



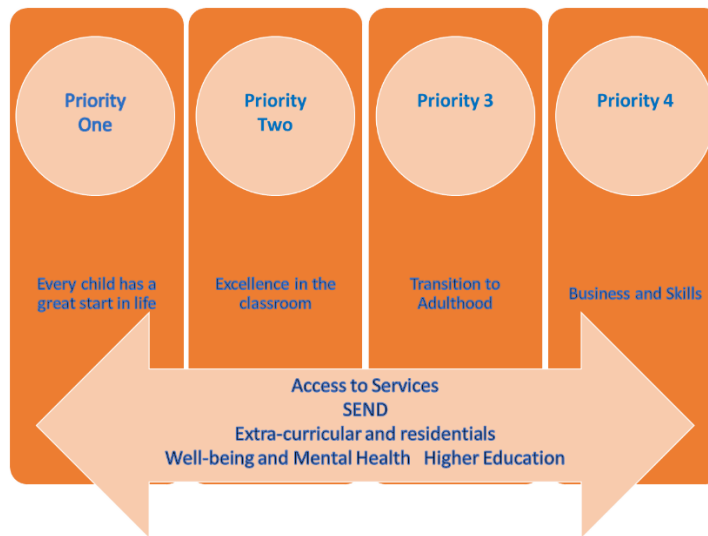
WEST SOMERSET OPPORTUNITY AREA

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
Improve speech and language development in the early years			
Sustain Talkboost programme in West Somerset 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
Provide a communication and language specialist support working with settings to deliver the <i>Early Talk</i> programme to settings providing training and mentoring 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
Deliver a programme of phonics review and audit for settings that did not participate in the earlier school based intervention 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
Deliver a programme focused on 'Leading literacy' with a focus on evidence based practice as set out in Early Literacy Approaches 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)
Provide a wider programme of development of children across the early learning goals and development of			

practitioners			
<p>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</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>Deliver a programme of maths mastery in the early years: Building blocks of EY maths training (part of priority 2 maths intervention)</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>L3 – Early Year educator – provide a least 6 places on the course to ensure course will be delivered in WS;</p> <p>Support for EY Apprenticeships (deferred to 2019)</p> <p>Foundation degree</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>Hopping Higher: an extension of the performance art intervention for children in the early years with some engagement of parents</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>

Provide support for parents that helps develop the home learning environment			
<p>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</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>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</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>Provide targeted health visitor support for families and rebuild links between settings and health; post-natal nurture 'Horizon' groups</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>
Increase take up of funded childcare by two, three and four year olds			
<p>Promote take up funded childcare provision</p> <p>Lead: Charlotte Wilson</p>	<p>% eligible children participating</p>	<p>Improved GLD though structured learning</p>	<p>Better progress in the EY phase and school readiness</p>
Priority delivery, co-ordination and administration			

<p>Co-ordinate delivery of priority one action plan including/ liaison with early years providers, implementation of specific activities including CPD, co-ordination, communication;</p> <p>Lead EY moderation training in WS EY settings that enables accurate assessments that inform learning in education (training is 5th November)</p> <p>Deliver WS Early Years Conference and co-ordinate subsidised places at the Somerset SEND conference for WS EY settings</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
Professional Development: Focus 1 Strategic Vision			
Provide the facility for whole school reviews with educational peers and system leaders including: 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
Facilitate use out of area expertise by looking beyond West Somerset for best practice Lead: Research School	Number of schools participating		
a) WSOA Strategic Leadership collaboration conference – March 2019 b) Seizing Success leadership conference (6/7 June '19) 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
Focus 2 Leadership Capacity			
Package of provide CPD and accredited opportunities for individuals, including:	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>NPQH future leaders</p> <p>NPQSL/ML</p> <p>NPQ EL1 & 2 (ALS)</p> <p>L3 LSA course</p> <p>SCITT pathway</p> <p>Develop teaching and learning assistants L2/L3 to L4</p> <p>Developing volunteers L2/L3</p> <p>Foundation degree and BA hons (SCIL)</p> <p>Med/Mphil (Exeter)</p> <p>Masters</p> <p>FFT training event</p> <p>Greater depth training event</p> <p>Outstanding practitioner for one year</p> <p>Outstanding teacher programme (Olevi)</p> <p>L3 LSA course</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>Improve leadership, management and co-ordination of SEND in West Somerset</p>			
<p>Use services of executive SENCO to co-ordinate training and</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>

development of SENCOs in WS Lead: Kim Hartley	supported	in West Somerset	young people with SEND Increase in performance outcomes
Use results of SEND audit to plan and deliver training programme for practitioners Lead: Kim Hartley	Number of participants trained across 17 schools	Improved practice	Better use of resources Reduced exclusions Role of TAs professionalised
Train teaching assistants Classroom and on-line planned by Inclusion Expert 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 ¹
Improve Attendance across West Somerset			
WS attendance officer Publicity campaign Extended school provision WS attendance reward scheme Peer mentors Lead: Dan Hartley	18 schools supported Number families supported 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
Phonics			
Employ Talkboost champion 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

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

	phonics scores		knowledge
Deliver Read Write Inc in West Somerset Schools Minehead First/St Peters/St Michaels 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	
Effective transition at key stages by identification of best practice			
Maintain overview of transition practice 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
Best practice guide and training for year 5, 7 and 9 tutors (recognising different structures in WS) Lead: Adam Evans/David Frowde			
Excellence in mathematics			
Develop maths mastery with a focus on manipulatives and different representations WS Mastery specialist (training 18/19) Teaching for Mastery primary Train the trainer training Parent support sessions Mathematical thinking and reasoning secondary	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>Showcase lessons</p> <p>CPA/Manipulatives/Bar modelling</p> <p>Mastery steering group</p> <p>Lead: Carly Hatch with Lisa Pollard</p>			
<p>Teacher supply</p>			
<p>Develop teacher supply using Teach First and PGCE apprenticeships</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

The CEC programme: enable more young people to experience at least four inspiring experiences with the world of work high impact encounters with employers			
Activity/active ingredient	Outputs	Outcomes	Impact
CEC programme 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"> - 2031 of WRL experiences - 50% of students will have access to 4 inspiring experiences - 30% of students will have access to 3 inspiring experiences - 20% of students will have access to 2 inspiring experiences 	More young people motivated to attain at higher levels by better understanding of the labour market; rewarding careers, improved social mobility
The wider CEIAG: schools in the secondary phase will meet the requirements of the national careers strategy including the 8 Gatsby benchmarks.			
CEIAG Lead: Julie Young	The Careers Pilot tool supporting Flight Plans and the Grofar software <ul style="list-style-type: none"> - Flight plans for all students in post-16 education at WSC - Flight plans for all Key Stage 4 students - The Grofar software and programme will be offered to 	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.	
Year 10 work experience 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.
Talent Academies 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.
NDTi 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.
Development of careers leaders as part of the Careers Hub supported by the CEC	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.
EBP 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.
Widen the vocational offer at West Somerset College			
Restoring the vocational facilities, recruiting staff and providing five new level one vocational courses 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"> - Catering and Hospitality - Hairdressing - Light Vehicle Maintenance - Maintenance and Operations - Work skills 	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.

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			
Supporting WSC sixth form provision 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.
Subsidising transport to WSC lower-sixth students for one year 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.
Transition: broaden horizons through enrichment and extra-curricular activity			
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 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.
The Duke of Edinburgh	Year 10 students participate and	Students participating will get	Students are inspired to attain

<p>programme for year 10 students</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>Extra-curricular Strategy and collaborative working</p> <p>Lead: Lottie Jones</p>	<p>A comprehensive strategy, which includes:</p> <ul style="list-style-type: none"> - A comprehensive map of all extra –curricular provision available or the local ‘offer’ - An understanding of participation <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>Increase progression to Higher Education by pupils who attend West Somerset College</p>			
<p>NCOP</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>An all-through HE wide strategy will be developed</p> <p>Lead: Lottie Jones</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>Professional Development at West Somerset College</p>			
<p>Development of English, Maths and Science Teachers</p> <p>Professional development of Key Stage 4 and Key Stage 5</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>Priority delivery, administration and co-ordination</p>			
<p>Strand management and co-ordination: Lottie Jones</p> <p>Co-ordination for West Somerset College: Deborah Eele</p>			

Priority Four: Skills for employment and Business

Delivery Plan for 2018 to 2019

Theme	Actions	Outputs (metrics)	Outcomes	Impact
Apprenticeships and Employer-led Skills Programme				
<p>West Somerset Apprenticeship and Skills Advisory Service</p> <p><i>(previously referred to as the Apprenticeship Hub project)</i></p> <p>Lead: Rod Davis</p>	<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>WSOA Project Support Officer (0.5 FTE)</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>West Somerset Skills and Enterprise Network, including the West Somerset (Developing WS Education and Training assets for Lifelong Learning)</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>

Women's Opportunity Escalator				
New Routes into Work (Learner engagement) Lead: Emily Wishart WSDC	Refocus contracted provision to meet the needs of target groups ² 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
Access to Employment and Learning Grant 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.		
Skills for Employment and Business Communications & Engagement Plan 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.
SME and Business Investment in People Programme				
New Routes into Work	Offer financial incentives for SMEs	At least 15 West	Young people and new	West Somerset

- ² 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>(Business Engagement)</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>Digital Business Transformation</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>Employer Forum</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>Young People's Opportunity Escalator</p>				
<p>Western Somerset Careers Fair and</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>CEIAG</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>Progression to HE – WSOA wide</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>Digital Teen Entrepreneurs</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>WSOA Project Officer (0.5 FTE)</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 324th out of 324th 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
Improving the emotional health and wellbeing of children and young people in West Somerset			
Tier 1: whole school approaches including emotion coaching, LIFEBeat PSHE, 'life hacks' publication 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
Tier 2: Targeted support for young people addressing self-esteem, resilience, body positivity, LIFEBeat camps, Kooth on-line counselling 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
Staff development: LIFEBeat network, LIFEBeat Wellbeing for teachers and youth workers Community mentors; Tune into Kids 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
Expanded participation in residential activity within the curriculum			

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 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		
Improving SEND in the Early Years 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
Building SEND capacity in schools to effectively and efficiently identify and meet the needs of pupils Reviewing roles, responsibilities and coordination of multiagency groups 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
Access to services			
Childcare Create and promote additional summer childcare places coordinates provision across the area 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		
Transport Investigate alternative options for transport within West Somerset to educational services such as early years education; Promote D1 mini bus driver training 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.
Digital skills and data Promote library service in West Somerset as part of wider OA learning strategy and access to free computer and wi-fi access engage with young people and students about the delivery of services across West Somerset provide local homework clubs and holiday activities schemes promote intergenerational learning 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.
Support for families to reduce isolation and the effects of rural poverty Raise awareness of the resources already available within the community	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>Training opportunities for parents – developed through the opportunity area</p> <p>Training opportunities for staff who work with parents</p> <p>Developing joint expectations of Education and encouraging engagement</p> <p>Improving signposting of Mental health for parents</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</p> <p>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>Engaging young people</p>			
<p>Conduct a programme of research that finds out:</p> <p>What sort of out of school activities can engage older teenagers</p> <p>How education and youth services can support aspirations of young people in WS</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

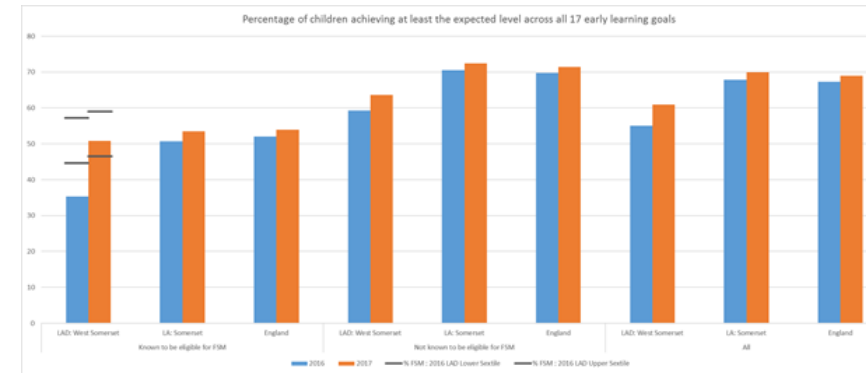
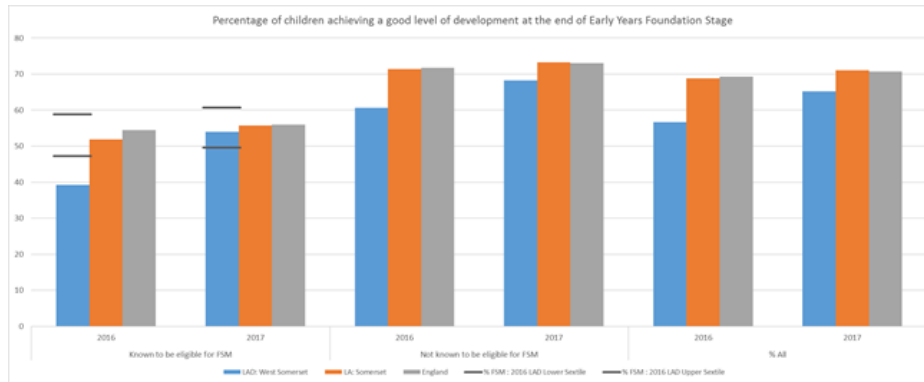
What we said in October 2017

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.

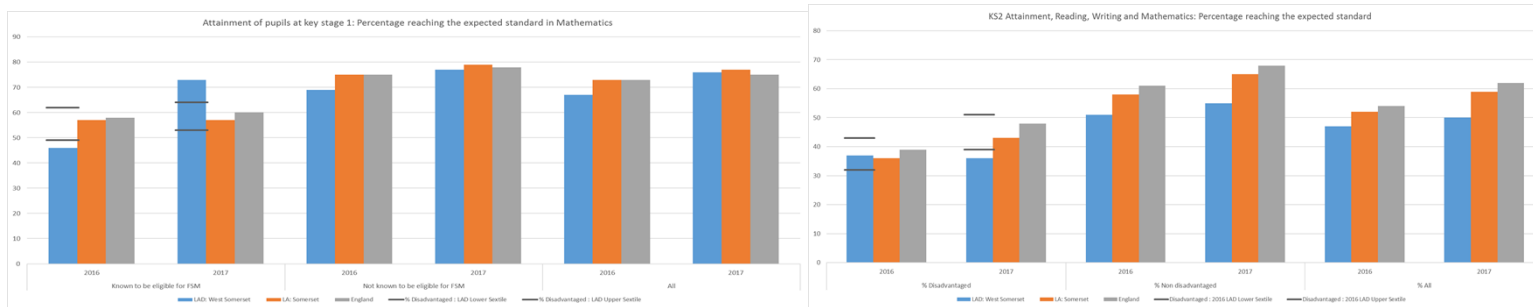
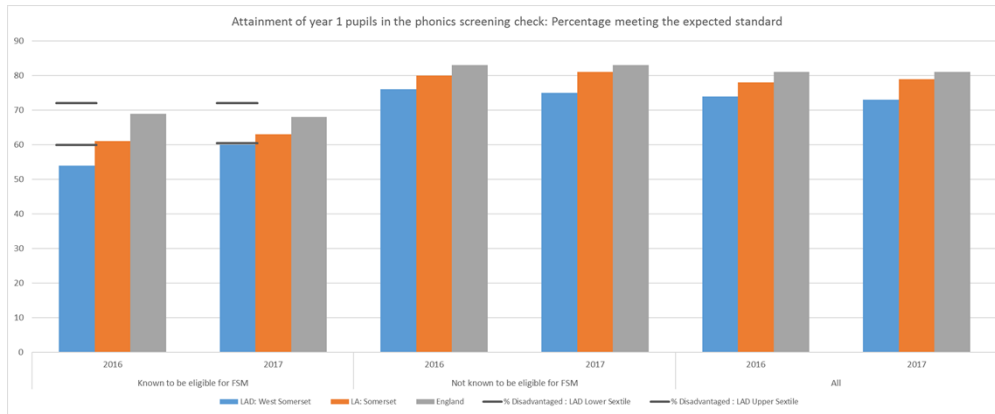
This pattern continues in Key Stage 2, as West Somerset is below the national average for Key Stage 2 attainment, for all pupils and disadvantaged pupils. Nearly half (47%) of all children compared to 54% nationally, meet the “expected” standard in reading, writing and maths.

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

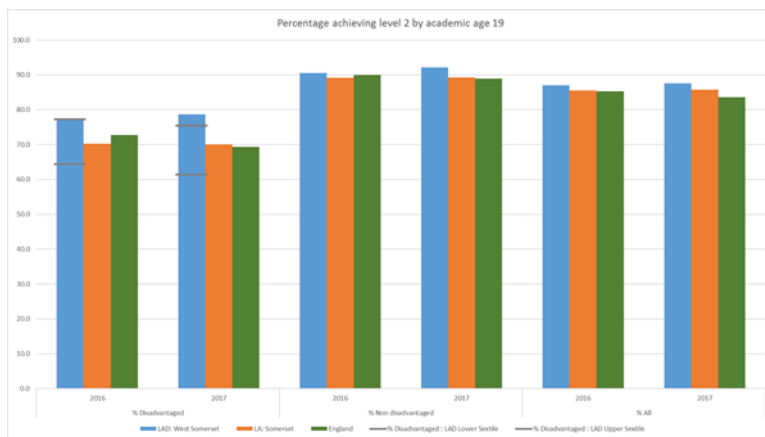
qualification compared to nearly 40% nationally. Amongst all pupils, nearly half (49.8%), attain a level 3 qualification compared to 57.1% nationally.

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
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- Achievement at level 3 by age 19 is lower although attainment by pupils at a disadvantage is above the overall Somerset average.



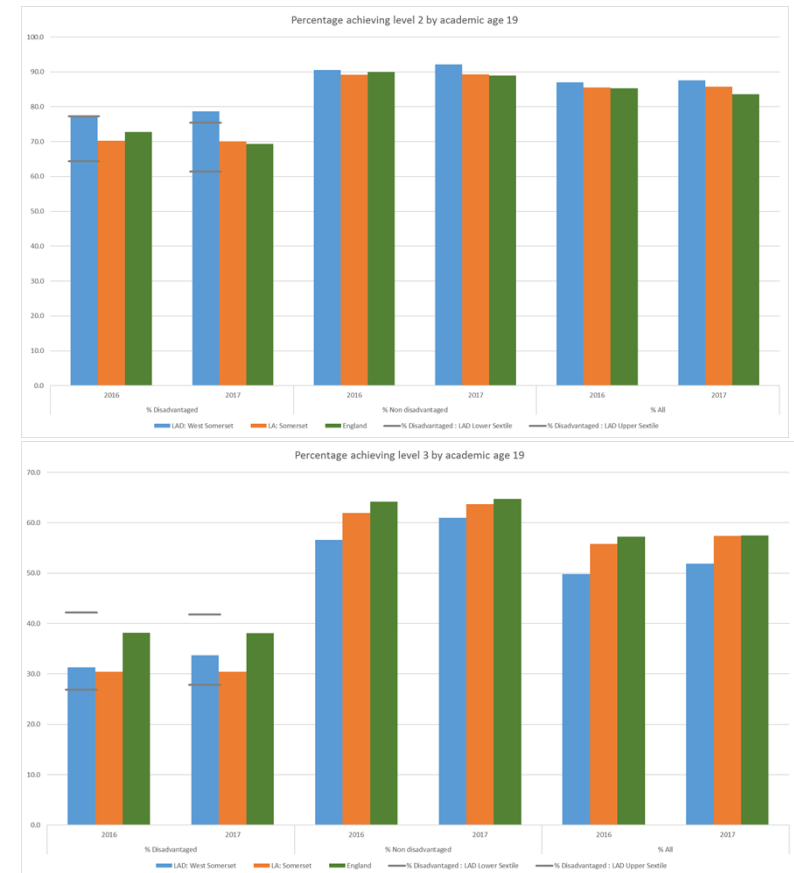
Priority 4: Skills for Employment and Business

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