
HeadStart Wolverhampton

Annual Review – May 2018

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1. HeadStart Wolverhampton – Mission

HeadStart Wolverhampton started its Phase 3 journey with the following mission:

“To promote, protect and preserve the mental wellbeing of 10 to 16-year olds across our city. To inspire them to dream big. To support them to maintain motivation and control by equipping them with skills to cope with setbacks and adversity”.

The objective of our young people was to:

“Empower young people of Wolverhampton to improve and spread awareness of their own mental wellbeing and that of their peers”.

To achieve the above, HeadStart Wolverhampton committed to:

- Removing the stigma that surrounds mental health
- Educate, engage and empower young people, their families and communities to be resilient and self-supporting
- Develop an integrated programme of early intervention and prevention across four levels of support; City wide, Universal +, Universal and Targeted
- Build a confident, accessible and responsive workforce
- Be accountable through our governance and outcomes framework

Programme outcomes:

- Socially significant improvement in the mental wellbeing of at-risk 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
- Improved employability

This report sets out a review and self-critique of the Wolverhampton partnership’s performance against its original ambitions.

2. Changes to local and national context

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. Recent commitments from Central Government could have a positive impact on the national programme moving forward.

In January 2017 the Prime Minister announced plans 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

The Green Paper: Transforming Children and Young People's Mental Health Provision, has subsequently been published and includes the following key proposals:

- To create a new mental health workforce of community-based mental health support teams
- For every school and college will be encouraged to appoint a designated lead for mental health
- To pilot a new 4-week waiting time for NHS children and young people's mental health services in some areas

There is also increasing interest nationally on the impact of digital and social media on young people's mental health.

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
- The launch of an Emotional Mental Health and Wellbeing Service to plug the traditional 'tier 2' gap that has been present in Wolverhampton for many years
- Public Health developments to the Healthy Schools Programme
- Public Health revisions to school nursing and health visiting services
- A Local Authority restructure of Public Health linking job roles to education

3. How the strategy is delivering against its original ambitions

In the last year, HeadStart Wolverhampton has mobilised its programme further and is now well into its first year of delivery. The programme is working with multiple partners and stakeholders across several agencies to support the city's young people in developing resilience and emotional mental health and wellbeing strategies. Examples of how this has been achieved in the last year include:

HeadStart Wolverhampton has:

- Successfully delivered a number of campaigns around the anti-stigma agenda. These have included Mental Health Awareness Week, #iwill, Hello Yellow, Safer Internet Day, Wolverhampton Residents Programme and Young Carers Awareness Day.
- Organised two conferences attracting over 700 professionals from a number of sectors including health, police, social care, education, voluntary and community. Key note speakers at both conferences offered presentations and workshops on a number of themes, encouraging front line staff to talk more openly and confidently with young people in their work place about mental health.

- Worked with its local Steering Groups to co-produce the 2017 community Summer Programme which saw over 900 young people and over 100 parents take part in a variety of projects aimed at increasing confidence, helping young people and families to support one another and to encourage more positive thinking.
- No less than eight bespoke interventions, three of which make up the digital strand, running in 15 year one schools, and from September 2018 will be delivering to 16 year two schools.
- Launched two online platforms that are now live, either in schools or are accessible city wide, encouraging self-help and signposting to other support services.
- Commissioned three major contracts that offer universal support to young people and families and co-commissioned a brand new targeted support service with the Local Authority and the Clinical Commissioning Group. The new service is aimed at reducing the number of young people needing more specialist mental health care.
- Excelled on its original professional reach figures seeing a far greater audience take up SUMO and e-Quipped (online safety) training than originally anticipated. Along with partners, HeadStart has also led on a Centre of Excellence, 'The Lawnswood Partnership', which will provide a varied training experience for a number of professionals and volunteers, offering access to courses and awareness-raising workshops on emotional mental health and wellbeing.
- Supported its first cohort of HeadStart Ambassadors, with the recruitment of a second cohort beginning shortly. This group has not only been the voice of young people in governance, commissioning, recruitment and consultation but are also now becoming role models to our Mini Ambassadors. They have demonstrated how HeadStart can help young people but have also gained skills, training and confidence themselves in their preparation for the world of work or further education.
- Agreed an outcomes framework that will bring together huge amounts of data from within the programme, the Local Authority and the wider partnership to ensure we are able to demonstrate impact, see success and create a realistic sustainability plan.

4. Learning

With success comes learning and bringing the Phase 3 strategy into reality has had its challenges. During three 'reflective' sessions with managers, staff and young people, this section captures the learning themes from the last year.

4.1. Programme effectiveness

We have learnt:

- **Resilience means something different in every school**

Much of the HeadStart Wolverhampton strategy is based on Michael Ungar's theory (2008 and 2011) of young people navigating and negotiating resources in a meaningful way. Working in our year one target schools has taught us that what good resilience is to a school in Bilston, could be different to what good resilience is

in a school in Blakenhall. This ultimately will affect how we deliver in our year two schools taking a more tailored approach to interventions and supporting schools to design and develop their own resilience practice embedding it across all year groups and curriculums.

- **Delivery for year one schools in 2018-19 will look different**

When originally looking at the delivery model for year one and year two schools, it was anticipated that HeadStart staff would intensify its delivery work year on year. This is not however, a good model for sustainability as schools could become increasingly more dependent on HeadStart to deliver programmes on their behalf.

The programme will focus more on shifting schools towards thinking about a whole school approach and system change offering refresher delivery and consultation. We will concentrate on reinforcing how schools can use HeadStart resilience programmes in the future using their own definitions of what resilience means to them and how strategies can positively impact on performance and engagement.

This approach will also offer the opportunity to work with the Local Authority's Education Directorate on how HeadStart programmes can be utilised in school improvement and support packages.

- **Diverse communities need a diverse approach**

Each of the target communities in the HeadStart Strategy were to have a base where multi-discipline teams would act as the change agent providing an emotional mental health and wellbeing focus to existing organisations.

The teams have brought together local groups and networks and continue to partner up with established support services. The feedback from both staff, communities and the evaluation data tells us that each community, whilst there will be similarities, has diverse needs. This is true of the environment, the population and the services already surrounding a community.

One year on and the programme is now better placed to revisit plans for the bases and introduce specific objectives for each area team, bespoke to community need. This will ensure focus on improving the wellbeing and mental health of young people, connecting communities, schools and families more and how improvements can be sustained.

- **More is needed to support transition from primary to secondary**

Following a series of podcasts with almost 60 students, the majority from alternative provision, a re-occurring theme is that transition from primary school to secondary school is a key turning point for the emotional mental health of young people.

The Universal+ element of the strategy focusses on the transition years, but having now worked now with Year 6 since September, what we have learnt is that logistically it is very hard to get the right level of time and commitment in Year 6 given the pressure on schools and young people during SATs.

So that we can better prepare our young people for stresses, such as exams, and taking into account the scope of the programme, we will be exploring ways in which local communities could provide additional support to young people and families around this theme through our commissioned work and existing education services.

4.2. Programme fidelity

We have learnt:

- **Don't reinvent the wheel**

Having set up four community bases, we have quickly discovered parts of the original vision for partnership working are already operational across the city.

Area-based teams will continue to work alongside services to understand community needs better and add value to networks rather than duplicate them.

Examples include; the Parent Champion initiative already set up by Strengthening Families Hubs, accessing locality teams and consortium groups that are already operational and sharing knowledge with forums such as Police Task Groups.

- **Make data meaningful for schools**

With a sudden influx of information and data from both the national and local evaluations, support in schools has included more in-depth discussions about what HeadStart data means to them.

Generally, all schools have been very positive about local and national school reports. There has been a consensus though that they now need more understanding on 'why' data and information says what it does, and 'how' they respond to it.

Using contextual information about a school and its existing support strategies, and other school performance data, the programme is in a much stronger position to support schools in using information to tailor support, look at best practice and explore opportunities to fill gaps in support.

- **It's not all about the negative indicators**

It might have been assumed that following the national and local evaluations, there would be a lot of work to initiate support where young people are reporting negatively on the various survey scales. In fact, there is much to learn from the positive indicators in Wolverhampton.

Young people in Wolverhampton have told us that they feel supported by their school and their peers, that they are able to set goals, that they have better levels of attention, that they feel positive about their wellbeing and that they are actually more resilient than we might have thought.

Looking at data from the local evaluation in particular, the range of positive and negative scores on all of the scales is minimal but there are some schools that consistently score higher on all measures.

The local evaluation will now be channelling its qualitative research to learn more about why this is the case and where there is evidence of best practice that can be shared.

- **Ensure that all the parts fit**

Having established multi-discipline teams that are delivering a range of exciting interventions and initiatives across schools and communities, has seen much success but has also created unexpected challenges.

Disbanding the teams to their bases and expecting 3 to 4 different specialisms to come together and align roles was unrealistic. HeadStart managers have had to encourage a move towards teams practicing their specialisms in a joined-up way; schools, community and youth engagement.

This is true also of other elements of the programme including how evaluation fits into delivery, thinking about sustainability from the offset of a programme or commission and how HeadStart should or could operate alongside other agencies and services.

4.3. Governance / Leadership

We have learnt:

- **Changes in governance and leadership can be positive**

The Wolverhampton Partnership has gone through a series of changes to its governance and leadership in the last year. Significant change can lead to uncertainty and instability, but as a Local Authority that embraces agility and encourages positive change in challenging circumstances, this has allowed the Partnership to adapt and flex with minimal impact.

New skills and knowledge within the partnership, particularly in areas such as children's services, early help and business and employment, has brought with it new networks, contacts and opportunities for partnership work with realistic sustainability goals.

Now embarking on our second governance review to implement a structure that better suits where we are in the programme lifecycle, our Partnership is confident this will strengthen its decision-making ability.

- **It's ok if things don't work**

As a Local Authority, not different to many others, Wolverhampton has faced significant budget reductions over the past ten years. The concept of a 'test and learn' programme has been a regular challenge in helping partners, colleagues and other departments to understand the opportunity HeadStart presents.

Over the past year, the test and learn message has slowly been reinforced and progress has been made to encourage peers to embrace the opportunity to test new ways of working, to take measured risks and to accept that if a programme is

unsuccessful, it's a good learning experience. This will gain pace as a new communications strategy is implemented throughout the programme.

4.4. Sustainability

We have learnt:

- **Give it time**

Our sustainability planning has changed approach several times through the first 12 to 18 months. Starting from a series of scoping workshops to developing a detailed strategy and more recently considering a framework for consultation.

The Phase 3 bid had a clear vision for sustainability centred around traded services, system change and community empowerment. These will remain areas of focus moving forward. Having learnt from a year of delivery and combining this with the first of our local and national evaluation findings, the programme can now start to consider what are realistic sustainability goals and what some of the likely barriers will be.

We plan to proceed with a multi-stakeholder consultation that will result in co-produced sustainability options that can be seriously considered and implemented during the remaining years of the programme.

4.5. Engagement

We have learnt:

- **Relationships are key and planning is everything**

This is particularly pertinent when working with schools, although strong relationships throughout all elements of the programme are critical. It will be important in the next phase of delivery to ensure there is a consistent message to schools and to offer a delivery plan that is realistic.

Managing expectations and helping people to understand their role in delivering against HeadStart outcomes will be a theme in the future as our team starts to step away from direct delivery and coordination.

The team are more aware than ever that building a relationship with a school, a young person, a family or an organisation takes time and is a foundation for trust. It is fundamental to successful delivery, and although changes in personnel can sometimes affect these relationships, a smooth transition from one to another can be achieved when the right handover, induction and values are shared.

4.6. KPIs – Milestones

Year two milestones have been partially achieved. Whilst some of our original forecasts experienced slippage, for example, opening of the community bases, through effective reporting and project management, the programme team had a good understanding of why and were able to reforecast with the Big Lottery Fund's support.

Milestones carried forward into year three include:

- Sustainability planning
- Development of empowerment and capacity building toolkits

Please see [Appendix 1 \(Annex E\) year three milestones](#).

4.7. KPIs – Reach

Year two reach figures have been partially achieved. The only exception was Parents, Carers and Families. The programme was originally forecast to work with 796 parents over two interventions; Digital Family Sessions and the Work with Families contract.

Both interventions engaged with lower numbers than anticipated due to the following:

- The Work with Families contract went live at the end of the reporting year after an extended tender window in response to sector feedback. This limited the number of people that could be engaged to the Summer Programme.
- Digital Family Sessions run over an academic year not a financial year. Whilst this intervention has not yet achieved its original forecast, the interventions will run for a further three months and will continue to increase. It is also to be noted that parental engagement in activities is notoriously difficult.

Reach figures across the programme for year two:

Programme Area	Projected Reach Figure year 2	Actual Reach Figure year 2 RAG rated	Since Inception
Number of primary schools engaged	11	20	20
Number of secondary schools engaged	4	7	7
Number of other school settings engaged	3	4	4
Number of community-based organisations engaged	20	54	54
Number of statutory services engaged	N/A	9	9
Number of businesses engaged	N/A	4	4
Total number of young people benefitting from Universal Support	1539	2383	2383
Parents, Carers and Families commissioning	796	*512	512
Number of professionals benefitting from HeadStart	120	*1157	1157

*Does not avoid double counting.

Please see Appendix 2 (Annex F) updated reach figures

4.8. KPIs – Evaluation

Year two Wellbeing Measurement Framework (WMF) returns were achieved. HeadStart Wolverhampton has been supporting both the national and local evaluation strategies. Both processes are very similar in approach and this has, at times, been a challenge to coordinate in schools and communities.

Nationally, the Wolverhampton cohort is approximately 1800 young people, locally about 1600 young people. The quantitative study is by far the most logistically difficult to complete but despite this, our partnership achieved over 90% returns on timepoint one of the school survey.

Timepoint two is in progress with schools fully committed to achieving the same level of completion. They are also mindful, as are the programme team, that the Local Authority's Health Related Behaviour Survey (HRBS) is also expected to be completed in year 8 at secondary level meaning a clash with the WMF. This is an additional pressure for the schools and may impact on returns.

The programme team are working with the schools affected and colleagues in Public Health to coordinate delivery of both surveys and to provide support during sessions where possible.

4.9. KPIs – Spend

Year two spend is reporting £563,867 slippage into 2018-19. Mainly around:

- £107k – Centre of Excellence 'The Lawnswood Partnership'
- £51k – reprofile of evaluation payments to University of Wolverhampton
- £62k – Emotional Mental Health and Wellbeing Service slippage to year three of contract
- £156k general underspends to be reprofiled to 2018-19

Reprofiled budget as follows:

Sept 2016 to March 2017	April 2017 to March 2018	April 2018 to March 2019	April 2019 to March 2020	April 2020 to March 2021	April 2021 to July 2021	Total allocation
696,658	2,736,664	2,953,143	2,081,546	899,618	105,436	9,473,065

Please note the grant has increased from £9,469,750 to be £9,473,065. This is to demonstrate the £3,315 uplift in allocation agreed with Big Lottery Fund for the attendance of Wolverhampton representatives at the national conference held in London in January 2018. [Please see Appendix 3 \(Annex G\) Budget.](#)

2017-18 Outturn as follows:

Finance (£)	Total committed	Total received	Total spend to date	Year 3 budget (as re-profiled)	Year 3 spend to date	Year 3 forecast outturn
BLF (HeadStart) contribution	£9,473,065	£3,940,653	£3,433,322	£2,953,143	£0	£2,953,143
Programme Total	£12,241,992	£4,237,780	£3,730,449	£3,451,843	£0	£3,451,843

Please see [Appendix 4 Year End Financial Report](#).

5. Young people learning

Reflections from our HeadStart Ambassadors - ranging from age 17 to 25:

Young people have learnt:

“That HeadStart has given them the opportunity to mentor, educate and empower people younger than themselves”.

“HeadStart has provided the chance to do more awareness-raising amongst young people, but there is still so much more that can be done to educate young people”

“Older young people would like to do more across the city and perhaps deliver on behalf of HeadStart now that they have new skills”

“To truly be the voice of all young people, we need to get more involved in the delivery of programmes and interventions to see the impact on others”

“Volunteering opportunities are important if young people want to feel more part of their community”

“Where school didn’t, HeadStart has given young people the opportunity to be more ready for work, preparing them mentally and practically”

“That it is really important to co-produce new services and support with young people and hope that this is done with the new emotional wellbeing service that is being set up”

“Using humour is a good way to engage young people and help break the stigma of mental health”

“The professionals around young people need to be relatable, HeadStart staff are!”

“Professionals around young people have a duty to open up opportunities to young people who wouldn’t normally have them”

“Giving young people new skills and not just access to things they enjoy is important”

“The feeling of success having worked on the Summer Programme”

“As a young person, it’s hard to describe to a stranger how you feel if you don’t understand how you feel yourself”

“Joining the dots between schools, the community and parents is important to support the mental health of young people”

6. Year 3 priorities

In year three HeadStart will:

- Develop a co-produced sustainability strategy and implementation plan based on evidence and learning
- Continue with our co-production approach increasing our efforts to involve young people in the design and delivery of the programme, and share best practice with other services aimed at young people
- Deliver agreed interventions to our second cohort of schools having learnt from cohort one
- Support our communities to take ownership of emotional health and wellbeing initiatives to continue building community resilience through ensuring a joined-up approach
- Drive forward national and local evaluation so that we can continue to ‘test and learn’ the impact of our interventions
- Work with the Big Lottery Fund on understanding the roles and responsibilities around GDPR to ensure all parties are compliant with the new legislation
- Ensure new governance and leadership is robust
- Celebrate success, communicate more regularly with key stakeholders and be accepting of elements of the programme that do not work out as planned