

# Introduction

In 2018, the 3As Plan was developed by Children and Families Services to deliver the third obsession set out in the Leeds Children and Young People's Plan (CYPP), to improve attendance, attainment and achievement in education settings across Leeds. We have decided to re-evaluate our plans due to the significant, immediate and longer-term impacts of the pandemic on the health, wellbeing and learning of our children and young people.

In reshaping our plans, we have been keen to hear the views of people working in early years provisions, our schools, and colleges. In summer 2021, we consulted education leaders in Leeds, in a series of Big Learning Conversations, to hear their priorities and concerns. The plan has been shaped by what they told us.

This Refreshed 3As Plan has also been informed by the most recent data we have for the city. The Annual Standards Report for 2018-19 showed that Leeds is behind other authorities on headline measures for early years, phonics screening and reading, although young people in Leeds do make accelerated progress throughout their school years and by age sixteen achieve results broadly in line with the rest of the country.

Our Leeds vision, as expressed in the Council's Equality and Diversity Policy, is to tackle poverty and reduce inequalities that still exist. We recognise some groups such as those with English as an Additional Language and children from disadvantaged backgrounds have been disproportionately affected by the pandemic.

This is not a plan for schools and other settings, as we recognise that each early years' setting, school, academy, and college will have its own priorities and development plan, but rather a plan to shape our focus and offer in helping schools to support improved outcomes for children and young people. Of course, there are strategies in place across the directorate which focus on specific areas of need and which sit alongside The Refreshed 3As Plan, for example, the SEND and Inclusion Strategy.



## Children and Families Services The Refreshed 3A's Plan 2021-23: Attend, Attain, Achieve

The refreshed plan has five priorities and details how Children and Families Services will focus on some key areas to support education settings to support all children and young people's learning.



1

Priority 1 - All children in Leeds are supported to improve their fluency in reading taking into account their individual needs.



2

Priority 2 - All children, young people and families are supported to access and regularly attend early years education settings, schools, and post-16 education settings to benefit from learning opportunities, protective factors, and enrichment activities.



3

Priority 3 - Children and young people with Special Educational Needs and Disabilities and those vulnerable to inequalities (SEND) and their families receive timely and appropriate support to achieve their best possible outcomes and prepare for adult life.



4

Priority 4 - All children and staff working in learning settings are supported with their wellbeing.



5

Priority 5 - All children make the best start to each stage of their learning.



1

**Action 1** - Over the next two years, all Leeds primary schools will be offered a one day on site reading deep dive review and all secondary schools will receive a training and deep dive offer.

**Action 2** - There is an offer to all primary schools to access training which meets the needs of children with specific learning differences (SpLD) and literacy difficulties.

**Action 3** - A simple guide will be shared with families where there is social care involvement detailing how to read to your child.

#### Impact

- Improvement in outcomes from phonics screening test.
- Improved provision and outcomes for pupils with specific learning difficulties (SpLD).
- The reading experience will help develop close and nurturing relationships in families.

#### Further measures

- A training offer will be developed for secondary settings to support staff working with pupils who struggle to read.
- There will be a comprehensive early reading training offer to support staff in schools.
- We will signpost best practice and highlight opportunities for system leaders to support other schools in developing a good quality reading curriculum.

2

**Action 1** - The Attendance Service will contact every school in Leeds to offer a review of the attendance register.

**Action 2** - Monthly liaison will take place between Learning Improvement and the Attendance Service to discuss school level attendance data and identify issues that will be raised with schools via learning colleagues.

**Action 3** - We will increase the take up of free early education entitlement (FEEE) for children aged 2, 3 and 4 years old, with a targeted focus in areas of high deprivation and where take up is low.

#### Impact

- Attendance personnel in Leeds schools are knowledgeable about DfE attendance guidance and legislation and confident in implementing it.
- Improved attendance levels at schools with identified need.
- Improving education and development of children at an early age and readiness for school.

#### Further measures

- All schools have a clear document which outlines schools' responsibilities and duties regarding attendance and children missing out on education.
- The Attendance Service will offer a variety of training for professionals working with families.
- The Attendance Service will offer school professionals training on attendance, including training to school governor teams, leadership colleagues and AIP personnel.

3

**Action 1** - Working with schools, we will launch and roll-out the new Leeds SEND and Inclusion Practice Framework.

**Action 2** - Learning Improvement will ensure that supporting the lowest 20% of learners is a key service priority and will be a focus for its work with schools.

#### Impact

- Additional needs will be met holistically and at an earlier stage.
- There is a sharper focus on meeting the needs of the lowest attaining cohort.
- Schools are better supported to identify and support the needs of all children, particularly vulnerable learners and those who use English as an Additional Language (EAL).

This priority is also incorporated within the overall SEND and Inclusion Strategy which drives the agenda to meet the needs of children and young people with special educational needs.



4

**Action 1** - The current headteacher support offer will be extended beyond its term and further developed to support wider leadership teams. The LA will explore and implement initiatives that enable school leaders and governors to support whole staff wellbeing.

**Action 2** - We will work in partnership with colleagues in health and social care to develop a city-wide trauma informed service.

**Action 3** - We will engage Leeds schools and settings with the My Health, My School survey.

**Action 4** - The winning manifesto of the Children's Mayor of Leeds, Zulaykha Hussain from Bardsey Primary School, is about 'togetherness' and bringing families together to remember loved ones they have lost during the Covid pandemic. The Voice, Influence and Change Team will work with Zulaykha to agree which elements of her manifesto can be delivered and how.

#### Impact

- Leadership teams and staff will feel supported and reassured that they have access to a service when needed.
- There will be a better understanding of trauma informed approaches by those working in schools and settings leading to a greater understanding of the needs of children and young people, including the ongoing impact of the pandemic and how best to address those needs.
- An improvement in health outcomes for children and young people through developing whole school and setting provision for PSHE (including relationship, sex and health education), healthy eating, physical activity, and emotional health.
- Children and families across the city will be encouraged to remember their loved ones lost to Covid.

#### Further measures

- Signposting staff to the training offer, via Leeds for Learning, around wellbeing.
- Circulation of DfE and LA produced guidance on wellbeing to all settings.
- Increased information and guidance will be available to all school staff who need support and advice on aspects of their own wellbeing.
- Effective signposting to further professional advice where there is a need.

5

**Action 1** - All 0-5 settings will have access to a series of online modules that cover transition, looking particularly at the importance of relationships, with and between parents, staff and children.

**Action 2** - We will improve transition back into school for vulnerable learners at different points in their educational journey.

**Action 3** - We will foster an aligned and coordinated approach between the range of directorate teams that have responsibilities for early years provision, support, and outcomes.

#### Impact

- Transition for children into early years is more effective as early years staff have a clearer understanding of the 'key person' role and an awareness of the impact the relationship with parents has on this process.
- Assessment information is more effectively shared between settings at transition points.
- A deeper understanding amongst early years professionals of key knowledge, such as attachment issues, will improve the quality of transition.
- Transition for vulnerable learners will be more successful so the start to the next stage of their learning is more effective.
- A more coordinated approach between teams dealing with fair access protocols will result in children entering education more quickly and relevant information is shared to promote an effective transition.
- Clearer oversight of early years provision and outcomes will enable a sharper focus on identifying and responding in a co-ordinated approach to early years' issues.

#### Further measures

- Collecting early years settings 3/4-year old 'exit' data to enable more effective identification of need at an early stage and to support schools and settings in providing effective transition between nursery and reception.
- Developing systems that produce the most reliable place projections possible to enable colleagues and providers to map post-16 provision effectively and ensure places are aligned with student aspirations.