



Children, Young People and Families Scrutiny

11 April 2018

Report title	HeadStart Phase 3 – Progress and Impact Update	
Cabinet member with lead responsibility	Councillor Val Gibson Children and Young People	
Wards affected	Fallings Park, Bushbury South and Low Hill, Heath Town, East Park, Ettingshall, Bilston East, Blakenhall, Graiseley, Park, St Peters.	
Accountable director	Emma Bennett, Director for Children's Services	
Originating service	Children and Young People - HeadStart	
Accountable employee(s)	Andrew Wolverson Head of People Tel 01902 555550 Email andrew.wolverson@wolverhampton.gov.uk	
Report to be/has been considered by	List any meetings at which the report has been or will be considered, e.g. Strategic Executive Board	20 March 2018
	People Leadership Team	12 March 2018

Recommendation(s) for action or decision:

The Scrutiny Panel is recommended to:

1. Comment on the progress update on HeadStart Phase 3 and the contribution that Wolverhampton HeadStart is making towards building the resilience of children and young people
2. Review the impact to date including national and local evaluation, summer programme evaluation, reach figures and outcomes framework
3. Feedback on the approach to sustainability

Recommendations for noting:

The Scrutiny Panel is asked to note:

1. The HeadStart evaluation methodology aims to measure change overtime in the wellbeing and resilience of young people. The impact update in this report is limited as initial findings are considered as baseline with a true measure of impact available at the next data collection point; September 2018 for national evaluation and March 2019 for local evaluation
2. Qualitative evaluation findings will be analysed and reported in real time throughout the year
3. Reach figures are accurate at time of reporting
4. Work will continue to localise national evaluation data and interpret the findings within the context of Wolverhampton.

1.0 Purpose

- 1.1 In February 2017, HeadStart provided an update to Children, Young People and Families Scrutiny panel on the progress made since the award announcement in July 2016. The panel requested an update to return in 12 months, with a focus on impact.
- 1.2 In addition, the report includes an overview of the proposed approach to sustainability.

2.0 Background

- 2.1 City of Wolverhampton Council is the lead partner for HeadStart Wolverhampton, one of six partnerships across the country to receive Big Lottery funding to run a series of test and learn programmes in developing new ways of supporting children and young people aged 10 to 16 and their families with emotional mental health and wellbeing.
- 2.2 On 20 July 2016 Cabinet noted Wolverhampton's successful application for HeadStart Phase 3 Programme funding from the Big Lottery Fund of £9.5 million over five years. This follows on from stage one and two, which saw £900,000 of Big Lottery funding made available to Wolverhampton.
- 2.3 HeadStart nationally has five strategic outcomes:
 - A significant improvement in the mental wellbeing of young people
 - A reduction in the onset of diagnosable mental health disorders
 - Improved engagement in school and improved academic attainment
 - Reduced engagement in 'risky' behaviour including; substance abuse and criminality
 - Improved employability
- 2.4 Both nationally and locally the agenda for children's and young people's mental health and wellbeing has been recognised as being an extremely important social and health issue.
- 2.5 In January 2017 the Prime Minister made a series of commitments to ensure that children and young people get the support that they need. These included:
 - Mental health first aid training for secondary schools
 - A major thematic review of children and adolescent mental health services across the country, led by the Care Quality Commission
 - A forthcoming Green Paper on Children and Young People's Mental Health
- 2.6 The Green Paper: Transforming Children and Young People's Mental Health Provision, has subsequently been published and includes the following key proposals:
 - creating a new mental health workforce of community-based mental health support teams

- every school and college will be encouraged to appoint a designated lead for mental health
 - a new 4-week waiting time for NHS children and young people's mental health services to be piloted in some areas
- 2.7 Locally support for children and young people's mental health and wellbeing has been a significant priority over the last few years. This has included a range of specific actions;
- Wolverhampton HeadStart Programme
 - Developing a revised Children and Young People's Mental Health and Wellbeing Strategy across health and social care including from April 2017, Children's Mental Health services within the Better Care Fund arrangements
 - Public Health developments to the Healthy Schools Programme
 - Public Health revisions to school nursing and health visiting services
- ### **3.0 Progress - Delivery**
- #### **3.1 Commissioning**
- 3.1.1 The HeadStart Summer Programme concluded on 1 October 2017. A total of 24 organisations were funded to run 27 projects and 996 young people engaged in at least one project with 887 completing their programme. Further information on impact can be found in section 4.3. 112 parent/carers also attended wellbeing awareness raising and anti-stigma events.
- 3.1.2 In August 2017 an open tendering exercise took place for the HeadStart universal commissioning process. 16 tenders were submitted to deliver Place to Go; interventions and activities, consisting of drop-in facilities for young people to access trusted adults including youth workers and therapeutic input on a voluntary basis at places where they currently spend time. Work with Families; a choice of interventions and activities for parent and carers that will encourage good behaviour, support learning at home and to encourage stronger bonds with their children, the school, other parent and carers and the local community. Finally, Newshounds; a city-wide component of HeadStart that provides a range of engaging, accessible information for young people, parents, carers and professionals through the HeadStart website and social media channels.
- 3.1.3 The evaluation panel included two parents, a HeadStart Ambassador and a range of professionals. The total amount of the funding awarded to three organisations over a three year period is £1.4 million. Contracts have been awarded to:
- Bushbury Hill Estate Management Board (a consortium of Low Hill based organisations) to deliver Place to Go and Work with Parents in; Low Hill, The Scotlands & Bushbury South
 - YMCA Black Country Group for Place to Go and Work with Parents in ; Springfield, Heath Town, Park Village, Old Heath/Eastfield and All Saints, Blakenhall, Parkfields & Ettingshall.

- Gazebo Theatre in Education for Place to Go and Work with Parents in; Bilston East and HeadStart News Hounds across all four HeadStart geographical areas.
- 3.1.4 The new Emotional Mental Health and Wellbeing Service, which is a £1.125 million partnership of HeadStart, the City of Wolverhampton Council and the Clinical Commissioning Group, will promote and support the emotional mental health and wellbeing of children and young people in Wolverhampton by providing services at an early help and targeted intervention level. The HeadStart funded element will be restricted to 10 to 16-year olds in the four HeadStart areas in line with the programme scope, but the wider service will support young people from five to 18 who are experiencing mild to moderate emotional wellbeing issues who could be engaged in risk taking behaviours and/or disruptive behaviours. They could also be living with family members who are experiencing difficulties themselves or are known to other support services. This tender opportunity was advertised using the Council's e-tendering portal and it is intended that the new service will go live on 1 April 2018.
- 3.1.5 Finally, the HeadStart Contracts Manager is currently working with the HeadStart Equalities Reference Group to ensure that the needs of HeadStart's eight targeted groups, referenced in 9.2, are understood and properly catered for within the programme through a series of small needs analysis commissions from local organisations with extensive knowledge and experience of working amongst our target groups. The recommendations from this work are expected back in March 2018 and will inform decisions about future commissioning as well as sustainability initiatives and joint working opportunities.

3.2 Schools

- 3.2.1 School engagement and delivery continues as planned through the area based teams led by the respective School Support Coordinator. Year one schools have been receiving the HeadStart SUMO (Stop Understand and Move On) curriculum which is a resilience based programme that equips people with the insights, inspiration and practical tools to achieve more in a fun and engaging way. In addition, SUMO awareness raising sessions have been delivered to parents and the wider community. Relationships have been established with year two HeadStart schools and delivery of initial awareness raising has commenced.
- 3.2.2 In addition to the HeadStart curriculum, the HEROs peer support programme has been delivered to 598 young people aged 10 to 12 in 12 out of 18 year one schools with the remaining six schools due to complete the programme by March 2018. HEROs+, an advanced one-day training course on being a peer supporter, is planned for March 2018. The training will bring nominated peer supporters together from both primary and secondary schools giving young people the opportunity to use their new skills with peers they have not met previously.

- 3.2.3 The HeadStarters Engagement programme (HYPE) is now ready for delivery and started in seven schools in January 2018. The accredited programme is for cohorts of 15 young people aged between 10 to 12, the programme provides young people with the skills to champion, lead and act as active agents of change for mental health within a school or community setting.
- 3.2.4 With the recent introduction of a Skills and Employment member to Board, the benefit of having this knowledge within the partnership has led to an enhanced Aspirations and Skills programme. Based on evidence from the Government's Employers Taskforce which shows that where significant positive relationships exist between the number of employer contacts (such as careers talks or work experience) that a young person experiences in secondary school there are positive impacts on;
- confidence and progression towards career goals,
 - reduction in NEET
 - increased earnings if salaried
- 3.2.5 The programme, renamed 'Work Ready' now includes four modules that start in year 7, two years earlier than typical employment programmes, with three of the modules following a target cohort into year 10. It includes:
- JumpStart – dare to dream
 - 100-hours – work exposure
 - 4-contacts – minimum of four separate work contacts with advisors, mentors or leaders
 - Digital passport – a record of all of the above
- 3.2.6 1000 young people will benefit from JumpStart whilst 200 young people over the life time of the programme will experience a supported journey to year 10 against identified need for targeted modules.

3.3 Young People Engagement and Co-production

- 3.3.1 The co-production model continues to grow with some examples including;
- Wolverhampton's junior safeguarding board, the B-Safe Team have had three new members join taking the total 16 following a recruitment campaign to increase the diversity and range of contribution.
 - The HeadStart Ambassadors have continued to provide support and challenge to the programme team and have been involved in the following initiatives; commissioning and procurement of contracted providers, delivery of peer education and wellbeing programmes to young people in our HeadStart schools, led and championed campaigns that raise awareness of mental health including; were fully engaged with both the HeadStart Wolverhampton Autumn Conference and the BIG Lottery Fund annual conference through the young people panel and

co-compering the event. Finally, our Ambassadors are currently in consultation with the CCG on the new emotional and wellbeing service and ongoing development of HeadStart's online platform as well as contributing to their role and responsibilities within governance.

- The Young People Engagement Guarantee is now embedded into HeadStart contracts with external providers and ensures that all projects will have a co-production element with young people as key stakeholders. This will soon be reported through reach figures.
- The most recent co-production initiative in the programme is the 'Mini Ambassador' scheme, similar to the HeadStart Ambassadors but younger members are recruited from within the HeadStart communities. The role of the group will be to link the community to the wider strategy and to take part in co-production projects as part of Universal support and decision making. Area A has held its first session with six young people and area D has planned interviews with nine young people.

3.4 Digital

- 3.4.1 www.headstartonline.co.uk is the new digital platform for HeadStart Wolverhampton, with www.HeadStart.fm being retained for its multi-media identity. The launch of the new support and guidance platform following an open tender exercise to procure a developer, has been very well received. Over 1000 quality assured resources are available to support Wolverhampton young people, parents and professionals in learning more about mental health and wellbeing topics such as bullying, exam stress, being safe online and sexual identity.
- 3.4.2 The Learning Technologies Team, who provide the HeadStart digital programme elements, have been working with the owners of the ZUMOS platform for over a year to extend its product range into secondary schools and accordingly have now awarded a contract for the roll out of ZUMOS across Wolverhampton schools in line with our bid. The platform provides a range of self-help activities and mini podcasts for young people along with directed activity for teachers and school leaders, and high-quality data about the topics being reviewed by their pupils. The roll out is in the later planning stages currently and will include technical alignment with www.headstartonline.co.uk.
- 3.4.3 The Getting Ahead programme for young people identified as requiring targeted support is now in full delivery in partnership with the Learning Technologies Team. It is anticipated that 128 young people will benefit from the full Getting Ahead programme this academic year.

3.5 Community

- 3.5.1 The HeadStart delivery staff are now all located in their multi-disciplinary teams in the four community bases. Community Development Co-ordinators have successfully set up steering groups in each geographic area all having independent chairs. Commissioned providers are also part of steering groups to ensure accountability at local level and that interventions are delivered based on local need. Over forty organisations from the voluntary and public sector are actively engaged with HeadStart across the four bases in steering group and community development activity.
- 3.5.2 There have been four HeadStart community base launch events seeing hundreds of young people and parents meet their local teams, find out about HeadStart and how to get involved. A number of parents have expressed an interest in becoming Parent Champions from these events and four have been recruited successfully during the first cohort. Young people were also encouraged to sign up to know more about joining their local 'Mini Ambassadors' programme. Ongoing community consultation has allowed HeadStart to speak to young people and parents across the areas to inform local action plans and decision making.
- 3.5.3 A workforce development offer is being developed for voluntary sector organisations and partners following a recent SUMO in Communities workshop where over 150 people attended and contributed to a training matrix. From this, further training is likely to include a variety of topics enabling organisations and individuals to increase their skills and knowledge specifically in emotional health and wellbeing as well as business planning.
- 3.5.4 The Parent Champion Programme is now underway to recruit, train and empower local parents across the four areas working in partnership with Strengthening Families Hubs. Training involves a six-week course offering parents the opportunity to learn new skills and also offer their time to volunteer with HeadStart and the wider community.
- 3.5.5 Gurdwaras in Blakenhall are utilising SUMO and are training volunteers in safeguarding whilst parents in Low Hill are volunteering as Parent Champions to assist with local youth engagement. Bilston steering group members are also planning a pop up wellbeing café over the summer holidays. Many other exciting local activities are being facilitated by bringing together the skills and passion in communities of people wanting to make a difference to young people.
- 3.5.6 The Community Development Co-ordinator role is proving invaluable in building excellent relations with key stakeholders such as Police, Fire Service, local authority, schools, VCOs and parents to identify and plan local initiatives.

3.6 Workforce Development

- 3.6.1 The HeadStart workforce development strategy was captured in the Phase 3 bid through the following statement: 'Building a confident, accessible and responsive workforce for young people with staff who share a common language and common approaches

through a transformed system of cross-disciplinary, multi-agency and multi-layered services'. The strategy cuts across all four levels of support and aims to deliver:

- Greater quality and consistency of understanding amongst the workforce of emotional mental health and wellbeing factors which can negatively impact young people
- The development of a common language
- A consistent, responsive and informed first point of contact
- Formal and non-formal training to understand and spot emerging problems in young people, how and when to help them.

3.6.2 A Centre of Excellence, called the Lawnswood Partnership, is co-located and co-funded with Wolverhampton's Pupil Referral Units and provides a flagship venue and focal point for the training programme which will focus on general awareness raising, specialist training and academic training for professionals and front-line staff in emotional mental health and wellbeing. The first phase of the new centre is now open and the suite of two training rooms will be fully operational by the summer, with the ability for up to 150 people to be trained in the centre. The centre is a key feature of HeadStart's legacy and sustainability planning.

4.0 Progress – Evaluation

- 4.1 The Big Lottery Fund hosted their first learning event in January 2018 where all six partnerships along with key stakeholders in policy, education, research and public service, came together to understand the national learning to date. The event was attended by HRH the Duchess of Cambridge in her capacity as Patron of the Anna Freud Centre – the national evaluation partner for HeadStart. Their first evidence briefing, taken from their Wellbeing Measurement Framework (WMF), is based on a survey conducted with 30,000 young people focussing on wellbeing.
- 4.2 The HeadStart 2017 Summer Programme consisted of area based commissioned activity involving 24 organisations delivering 29 wellbeing projects across the HeadStart target communities. The Summer Programme was subject to a Quality Assurance evaluation based on the Kirkpatrick (1996) model of learning. A before and after survey was also conducted with 220 young people using the Warwick-Edinburgh Mental Health Scale.
- 4.3 Key findings from 4.1 and 4.2:
- Around one in five children and young people said they experienced emotional problems, and the same was true for behavioural problems – much higher than the previously reported one in ten young people.
 - Nationally, young people in Year 9 are more likely to report mental health problems than young people in year 7

- Overall, HeadStart Wolverhampton Year 7 and Year 9 pupils, scored less well than pupils nationally on the following areas: Behavioural difficulties, Difficulties with peers, Empathy, Helping others, and Participation in community
 - The findings suggest that female pupils in Year 9 struggle more than those in Year 7 in areas such as Emotional difficulties, Positive wellbeing and Coping with stress
 - Students who have a special educational need (SEN) statement tend to score more negatively than those who have not got a SEN statement
 - For students who are eligible for FSM, there is a tendency overall for there to be a slightly negative difference compared to those who are not eligible
 - Generally speaking, we can say that wellbeing indicators for the Summer Programme were higher after the activity than in comparison to before
 - A substantial number of participants expressed a change in the way they think about themselves (88%), their confidence, and their understanding of others' situations provoking significant reflection upon their own circumstances as a result of taking part in a Summer Programme activity.

Please see appendix 1: Full key findings from HeadStart evaluation to date.

- 4.4 It is to be noted that several of the findings from the Wolverhampton Partnership evaluation showed positive indicators of wellbeing within the WMF for both year 7 and year 9 cohorts and these will be explored in equal measure to where there are negative indicators.
- 4.5 The local evaluation known as the Local Evaluation Measure (LEM) again, aims at measuring change overtime with a focus on resilience. Like the national evaluation, the first time point of data collection is considered as baseline data. The baseline data is not expected to be reported to the HeadStart Partnership until April 2018.
- 4.6 Since last reporting to Children, Young People and Families Scrutiny Panel and to further support the evaluation of the programme, HeadStart has developed an Outcomes Framework that will monitor many objectives and performance indicators to measure progress against outcomes. This framework was agreed at the HeadStart Partnership Board in September 2017 and the programme's dedicated data analysts are in the process of gathering baseline data against agreed indicators with information available in April 2018. See Appendix 2 HeadStart Outcomes Framework.

5.0 Progress – Reach Figures at time of reporting

- 5.1 HeadStart, as part of the Big Lottery Fund performance monitoring, record the number of participants directly benefitting from its interventions known as 'reach figures'.

Area of engagement (number of)	Since inception of the programme (July 2016)	Current year projection 2017-2018	Current year actual 2017-2018	RAG
Primary schools	20	11	20	+9
Secondary schools	7	4	7	+3
Other school settings	4	3	4	+1
Community based organisations	54	20	54	+34
Total number of individual young people	Whole programme: 2261	Whole programme: 1539	Whole programme: 2261	+772
Parents, Carers and Families	*366	340	*366	+129
Number of professionals benefitting	*1018	120	*1018	+898

*Does not avoid double counting so a parent or professional may have taken part in one or more programme.

6.0 Progress – Sustainability

- 6.1 As captured in the phase 3 bid, our sustainability vision centred around three themes:
- Traded services
 - Whole systems transformation
 - Increased community resilience – communities supporting themselves
- 6.2 The sustainability plan moving forward includes the design of a consultation which will explore further opportunities and barriers to sustaining the programme beyond its funding. The framework will be adaptable for professionals, parents and young people so all stakeholder views can be sought. It is anticipated that an implementation plan will be drafted by September 2018.

7.0 Financial implications

- 7.1 The HeadStart phase 3 programme has secured grant income from BIG Lottery Fund of £9.5 million over five years.

- 7.2 The current allocation of funding (as agreed in April 2017) for the Headstart phase 3 programme is shown in the table below:

July 2016 - March 2017	2017-2018	2018-2019	2019-2020	April 2020 - July 2021	Total
£000	£000	£000	£000	£000	£000
697	3,301	2,601	1,975	896	9,470

- 7.3 Any slippage identified within the current financial year is re-aligned to future years' budgets through the annual budget reprofiling. The next reprofiling work will be agreed in May 2018 and will be within the overall funding allocation.
[TC/13032018/B]

8.0 Legal implications

- 8.1 HeadStart Phase 3 will continue to operate within the terms and conditions of its grant and will comply with the required performance monitoring of the Big Lottery Fund as requested.
[RB/05032018/J]

9.0 Equalities implications

- 9.1 HeadStart Wolverhampton is subject to an equalities assessment (EA), which was reviewed, updated and signed off by the Head of Service in February 2018.
- 9.2 In addition to the EA, the programme has a well-established Equalities Reference Group to ensure compliance and consideration to all protected characteristics with emphasis on identified vulnerable groups:

- Young carers
- BAME(black, Asian, and minority ethnic)
- Those at risk of gangs/crime
- Those witnessing domestic violence
- Family History of mental ill health
- LGBT (Lesbian, Gay, Bi-sexual and Transgender)
- ROMA and new arrivals
- Young people with disabilities

Further work around target needs analysis is ongoing as described in 3.1.5.

10.0 Environmental implications

- 10.1 There are no environmental implications to consider in the context of this report.

11.0 Human resources implications

- 11.1 There are no human resources implications to consider in the context of this report.

12.0 Corporate landlord implications

12.1 There are no corporate landlord implications to consider in the context of this report.

13.0 Schedule of background papers

- 25 April 2017 Cabinet Resources Panel HeadStart - HeadStart Budget Update Phase 2 and Phase 3
- 28 February 2017 Children, Young People and Families Scrutiny Panel - Building Resilience and Preventing Self Harm
- July 2016 Cabinet - HeadStart Phase 3
- July 2016 Cabinet Resources Panel - HeadStart Phase 3

Appendix 1: Full key findings from HeadStart evaluation to date

Ref	National Evaluation (across all six partnerships)	National Evaluation (Wolverhampton Partnership)	Summer Programme
1	Around one in five children and young people said they experienced emotional problems, and the same was true for behavioural problems – much higher than the previously reported one in ten young people	Year 7 and Year 9 HeadStart Wolverhampton pupils, scored less well than pupils nationally on the following areas: Behavioural difficulties, Difficulties with peers, Empathy, Helping others, and Participation in community	Overall, it can be said that the activities were generally well received by participants, with high (92%) satisfaction rates being achieved.
2	Young people in Year 9 are more likely to report mental health problems than young people in year 7	In addition to the above, Year 7 pupils also scored less well on Community support	The range of activities proved to be very popular amongst most of the respondents, with the opportunity to learn new skills and be actively involved in new situations proving to be an effective way to engage individuals.
3	Girls are more than twice as likely to say they had experienced emotional problems (with 25% of girls saying they had a problem compared to 11% of boys) but in contrast, boys are one-and-a-half times more likely to say they have experienced	Overall, HeadStart Wolverhampton Year 9 pupils scored less well than Year 7 pupils with the only area which Year 9 pupils scored more positively on being Managing emotions	It was also notable that participants mostly responded well to the social opportunities the activities provided, with a mixture of individuals commenting on the opportunity to create new networks, both with new friends and through talking

	behavioural problems (with 23% of boys saying they had experienced them compared with 15% of girls)		to the workers, and being able to participate in activities with family and existing friends to strengthen already established bonds.
4	Young people from Asian, Black, Mixed and other ethnic groups were significantly less likely to indicate they were experiencing emotional problems than young people in the White ethnic group	For Year 7 female pupils, there tended to be a positive difference across WMF areas when compared to male pupils	A substantial number of participants expressed a change in the way they think about themselves (88%), their confidence, and their understanding of others' situations provoking significant reflection upon their own circumstances.
5	Young people with special educational needs, those eligible for free school meals and those classified as children in need were also more likely to say they were experiencing both emotional and behavioural problems	Scores were significantly different for Year 9 female pupils with there tending to be a negative difference compared to male pupils	Generally speaking, we can say that wellbeing indicators were higher after the activity than in comparison to before
6		The findings suggest that female pupils in Year 9 struggle more than those in Year 7 in areas such as Emotional difficulties, Positive wellbeing and Coping with stress	Not all the participants indicated that they were satisfied with the opportunity to talk about their issues with workers, as well as learning how to control their emotions in stressful situations although this refers to only a relatively small number of people it should not be overlooked.
7		Students who have a special educational need (SEN) statement tend to score more negatively than those who have not got a SEN statement	

8		Areas with a negative difference included mental health and wellbeing as well as managing emotions and support at school	
9		For students who are eligible for FSM, there is a tendency overall for there to be a slightly negative difference compared to those who are not eligible	