



# Your Schools working with Your Cluster in Inner East



## What are clusters and what do they do?

### The city wide picture

Clusters began life as extended services for Leeds schools and have grown to engage a range of partners who provide early help, early intervention and prevention services for children, young people and families.

There are currently 25 clusters across Leeds with established local partnerships. They include, amongst others, representatives from schools, children’s centres, children’s social work, police, youth services, housing, voluntary sector, health, local elected members and senior officers from children’s services.

The Leeds citywide cluster model is a unique partnership approach for supporting vulnerable children and families. It has citywide endorsement and nationally from the Leeds Ofsted 2015 Report, which stated that the cluster model is “effective at identifying needs and offering timely early help to pupils”, “helping to drive improvements in all pupils’ attendance” and that through the cluster model “there are extensive early and targeted help services available to families at the first emergence of a problem, delivered by knowledgeable, confident and well-trained practitioners.”

Put simply, our evidence base to date shows that:

**Targeted Early Intervention Work in Clusters + Good Teaching In Schools = Better Attainment**

Since 2012, cluster funding has included an annual £5.2m top slice investment by Schools Forum of the dedicated schools grant. The government is introducing new funding regulations from April 2017 so 2016/17 will be the last year that Schools Forum can top slice funding to clusters. After this it is expected that this additional funding will go directly back into school budgets. Discussions are now taking place to look at how we enable cluster working to continue whilst establishing a new approach to funding.

### With clusters in Leeds we benefit from

- Targeted early help work which supports better attendance and attainment
- Investment in counselling in schools through TAMHs
- Intensive Family Support
- Domestic abuse work
- Closer working with children’s centres
- Parenting programmes
- Remodelled cluster based Children’s Social Work Service
- Guidance and support meetings
- Families First to co-ordinate support for families with multiple problems
- Reduced numbers of young people not in education, employment or training (NEET)
- Investment in Targeted Services Leaders
- Access to Family Group Conferencing
- Quality Assurance and workforce development
- Improved school attendance
- Reduced Children in Needs (CIN)
- Local knowledge
- An insurance policy
- And the list goes on...

### In addition to this...

Cluster working has been an integral part of the improvement journey in Leeds; they have enabled us to safely reduce the number of children in care, children on children protection plans and children in need. From time to time all schools have pupils who require additional targeted support. Clusters provide an ‘insurance’ that schools can dip into when their pupils need that additional support without having to contract key services separately. Clusters are increasingly providing a geography on which further investment can be attracted. For example, the additional £1.5m health funding for counselling services and the investment from our Family Valued innovation programme.

### Inner East Cluster - Information about our cluster

The Inner East covers 2 Secondary Schools, 14 primary schools and 5 children’s centres. There are around 13 200 children and young people living in the area with 7080 on a local school roll in the cluster (January 2016)

The main direct funding sources for work in the cluster are currently from Schools Forum, Leeds City Council Children’s Services (for targeted services) Leeds Clinical Commissioning Groups (for additional



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TaMHS/counselling services) and AIP (for attendance, behaviour work).

Our Schools Forum cluster budget in the current financial year is £496 038. This budget is generated using a formula based on numbers on roll and free school meal entitlement in each school.

Cluster governance is through the Joint Collaborative Committee ( JCC) which has representation from cluster schools and local partners.

Key things in our current cluster business plan are: early help work and family support services to help children improve attendance, behaviour and attainment at school and help their parents; activities for vulnerable children, young people and families; and, well-being and counselling services to support social, emotional and mental health. Support for children and families to keep safe around issues with Domestic Violence and Child Sexual Exploitation.

A range of universal, targeted and specialist services for children are now more closely aligned with the cluster, supporting improved access to services and better service co-ordination for families. This includes dedicated social work input to the cluster, along with youth services, early start and targeted services such as intensive family support services.

## INNER EAST - Progress in our cluster

We produce an update report every six months to highlight progress in the cluster and local developments. This includes progress with the three children's services main priorities or 'obsessions' of safely reducing the number of children looked after, reducing the number of young people not in education, employment or training and reducing school absence.

The latest information prepared in **September 2015** is shown below. The full report and other information about the cluster is available from [diane.walker@leeds.gov.uk](mailto:diane.walker@leeds.gov.uk)

Obsession	Latest position	Change since last month	% change since CYPP start	Change since CYPP start	Progress since CYPP start
Safely reduce the number of children looked after	189	↓ -7	↓ -5.0%	↓ -10	
Reduce the number of young people not in employment, education or training (unadjusted NEET)	216	↓ -7	⇒ 21.3%	↑ 38	
Reduce school absence: primary	4.3%	N/A	N/A	↓ -2.9	
Reduce school absence: secondary	6.5%	N/A	N/A	↓ -4.0	



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### The Inner East Cluster covers the following children's centres and schools:

<b>Children's Centres:</b>	Richmond Hill, Shakespeare, Harehills, Gipton, Osmondthorpe
<b>Primary Schools:</b>	All Saints', Brownhill Academy, Ebor Gardens, Nightingale Academy, Oakwood Academy, Richmond Hill, Shakespeare, St Augustine's, St Nicholas', St Patrick's, St Peter's, Victoria Academy, Woodlands, Wykebeck
<b>Secondary Schools:</b>	Co operative Academy of Leeds, Mount St Mary's High

### The main cluster services available in Inner East are:

Targeted Services Leader and Manager of Cluster Services: Diane Walker  
(TSL is jointly funded from cluster budget and LCC Children's Services)

Cluster Services: (funded through cluster business plan)	LCC Children's Services include: (no direct charge to cluster)
Family Support Work: 3 FTE Behaviour Support Work: 3 FTE Attendance Work: 2 FTE Targeted Services Work: 2 FTE Leadership, Support and Project Work: 3 FTE	<b>Children's Social Work Service:</b> Three cluster based teams at Osmondthorpe.  <b>Youth Service:</b> Targeted 11+ youth work and 1:1 work with young people.
<b>Commissioned Services:</b> Well Being and Therapy Work: 4.5 FTE Speech and Language Therapy: 187 days across 2015/16 academic year Independent Educational Psychology support	<b>Early Start:</b> Early Start teams in 5 local Children's Centres  <b>Targeted Services:</b> Access to a range of targeted services is through the Targeted Services Leader, social worker or youth offending service. This includes intensive family support services and family group conferencing.
<b>Activities:</b> A designated Project Officer (30 hours) In the summer of 2015 over 400 families accessed a fully funded programme of holiday activities	

### Cluster Funding in Inner East

The latest business plan for the cluster was signed off by the Cluster JCC Meeting in June 2015 and was approved by Schools Forum in October 2015.

The cluster business plan covers plans for expenditure in excess of the £496 038 school forum allocation for the current academic year. This additional expenditure is covered by LCC and CCG contributions and a budget carry forward.

Across the city the average spend per pupil from the Schools Forum budget per year equates to approximately £50 per pupil on a school roll. For pupils on roll in Inner East schools the £496 038 Schools Forum budget equates to £70 per pupil in the current year.

Major items of cluster expenditure in Inner East  
 Cluster management, case support, co-ordination of Guidance & Support admin & data:  
 Targeted Services (LCC funded)

Family support work:	Behaviour Support work:
Attendance Support:	Project Work:
Counselling and well-being services (including CAMHS):	Speech & Language Therapy:

There are also 222 families with multiple problems on the Families First programme living in Inner East. An update on each of these is provided at each cluster partnership meeting



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### What were the issues?

- 5 year old male presenting with behavioural difficulties both at home and school
- Physically aggressive to adults and peers almost on a daily basis, disruptive in the classroom making accessing learning difficult
- Younger sibling (male, 4 years) biting other children regularly
- Low school attendance
- Teachers reported both boys often looked unhappy in school. Concerns around the younger child's development as he struggled to communicate, language was a barrier (English was parents' second language, Dad spoke and understood very little)

### What did we do?

- Initiated Early Help Plan to provide holistic support and team around the child
- Worked closely with cluster attendance officer
- Set up home behaviour intervention & family sessions focusing on play, praise and encouragement
- Used role modelling of play & behaviour management strategies during home visits as a way of communicating with parents due to the language barrier and communication difficulties
- Implemented behaviour charts for both children which focused on the positive behaviours they displayed
- Used a simple, visual traffic light warning system to help minimise the negative behaviours at home
- Supported the family to access positive activities during school holidays
- Supported parents to attend ESOL classes and introduced Mum to Children's Centre for support for youngest child (under 6 months old)

### What difference has it made?

- Attendance at time of referral :77.91%; Attendance at time of support ending: 90.21% (5 year old)
- 4 year old no longer biting others both at home and school
- School reported both boys presented as happier in school
- Parents fully engaged in the support offered and reported improved behaviour at home
- Goals Based Outcomes assessments indicated a reduction in aggressive and violent behaviours at home & improvements in listening and following instructions at home (3 & 2 point improvement)
- Significant reduction in behaviour incidents at school; from 3-4 per day to 1-2 per week

### What were the issues?

- Girl, 7 years old at risk of exclusion; displaying aggressive & volatile behaviour in classroom. Cause for concerns had been raised about some sexualised letters/drawings
- Initial consultation assessed child as withdrawn, difficulty expressing emotions and lacking confidence in being creative without high level of adult guidance
- Parents stated that child had displayed these behaviours since being very young, always having trouble relating to other children, fighting in the street and bullying others
- School very concerned about child's behaviour, finding it hard to contain her in the classroom environment-not able to stay in classroom for a day without removal. School in the process of transferring child to a Pupil Referral Unit
- Child presents as withdrawn, distrusting and dissociated, unable to express feelings and very unsure of adults and where boundaries are (i.e lots of checking behaviour 'is this ok'), lack of confidence in creating or play

### What did we do?

- Provided 18 sessions of play/art based psychotherapy
- Initially a non-directive approach to facilitate child exploring the environment at her own pace and without demands. Gradual introduction of more directive work, Gestalt projective enactment (ie becoming a character), telling imaginative stories and the introduction of therapist ideas into role play
- Ongoing art based assessment tools (draw a house, flower, person) to explore child's inner world through art representations
- Explored dependency needs through dual role-play
- Ongoing reflections with teacher at mainstream school and teacher at Pupil Referral Unit
- Worked as part of cluster team to facilitate integration back into school

### What difference has it made?

- Change in art assessments eg. a house on lockdown became a house with a door which could discriminate between people it allowed entrance; indicating an increased willingness to allow people in
- At final evaluation child able to express, through a story board, a little of her feelings about the scariness of starting therapy and the sadness of ending
  - Lowered SDQ score indicates improvement:  
Pre SDQ: Teacher: 18...Parent: 15  
Post SDQ: Teacher: 17...Parent: 10
- Child back at mainstream school, teacher's comments: *"improved happiness and calmer disposition in first week after Easter"*



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