

**Transforming Children's Services Programme
2021-22 Annual Report****Document Controls****Version Control**

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Executive Summary



Welcome to the Transforming Children's Services Programme (TCSP) Annual Report 2021-22.

TCSP this year is reported as a **£12 million pound programme** that has seen **many more great successes** across all of its projects; milestones reached, risks mitigated, new ways of working implemented, stakeholder celebrations and most importantly, excellent examples of **positive impact** on the lives of children, young people, and their families.

New to this year's report is an **assurance** section evidencing how, over the past 12-months, TCSP has self-assessed **quality**, and **compliance** of its projects as well as having reviewed how the overall programme remains **outcomes focussed**. Summary findings show that key performance indicators continue to strongly **align to strategic goals** and in the priorities section, readers can see that the Board have remained **committed to transformation** through regular discussion at a leadership level and by hearing from closed projects on continued benefits realisation or whether any new transformation opportunities present.

The scene is set at the start of the report, with a reminder on the **vision for transformation**, and goes on to list the many achievements across the ten projects in this reporting period. **The highlights are significant with measurable impact.**

The report continues with **positive testament** to transformation from inspectors across a number of regulatory visits. An **SRO appraisal** also captures praise for **successful delivery** of TCSP projects alongside reflection on what will be our likely **priorities** over the coming year as we continue on our transformation journey.

Then comes the focus on **evidence against outcomes**. TCSP has eight agreed outcomes with measures against each one. Every project that is scoped under the programme is aligned to these outcomes. Successes this year include:

- The launch of **the first TCSP communications plan** seeing 2758 articles views on City People, 84 social media posts, reaching 633,380 people online, creating 114,176 social media impressions.
- **88 individuals involved in the development of the Graduated Response** that will eventually assist all education settings in correctly and quickly identifying SEND needs as part of the Culture of Belonging project.
- A Provider Reference Group established within the Transformation of Traded Services project with a membership of **50 internal CWC departments**, all working together to co-design delivery, a marketing plan and brand and robust trading terms with schools – **OneCouncil**.
- **150 families reached** as part of the Culture of Belonging 'Journey of Change' parent training offer helping parents to understand their role in the wider support system and how they can **empower themselves**

and their children on relationships, behaviour, and communication strategies.

- Supporting Families has bought **£1.3 million** into the city this reporting year and has **supported 461 families** with eligible needs to work towards or successfully achieve significant and sustained progress.
- Wolverhampton Young Opportunities – YO! website receives **94,500 unique page views** since its launch in July 2021.
- Culture of Belonging project launches two professional qualifications for people working with vulnerable learners: **A Master’s Level Accredited Leading Mental Health in Schools Award** and the **Autism Leaders Award**, feedback received *‘I think this should be a compulsory course for all schools as it is has been transformative in our thinking and everyday practice.’*
- HeadStart achieves **PSHE Association accreditation** for its ‘Emotional and Mental Well-Being Toolkit’ which is now published and available to all schools nationally for use as part of their curriculum.
- Family Values project closed in July 2021 having achieved a **net gain of 72 foster carers** with **30 more young people placed ‘in house’** since the project began which equates to **£989,000 in cost avoidance**.
- Culture of Belonging ISAPP receives 97 referrals for children and young people on the verge of school exclusion. In the 6 months following their referral **92 (95%) were not permanently excluded, 94 pupils (97%) received no fixed term exclusion**, 55 attended school more regularly, four pupils received an EHCP with four more in process, 14 were subsequently re-referred for further support.
- Back on Track, part of Culture of Belonging, was relaunched focussing on **early intervention and trauma informed support** for young people, parents, carers, and schools with the aim of **reducing the risk of entering into anti-social or offending behaviour**. 29 young people have been referred with 23 remaining engaged with the programme.
- Setting up of the **Reducing Repeat Removals** project well underway with a primary aim of establishing a specialist team who will **work with vulnerable mothers and partners to prevent repeat pregnancies** where a child has a previously been removed and admitted into care. This project will **improve outcomes for this cohort of parents** and will contribute to cost avoidance for the service.
- Closure of the Headstart project which has seen **13,000 children and young people** over six years take part in one or more activity or intervention that has better protected and promoted their **positive emotional mental health, wellbeing, and resilience**.

A financial summary is included that reports the **investment in a transformation project and programme team** this period was just 2% (£228,556) of the overall value of the programme.

Finally, the report concludes with how the team and the Board have **responded to the priorities** we set ourselves in 2021 and that for 2022-23, there will be a focus on our corporate principles: **climate conscious, driven by digital and fair and equal**.

1. Background and context

This 2021-22 Annual Report is the second for the Transforming Children's Services Programme (TCSP).

In late 2020, TCSP went through a full programme refresh which resulted in an updated and repurposed TCSP Mandate setting out a clear vision, measurable outcomes, and a detailed programme business case – all approved and owned by its programme Board. Using these key documents as the basis for all future planning, TCSP produced its first Annual Report in 2021 (covering the period April 2020 to March 2021) which evidenced the impact and progress projects under the programme were making against eight agreed outcomes.

The 2020-21 Annual Report documented the transformation journey of Children's Services reflecting on key achievements since 2016. Due to the positive feedback received on the first-year report, the ambition for 2021-22 is to continue showcasing the innovative work that TCSP projects deliver improving the lives of children, young people and families across Wolverhampton.

TCSP continues to mature as a programme with robust governance and accountability throughout. The programme remains focussed on outcomes with priorities that contribute to City of Wolverhampton Council's (CWC) corporate vision through a OneCouncil approach.

1.1. Programme Vision

***Bold** and enlarged indicates a key word important to our children and young people.

"The Transforming Children's Services Programme will have children, young people and families at the heart of all its activity. Our **ambitious** and **innovative** approach to **transformation** will improve outcomes for children and young people across the city of Wolverhampton generating **opportunities** that are **equitable** and **inclusive**.

To ensure improved outcomes is at its core, **co-production** and **engagement** will be embedded throughout the programme and lived experience used as an indicator of **improvement**.

The programme will act as a driver for change whilst supporting transition to business as usual for the services and partners it works with. This will be done with efficiency, at pace and should always aim to **support** and **empower** children, young people, families, **communities** and our workforce. Clear, consistent and relevant **communication** with all stakeholders will be key to this success.

The programme will continue to make evidence-based decisions whilst championing **creativity** in delivery. This will be true of projects that benefit

children and young people universally as well as **making a difference** to specific groups who are most in need of our support. Evidence will also be used proactively to predict future need and demand.

Working collaboratively, the programme will ensure **committed** and **enthusiastic** leadership when striving to **achieve** outcomes and will build **trust** with the those affected by its outputs”.

2. New for 2021-22: Ongoing Assurance

2.1. Mandate Review

Ahead of the 2021-22 Annual Report, the programme team undertook a Mandate Review – an exercise that validated the agreed mandate for the programme to ensure that projects continue to be driven by outcomes – and importantly, the right outcomes.

The approach to this review covered the following assurance activities:

- Review of the programme’s strategic drivers
- Review of the programme’s vision at the time of reporting
- Review of the programme’s outcomes and key performance indicators

This was led by the programme team with input from the Blakenhall Mini’s young people group and the TCSP Board. The review also cross-referenced programme drivers with updated corporate strategies and the 2022 British Youth Council ‘Make Your Mark’ vote. This vote saw over 10,000 11- to 18-year-olds from Wolverhampton (top four for turnout in the country) vote on their top priorities to be debated by Members of Youth Parliament in the House of Commons Chamber.

The outcome of this review, and the recommendations endorsed by the TCSP Board were as follows:

1. To update the Strategic Drivers of the programme acknowledging the updated Our City: Our Plan and newly launched Education Excellence Strategy.
2. To update one of the key performance indicators to better reflect TCSP projects
3. To remove one key performance indicator that was no longer relevant or measurable against the programme
4. To ensure that future priorities, specifically equalities and climate change were in the TCSP plan.

With the above exceptions, the TCSP Mandate remains significantly relevant.

2.2. Programme Health Check

Also, ahead of composing the Annual Report, the programme team carried out a full programme health check assessing the quality and compliance of project information against corporate requirements and expected standards.

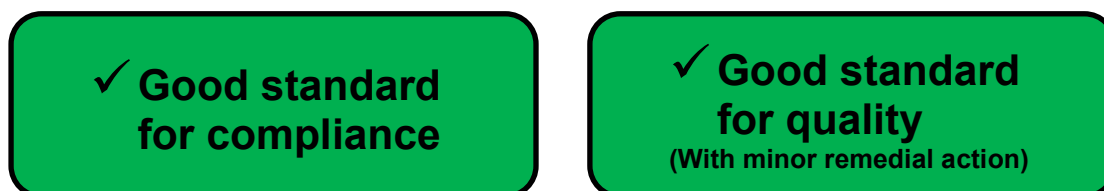
The purpose of this health check was to assess if information on TCSP projects stored centrally on the corporate Project Management system Verto, could withstand scrutiny from internal or external audit.

This health check was also validated by the programme's Internal Audit Board member.

The approach to the health check was as follows:

- An overall % of compliance of TCSP projects with corporate PMO requirements
- A quality check of mandatory project information using a sample of TCSP projects.

The summary findings recommended and endorsed by the TCSP Board were:



Several themes were identified during the health check with recommendations made to improve the quality of information held on TCSP projects. These were:

1. The Transformation team to work on immediate improvements to ensure up to date and accurate information is recorded in and linked to the Verto system.
2. The transformation team to bring together key themes and better understand if any training and development is required for the team.
3. Share this health check approach with the wider Projects and Change management team to identify opportunities for improvements across the service.
4. Ensure project SROs are informed on the health of individual projects and are in support the process of improving compliance and quality of project information.
5. An annual programme health check to ensure consistent standards and ongoing improvements.
6. Children's Services to engage with the Transformation Team at the earliest point when looking into funding opportunities to ensure project resources are available and that options appraisal on funding opportunities have been fully considered.

The TCSP health check recognised both good and best practice in our project and information management and is one of only two programmes corporately, along with the Adult Services Transformation Programme, to carry out a detailed health check with a focus on quality as well as compliance.

This is another example of TCSP leading the way on self-assessment, commitment to the corporate project management framework and collaborative working within the programme team.

2.3. Benefits realisation beyond project closure

TCSP is committed to understanding how projects have brought about change and how services continue to benefit following the closure of a project. It does this through post-closure reporting and assurance, whereby a project will update the TCSP Board 12-months after a project closure to understand if improvements continue to be delivered or if further transformation work might be required. Examples of this include:

Eclipse – Eclipse Children’s was a care record system replacement aimed at offering a cloud hosted solution and improved ‘single view’ of children and young people receiving services. Since its closure in January 2021, the service continues to benefit from the changes brought about by the project in areas such as:

- Whole family working with a replacement care record system from Care First to Eclipse being rolled out across Adult Services.
- Improved navigation of care records and more intuitive information about the care a young person receives from multiple services.
- More flexibility and control to improve design and accessibility of the system itself.
- Ongoing development of reporting functionality to meet statutory requirements.

It goes without saying that Children’s Services will never be in a position where it no longer needs to improve the system, so processing changes in a timely manner and through one channel continues through the Eclipse User Group.

The Eclipse User Group was set up during the project and is responsible for the continued development of the system, ensuring it meets business priorities and provides effective case management to the service.

The Eclipse User Group is empowered to make business decisions about required changes to the Eclipse system and any associated processes and for managing these changes from start to end.

Power2 – Power2 was a project that established a specialist team to support children at risk of exploitation and family breakdown. Since its closure, the service has continued to support children and families at risk through:

- Whole system working with a multi-disciplinary approach.
- A focus on the child or young person to raise aspirations, encourage problem solving and resilience.
- Support statutory services by offering more intensive work with the child or young person.

The Power2 service was originally introduced to reduce young people (aged 11-17 years) entering care and vulnerable young people affected by exploitation being placed in high cost or secure accommodation that was not always meeting their needs. However, the way the service has developed

means that it provides a broader range of benefits and directly contributes to positive outcomes for young people, young adults, and their families.

Involvement with the Power2 team has also led to reduced demand in Adult Services. Young adults through Power2 have been better connected to a Social Worker as they have transitioned into adulthood, have gone on to higher education reducing the need for supported accommodation, have received better mental health support leading to avoidable contact with adult mental health services.

By providing access to a range of support services through Power2, this has continued to reduce the need for other services at an estimated cost avoidance value of £5.2 million.

Section 17 - The Section 17 project was initiated to monitor the spend of Section 17 funds across Children's Services in line with Section 17 policy.

The project closed having delivered a new Section 17 Policy with revised processes and principals on managing this expenditure.

Since closure, the policy continues to deliver consistency in Section 17 spend, a reduction in the time spent issuing and securing cash payments, regular use of the Section 17 reporting dashboard, robust audit processes, training on the Section 17 Policy and most importantly, a blueprint that is being applied to payments in the Children and Young People in Care area of Children's Services.

3. Key Achievements



Co-Production Achievements

- ✓ A member of the HY5! co-production group taken part in the Children and Young People 'Youth Voice Matters' conference linking co-production groups across children's services and SEND.
- ✓ Stories of Difference approach implemented in SWIS project to ensure impact of the project can be evidenced outside of the national evaluation.
- ✓ HeadStart Co-Production event held with 13 young carers contributing to the All-Age Carers Strategy.
- ✓ First #YES Co-production newsletter launched, written by the Co-Production and Youth Engagement Team, and aimed at young people living in the city.

- ✓ #YES, Appreciation Day campaign which reached 254,945 people with 40 posts in total across Facebook, Twitter, and Instagram. Overall, there was an engagement rate of 1.18%.

Project Achievements

- ✓ A Family Values social media campaign using a unique video of two of Wolverhampton's foster carers to raise awareness about fostering reached 7,500 people.
- ✓ Short Breaks and Leisure workstream established in Culture of Inclusion project to support the Special Educational Needs and Disabilities (SEND) Partnership Board in achieving priorities set by Voice for Parents.
- ✓ Development of a school exclusions data dashboard to inform performance and decision making on reducing fixed term exclusion rates in the Culture of Belonging project.
- ✓ Launch of an Alternative Provision Framework for schools to enable them to purchase alternative provision for vulnerable school children with confidence.
- ✓ 'Journey of Change' training programme developed and delivered to parents and school pastoral leads.
- ✓ SEND Systems project renamed to Culture of Inclusion and realigned to the SEND Code of Practice ensuring project objectives support the legal framework and will include ambitions for inclusion.
- ✓ Successful completion of HeadStart milestones for community commissioning, peer mentor training in schools and 5-year delivery of the Wellbeing Measurement Framework evaluation.
- ✓ Two Foster Carer Conferences held.
- ✓ Resolution of a long-standing technology issue for Supporting Families project that will see a new system used to automate identification of eligible families reducing manual intervention.
- ✓ Back on Track project relaunched to continue work with the young offenders to identify and understand factors which have contributed to changes in behaviour and put them at risk of exclusion.
- ✓ Two resource bases opened in the city accepting referrals for children on Education Health Care Plans (EHCP); one for communication and interaction needs the other for social, emotional, and mental health needs.
- ✓ EHCP Annual Review backlog recovery completed bringing the number of outstanding amendments in line with national averages.
- ✓ Education Excellence Strategy launched.
- ✓ Branding and logo approved for the Transformation of Traded Services project.
- ✓ HeadStart Wellbeing Toolkit PSHE accredited and published on the Association's website.
- ✓ Plans approved to move the web based Local Offer for SEND to a new platform with the aim of making online information easier to navigate and more accessible.
- ✓ Joint Commissioning Strategy for SEND approved supporting partnership working – strategically and operationally.
- ✓ Graduated Response for SEND well into development.

- ✓ Introduction of a 'Transitions' workstream into Culture of Inclusion project to ensure joint working across children's and adults services.
- ✓ Sellable Services to Schools 'Bundles' launched on new purchasing system making it easier for schools and academies to buy support from internal providers.

Programme Achievements

- ✓ Successful transition of the Family Values project into business as usual.
- ✓ Three new projects initiated under the programme: Reducing Repeat Removals Project, Children's Residential Provision Project, and the Family Hubs Transformation Project.
- ✓ Decision to retain Supporting Families as a transformation project for a further 12 months approved to ensure smooth transition to business as usual and thorough embedding of whole family working across services.
- ✓ Successful transition of the Wolverhampton House Project into business as usual: 21 young people in total took part, 12 are now living independently, four are living in accommodation suitable to their needs, two are planning to move into their own properties and the remainder are part of cohort four. The project was also winner of Children and Young People Now Award in 2021 in the Care Leaver category.
- ✓ Business Analyst secured for the Integrated Case Management Systems project to map 'as is' processes across social care, education and SEND with the aim of improving integration of information.
- ✓ Successful transition of Culture of Belonging project into business as usual.
- ✓ Transformation Programme Apprentice recruited.

4. Impact on Regulatory Inspections

TCSP is not only delivering successful projects that are improving the lives of children and young people across the city, but they also contributing to high social care and quality practice standards as seen in several regulatory inspections.

Three inspections across the service have taken place in this reporting period:

- Children's Services inspected by Ofsted in March 2022 with the report published May 2022.
- Local Area Send Inspection by Ofsted and Quality Care Commission also in September 2021 with the report published in November 2021.
- Youth Offending Team inspected the Justice Inspectorate in October 2021 with the report published in February 2022.

Here is what inspectors have said:

Children's Services 'Good'	<i>Since the previous inspection in 2017, senior leaders have led a relentless drive to improve services, which has led to innovative social work practice.</i>
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	<p><i>This work continues, underpinned by senior leaders' determination to keep improving the experiences and outcomes for all children in the city.</i></p> <p><i>A strength-based practice model is supporting social workers to make good decisions for children, which enables the majority of children to receive the right help at the right time. This is underpinned by a strong corporate and political commitment through additional financial investment, which allows for the development of innovative projects that make a positive difference for children.</i></p> <p><i>Several successful projects, such as Power2 and the House Project, have had a positive impact on children, diverting them away from the risks of exploitation and providing them with support to live independently.</i></p>
Local Area SEND Inspection 'Written Statement of Action' required	<p><i>School leaders speak positively of the support of the inclusion team. As a result of focused interventions from the inclusion team, the number of exclusions has reduced over the last three years: 95% of those previously at risk of permanent exclusion and subsequently referred to the service remain in full-time education.</i></p>
Youth Offending Team 'Good'	<p><i>Staff used creative methods to help children participate in the interventions and exceeded the expectations of their role to meet the needs of the children and their families. The trauma-informed approach is reflected in the range of interventions that are available. These are personalised to best meet the needs of the child.</i></p> <p><i>The YOT is represented on the Education Inclusion Support and Alternative Provision Panel, which focuses on reducing school exclusions. This is helped by the Back on Track project, which is available in some schools and identifies and works with Year seven, eight and nine pupils who are at risk of exclusion and of offending. For one day a week, the YOT has access to an educational psychologist, who will complete assessments as well as collaborate with schools to ensure that the child's educational needs are being met. They provide consultation and training for YOT staff who are working with SEND children and children with an EHCP.</i></p> <p>Are analysis, evidence and learning used effectively to drive improvement?</p> <p><i>The YOT was recently part of a multi-agency community risk meeting audit, which looked at five cases from different agencies' perspectives. The service has also completed a number of thematic audits looking at specific areas of practice, including a restorative justice and victim audit and a report on the Back on Track project.</i></p>

5. SRO Appraisal



A handwritten signature in blue ink that reads "Bennett".

Emma Bennett – Executive Director for Families at City of Wolverhampton Council and Senior Responsible Owner for TCSP

5.1. As SRO, how do you feel the programme is continuing to perform following the last annual report?

“The programme has continued to perform well as we see our second TCSP Annual Report published. I have seen projects over the last year consciously aligned to strategic priorities, delivered successfully and transition into our business as usual.

The leadership team take a holistic view of Children’s Services looking at whole system and support approaches, particularly now in the context of the corporate ‘Families theme’, and TCSP is firmly embedded into this thinking.

As a Board we ensure project resources are made available short and long term as it is evident the value this programme adds to our service – the ‘Good’ Ofsted judgement, the LGC Award shortlist for the programme and the many awards individual projects have received are testament to this.

I am clear as SRO what sits under TCSP and, in consultation with the Board, make decisions about projects that we are confident will make big impacts on the children, young people and families we work with.”

5.2. As SRO, how do you feel that programme has responded to the priorities set in 2020-21?

“I feel assured that there is ongoing effort to address the priorities we set ourselves in 2020-21. As seen in this report, TCSP has launched, for the first time, a coordinated communications plan that has reached more people internally and externally than ever before.

I can see that co-production is truly embedded into all areas of the programme and lived experience continues to shape and influence our transformation projects from concept through to closure.

There is a constant pipeline of transformation ideas which the Board regularly review including ideas that come from staff, performance data, local, regional, and national policy and feedback from our children and young people.

TCSP maintains a regular level of frontline staff throughout programme and project governance, and this ensures a link to the day-to-day when delivering change and improvement, this also extends to partners and providers.

I am particularly assured by the constant review of our strategic drivers and ensuring TCSP contributes to Our City: Our Plan.

I recognise that there is always room to do more but and I am particularly keen to build on the family’s theme over the next year and see projects integrate across both Children’s and Adult Services as well as support the corporate priority for broader matrix working.”

5.3. As SRO and on behalf of the Board, what are the transformation goals for the next reporting year?

“My goals for the next year are to build on the successes of the past 12-months and to see TCSP contribute to our broader corporate goals of equality, driven by digital and being climate conscious.

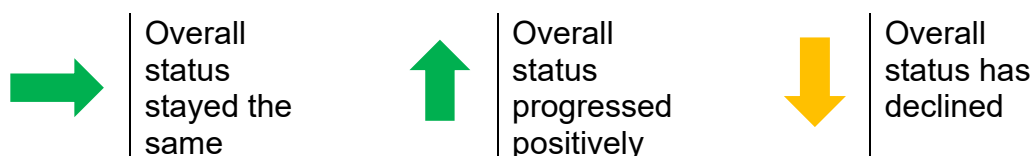
Through TCSP I will be championing ‘voice of the family’ and will welcome cross cutting opportunities – both internally and externally with identified partners and stakeholders.

As SRO, I will ensure that legislative changes can be managed through transformation and that the programme continues to be innovative in its approach, takes measured risk and remains outcomes focussed.”







6. Programme Performance

6.1. Project RAG status summary (as of March 2022)

Key



Project	Gateway	Trend from 2021	Comments
Reducing Repeat Removals Project	Options		Project remains on track in the Options gateway having only been initiated in late 2021.
Integrated Case Management System	Business Case		No gateway moves since last Annual Report but on track with a detailed Business Case and ready to move into delivery
Children’s Residential Provision Project	Business Case		This project remains on track to deliver a detailed Business Case in July 2022 having moved on from the Options gateway during the 2021-22 reporting year.
HeadStart	Delivery		Project remains on track with a planned move to closure gateway in July 2022.

Project	Gateway	Trend from 2021	Comments
Supporting Families	Delivery		Project has moved from on track to at risk whilst in the delivery gateway. This status reflects the challenges faced by the team to achieve the ongoing payment by results targets set by the DHULC and to embed Supporting Families outcomes into business as usual – both of which are currently being addressed at a strategic level
Transformation of Traded Services	Delivery		Project on track having moved from Business Case to Delivery.
Culture of Inclusion	Delivery		At point of reporting this project has moved from on track to at risk due to time slippage on key milestones. Mitigation has been agreed to extend the project end date from August 2022 to September 2023 to reflect the ambitions set out in the SEND Ofsted Written Statement of Action – following this extension the project moved from at risk to on track in the 2022-23 reporting year.
Social Workers in School	Delivery		Project remains on track with a planned move to closure in August 2022 possibly being extended for a further year due to a funding extension opportunity from the DfE.
Culture of Belonging	Closure		Project has remained on track and moved to closure gateway earlier than planned achieving or transitioning to BAU its original Business Case objectives.
Family Values	Closure		Family Values closed in July 2021 as planned achieving its original Business Case objectives.

6.2. Progress Against Outcomes

6.2.1. The Projects

Project	Aim(s)
Reducing Repeat Removals Project	Prevent repeat pregnancy when child removal remains the most likely outcome and improve outcomes for parents, partners and children using a 'Think Family' approach.
Integrated Case Management System (ICMS)	To integrate, re-configure or de-commission systems that will lead to improved information recording and reporting across children's services and education.
Children's Residential Provision Project	Set up of two innovative, restorative children's homes within the city that will accommodate and support children and young people in care with more complex needs.

Project	Aim(s)
HeadStart	Develop and deliver a series of innovative interventions that prevent young people aged 10-16 years developing common emotional and mental health problems.
Supporting Families	To target the right families, at the right time, with the right support whilst adopting a whole family approach to casework aimed at achieving significant and sustained outcomes for families.
Transformation of Traded Services	A revised, relevant and co-produced traded offer that personalises products and support packages to education settings with a central point of contact for them during the life of their contract with Traded Services
Culture of Inclusion	To ensure that families of children and young people with special educational needs are provided with accurate, unbiased information, the right support at the right time and that there are clear, co-produced and inclusive pathways from childhood through to adulthood.
Social Workers in School (SWIS)	Promote better inter-agency working between education settings and children's social care to achieve better outcomes for children, young people and their families.
Culture of Belonging	To reduce the number of fixed term and permanent exclusions and the number of children electively home educated.
Family Values	To transform the Fostering Service by improving sufficiency and enabling more looked after children to be cared for by 'in-house' foster carers with improved recruitment and retention of internal foster carers.

6.2.2. Evidence

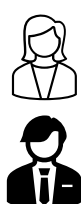





Outcome one: Increased relevant communication to all stakeholders affected by the programme

In the 2020-21 Annual Report, it was documented that TCSP was about to launch its first communications plan which focussed on three themes:

- Project Success
- Programme Success
- Impact of projects through lived experience

Another first for the programme, working with CWC Communications colleagues, TCSP agreed an overarching approach to communications and engagement and a detailed 12-month communications plan.

Communications for TCSP started in September 2021 and delivery of its plan has led to the following, many of which were achieved for the first time:

 <p>Annual Report shared with over 20 internal leaders</p>	 <p>Annual Report shared with over 30 Political leaders</p>	 <p>Annual report shared over 200 employees</p>
 <p>16 City People TCSP stories published</p>	 <p>2758 views on City People</p>	 <p>102 Likes on City People</p>
 <p>84 social media posts about HeadStart</p>	 <p>Reaching 633,380 people online</p>	 <p>Creating 114,176 social media impressions</p>

The TCSP team have worked with corporate communications to ensure that good news and success have continued to be celebrated amongst a backdrop of ongoing Covid-19 messages.

More work is to be done to deliver the final strand of the TCSP communications plan – impact on children and young people and the sharing of lived experience.

Outcome two: Increased co-production and engagement across associated projects

Co-production from the outset – In the 2020-21 Annual report, TCSP committed to ensuring that co-production was considered at the earliest stage of a project Lifecycle as opposed to just during its delivery. The first step in establishing a project as per the CWC methodology is a project concept. This enables Project Managers and service leads to develop the ‘idea’. It looks at what the case for change or opportunity to address is, what the drivers are, and what might happen if the project did not commence. It also helps filter what truly is transformational and what services can do to continue improving their business as usual.

TCSP in this reporting year has initiated three new projects; ICMS, Children’s Residential Provision and Reducing Repeat Removals. All have produced a project concept and embedded within them is a key question, ‘How will this project consider co-production across all steps on the participation ladder, throughout the lifecycle?’. By asking this question as a project is initiated, project teams and SROs can really begin to think about what we mean by co-production, what is possible during the project and what forums already exist to work alongside people with lived experience. All the above-mentioned projects have considered the co-production opportunities and documented these within their concept and projects will continue to do this in the future.

Culture of Inclusion Project (Co-production) – the Early Identification and Support Workstream of this project was required to develop a strengthened Graduated Response to assist all education settings in correctly identifying special educational needs and disabilities (SEND), to know what support is available to help meet those needs and to implement strategies to support the child or young person with their education earlier.

It was quickly recognised that the best people to design the Graduated Response, were those who would be accessing it regularly.

To begin with, a core group, consisting of representatives from Educational Psychology, Education Excellence, Outreach, Digital Experience, The Royal Wolverhampton Trust (RWT), Black Country and West Birmingham CCG, Schools (Primary and Secondary Mainstream and Special), Co-production and Youth Engagement and parent carers, met to develop the framework and guidance for a Graduated Response in Wolverhampton.

Once the framework was agreed three workshops for each of the four areas of need described in the SEND Code of Practice were held to co-produce the guidance. There were 88 individuals involved in the development of the Graduated Response from four internal CWC departments, health, 25 school settings and representation from the Parent Carer Forum.

To date the draft Graduated Response has not only been co-produced but will now be consulted on more widely capturing feedback from even more stakeholders.

House Project Engagement Hub (Co-production) – The Youth Engagement Hub was originally a requirement of the Wolverhampton House Project. Covid-19 and National lockdowns however, prevented the base from being implemented as originally planned. As restrictions lifted, it was decided to convert an existing council asset into a building that could meet the requirements of several different youth initiatives across the City including the House Project.

Now called the Youth Engagement Hub, the building is a meeting and activity place for all young people involved in any council related project or initiative.

Groups including the Youth Council and Children in Care Council regularly use the Engagement Hub to get together to discuss ideas and priorities.

Not only is the Engagement Hub a place to co-produce, its design and decoration was also done 'with' children and young people who were able to influence colour schemes, interior structures, furnishings, and purposes for each area of the hub. This gave young people real choice and control about the building and how they could use it in the future.

Transformation of Traded Services (Co-design) – There are approximately 40 different traded services offered by the council to primary, secondary, and special schools across the city and beyond. After several attempts to improve the operating model of Traded Services, this project was initiated with two key differences; using the rigor of project methodology to introduce measurable change and by setting clear objectives, one of which was improved

collaboration between internal providers who trade with schools. To help achieve this, a Provider Reference Group was set up in the early stages of the project.

The Provider Reference Group has proven extremely successful. It is held every six weeks and is well attended. Members are very engaged regularly contributing ideas and input into the project. This has driven a real 'buy-in' to the project with providers working more collaboratively on design of the service, its trading terms and conditions, the brand (now known as School Business Services – Wolverhampton) and how the service is promoted.

Requests to become members of the Reference Group continue to be received as positive word of mouth on the usefulness and effectiveness of the group has spread.

This project is example of professionals working together, listening to one another, and jointly moving forward as OneCouncil.

#YES As part of its sustainability planning, HeadStart reviewed all its 'explore and test' activity from the previous four years to identify the most successful ways of helping young people to improve their emotional and mental wellbeing.

The lessons learned from this activity were used as a basis for the new city-wide, Youth Engagement Strategy – #YES. This strategy outlines how Wolverhampton's future policy and practice will ensure that young people across the City receive emotional and wellbeing support for years to come.

- **Mental health Awareness Week**, #YES continues to make strides in its ambitions. In 2021, during Mental Health Awareness Week, hosted a royal visit from HRH's the Duke and Duchess of Cambridge at the The Way Wolverhampton Youth Zone, which motivates and inspires young people to transform their lives. Activities at The Way supported by HeadStart, provide a space for children and young people to build their resilience skills.
- **#YES, Appreciation Day** was an event suggested by young people from a range of city-wide youth voice groups. The #YES Appreciation Day gave children, young people and adults the opportunity to show their appreciation and say 'thank you' to all those who went above and beyond during the Covid-19 pandemic. On show was all the creative work produced by the city's young people to say 'thank you' to those who have helped the most during the pandemic.


Outcome three: Improved approach to working with children, young people, and their families across the whole system


Culture of Belonging Parenting Offer – As an output of the Pathways to Support workstream of Culture of Belonging, the parent eLearning offer was developed as a coordinated offer of targeted interventions for families with children at risk of exclusion. As part of the delivery of this, a training offer was put in place to support parents where educational engagement was in decline.


The Parent Offer included:

- **Universal eLearning for Parents** – virtual self-help learning designed for parents who require support and advice at a universal, lower level. The eLearning for parents was initially created in response to Covid-19 and was accessed digitally, at a parent's leisure. The course materials were presented in four modules, these include pictorials to aid learning and included live links and resources as well as further sign posting to services if parents felt they needed more.
- **Journey of Change Targeted Families Programme** – group-based learning facilitated by trained Strengthening Families Workers within Wolverhampton Families Hubs. The Journey of Change Programme includes four sessions which focus on the basic core skills of parenting. Once these are completed, elective modules are identified offering a bespoke package of support to a family.

The Plan moving forward is to further embed the Journey of Change Programme to the Wider Community including Schools, Health and Voluntary sectors. Over 150 families have accessed the Journey of Change Programme with positive testimonials from pre and post evaluations:

 *“The Journey of Change programme has given me not only a different perspective on the way I am as a parent but on how to have fun and respect my child's viewpoint now. Things are a lot improved since I first began the programme. We have fun together, I am more confident and calmer about my abilities and decision making as a parent, and I believe my daughter respects me more for my shift in attitude”.*

 *“We really enjoyed the sessions; we did not feel judged which was our worry when we first started the programme. The atmosphere was very relaxed, which we did not expect. We liked the fact it was a small group of parents where everyone had time and space to speak and listen to each other”.*

 *“Since attending the Journey of Change Programme, I will now step back and listen more to my child. I have noticed they are coming to me and openly telling me things they would never have discussed before. I am more confident as a parent with the advice and support that was given”.*

HeadStart Parenting Offer – As part of HeadStart's community activities, local providers were commissioned to deliver structured sessions where parents and carers could be encouraged to develop solution-focused approaches with their children on good social and emotional health. These sessions focussed on helping parents and carers to be confident in their ability to provide boundaries, routines and functioning, stable and safe family environments.

Taking learning from these pilots and recognising the role that parents and carers play in the whole support system has meant that local organisations have been able to provide an evidence base on the benefits of good emotional mental health in children and young people when encouraged by supportive and informed adults. This evidence alongside a 'consortium

building' effort, also spearheaded by HeadStart, has led to successful funding applications for local groups valued at over **£700,000** to continue offering community parenting support programmes, which without the injection of support and investment, may have ceased once HeadStart ended.

All learning gained through these programmes will continue to inform the parenting element of the city's Early Help Plan – another example of sectors working together to strengthen the preventative system approach.

Supporting Families – The aim of the Supporting Families Programme is to take a system wide approach to significantly improve and sustain outcomes for vulnerable families in Wolverhampton. As a result of each eligible family identified and successfully engaged onto the programme, the Department for Levelling Up, Housing and Communities (DLUHC) make a 'payment by results' to CWC, with family cohorts closely audited and quality checked against funding criteria.

In the 2021-22 reporting period, the programme successfully worked with 461 families going across organisational boundaries to take a multi-agency approach to improved outcomes, with these same families going on to achieve significant and sustained progress in line with the Supporting Families Outcomes Plan. The total grant receipt in 2021-22 was £1.3 million which is being re-invested into continuous service improvements and resources.



Supporting Families Example: a family meets three of the Supporting Families criteria: mental health, employment, young people in need of help.

Daughter discloses concerns at school about home life, these include a brother with poor mental health and trio of vulnerability present in the home. This is having a negative impact on the daughter at home and in school. Supporting Families programme becomes engaged.

A Strengthening Families Worker begins planning a series of interventions offered by multiple agencies covering help with sleep patterns, counselling, adolescents' mental health support and softer interventions for building self-confidence and improving life skills. Agencies involved include statutory, voluntary sector and education with the whole family accessing support.

Outcomes achieved through this 'team around the family' approach are reported as improved behaviour and mood in the children, improved relationships, changed attitudes and a willingness to talk about issues, training that could lead to employment is taken up, reduced self-harm and improved engagement in school with recovery and detox programmes attended to address longstanding alcohol issues for Dad.

Supporting Families and WV10 – WV10 is a community partner and has been working to embed the principles of Supporting Families programme into their consortium. Based in the heart of the one of the most deprived communities in the city, they work together with voluntary and community organisations and social enterprises to provide early intervention support to families by offering the right the right support at the right time.

WV10 is a community partner and has been working to embed the principles of the Supporting Families programme into their consortium. Based in the heart of one of the most deprived communities in the city, they work together with voluntary and community organisations and social enterprises to provide early intervention support to families by offering the right support at the right time.

They have successfully evidenced how using a 'whole family approach' when working with members of their community with multiple and complex needs can result in positive sustained change.



WV10 Supporting Families Example: a family meets three of the Supporting Families criteria: health, employment, domestic abuse.

Mother and two young children had experienced living with domestic abuse, emotional abuse particular, which was the cause of other risky behaviours such as alcohol misuse.

Mother attends a free HeadStart activity on cooking and begins to build a relationship with the volunteers and trusted adults at the WV10 organisation. Mother goes on to disclose other issues including debt and unemployment following the marriage break down risking the family home. From this a support worker works with the family to complete a whole family assessment and action plan.

The family go on to engage in several interventions including debt support and repayment. Mother completes the Freedom Programme to address domestic abuse issues and the whole family taking part in 121 sessions to discuss mental health and how to manage feelings and emotions. Agencies involved include the CAB, WV10, HeadStart, local GP and Strengthening Families.

Through these interventions, the family were able to remain in their home, address some of the underlying causes leading to risky behaviours and the children remain happy at school with good attendance. Mother has also made new friends and has positive role models through WV10 and has gone on to volunteer at the WV10 Big Local Venture Centre.

Feedback from Mom:

"Big Local Venture Centre has helped me and my family to change our lives"

"Without the help and support provided I would be in a dark place, and I don't think I would have my children with me"

"The practical support and resources provided such as cooking classes and the WV10 cookbook has helped with my budgeting".

The Big Local Venture Centre has helped me with financial advice, food, activities for my children and my mental health".

This example highlights how WV10 recognised the interconnected needs of different family members and how they have supported the family by co-ordinating support services around a single action plan. WV10 have also gone on to successfully identify a further **74** families that have achieved significant and sustained change.



**Wolverhampton
Young Opportunities**

www.yowolves.co.uk

**94,500 unique page
views since its
launch in July 2021**

Yo! Wolverhampton – Yo! (Young Opportunities) is in response to one of the city's priorities for young people to have the best possible start to life. Building their confidence, creating opportunities and giving them the tools, they need to succeed. Most importantly, encouraging them to never give up.

Local people of all ages have told us we need more opportunities for our children and young people, they've told us being healthy, connected and involved are what matter to them.

Having listened to this feedback, Yo! was created. The website provides access to events, information, guidance, and services within Wolverhampton for children, young people, young people with SEND and their parents and carers.

Yo! Wolves is part of HeadStart's sustainability plan to continue making available relevant, accurate and accessible information for children, young people, and families all in one place.

ICMS – this is a project that was initiated in response to an idea discussed with Board members to explore further the various systems that teams across Children's and Education use to manage information held on people and the partners or education settings we work with.

It became apparent through a project options appraisal that a variety of ways to store and manage information were used by various teams driven by a multitude of 'stand-alone' systems, spreadsheets, portals, and other on-line solutions that ran independently of one another. This was creating a number of issues including potential data breaches, duplication of data input into various systems and also missing information due to inconsistent processes.

ICMS aims to address these issues by:

- Reducing the use of spreadsheets by teams and departments moving information into more secure and functional systems.
- Upgrading systems currently accessed so that up-to-date software is used and technically supported.
- Decommissioning unnecessary systems or at minimum integrating them.
- Procure systems as identified through a gap analysis where an existing solution is not available.

This project will underpin whole family working with improved, streamlined back-office functions that allow for CWC to layer information from various sources to make more informed decisions, do more accurate reporting and enable departments from across the service to work together to analyse and understand information.

The 2022-23 Annual Report will feature more delivery of this project as it moves through its Lifecycle.

Outcome four: Increased engagement with the workforce during transformation of services

Current levels of frontline staff engaged with project steering groups (taken from projects in business case, delivery, or closure gateways) – these are the projects that will have an established or emerging governance structure as of the end of the reporting period March 2022.

Approximate project group membership profile across the programme:

Project	Type of group	Total number of members	CWC Officers	CWC Frontline	Partners / Providers / Schools	Service User Reps
HeadStart	Board	23	7	0	13	3
Culture of Belonging	Steering Group	13	12	8	1	0
Culture of Inclusion	Steering group and Workstreams	88	21	27	32	7
SWIS	Steering Group and	32	13	7	12	0
ICMS	Project Group	13	0	0	0	0
Supporting Families	Project Group	8	6	2	0	0
Children's Residential Provision	Steering Group	16	13	2	1	0
Transformation of Traded Services	Steering Group and Provider Reference Group	61	11	0	50	0
Total		254 (143) ↑	83 (33%) ↑	46 (18%) ↓	109 (43%) ↑	10 (4%) ↓

Whilst the number of frontline staff across programme governance has decreased this reporting period (down 15%), the number of partners or providers (both internal and external) has increased (up 25%). Comments to contextualise these changes are:

- **The closure of Family Values** – which had a huge representation of frontline staff throughout its governance.
- **The point in which this year's project are at** – three of the above projects remain in Options Appraisal or Business Case gateways which means their governance isn't fully established with membership still being considered.

The ongoing benefits to having frontline staff involved in projects include:

- Continuous professional development for individuals offering job variety
- Operational perspective from the senior user – the people who will most likely be affected by the changes a project can bring about
- Sharing of learning and experience from different professions
- Empowering frontline staff to be involved in positive change
- Sharing of capacity between operational staff and managers involved in projects in times where there are less people to do more

Having frontline staff on project boards and steering groups is something TCSP remains committed to and will look to maintain to support successful transition of projects into business as usual.

New measure for 2021-22: people benefitting from training and or CDP as part of one or more TCSP projects.

Culture of Belonging – An objective of the Pathways to Support workstream of Culture of Belonging was to implement the right continuous professional development offer for staff working with vulnerable learners.

Two significant CPD programmes have been delivered through the Culture of Belonging project that have benefitted the workforce, these are:

- **A Master's Level Accredited Leading Mental Health in Schools Award** developed by the Educational Psychology Service in collaboration with University of Wolverhampton and funded by **HeadStart**. This course provided educational practitioners the tools and skills needed to lead practices within their schools to promote emotional wellbeing and identify and respond to mental health needs, it was also assured for DfE grant-funded Senior Mental Health Lead training.

The course aligns with the Senior Mental Health Lead learning outcomes and covered whole-school approaches on creating an ethos and positive environment, identifying need and monitoring impact of interventions, targeted support and appropriate referrals, staff development, enabling the student voice and working with parents, families, and carers.

Learners were supported to develop their understanding and practice through taught sessions, coaching sessions and by completing a critical evaluation of their setting's current practice as part of an assessed piece of work.

The course was led by Educational Psychologists, with input from other professionals including University of Wolverhampton, CAMHS and the Co-production and Youth Engagement Team.

The first course took place from January 2021 to May 2021 with 20 participants and some of the feedback received included:




- 100% rated the course content, meeting course aims and relevance and usefulness to their role as good or excellent.
- 100% reported that the course had enhanced their knowledge and skills in the area on Social and Emotional Well Being and Mental Health in Schools.
- 100% rated the trainer support as good or excellent.
- 100% of those who submitted assessed work passed and gained the master's credits.

There are currently two further courses running, each with 20 Participants. The first began in January 2022 and the second in March 2022.



- **The Autism Leaders Award** was launched by the Wolverhampton Outreach Service in collaboration with the University of Wolverhampton. The creation of the course was in response to Wolverhampton City's Autism Strategy (2016-21) which urged schools to develop a 'consistent, evidence-based graduated response to supporting the needs of pupils with autism' course content is collaborative with contributions made by several subject experts.


To date, 42 teachers from 37 different schools have attended the Autism Leaders Award. Feedback from learners:

Please identify ways in which the course had contributed to your personal and professional development:


-  *'I now have a better understanding of supporting Autism in a mainstream setting and the strategies I can disseminate across school.'*
-  *'Further enhanced my understanding of students with ASD. I am able to relate and recognise their area of difficulty. Better insight into how they perceive things.'*
-  *'I can better support my colleagues and families to help them support the children.'*


What's the impact of the course on whole school developments?

-  *'Our school have developed visuals, workstations, routines and are able to assess the needs of our young people confidently.'*
-  *'Much of the training we have received has been fed back to staff across the school to improve their understanding and practice. Staff across the school feel more confident in supporting pupils with SEND within their classroom using a range of strategies. The importance of*

 *supporting sensory difficulties has especially improved over the last year (or so). We have also achieved the Autism Friendly Schools Award for which we are very proud.'*

Any other comments?

 *'This has been the best CPD I have ever had. Being able to hear from so many different people and being in the small group of likeminded people with similar concerns and outlooks has really been beneficial. The support has been fantastic and I would highly recommend to all.'*

 *'I think this should be a compulsory course for all schools as it is has been transformative in our thinking and everyday practice.'*

HeadStart – The below Continuous Professional Development (CPD) opportunities were launched as part of HeadStart programme, some of which are now available on a national basis:

- **The PSHE Association accredited 'Emotional and Mental Well-Being Toolkit'** developed through HeadStart has been published and made available to all schools nationally for use as part of their PSHE curriculum in 2022.
- **Multiple 'Train the trainer' sessions** to upskill teaching and support staff to deliver wellbeing and other related interventions including anti-bullying and co-production in their schools.
- **Youth Mental Health First Aider training** for schools, local communities, and Holiday Activity Fund (HAF) providers.
- **LGBTQ Train the Trainer sessions** delivered to six social care staff and 40 secondary school staff between Oct 2021 and March 2022.
- **Now available to all schools as part of the Council's Workforce Offer** are the Youth Mental Health First Aider Training, Suicide Awareness Training, Educational Psychology Service Training, and the Staff Wellbeing Toolkit - 50% of schools and education settings had accessed an element of the live training offer by March 2022.

SWIS – SWIS has continued with its Workforce workstream working with schools to share knowledge and expertise across social work and education professions. All six participating schools have benefitted from learning, CPD and training on the following topics:

Course	Content
Getting it Right workshop delivered by Dr Rebecca Sharpe, Specialist Senior Educational Psychologist	Educational psychologist good practice guidance to support positive behaviour and emotional wellbeing.
Kooth training session	An introduction to Kooth – a digital mental health and wellbeing platform that provides a welcoming space for digital mental health care
One Family workshop	A session run by advanced practitioners focusing on how to bring together families and their networks of support in a restorative

Course	Content
	way and how to identify solutions together.
Trauma Informed training session	A session on young empowerment, supporting with determination, resilience, and self-belief.
Restorative Practice training	Basic training on how to strengthen the relationships between people and the social connections within a community focusing on repairing harm and avoiding wrongdoing before it happens.
Child Sexual Abuse Awareness Course	A course designed to help social workers who are embedded in schools identify and respond to concerns of child sexual abuse that present within the school environment.
'Unbreakable' Harmful Sexual Behaviours sessions for schools	An understanding of childhood adversity and trauma informed practice, reinforcing the strengths in relationship-based practice.
Time to Talk Guidance universally available to schools	Guidance and further support for schools on tackling violence against women and girls.
Exploitation workshop	Looking for signs and indicators of exploitation and a demonstration of the exploitation screening tool.
Cultural competence workshop delivered by the advanced practitioners	A session around equality and diversity, anti-oppressive and discriminatory practice.

More evidence of impact will come through the evaluation and sustainability planning of the project.

Outcome five: Increased number of children remaining in safe and stable homes, particularly those at higher risk

Supporting statistics (source: CWC Data and Analysis)

*The following statistics are from the wider Children and Young People (CYP) performance framework. They cannot be solely attributed to TCSP, but it is to be acknowledged that programme projects will have contributed to improved practice, new ways of working and better outcomes for our children and young people alongside the huge service improvement effort that takes place across the directorate.

As of 31st March 2022, provisional figures show:

- The rate of Children in Need per 10,000 of the under 18 population (CiN) was 112.6, a slight increase from 109.1 at year end 2020-2021,
- Child Protection was 38.4, down from 40.6 at year end 2020-2021

- Children and Young People in Care was 79.2, down from 86 at year end 2020-2021
- The published rate of children starting to be looked after in 2019-2020 was 20.0, the 2020-2021 rate was 15.0 and the provisional 2021-2022 rate is 18.5.
- The published percentage of children and young people in care that end via adoption in 2018-2019 was 27%, the 2019-2020 percentage was 27%, this reduced significantly to 15% in 2020-21 and the provisional 2021-2022 percentage is 28%, becoming more consistent to the reported figures prior to the pandemic.
- The average number of children with Early Help Assessments (EHAs) completed per month saw a decrease from 217 in Q1 2021-22 to 185 in Q2 2021-22, likely due to schools being closed for the summer holidays. However, this has since seen an increase over the second half of the year, resulting in an average of 221 for Q4 2021-22 which remains consistent with the average of 227 seen in Q4 2020-2021.
- 5.6% of the cases closed to Early Help in Q4 2021-22 were escalated to social care compared with 6.8% in Q4 2020-21.

SWIS headlines – The SWIS project is heavily evaluated both locally and nationally. Emerging headlines from the project indicate the following:

- **Children and Young People in Care Starts:** Prior to implementation of the SWIS Trial in Wolverhampton the number of admissions into care from what are now SWIS active schools were traditionally high. Since the start of the project, the number of admissions to care from SWIS active schools has decreased.
- **Child in Need (CIN) Starts:** Between Sept 20219 and August 2020 there was a significant decrease in CIN starts due to the Covid Pandemic and national Lockdown. Since September 2020, there has been an increase in CIN starts however, the increase in SWIS control schools is greater than the increase in SWIS active schools.

Family Values – Family Values was initiated in 2017 in response to increasing dependency on placements of children and young people with external foster carers which weren't always located in the city and were costly.

Consultants iMPower conducted a review of the service and provided a range of scenarios that detailed the metric the project could aim for: base, stabilise, good and excellent. The project team agreed to aim for excellent with an overall net gain of 81 foster carers by the end of the project. The project closed in July 2021 having achieved a net gain of 72 foster carers, just 11% short of its original target.

The learning throughout this project though, the interaction with foster carers and passion for caring for vulnerable children excelled.

Overall, the project delivered:

- An increase of internal foster carers by 11% with 30 more young people placed in house since the project began which equates to £989,000 in cost avoidance.

- A 34% reduction of Independent Foster Agency (IFA) placements.
- Improvements to the enquirer's experience, screening and approval process with all enquiries followed up within 24 hours and clear guidelines as to next steps.
- Monthly supervision for foster carers with their supervising social workers and buddy support for newly approved carers. There is now also a monthly Foster Carers Forum and access to the Foster Carers Portal.
- The introduction of the Fostering Families United model. This further enhanced the support offered within fostering teams, was headed by a lead carer who offered additional telephone support, particularly at times of crisis, and arranged activities for carers and their children to engage in.

The project also went on to broaden its scope following successful early implementation of its enquiry handling and support workstreams. Additional workstreams delivered were:

- Placement Matching – to improve the quality of placement matching of children and young people placed with internal foster carers.
- Carers for Disabled Children & Young People – to develop an offer to potential carers of disabled children and young people and to recruit new carers specifically for this cohort.

Both these workstreams were added to the scope of the project and led to a placement matching matrix to better match children and young people to carers with similar cultural and religious attributes as well as targeted marketing campaigns and an improved offer for carers of children with disabilities including short breaks.

The Family Values project has been a transformational success story for the service. The project created energy and served as a platform for ideas beyond its original objectives.

Outcome six: Improved partnership working with Education settings to support improved outcomes for children and young people

Transformation of Traded Services – The purpose of the Traded Services project is to offer quality, efficient and sustainable traded services to education settings that support improved educational outcomes for children and young people.

As mentioned previously, approximately 40 different internal providers trade with schools via the WVES online platform which, as part of the project, has been redesigned and rebranded to improve ease of purchasing.

Trading for the 2021-2022 year was 142% up on the 2020-2021 year due to a combination of increased purchasing and increased use of the redesigned platform supporting a OneCouncil approach.

Where schools wish to access services, and budgets do not allow a full-service level agreement (SLA) purchase, work has been done directly with

providers to offer bespoke contracts and deals to allow for partial purchases that benefit the needs of the school. Schools have also been allowed to share SLAs.

There has been significantly more interaction with schools through assisted purchasing, supported account meetings and general advice on guidance.

Schools have indicated that this has been particularly beneficial and have 'checked out' early in the purchasing process meaning they are buying from us quicker and sooner.

The existing finance processes have also been improved and will lead to:

- A pre-arranged schedule for the invoicing and journaling of traded services, giving certainty to schools and providers.
- Integrated invoicing, rather than tens of invoices at randomised points through an 18-month period.
- More accurate reporting of the value of traded services with schools.

All this work combined makes engaging and accessing traded support services and processing financial transactions much easier for both the school and the authority – cutting down on administrative time and increasing the opportunity to talk to schools and truly understand the educational needs of their children.

Significant work from members of the Agresso Team has supported this work, and feedback from schools and providers has been positive.

Culture of Belonging (CofB) – One of the key components of the CofB programme is the secondary school phase of the Inclusion Support and Alternative Provision Panel (ISAPP). ISAPP invites Wolverhampton secondary schools to refer pupils who are at risk of permanent exclusion or disengagement, or who are otherwise in need of significant additional support or alternative provision (and who are not in receipt of an Education, Health and Care Plan).

The panel meets fortnightly. Referrals are discussed with the headteacher, or referring officer, and an appropriate, SMART action plan is agreed to ensure pupils access the provision and support they need in a timely and coordinated way.

97 referrals have been heard at ISAPP between September 2020 and July 2021 (this does not cover the reporting year of this Annual Report as statistics are based on academic years). In the 6 months following their referral:

- 92 (95%) **were not** permanently excluded
- 94 pupils (97%) received no fixed term exclusions
- 55 attended school more regularly
- 4 pupils received an EHCP with 4 more in process
- 14 were subsequently re-referred

Additionally, 33 pupils were referred to ISAPP following a permanent exclusion to help to ensure that their next education setting is appropriate to their needs, and that a package of support is in place to prevent any further exclusions or disengagement.

- 3 permanent exclusions were withdrawn
- No pupils received a further permanent exclusion after being heard at ISAPP

Several pupils were enabled to return to a mainstream school, following a permanent exclusion, sooner avoiding lengthy periods in alternative provision and many pupils subsequently showed improvements in 'soft' outcomes such as confidence, self-esteem, engagement, and emotional wellbeing.

Virtually all the young people referred to ISAPP are vulnerable, and some have extremely complex needs. There are often several interlinked factors leading to their referral, such as a combination of challenging behaviour, low attendance and social care or familial factors. In many cases, several different provisions or recommendations are combined, and overseen by a Senior Inclusion Officer, to ensure that the pupil is at the centre of a joined-up package of multi-agency support.

Where the pupil has a social worker or an early help plan, the panel help to ensure that this support sits properly within and is informed by that plan. In this way, ISAPP supports a coordinated, whole system approach to inclusive education.

There is clear evidence that ISAPP is helping to reduce exclusions and improving outcomes for vulnerable pupils. The ambition going forward is continue working closely with schools and other partners and other similar panels to ensure ISAPP is truly school led.

Outcome seven: Improved opportunities for target cohorts (for example Children and Young People in Care, SEND, Young Offenders and Care Leavers)

Back on Track - Back on Track is a Culture of Belonging initiative with the main aim of preventing exclusion from school for young people in years 7, 8 and 9. Evidence based research has highlighted the connection between young people permanently excluded from education and the risk of becoming involved in anti-social or offending behaviour.

Back on Track focuses on early intervention and provides support for young people, parents, carers, and schools. As a trauma informed, young person-centred service, intervention addresses identified adverse childhood experiences with multi-agency input.

From the 29 young people referred into Back on Track, 23 remain engaged. Staff from the Youth Offending Team (YOT) conduct an initial meeting with school, parent, carer, young person, and any other services involved to identify areas of concern. After which a holistic assessment is completed with the parent, carer, and young person to then provide the basis for a plan of intervention. It is to be noted that 17 young people were either Special Educational Needs (SEN) registered or had an EHCP but in all cases, the main issue or concern for the referral was behavioural with SEN, either diagnosed or undiagnosed, not being considered as a possible cause.

In cases where SEN were identified, staff found that young people with individual support or learning plans, were not updated regularly or hadn't been reviewed since arriving at secondary school. Staff also highlighted that young people were not always aware of their SEN and how this might impact them.

Staff have commented on how positively young people have engaged with Back on Track and appreciated having someone who listens, explains what their plan of support and what it is aiming to achieve as well as advocates on their behalf.

Young people have also responded positively to having someone explain outcomes or decisions that have a major impact for them and have been able to attend other positive activities to keep them engaged such as boxing, music, cooking and art sessions as part of a trauma informed programme.

Reducing Repeat Removals – This is a new project to the programme and at the start of its Lifecycle. Impact of this project will be captured in the 2022-23 Annual Report however, it is worth noting at this stage that this project aims to benefit a small, targeted cohort.

The primary aim of the project will be to establish a specialist team who will work with vulnerable mothers and partners to prevent repeat pregnancies where a child has a previously been removed and admitted into care and there has been little time for positive change with successive child removal remaining the most likely outcome.

Towards the end of 2020 Children's services had seen a spike in the number of children being taken into care where parents have also had a previous removal, this figure currently stand at 30% of court proceedings into care.

Supporting parents during pregnancy, when they have had a previous removal is important, but this project will look to deliver a new 'in-house' service as part of the Intensive Families Support Team for non-pregnant women, and pregnant women aged 25 and above to address the root cause issues that have led to children being admitted into care and break this pattern for future pregnancies.

This project will be another example of services working together to support vulnerable adults whilst protecting new and unborn children.

Children's Residential Provision Project – Like Reducing Repeat Removals, this project was initiated at the start of 2022 but will begin its delivery in the 2022-23 reporting year. The project aims to deliver two CWC owned and managed children's homes that offer short-term specialist support to our most vulnerable children in care, some with very complex needs.

Responding the to the 'Home from Home' commissioning review of Children's Residential Provision, this Business Case focusses on establishing two viable, restorative, and homely children's home (for up to two children each plus space for staff) considering build, buy and lease properties.

The project will be for a very small, targeted cohort of children but will bring about benefits for individual children and young people such as supporting

them within the city and close to their support network, ensuring they are safe in regulated accommodation, one to one support through trauma informed practice and input from health where clinical needs are identified.

This project will also be delivered through collaboration as departments from across CWC directorates including Housing, Assets, Commissioning, and Children's Services all work towards a shared goal and, as Corporate Parents, will support the broader Sufficiency Strategy priorities for residential placements.













Outcome eight: Increased resilience and emotional wellbeing amongst children, young people, and families

HeadStart – The HeadStart Programme is in its third phase of delivery and is moving closer to its planned closure (July 2022). The project is funded by the National Lottery Community Fund (NLCF). It is one of five programmes across the country and aims to improve the emotional mental health and wellbeing of children aged 10-16 through new and innovative early help and prevention strategies reducing the risk of mental ill-health.

As the project enters its closure phase, reflection, evaluation, and sustainability have been key to understanding what impact the project has had, what has been learnt and what evidence base there is to continue realising the benefits of the project. The key 'learn and embed' themes have been:

- **Being You** - an enhanced, city-wide co-production offer through #YES. This has 'opened the door' for young people to have a voice in key areas of the city's strategic decision-making forums and has increased awareness about the importance of individual and collective emotional and mental wellbeing.
- **Being Healthy** – The development of an emotional and mental well-being toolkit based on the modules delivered within Headstart schools, accredited by the PSHE Association and accessible to all schools nationally for use in their curriculums.
- **Being Connected** – Self-sustaining community groups that have successfully secured over £700,000 additional funding to complement and enhance the HeadStart offer and continue the valuable community work that contributes to 'A vibrant civic society focused on the future, empowers local communities and is supported by local businesses and institutions.'
- **Being Trained** – Liaison with colleagues across the Council's Organisation Development Service, the University of Wolverhampton and Black Country and West Birmingham STP has ensured that the regional workforce has access to a Continued Professional Development (CPD) framework that enables them to continue offering effective support to children and young people.
- **Being Informed** – Elements of the Well-being Measurement Framework (WMF) have now been integrated within the bi-annual Health-Related Behaviours Survey (led by Public Health) to give a longitudinal understanding of emotional wellbeing in the city.

Reach figures at NLCF project closure (March 2022):

	There were 2921 young people, who were identified as likely to attend Place to Go activities	This was 175% more than what was projected. 
	2744 young people have regularly attended Place to Go activities and events	This was 158% more than what was projected. 
	6322 young people completed Universal Support in a planned way	This was 47% more than what was projected. 
	4339 young people have completed the SUMO & Wellbeing Toolkit in a planned way	This was 7% more than what was projected. 
	318 young people have completed the HYPE programme in a planned way	This was 7% more than what was projected. 
	1377 professionals have completed one or more training courses.	This was 19% more than what was projected. 

Evaluation headlines:

- ✓ Strengths and Difficulties Questionnaire (SDQ) surveys from community activities showed a reduction in emotional and behavioural problems and an increased prosocial score.
- ✓ The Wellbeing Measurement Framework (WMF) scores for three years showed that young people who had engaged with HeadStart in schools saw and improved score in emotional and behavioural problems
- ✓ The WMF also illustrated that young people show higher than average levels of school support, suggesting that on average they feel more supported by adults at school than other students.

Culture of Belonging – Through this project and with DfE funding, the Wolverhampton Education Wellbeing Network has been established. This was in response to Pastoral and Wellbeing Leaders in schools identifying the need for a ‘space’ to able to reflect, speak to peers in a similar role and access support and training so they themselves can better support pupils with issues impacting on mental health and wellbeing.

The network runs half-termly and offers professionals the opportunity to discuss key issues in their schools and share ideas and solutions.

The network has received positive feedback from members through a satisfaction survey:

- ✓ 29/29 responses strongly agree or agree that they value being part of the network
- ✓ 25/29 responses strongly agree or agree that the network impacts positively on their work with children and young people
- ✓ 25/29 responses strongly agree or disagree that the network impacts positively on their work with colleagues
- ✓ 29/29 responses strongly agree or agree that they feel the network has increased their knowledge of support mechanisms in Wolverhampton

This is another example of TCSP projects facilitating collaboration, networking, upskilling, and sharing of experience so that children and young people can be better supported with their emotional mental health.

7. Learning

During the last year, TCSP has continued to reflect on learning and what makes the programme an ongoing success. In the 2021-22 report, the programme acknowledged the importance of having good governance and strong leadership as well as co-production being at the centre of project design and delivery.

That continues, and this year our learning has shifted towards; how we can **collaborate** as we start to work more closely with Adult Services under a Families Directorate. This extends also to the corporate drive for a **matrix** organisational structure – sharing resources, knowledge, and expertise across departmental boundaries.

This will be tested in 2022 as the first TCSP cross cutting project will seek to bring together children’s and adults’ experts to assist people in our city navigate support services through one ‘family front door’. The bringing together of processes, business functions and service experts will require integration (where relevant), new ways of working, streamlined joint processes and ensuring that people can receive accurate, consistent, and meaningful advice, guidance, and referral at their first point of contact.

Collaboration, integration, and matrix styles will be a key feature to the ongoing success of the programme as we start to rethink how our governance can support joined up ‘whole family’ working.

8. Response to 2020-21 priorities

Our commitment	Our response
Successful delivery of the current programme	The programme has continued to deliver its agreed projects with two projects closing as planned, one project closing early, five projects continuing in delivery and three projects in the pipeline. Projects have moved from on track to at risk and also compromised at several points throughout the last year, but with good governance and clear escalation routes, each project has been able to apply the correct mitigation and recover slippage.

Improved communication	For the first time in 2021-22, TCSP launched a communications plan (see outcome 1 section 5.2). This comms plan has assisted the programme to reach more people than ever before across various stakeholder groups. Success has been celebrated and shared with positive feedback received. There is more to do with communications and engagement, particularly when capturing and sharing impact on children and families but this remains a priority for the coming year.
Understanding co-production and what we mean by it in a project context	All TCSP projects now start with co-production planning right from concept. At the first point in the life of a project, SROs and project teams are asked how lived experience will influence their project. This also means asking the question what we mean by co-production and how a project will consider the full participation ladder when delivering its objectives. By doing this it ensures that 'voice of the child and or family' is considered at the very earliest stage.
Optimising the corporate approach to a 'Families Directorate'	TCSP continue to work closely with Adult Services (as well as the wider organisation) in the day-to-day running of services. This is extended into the transformation programmes with both adults and children's programmes under one Programme manager and One SRO. Expertise in both areas is regularly shared and colleagues are working more closely as equal members within project governance. The first cross cutting children's and adults' project will start in 2022 with a review of governance also being recommended to maximise opportunities to work across family services.
Learning from Covid-19 and responding to changing needs and priorities	Corporately, the Our City: Our Plan sets out our corporate priorities and these include those captured through the Relight (Recovery from Covid) consultation. The Our City: Our Plan priorities are what drives the transformation outcomes which have been further assured though the mandate review (see section 2.1) ensuring that our learning from Covid-19 is integrated into our transformation plans.
Future transformation planning	The TCSP Programme team now have access to 3-times yearly sessions with the joint leadership team to look specifically at transformation ideas and opportunities. It is these discussions that lead to the TCSP pipeline meaning that the team and the Board are always striving towards new and innovative projects that make a real difference to the lives of people living in the city. So far this has led to the approval of the Reducing Repeat Removals Project and the Family Hubs Transformation Project which will be developed further in 2022.
Maintaining representation from frontline workers on project groups with staff released from the business to lead ideas	<p>Whilst frontline staff representation across the overall programme governance has reduced this reporting year, this is justified by the context of the projects that are included in this year's report. As projects are initiated SROs working with project teams will consider and agree governance and membership of groups and the role of 'senior user' – the people who will adopt new ways of working and have an operational day-to-day perspective.</p> <p>Releasing staff from frontlines roles to lead on and actively participate in transformation projects has only truly happened with</p>

	the Eclipse project reported in 2020-21. Taking this approach should be done on a project-by-project basis and is linked to how we resource and cost projects at business case phase, which is also an area for improvement. In reality, this is more aspirational.
Better budget planning at project Business Case	This remains a priority for the programme. Steps have been taken to ensure that projects have robust business cases that will successfully take them through their lifecycle including consideration to the 'five step business case model: strategic, economic, financial, resource and management'. It is recognised though, through the programme health check, that more work could be done. Closer work with corporate finance and how services use revenue budgets to fund projects should be explored further.

9. Priorities for 2022-2023



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- ❖ **Planning future transformation up to 2025** with commitment to project resources for the full life of the programme
- ❖ **Delivery and drive** of concept projects
- ❖ **Alignment to corporate priorities:** a full equalities analysis on TCSP outcomes, how are we being climate conscious and where can digital technology enable innovation and new ways of working
- ❖ **Review of governance** and ensuring integration with adults and matrix working is fully considered
- ❖ **Implementation of National policy and legislative change** across children's, adults, and education services using the programme as a vehicle to do this
- ❖ **Sharing best practice** and ensuring that the model used for successful transformation in Children's Services through the programme is shared across the organisation with the aim of other corporate programmes reaching the same standard.
- ❖ Ensure that **programme governance** is embedded into project governance – like it is reverse.

Better budgeting at business case, engagement from frontline staff in transformation projects and celebrating impact of projects remain ongoing priorities.

10. Programme Finance

TCSP does not have a dedicated budget, each project agrees its own budget arrangements and manages its finance through individual project Boards.

10.1. Project costs

Below details the value of each project and the cumulative total at a programme level:

Project	Funding type	Agreed budget at start of project	Total uplifts up to 31/03/2022	Actual spend to the end of 2021-22	Project purpose	Original projection	Value of savings / avoidance
HS	Grant	£9,338,000	£1,414,000	£10,585,000	Improved outcomes	-	-
RRR	Unknown at this point	-	-	-	Improved outcomes Cost avoidance	-	-
FV	Revenue	£544,000	-	£533,000	Improved outcomes Cost avoidance	£989,000	£989,000 (at closure July 2021)
TTS	-	-	-	-	Improved outcomes	-	-
SWIS	Grant	£257,000	£319,000	£571,000	Improved outcomes	-	-
CofI	Revenue	£200,000	-	-	Improved outcomes	-	-
CofB	-	-	-	-	Improved outcomes	-	-
ICMS	-	-	-	-	Improved outcomes Cost savings Cost avoidance	-	-
CRP	-	-	-	-	Improved outcomes Cost savings	-	-

10.2. Supporting Families Income

Project	Total grant as of 01/04/2022	Receipt 21/22	2021-22 spend	Grant balance as of 01/04/2022
Supporting Families	£4.0 million	£1.3 million	£0.0 million	£5.3 million

10.3. Core Programme Team Costs

Role	Grade	Hours	FTE	Funding source	2021-22 salary costs
Programme Manager	8	30	0.5 (of 0.8)	HeadStart	27,271.65
Project Manager 1	7	37	1	0.5 HeadStart 0.5 Supporting Families	57,866.71
Project Manager 2	7	37	1	Supporting Families	33,850.97
Project Manager 3	7	37	1	Supporting Families	41,849.43
Project Manager 4	7	18.5	0.5	Supporting Families	11,511.7
Project Officer 1	6	37	1	0.5 HeadStart 0.5 Supporting Families	13,673.3

Project Officer 1	6	37	1	HeadStart	11,511.7
Project Officer 2	6	37	1	Supporting Families	7,627.66
Project Officer 3	6	37	1	Supporting Families	17,054.46
Apprentice	3	37	1	Supporting Families	6,338.54
					228,556.12

10.4. General finance summary

- The total value of TCSP at the end of the reporting period is: £12 million
- The total receipt of Supporting Families income at the end of the reporting period is: £1.3 million (grant balance £5.3 million)
- Total (quantifiable) cost avoidance at the end of the reporting period is: £989,000
- The total investment in project resources at the end of the reporting period is: £228,556 – **this is just 2% of the overall programme value with all project staff transferred from fixed term to permanent contracts with Children’s Services looking to invest longer term in the transformation programme team**
- Each project contributes to improved outcomes

It is important to note that the value of the programme is likely to be more as not all costs are visible in a project budget. We know that there are many contributions to the delivery of a project most significantly, officer time and good will, that are not calculated with service revenue budgets often having an allocation within them to project deliverables.

There is an obvious opportunity to plan projects better financially from the outset and ensure a robust business case that supports delivery and sustainability of transformation. This is captured in the Programme Health Check as a training and development opportunity for the programme team and modelling from corporate finance will be key to capturing this.

11. Risks and Issues

Unresolved programme risks (at end of reporting period):

Category	Risk description	Risk Impact	Mitigation	Owner
Programme	There is a risk that programme projects all require input from several core services potentially creating capacity issues on the wider organisation (Finance, Data	Impacting input into projects from colleagues from across the organisation. Impacting a OneCouncil approach to delivering projects.	Work with members of the TCSP Board and senior managers across the organisation to better understand priorities, what is required for projects and at what point is it best to start working with	Emma Bennett (SRO) and Andrew Wolverson (Programme Executive)

Category	Risk description	Risk Impact	Mitigation	Owner
	and Analytics and IT as examples)	Impacting other priorities and or day-to-day functions across the organisation.	support services so their time and expertise can be optimised. Agree risk tolerances early in a project.	