

Appendix 1 : Lesson learnt and areas of improvement

Areas of Success		
Theme	Situation	Evidence to support the lesson
Schools	<ul style="list-style-type: none"> a) Delivery of wellbeing programmes b) Accreditation of the Wellbeing Toolkit by the PSHE Association c) Train the Trainer programme d) Additional staff were recruited to the Back on Track intervention to meet the higher-than-expected level of demand 	<ul style="list-style-type: none"> a) Reach figures/feedback from pupils after programme completion b) Accreditation achieved in 2022 c) Feedback from schools on how the wellbeing toolkit has been implemented. d) Schools referred a significantly higher number of young people than originally anticipated because of the early successes achieved in terms of improved student/school engagement.
Co-Production	<ul style="list-style-type: none"> a) The Commissioning of #YES grant and HAF by the young people b) Young people's involvement in the Town Deal Fund with Actors of Urban Change. c) Co-produced service specification and evaluation of tender for Emotional Health and Wellbeing service d) Youth Unemployment Design Jam – evaluating and analysing youth unemployment in the city 	<ul style="list-style-type: none"> a) #YES board has commissioned £250,000 this year b) The council was awarded £25 million c) The service specification, questions, and evaluation of tenders by young people d) Learning from sessions with young people used to develop youth unemployment strategy
Evaluation	<ul style="list-style-type: none"> a) Completion of the annual LEM surveys 	<ul style="list-style-type: none"> a) Publication of the 'So What' report by Wolverhampton University

Areas of Success		
Theme	Situation	Evidence to support the lesson
Community	<ul style="list-style-type: none"> a) School partnerships b) Successful mix of on-line and face-to-face delivery c) Emotional wellbeing offers in the community 	<ul style="list-style-type: none"> a) The development of key relationships with schools facilitated the promotion of community work. This included delivering taster sessions in schools, which led to higher attendance at community sessions/activities. This then supported our work with young people and parents about challenges related to school attendance and attainment. b) Future local delivery is likely to be provided using a hybrid model of face to face and online delivery. c) High reach figures of all commissioned providers Some providers exceeded contracted numbers as evidenced in contract monitoring returns
Workforce	<ul style="list-style-type: none"> a) 50% of schools/education settings have so far accessed an element of the live training offer. 	<ul style="list-style-type: none"> a) Course Registers
	<ul style="list-style-type: none"> b) The 'Leading Mental Health in Schools' Masters Award, written by the Educational Psychology Service, is now a DfE assured training course and demand from schools/colleges has been high. Over 30% of settings in Wolverhampton have accessed or booked onto the LMHiS Award. 	<ul style="list-style-type: none"> a) Department of Education assurance was received in December 2021 b) Cohort 1 have graduated c) Cohort 2 commenced in January 2022 and is fully booked d) Cohort 3 scheduled to start in April 2022

Areas of Success		
Theme	Situation	Evidence to support the lesson
Parenting	a) Provide early parenting support	<p>a) Case studies of successful outcomes for 81 families supported by the HeadStart community providers, were used to evidence progress against the DLUC Supporting Families Programme, Payment by Results target for 2021/22.</p> <p>b) All 81 families met the DLUC SFP payment by results criteria</p>

Table 2

Areas for Improvement		
Theme	Situation	Recommendation for Future projects
Schools	Local support planning or the Work Ready Intervention was impacted by late notification from Anna Freud and a lack of clarity about the criteria for the randomisation exercise. This resulted in a lot of 'last minute effort' to meet the deadlines set by Manchester University and Anna Freud	When commissioning evaluation work from universities and other research bodies, ensure sufficient attention is paid to the local delivery support required before entering into any agreements
	Delivery of the Back on Track intervention was impacted by the higher than anticipated number of referrals received.	Ensure there is sufficient data available to inform demand estimates and delivery planning
Co-Production	Always focus on Co-Production	To imbed Co-Production timelines into all service development/policy and tender process for services that effect young people in the city
	The Profile of co-production should have been higher in the project deliverables	In future all funding applications should be co-produced with young people
	The characteristic of those who participate are not always those that benefit coproduced services	To work with the targeted organisation to enable engagement from the young people needing services

Areas for Improvement		
Theme	Situation	Recommendation for Future projects
Evaluation	Setting of measurable milestones	Consult analysts and data owners in the process of setting deliverable goals
	Managing workload being placed on partners	More consultation with schools/communities with the level of involvement/ work required when collecting data
	Analytical and data collection support for the Work Ready Evaluation by Manchester University on behalf of Anna Freud	Notification of the local analytical support required for the 'Work Ready' intervention was not timely or at least initially, clearly defined. This resulted in a lot of 'last minute effort' to meet deadlines set by Manchester University and Anna Freud
Community	Identification of the 4 HeadStart areas and commissioning of local provider organisations sometimes led to confusion for young people and their families e.g., parents in Areas A and B were supported by Bushbury Hill Estate Management Board but their children were only supported by this provider if they lived in Area A. Children who lived in Area B were supported by YMCA Black Country Group	Consider implications of this on individuals and families when employing geographical splits based on needs analysis, to determine what and how commissioned services are to be offered
	Number of activities, contract, and other monitoring tools in use as part of the HeadStart project	Consider using fewer, more streamlined monitoring tools to capture the required data/information at key points of the project
	Low levels of access to and engagement with people from black and ethnic minority backgrounds'	Consider more targeted work with people from black and ethnic minority backgrounds 'specific services and activities

Areas for Improvement		
Theme	Situation	Recommendation for Future projects
Equality	Demand for 'LGBTQ+ Train the Trainer' sessions far exceeded original expectations resulting in the delivery offer being widened to include multi-agency partners, education settings and the third sector.	Consider 'market testing' to identify the demand for any future Equality specific training.
	Criteria for the commissioned activity was limited to 30 children with a disability. Overall, parents understood that sessions would not be suitable for children with high needs but there were many complaints about the exclusion of siblings.	Further embed co-production with parents when developing externally funded commissioning intentions
Workforce	Uptake of the live YMHFA training sessions has not been as high as hoped and not all spaces on the YMHFA training have been filled.	The literature and research review into the most effective CPD may help with planning a range of delivery methods. Increasing face-to-face opportunities, particularly for the YMHFA sessions would be helpful – this was hindered due to Covid.
	There has been some non-attendance to both EP-led training sessions and the YMHFA sessions	Whilst we want the training to be accessible, a small charge may increase the sustainability and commitment to the training and increase attendance following bookings.

Areas for Improvement		
Theme	Situation	Recommendation for Future projects
Digital	<p>WHSP procured a dedicated website, HeadStart FM an online platform to promote services of HeadStart and provide wellbeing resources. Initially, the website attracted several views however,</p> <ul style="list-style-type: none"> • Of the 11,000 visits to the site only 3184 were Wolverhampton residents. • Usage of the website rose only during school holidays because people wanted to find out about holiday activities. #YES will be promoting activities through WV Holiday Squad. • Views of the podcasts were low. • The online resources were accessed, but this declined year on year. <p>The model for the 'Getting Ahead' intervention was economically unsustainable and may have been subject to intellectual property rights issues going forward.</p> <p>Also, without clear links to the Ofsted outcomes framework, HeadStart's school-based interventions may not have been seen by school funding decision makers as 'essential.'</p>	<p>The small numbers can be attributed to KOOOTH an online counselling service commissioned by the CCG. Kooth is a transformational digital mental health support service. It gives children and young people easy access to an online community of peers and a team of experienced counsellors. Wolverhampton CCG have committed to continued funding of KOOOTH</p> <p>Ensure that intellectual property rights and links to the Ofsted Outcomes Framework are clearly researched when considering any future interventions</p>