network</p>	<p>Participants have greater confidence in managing digital media as a local business asset;</p>	<p>Increased use of digital technology within the business sector in West Somerset.</p> <p>Improved digital skills within the local labour market</p> <p>More flexible and remote working solutions available to the existing and potential workforce.</p>
<p><b>Employer Forum</b></p> <p>Lead: Jim Whittaker</p>	<p>Review and evaluate Employer Forum activity to date.</p> <p>Agree and launch Phase 2 activity.</p> <p>Ensure complementarity with Education Business Partnership and Business Brokerage service.</p>	<p>At least two Employer Forum events per year.</p> <p>At least 20 regular members of the Employer Forum.</p>	<p>Increased awareness of the benefits to employers and education of working together in a single community.</p>	<p>West Somerset employers and education in symbiotic relationship</p>
<p><b>Young People's Opportunity Escalator</b></p>				
<p><b>Western Somerset Careers Fair and</b></p>	<p>Deliver a Careers Fair within the Western Somerset area in October</p>	<p>2 West Somerset Schools registered to</p>	<p>Careers Education Information provided to</p>	<p>Notable increase in aspirations of individuals</p>

<p><b>CEIAG</b></p> <p>Lead: Julie Young</p>	<p>2018 (and again in 2019), with sufficient finance to subsidise transport for schools and individuals wishing to attend, as well as for stand costs for West Somerset businesses.</p>	<p>attend</p> <p>No. West Somerset businesses registered to attend</p> <p>No. West Somerset job-seekers registered to attend</p>	<p>young people and jobseekers from West Somerset, broadening horizons and promoting pathways to further learning and employment.</p>	<p>who have attended.</p>
<p>Progression to HE - Children's University</p> <p>Lead: Julie Young</p>	<p>Children's University National Collaborative Outreach programme</p> <p>Promotion of HE e.g. visits That normalises access to HE by people who live in WS</p>	<p>17 schools engaged</p> <p>No. children participate and achieve CU graduation</p>		
<p><b>Progression to HE – WSOA wide</b></p> <p>Lead: Sian Deasey</p>	<p>Providing additional Widening Participation opportunities for non-target students, their families and other adults, i.e. Careers Fair</p>	<p>No. schools participating</p> <p>No. pupils participating</p>	<p>More awareness of the benefits of HE, opportunities at institutions in the SW and beyond, qualifications required</p>	<p>Increased progression to HE by West Somerset residents</p>
<p><b>Digital Teen Entrepreneurs</b></p> <p>Lead: Contains Art CIC</p>	<p>Digital teens</p>	<p>30 young people explore digital entrepreneurialism in year one.</p>	<p>Increased awareness of the value of digital skills for careers and self-employment.</p>	<p>Broadening young people's experience in a context that is relevant to WS.</p>
<p><b>WSOA Project Officer (0.5 FTE)</b></p> <p>Lead: Natalie Wainwright</p>	<p>Identify and secure additional West Somerset Learning Destinations for the Children's University Project</p>	<p>At least 25 additional Learning Destinations identified in West Somerset by November 2018.</p>	<p>Delivery of a sustainable strand of activity</p>	<p>Successful delivery of the strand</p>



	<p>Support school and business participation in the above.</p> <p>Support school and business participation in the Western Somerset Careers Fair 2018.</p> <p>Provide logistical support to the Talent Academies programmes, including accompanying cohorts on visits.</p>	<p>All students are supported by an enthusiastic adult when participating in Talent Academy visits.</p>		
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## Priority Five: Enabling Activities

### Why this is an issue

West Somerset is 324<sup>th</sup> out of 324<sup>th</sup> for both lowest median wage and the highest proportion of people earning less than the living wage nationally. The Department for Work and Pensions commissioned a Research Report No 594 “Living with poverty A review of the literature on children’s and families’ experiences of poverty” by Tess Ridge 2009.

The research found that the experience of poverty is almost always overwhelmingly negative, and can have psychological, physical, relational and practical effects on people’s lives. Poverty is a highly stigmatised social position and the experience of poverty in an affluent society can be particularly isolating and socially damaging.

The impact of poverty in childhood can be highly damaging and the effects of poverty are both pervasive and disruptive. Poverty permeates every facet of children’s lives from economic and material disadvantages, through social and relational constraints and exclusions, to the personal and more hidden aspects of poverty associated with shame, sadness and the fear of difference and stigma. Key areas of concern identified by children are:

- economic deprivation: children were anxious about the adequacy of income coming in to their households and were afraid there would not be enough money for them and for their family’s needs;
- material deprivation: children lacked important childhood possessions, like toys, bicycles and games, and they also expressed concerns about being short of essentials and everyday items, like food, towels, bedding and clothing;
- social deprivation: poverty restricted children’s chances to make and sustain friendships, and reduced their opportunities for shared social activities due to the costs of attending social events, inadequate and expensive transport provision and the expense of hosting social occasions within their own homes;
- school deprivation: children experienced restricted opportunities at school, largely through an inability to pay for resources such as study guides and exam materials, and restricted social opportunities through an inability to pay for school trips and other social activities. Inability to pay for compulsory items, such as uniforms, could also lead to conflict with teachers and disciplinary action;

Overall, children identified a wide range of issues related to poverty and social exclusion. However, they were not passive ‘victims’ of poverty: many employed coping strategies such as taking jobs so they could contribute financially to their families, taking on caring duties so parents could work, and restricting financial demands (for example, not telling parents about school trips) to ease financial pressures within the home.

However, this resilience hinders opportunities to address social mobility.

The visible signs of poverty and difference include a lack of the same material goods and clothes as their peers, and an inability to take part in the same social and leisure activities meant that children experienced bullying and were fearful of stigma and social isolation.

The research found that living in rural areas meant that disadvantaged children lacked social opportunities for shared play, were reliant on inadequate and costly public transport, and were unable to meet the high costs of participation. This meant that children often felt confined within their local environments.

Activities in this section of the West Somerset Opportunity Area Plan reflect priorities that are either cross-cutting in the first four priorities or are enablers to delivery of the plan by addressing contextual factors in West Somerset rather than an a specific education or skills based gap.

The emotional health and well-being intervention recognises the need for additional support in West Somerset. 2.3% women aged 15 to 44 years have a diagnosed mental health problems compared to the Somerset average of 1.9%. In the West Somerset health and well-being survey only 40% boys and 29% girls had high self-esteem scores. The survey also indicated that some young people had seen images or received worrying messages on social media and that information about body changes may be insufficient. Children and young people in the poorest households are three times more likely to have a mental health problem growing up than those growing up in better off homes are. 50% of life long mental health diagnoses will be made by the age of 14. Other national data shows the prevalence of mental health problems amongst educational staff and the negative effect of workload pressures. The proposal (outlined below) provides interventions in the first two tiers of mental health support: universal and targeted.

The suite of interventions entitled 'access to services' reflects the limitations experienced by West Somerset residents accessing public transport when needed, childcare and digital services.

## **Priority Five: Enabling and cross cutting activities in 2018 and 2019**

Delivery Plan for 2018 to 2019

Intervention description	Outputs	Outcomes	Impact/Pupil Outcomes
<b>Improving the emotional health and wellbeing of children and young people in West Somerset</b>			
<b>Tier 1: whole school approaches including emotion coaching, LIFEBeat PSHE, 'life hacks' publication</b>  Lead: Alison Bell	ELSA training for EY settings Staff trained in emotion coaching	Greater capacity within the community to support young people with poor emotional health and well-being.	Improve knowledge among children and young people about relationships and sexual health
<b>Tier 2: Targeted support for young people addressing self-esteem, resilience, body positivity, LIFEBeat camps, Kooth on-line counselling</b>  Lead: Alison Bell	Girls and young women participating in bespoke activity Participation in LIFEbeat camps Schools embed Somerset Well-being framework	Counselling support available for young people online  a joined up, all through curriculum for PSHCE	Improve self-esteem among children and young people as reported through HWB survey.  Improved attendance  Reduce fixed term exclusions
<b>Staff development: LIFEBeat network, LIFEBeat Wellbeing for teachers and youth workers Community mentors; Tune into Kids</b>  Lead: Alison Bell	20 practitioners trained in tune into kids X community mentors X horizon groups for mums with identified mental health needs		Reduced number of pupils requiring higher level SEMH support
<b>Expanded participation in residential activity within the curriculum</b>			

<b>A programme that enables schools to explore ways to address the barriers ensuring all young people are able to take part in residential activities that are fully rooted in the curriculum</b>  Lead: Lottie Jones	18 schools benefit from funding  X children and young people benefit from the programme  Schools have policies in place which support pupils and parents		
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	address the barriers to participation		
<b>Improving SEND in the Early Years</b> Lead: Julia Ridge	SEND Audit and tools SEND specialist leader SEND provision map for Early years in West Somerset	Staff are confident to recognise need  Staff have a clear structure to escalate the needs of a young person  The community has a provision map which meets the needs of the young people in West Somerset	Improved progress 8 across all SEND and vulnerable groups.  Narrowing the gap between SEN and non SEN progress
<b>Building SEND capacity in schools to effectively and efficiently identify and meet the needs of pupils</b>  <b>Reviewing roles, responsibilities and coordination of multiagency groups</b>  Lead: Julia Ridge	Plan the conversion from High needs to EHCP West Somerset SEND provision map and Improve the West Somerset Local Offer.	High needs funding is replaced with Education health and care plans.	Reduced absenteeism, and fixed term exclusions  Increased attendance Improved behaviour  Reduced EHE from 58  Increased number of SEND students securing employment
<b>Access to services</b>			
<b>Childcare</b> <b>Create and promote additional summer childcare places</b> <b>coordinates provision across the area</b>  Lead: Julia Ridge	A coordinated programme of summer holiday activities for children in West Somerset  free or reduced price places in some communities to generate demand	Parents aware of the childcare options in the community  Additional places created  Links with providing food during the holidays	Children attend activities during school holidays  Reduced attainment gap for pupil premium children

	all communities to have access to childcare during summer holidays		
<b>Transport</b> <b>Investigate alternative options for transport within West Somerset to educational services such as early years education;</b> <b>Promote D1 mini bus driver training</b>  Lead: Julia Ridge	Journey planner app  Engagement with the community to encourage the provision and uptake of new transport options  30 mini bus drivers trained	A change in culture and expectation  Community transport network which supports young people  Increased use of minibuses to support young people's travel arrangements	Increased number of students travelling independently to extracurricular activities and employment.
<b>Digital skills and data</b>  <b>Promote library service in West Somerset as part of wider OA learning strategy and access to free computer and wi-fi access</b>  <b>engage with young people and students about the delivery of services across West Somerset</b> <b>provide local homework clubs and holiday activities schemes</b> <b>promote intergenerational learning</b>  Lead: Julia Ridge	Travel buddies for students with SEN to encourage independent travelling  Youth talk under-fives literacy and book gifting 60 holiday activities in libraries digital dens after hours homework hubs resources for electively home tutored pupils	Facilitate access to extracurricular activities  reducing the effect of poor digital connectivity raise creativity and aspiration levels across West Somerset by increasing access to a wide variety of technology empower parents to be able to provide out of school educational experiences that are fun free and engaging	Reduction in the attainment gap for pupil premium children the increased attainment increased number of EHE participating in training reduced needs Young people feel valued and consulted about the level of service within West Somerset to meet their needs.
<b>Support for families to reduce isolation and the effects of rural poverty</b>  <b>Raise awareness of the resources already available within the community</b>	Education conversations with parents held locally Information provided locally	Parents are more confident in their understanding of the educational offer within West Somerset  parents are more confident	Parents have a greater understanding of the education system so are able to ask questions effectively on behalf of their children

<p><b>Training opportunities for parents – developed through the opportunity area</b></p> <p><b>Training opportunities for staff who work with parents</b></p> <p><b>Developing joint expectations of Education and encouraging engagement</b></p> <p><b>Improving signposting of Mental health for parents</b></p> <p>Lead: Julia Ridge</p>	<p>Improve coordination and publicity of resources locally.</p> <p>Provide training to give parents confidence Cooking, first aid, swimming, money management</p> <p>Ensure parent facing staff have the same training opportunities TA's and teachers</p> <p>Ensure advice is current and available using the Local offer and other information.</p> <p>Work with School Parent forums to ensure info is available</p> <p>Consider a parent/school contract</p>	<p>supporting the children</p> <p>parents have access to support and information locally to the home parents are aware of how they need to support the schools t to secure the best for their children</p>	<p>Children feel able to ask to take part in activities as they know that their parents will be supported to let them take part.</p> <p>Increased attendance Reduced attainment gap for pupils with pupil premium and SEND</p> <p>Reduced electively home educated children</p>
<p><b>Engaging young people</b></p>			
<p><b>Conduct a programme of research that finds out:</b></p> <p><b>What sort of out of school activities can engage older teenagers</b></p> <p><b>How education and youth services can support aspirations of young people in WS</b></p>	<p>A qualitative research study</p>	<p>Information that informs development of local youth provision that meets needs of young people</p>	<p>Young people have access to experiences support development and aspiration</p>

Lead: Lottie Jones			
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## West Somerset Opportunity Area Data Refresh

### Priority One: every child has a great start in life

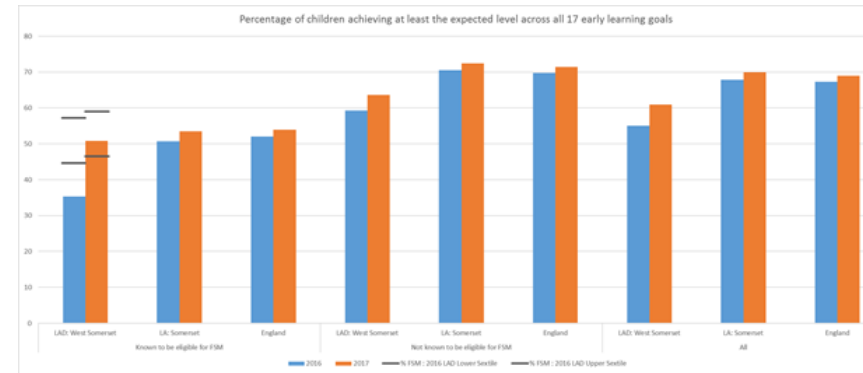
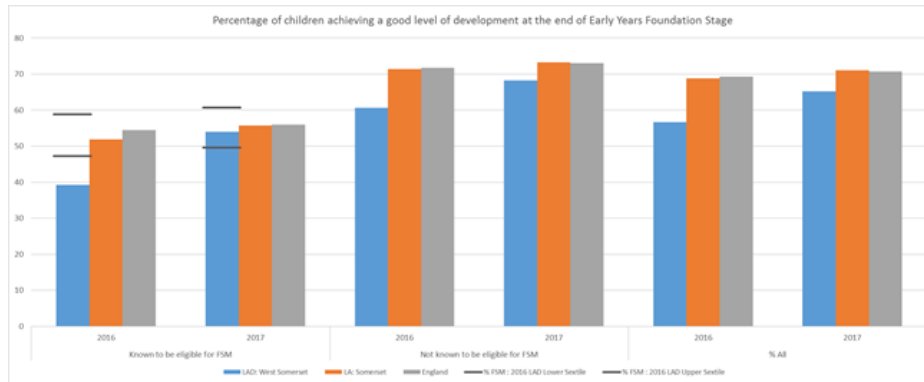
#### What we said in October 2017

Just over half the children in West Somerset, compared to almost 70% nationally, achieved a good level of development at the end of reception in 2015/16. Of the approximately 50 children who were eligible for free school meals (FSM), fewer than 2 in 5 children achieved this level, compared with over half nationally. Too many children do not achieve the Early Learning Goals in speaking, reading, writing and numbers. This means that when they start school these children need to make a lot more progress to catch up with other pupils and their learning may continue to be delayed later on in their school life.

#### What does latest data show?

- 2017 data show that proportion of children in West Somerset achieving a good level of development increased in 2017, to **65%**, and is closer to comparator geographies (graph 1.1).
- Achievement of GLD by pupils who are eligible for free school meals was 54%, only 2 percentage points behind Somerset and England. This equates to 28 children not achieving the GLD. A gap of 5 percentage points exists between attainment of GLD by non-FSM children.
- The number of children *not* eligible for FSM is significantly higher than the comparator group and this equates to 96 children not achieving a GLD; percentage achieving the GLD is 68%
- The overall difference for all achievement by all pupils is 6 percentage points (65% compared to 71% in both Somerset as a whole and England) although this gap has narrowed since 2016
- Whilst the percentage of children achieving the expected standard across all ELGs has increased (and for FSM children the increase is significant), there is a gap of 9 percentage points with comparator geographies as shown in graph 1.2

Graph 1.1 and 1.2



## Priority Two: Excellence in the Classroom

### What did we said in October 2017

Schools tell us that too many children in West Somerset start school with a limited vocabulary. Too many children do not meet the expected standard at the phonics screening check, a test to identify children’s ability to use the phonics skills they have learned up to the end of year one. Nearly three quarters of children meet the expected standard at the end of year one, compared to 81% nationally.

The picture is similar for maths. West Somerset performs below the Somerset and national averages for the percentage of pupils who reach the expected standard in the subject at the end of Key Stage 1. Only two thirds of pupils meet the standard compared with 73% nationally.

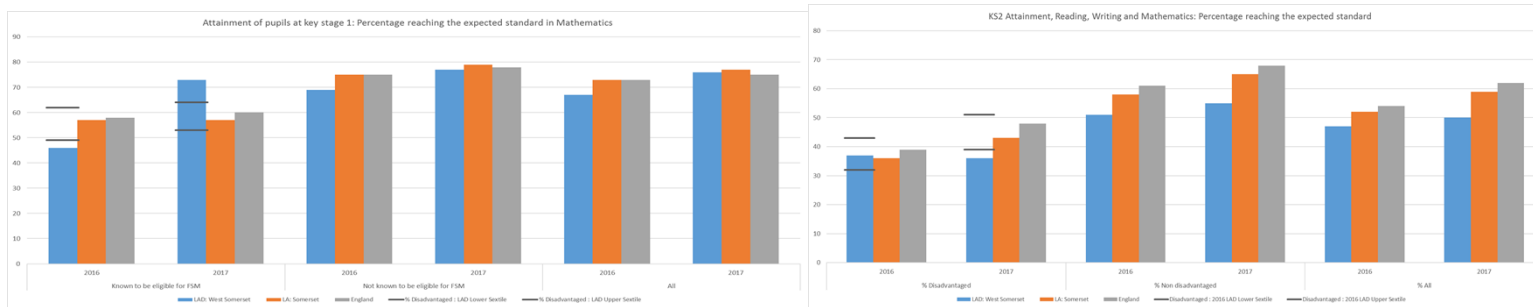
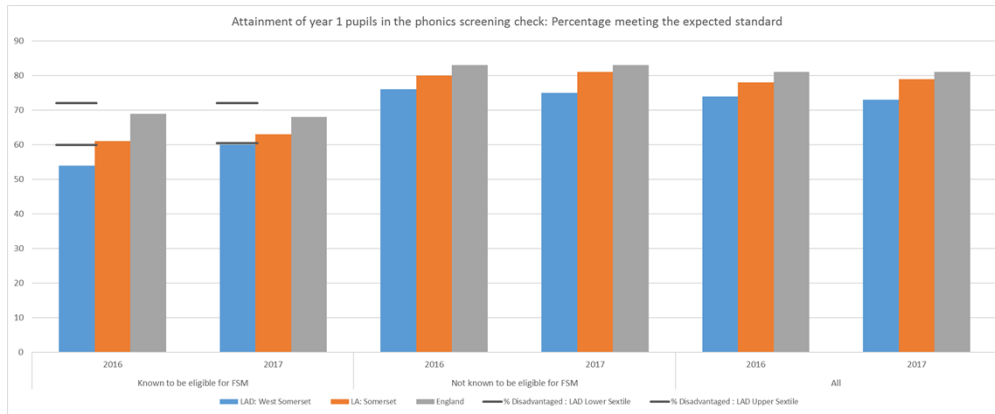
This pattern continues in Key Stage 2, as West Somerset is below the national average for Key Stage 2 attainment, for all pupils and disadvantaged pupils. Nearly half (47%) of all children compared to 54% nationally, meet the “expected” standard in reading, writing and maths.

That said, attainment at Key Stage 4 is improving, and results are much closer to the national average for both English and maths. There is evidence of significant improvement at the area’s only secondary school and EBacc entry rates are above average across the region. This is a positive picture but there is more to do to keep this trend on track. At all stages, pupils who have special educational needs, or experience other forms of disadvantage, such as children in care, often do not make the same progress as other students or achieve the same level of attainment and we must make a difference to this group.

### What does most recent data show?

- 2017 data shows some improvement across educational measures although the it is not consistent across key stages and within key stage measures there is a further spikey profile of achievement across cohorts.
- The proportion of children eligible for free school meals (FSM) that reach the expected phonics standard increased to **60%** in 2017, up from 54% in 2016.
- The proportion of children not eligible for FSM meeting the phonics standard is one percentage point down on 2016, however.
- Proportion of all children meeting the expected phonics standard, has fallen by one percentage point and remains 8 percentage points behind the average for England, which remains at the 2016 level of 81%
- At Key Stage 1 the proportions of children reaching the expected standard in maths has increased significantly to 76% of all children compared to 75% nationally.
- Proportions of all children reading the expected standard in reading and writing also show improvement, although there is a small lag behind national levels of attainment.
- At key stage 2, there has been some increase in the proportion of all children achieving the expected standard (47% in 2016 to 50% in 2017) but this falls nine and twelve percentage points behind Somerset and England respectively.
- The proportions of children reaching the expected standard across the component dimensions of reading, maths and Grammar Punctuation and Spelling (GPS) is closer to England averages, however.
- 71% of all children reach the expected standard in reading (compared to 72% in England), 68% reach the expected standard in maths (compared to 75% in England) and the GPS scaled score is 101 compared to 102 in England.
- The key stage 4 cohort in West Somerset achieved beyond Somerset and national averages on many measures. The average attainment 8 score was 48% compared to 46% in England as a whole. On progress 8, scores were above those achieved in 2016 and in 2017 were above Somerset and England. Percentage of pupils achieving a standard pass (9 to 4) in English and maths was 63.5%, which is above the 2016 achievement, whilst on a par with Somerset and less than one percentage point behind the England average.

Graph 2.1



### Priority Three: Transition to Adulthood

#### What we said in 2017

Although results at age sixteen have improved significantly, this success is not sustained, as young people in West Somerset do not achieve the same level of qualifications at age 19 as elsewhere. A smaller proportion of 19 year olds attain a level 3 or equivalent qualification compared to the Somerset and national averages. Just over a third of disadvantaged pupils attain a level 3

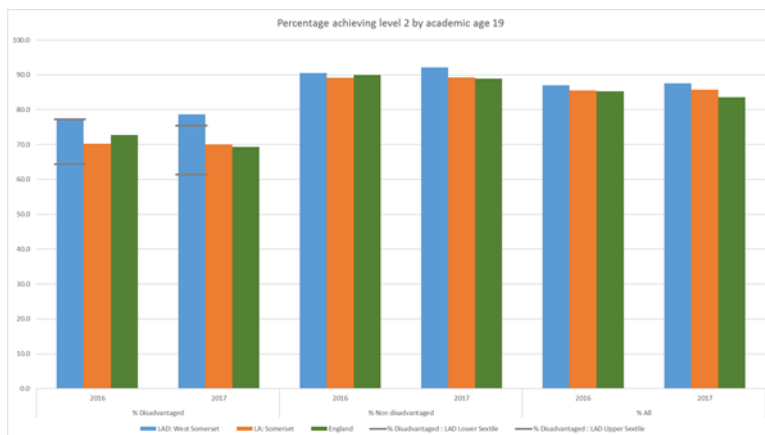
qualification compared to nearly 40% nationally. Amongst all pupils, nearly half (49.8%), attain a level 3 qualification compared to 57.1% nationally.

Young people in West Somerset are more likely to achieve a level 2 qualification by 19 than nationally, however, and we need to build on this success by encouraging young people to continue learning. Attainment of level 2 English and maths by 19, however, needs to improve, as it is much lower than national levels.

West Somerset College (a school) provides an Ofsted rate 'good' sixth form. Otherwise, young people have to travel out of West Somerset to attend other post-16 provision, including colleges that can provide vocational options. Local stakeholders know that some young people find it difficult to attend this distant post-16 education due to travel limitations. Long travel times are often the main reason why some pupils drop out of post-16 education, despite the fact that out-of-area college provision is rated as 'outstanding' and helps young people to do well. There is local information that indicates that West Somerset students are less likely to take part in post-16 learning than in Somerset as a whole. Limited aspirations and lack of choice of learning opportunities in West Somerset means that some young people find it difficult to reach their full potential.

### What does latest data show?

- Achievement at level 2 by age 19 is strong compared to Somerset and England
- 
- Achievement at level 3 by age 19 is lower although attainment by pupils at a disadvantage is above the overall Somerset average.



## Priority 4: Skills for Employment and Business

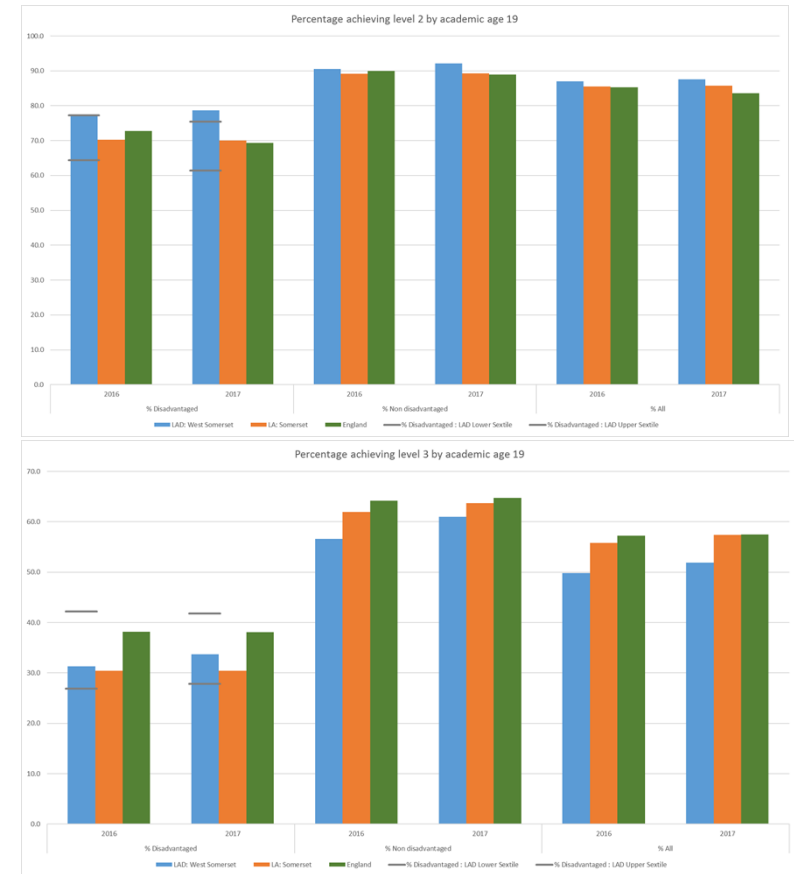
### What we said in October 2017

A significantly lower percentage of pupils from West Somerset go on to attend higher education compared to elsewhere in Somerset. Only 26% of 16-18 year olds who took A-levels or other level 3 qualifications attended University the following year, compared to 38% in Somerset, and 49% nationally.

A higher than national number of residents living within West Somerset are qualified to NVQ4 and above (which includes qualifications such as a degree or equivalent). However, this is largely due to the significant inward migration of a retired elderly population, which is unlikely to have much of an impact on the local labour market.

A higher than average proportion of the working age population is without a level 2 qualification. This relates to the profile of job opportunities locally, many of which require low skill levels. There has been a small increase in participation in apprenticeships in West Somerset but more can be done to provide opportunities that benefit individuals and local businesses.

Amongst young people and adults that take part in apprenticeships, the proportion who finish the qualification and move to employment or other learning programmes is behind other areas. Adults participating in all forms of education tend not to achieve the level of sustained outcomes as in other parts of Somerset. More can be done to help adults develop skill levels that are required in the West Somerset economy.



### What does latest data show?

- Latest data about post-19 destinations show that progress to higher education increased x percentage points and was similar to the Somerset progression rate.
- Entry by pupils at a disadvantage remains low, however, and below the lower sextile point for LADs. Entry to sustained employment destinations, measured in the same dataset, is above the LAD upper sextile, for pupils at a disadvantage. This may reflect the availability of employment opportunities, although other data suggests that a high proportion that require low skill level and are low paid.
- Achievement at level 2 by age 19 is strong compared to Somerset and England. Achievement at level 3 by age 19 is lower although attainment by pupils at a disadvantage is above the overall Somerset average.



## Annex B

## West Somerset Opportunity Area Targets

- Increase the proportion of children achieving a good level of development at the end of the early years foundation stage to at least 70%, so it is above the current national average. This will mean around 40 more children in West Somerset will achieve a good level of development
- Increase take-up, so that at least 80% of disadvantaged two year olds access early education, which is well above the current national rate of take up
- At least 85% of children will meet the expected standards in phonics in all schools in West Somerset. Based on current numbers this would mean up to 30 more children reaching the standard
- The proportion of children reaching the expected standard in reading, writing and maths outcomes at Key Stage 1 will put West Somerset in the top half of the country, and the attainment gap between disadvantaged pupils and all pupils will be half what it was in September 2017
- Outcomes at Key Stage 2 will be in the top half of the country and we will close the gap in West Somerset between disadvantaged pupils and all pupils as for Key Stage 1
- We will increase the percentage of young people achieving level 3 qualifications, such as A-levels, at age 19 and close the gap between West Somerset and Somerset in both academic and vocational qualifications. By 2020/21 we want achievement in West Somerset to equal the strong results already being achieved in the best performing parts of Somerset
- All young people leaving West Somerset College will go onto further education, employment or training
- The proportion of young people progressing to HE, including to top third universities, will put West Somerset in the top half of the country
- We will increase apprenticeship starts so start rates are as high, or better than, the rest of Somerset and we will increase apprenticeship completions so completion rates are as high, or better than, the rest of Somerset
- We will have a strong network of training and development that provides a legacy for people and employers in West Somerset





# Update

# May 2019

# Background

Launched November 2017

£2.57m received to date (2 instalments) and £1.39m due May 2019

<b>Grants Awarded</b>		
<b>Programme</b>	<b>Awarded*</b>	<b>No. of grants</b>
Strategic grants	£1,595,392	11
Small grants	£208,821	50
Otterhampton	£69,236	9
Open Grants	£354,745	7
Community Development	£10,000	2
	<b>£2,238,194</b>	<b>79</b>

\* For the period 2017 - 2021

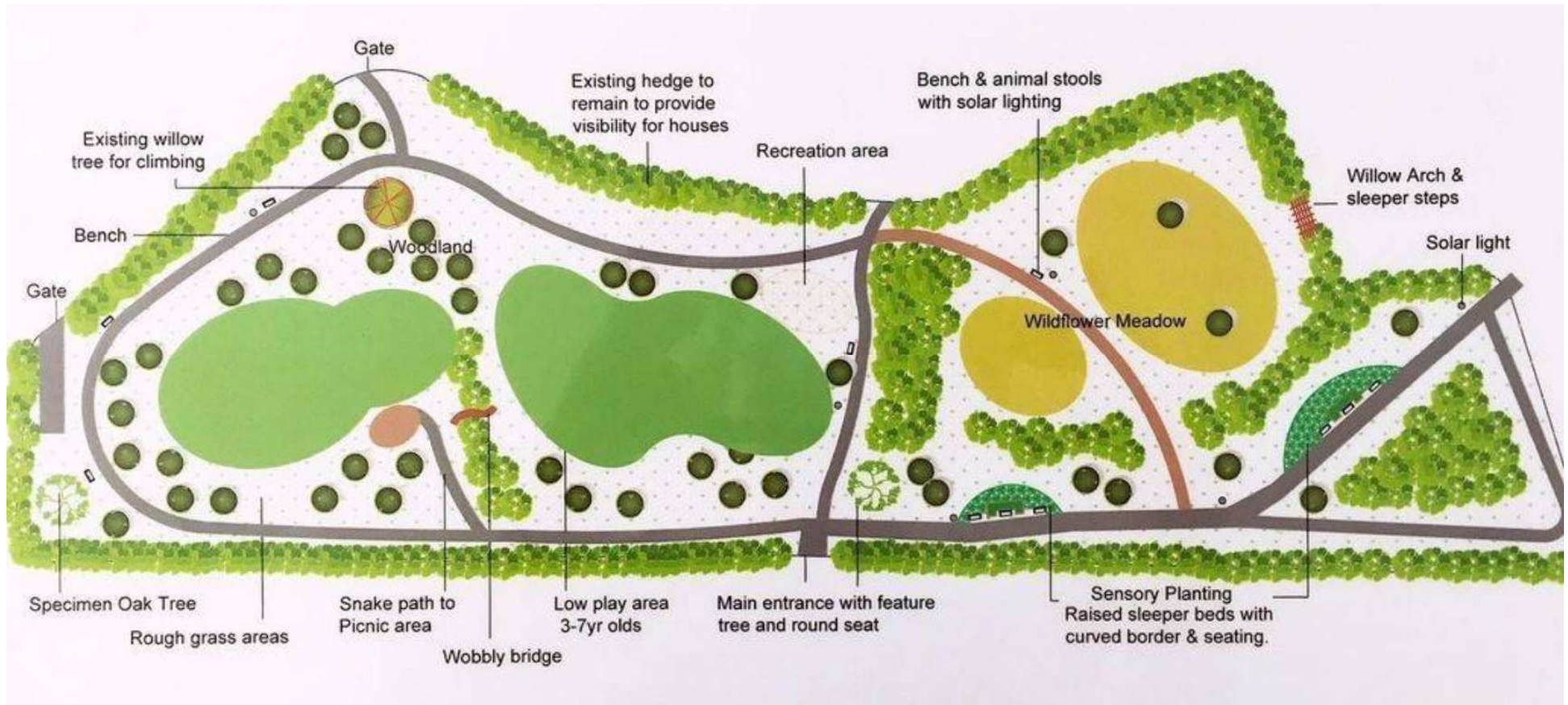
# Examples

# Rusty Road to Recovery



# Wembdon Parklands & Community Together

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# Friends of the Thomas Poole Library

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# Next Steps



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## Hinkley Point C Project: Transport update

Lead Officer: Andy Coupé (Strategic Manager – Infrastructure Programmes)

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Contact Details: [ARHigton@somerset.gov.uk](mailto:ARHigton@somerset.gov.uk)

Cabinet Member: Councillor David Hall, Cabinet Member for Economic Development, Planning and Community Infrastructure

Division and Local Member: Councillors Ann Bown (Bridgwater West), Mike Caswell (Cannington), Hugh Davies (Watchet and Storgursey, David Hall (Bridgwater East and Bawdrip), David Loveridge (Bridgwater North and Central), Leigh Redman (Bridgwater South), Bill Revans (North Petherton).

### 1. Summary

- 1.1. The importance of Hinkley Point C (HPC) and its transformational potential is reflected in the County Council Business Plan as a key priority. It is therefore critical to the delivery of the County Council's future aspirations.
- 1.2. The opportunities for Somerset are set against the need to ensure that the negative impacts from the developments upon communities, the environment and infrastructure in the County are minimised, managed and mitigated.
- 1.3. In 2012 EDF Energy, New Nuclear Build Generation Company and the local authorities (Somerset County Council, Sedgemoor District Council, and West Somerset Council as was) signed a Section 106 (S106) Agreement in connection with the Development Consent Order to construct the new power station. This was in addition to a S106 Agreement relating to Site Preparatory Works at the site. The S106 agreements describe a range of obligations and financial contributions to mitigate impacts expected to arise from the project.
- 1.4. Delivery must be managed effectively and for the mitigation to be provided on a timely basis so that the impacts of the development upon communities are minimised.
- 1.5. The purpose of this report is to update Members on the work being done by the County Council and EDF Energy to mitigate the transport impacts of construction of HPC. It will also outline EDF Energy's responsibilities and activities regarding transport and travel.
- 1.6. There are two HGV routes to the site where the most significant impacts are expected: from Junctions 23 and 24 of the M5 through specific corridors in Bridgwater and westward along the A39 and C182 to the HPC site. These corridors represent the geographical focus of the mitigation activity.

### 2. Issues for consideration / Recommendations

- 2.1. Members are asked to note this update.

### 3. Background

#### Somerset County Council Activities and Responsibilities

**3.1.** Somerset County Council's approach to delivering the mitigation set out in the S106 agreement covers a range of projects, grouped under three broad headings. Financial contributions have also been secured for traffic control and highways maintenance.

**3.2. Corridor Improvements**

Somerset County Council received significant funds to provide new and improved physical infrastructure around the HGV Corridor routes.

This funding, and the improvements outlined below, are intended to mitigate:

- Safety
- Delays to non-motorised road users
- Reduced amenity Severance

The County Council's objectives in using this funding are to ensure safety and encourage 'modal shift' i.e. using alternative modes of transport in preference to travelling by car. Other considerations when developing and implementing projects include levels of local support, benefits to the local economy, environmental impact, the impact of construction of any scheme, movement of HPC workforce, and cost.

Works delivered to date

- C182 Cannington to Combwich cycle route
- Cannington to Sandford cycle route
- Zebra Crossing on Wembdon Rise
- A38 Toucan crossing, linking Stockmoor and Marsh Lane
- A39 Speed Review between Cannington and Nether Stowey

Works underway

- The Drove in Bridgwater including work at Quantock Terrace and Union Street

Works planned (all in Bridgwater)

- Safety Schemes on Taunton Road
- Broadway Safety Scheme
- Northern Distributor Road Safety Scheme
- Safety Schemes on Bristol Road
- Wembdon Road to Victoria Road cycle route
- Colley Lane cycle/walking link to connect the new Colley Lane Southern Access Road to South Bridgwater including Hamp and Stockmoor/Wilstock
- Dunball to Express Park cycle infrastructure

Designs under way

- River Parrett to Town Centre: a major scheme to create an off-road walking/ cycle route between Express Park and Bridgwater Docks
- Woodlands to Express Park walking/ cycle infrastructure
- Bath Road cycle improvements

Designs completed and on hold

- Quantock Road Roundabout
- Puriton to Dunball walking and cycling infrastructure

- Huntworth Business Park to Marsh Lane cycle route
- Canal to West Street / Broadway walking and cycling improvements

#### Designs on hold

- Brantwood Road to Quantock Meadow walking and cycling improvements
- Meadow Park to Wembdon Rise walking and cycling improvements

### **3.3. Behaviour change**

This programme aims to manage demand along the HGV corridor routes to reduce congestion and deliver reliable, consistent journey times for traffic, by:

- Maximising the opportunities for behaviour change, in particular to encourage a shift to increased walking and cycling; and
- Dealing with road safety risks, in particular for non-motorised users such as pedestrians and cyclists.

The programme supports usage of new infrastructure as it is completed, and comprises three elements:

- Business  
Working with businesses in Bridgwater to develop travel action plans and increase take-up of walking and cycling in preference to driving to and from work.
- Education  
Working with primary and secondary schools in Bridgwater to help children and parents develop the skills and confidence to walk or cycle to school rather than travel by car.
- Communities  
A pilot project in North Petherton parish to test how communities can be encouraged and supported to reduce car use during off-peak periods. Learning from this project will be used to develop an approach for Bridgwater.

### **3.4. Access to timely information**

Ensuring that the travelling public have the information they need to plan their journeys and avoid congestion is a key component of mitigating the impact of additional traffic along the corridor routes.

- New Variable Message Signs have been provided at strategic locations in Bridgwater to facilitate improvements in journey times that provide enhanced driver information to better inform decision making and improve the implementation of traffic management plans to operate diversions. Additional VMS are planned at 4 further locations.
- A new digital interactive walking and cycling route map for Bridgwater has been developed to replace the out of date paper version. It highlights key arterial routes into and across Bridgwater and the surrounding areas and shows off-road routes, safe signed cycleways and footpaths. It is an essential part of the Bridgwater Way website which incorporates travel and roadworks.
- Signage Strategy. An update and improvement of cycling signage in Bridgwater to connect the town in terms of cycling routes, encourage confidence to cycle and promote existing and new infrastructure.

## **EDF Activities and Responsibilities**

**3.5.** EDF Energy activities broadly cover construction traffic, workforce travel, and arrangements in case of an incident.

**3.6. Construction traffic**

A Construction Traffic Management Plan (CTMP) deals with the management of all freight traffic during construction including Abnormal Indivisible Loads (AILs).

A key element of the CTMP is to manage freight movements effectively, safely and within agreed limits. To this end HGV movements are strictly controlled, with caps on numbers.

- Daily limits apply to maximum movements on each of the two HGV routes through Bridgwater and between 07.00 – 10.00 and 16.00 – 19.00. No movements on these routes are allowed between the hours of 22.00 and 07.00 or on Sundays or Bank Holidays.
- From January 2018, EDF Energy were permitted to temporarily increase the limit on the quarterly average of 500 HGV movements per day in any given quarter, to 750 movements per day (Monday to Saturday) in any given quarter from January 2018 until the end of September 2019, when the jetty at the HPC site is expected to be fully operational. Additional financial contributions were secured to mitigate the impacts of the increase in HGV movements. Average daily movements are currently around 350 HGVs.
- Freight Management Facilities at Junctions 23 and 24 have been constructed by EDF to hold and release HGVs to manage traffic flow and congestion, and comply with movement caps. They also act as a holding area in case of incidents on the highway network.
- A Delivery Management System regulates movements through an online booking system. Monitoring of HGV movements, including breaches or non-compliance with the limits set out above, is carried out using automatic number plate recognition, with replacement by a new GPS system due to be implemented potentially during 2019.
- Compliance rates are exceptionally high, with non-compliances being actively managed by EDF Energy to reduce the risk of reoccurrence.

Jetty

The jetty adjacent to the HPC main site will enable 80% (by weight) of materials required for concrete production (e.g. aggregates) to be brought to the site by sea rather than by road. It is expected to begin limited operations during May as part of its commissioning process. This will dramatically reduce the number of HGV movements from local quarries.

Combwich Wharf

The largest Abnormal Indivisible Loads – oversized material that cannot be broken down or transported on the road network, such as Tunnel Boring Machines - will be delivered through Combwich Wharf rather than through Bridgwater and Cannington. The wharf will be redeveloped and is expected to begin operations during 2020.

**3.7. Workforce travel**

A Construction Workforce Management Plan (CWMP) deals with the management and movement of people during the HPC build. Its purpose is to manage the daily movement of the construction workforce in a sustainable, safe

and resilient manner whilst minimising impact on communities. A range of measures are in place to reduce vehicular traffic on the road network:

- Park and Ride facilities with a focus on bus transport from those facilities to and from the HPC site (as well as direct services from particular communities and from the Campuses). 94% of workers currently arrive at site using the HPC Bus Service across 23 bus routes. The HPC bus routes and workforce accommodation locations are reviewed by EDF Energy on a monthly basis to extend or introduce new bus routes to enable more passengers to walk to a nearby bus stop to reduce journeys to Park and Ride sites by car and provide a shorter journey time for bus passengers.
- Campus facilities for over 1,500 workers are now available across the HPC site and in Bridgwater, served by direct buses
- Promoting sustainable travel including walking and cycling, and car sharing amongst EDF employees.
- The Park and Ride sites (Jct 23, Jct 24, Cannington, Washford Cross and Quantock Lakes) were 51% utilised in the last quarter.
- Only limited numbers of parking spaces exist at the HPC site, with only around 125 workers currently travelling to site directly with around half of these car sharing.
- The HPC Community Bus commenced on the 6<sup>th</sup> February 2017 providing a free community bus service between Minehead and Bridgwater (the service was in place for 12 months and extended another 24 months until February 2020). As part of this, there was an agreement that a midi bus could be used on the HPC bus services which passes through Stogursey.
- The majority of complaints refer to fly parking. Fly parking monitoring is ongoing and there remains a focus by the dedicated EDF parking team.

### **3.8. Incident Management**

EDF Energy's Traffic Incident Management Plan (TIMP) outlines how HPC traffic will be managed in case of an incident.

- It outlines roles and responsibilities of primary stakeholders throughout an incident.
- It states what EDF has or will put in place to manage HPC HGVs and buses should an incident occur, whether diversionary routes are required or not.
- Additional measures include holding buses at park and ride facilities, HGVs at Freight Management Facilities, and varying hours and movements within overall vehicle caps.

**3.9.** The Transport Review Group is responsible for monitoring implementation and compliance of the CTMP and CWTP, including considering and approving amendments. It is chaired by Somerset County Council.

### **3.10. EDF Energy-led infrastructure projects**

EDF have delivered several schemes to provide new or improved infrastructure to mitigate the impact of construction and workforce traffic, and includes

- Washford Cross Roundabout
- Sandford Corner Roundabout
- Cannington Bypass
- Taunton Road / Broadway, Bridgwater
- Wylde Road/ The Drove, Bridgwater
- Bristol Road/ The Drove, Bridgwater

- M5 J23

A further scheme at Bristol Road/ Wylds Road is also planned but is yet to be programmed.

### 3.11. Other EDF Energy obligations

- Noise Insulation Scheme, providing double/ secondary glazing for householders on the HGV Corridors particularly affected by traffic noise.
- Air quality contributions to Sedgemoor District Council and West Somerset (now Somerset West and Taunton) Council for air quality monitoring and action planning.

## 4. Background papers

### 4.1. Hinkley Point C - Deed of Development Obligations (Section 106 Agreement)

### 4.2. Cabinet Member decision on 18 December 2017: Hinkley Point C - Variation to Construction Traffic Management Plan and New Deed of Development Consent Obligations (Section 106 agreement):

<http://democracy.somerset.gov.uk/ieDecisionDetails.aspx?ID=609>

**Note:** For sight of individual background papers please contact the report author