



Report of the Head of Democratic Services

Report to Scrutiny Board (Children and Families)

Date: 23rd October 2019

Subject: The Impact of Child Poverty on Achievement, Attainment and Attendance – Tracking of Scrutiny Recommendations

Are specific electoral wards affected?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
If yes, name(s) of ward(s):		
Has consultation been carried out?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Are there implications for equality and diversity and cohesion and integration?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Will the decision be open for call-in?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Does the report contain confidential or exempt information?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
If relevant, access to information procedure rule number:		
Appendix number:		

1. Purpose of this report

- 1.1 This report sets out the progress made in responding to the recommendations arising from the Scrutiny Board's earlier inquiry into the Impact of Child Poverty on Achievement, Attainment and Attendance.

2. Background information

- 2.1 In July 2017, the Scrutiny Board (Children and Families) agreed the terms of reference for an inquiry that would look at the impact of child poverty on the attainment, achievement and attendance. The inquiry had a significant focus on the legislative framework and the duties on local authorities around child poverty, the prevalence of child poverty in Leeds, and the initiatives in Leeds to support partners and schools in mitigating the impact of child poverty.
- 2.2 The inquiry was conducted over five evidence gathering sessions which took place between July and December 2017, involving a range of evidence both written and verbal. Board Members also visited three schools and one Cluster Partnership in

November 2017 to speak to practitioners. A meeting was also attended with the LSCB Education Reference Group on 3 October 2017.

- 2.3 The Scrutiny Board published its final inquiry report on 15th May 2018 detailing its findings and recommendations ([Link to inquiry report](#)). In July 2018, the Children and Families Scrutiny Board received a formal response to the recommendations arising from the inquiry and a further tracking report in January 2019. At that stage, the Board agreed to close out recommendation 2 and to continue tracking progress against the remaining recommendations.

3. Main issues

- 3.1 Scrutiny Boards are encouraged to clearly identify desired outcomes linked to their recommendations to show the added value Scrutiny brings. As such, it is important for the Scrutiny Board to also consider whether its recommendations are still relevant in terms of achieving the associated desired outcomes.
- 3.2 The Scrutiny recommendation tracking system allows the Scrutiny Board to consider the position status of its recommendations in terms of their on-going relevance and the progress made in implementing the recommendations based on a standard set of criteria. The Board will then be able to take further action as appropriate.
- 3.3 This standard set of criteria is presented in the form of a flow chart at Appendix 1. The questions in the flow chart should help to decide whether a recommendation has been completed, and if not whether further action is required. Details of progress against each recommendation are set out within the table at Appendix 2.

4. Corporate considerations

4.1 Consultation and engagement

- 4.1.1 Where internal or external consultation processes have been undertaken with regard to responding to the Scrutiny Board's recommendations, details of any such consultation will be referenced against the relevant recommendation within the table at Appendix 2.

4.2 Equality and diversity / cohesion and integration

- 4.2.1 Where consideration has been given to the impact on equality areas, as defined in the Council's Equality and Diversity Scheme, this will be referenced against the relevant recommendation within the table at Appendix 2.

4.3 Council policies and the Best Council Plan

- 4.3.1 Improving learning outcomes is a priority in the Children and Young People's plan, raising attainment for all while closing the gaps that exist. This priority is reflected in all city strategies contributing to the strong economy compassionate city.

Climate Emergency

4.3.2 There are no specific implications in relation to the climate emergency agenda.

4.4 Resources, procurement and value for money

4.4.1 Details of any significant resource and financial implications linked to the Scrutiny recommendations will be referenced against the relevant recommendation within the table at Appendix 2.

4.5 Legal implications, access to information, and call-in

4.5.1 This report does not contain any exempt or confidential information.

4.6 Risk management

4.6.1 Any specific risk management implications will be referenced against the relevant recommendation within the table at Appendix 2.

5. Conclusions

5.1 The progress made in responding to the recommendations arising from the Scrutiny Board's earlier inquiry into the Impact of Child Poverty on Achievement, Attainment and Attendance is set out within Appendix 2 of this report for the Board's consideration.

6. Recommendations

6.1 The Board is requested to:

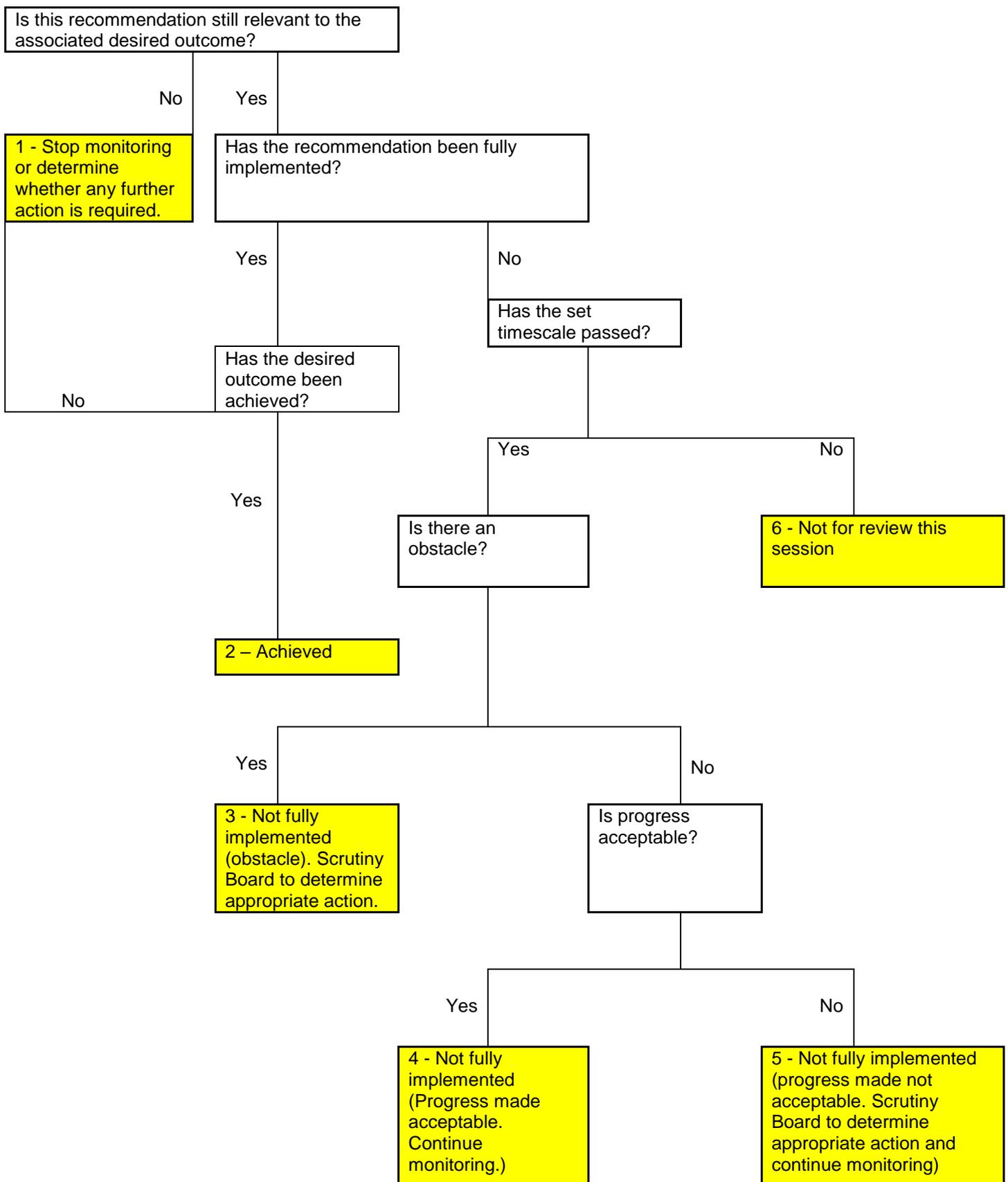
- Agree those recommendations which no longer require monitoring;
- Identify any recommendations where progress is unsatisfactory and determine the action the Board wishes to take as a result.

7. Background documents¹

7.1 None

¹ The background documents listed in this section are available to download from the council's website, unless they contain confidential or exempt information. The list of background documents does not include published works.

Recommendation tracking flowchart and classifications:
Questions to be considered by Scrutiny Boards



Position Status Categories

- 1 - Stop monitoring or determine whether any further action is required
- 2 - Achieved
- 3 - Not fully implemented (Obstacle)
- 4 - Not fully implemented (Progress made acceptable. Continue monitoring)
- 5 - Not fully implemented (Progress made not acceptable. Continue monitoring)
- 6 - Not for review this session

Desired Outcome - Understanding the range and effectiveness of services provided to mitigate the impact of Child Poverty to inform the provision and commissioning of services and ensure appropriate investment of council resources

Recommendation 1 – That the Director of Children and Families maps the range of Council wide services to reduce the impact of child poverty in order to:

- a) provide a clear overview of activity and the effectiveness of that activity,
- b) identify the gaps in service provision
- c) inform commissioning of council services
- d) inform the need for Third Sector support

Formal response (July 2018):

The Director of Children and Families accepts this recommendation and is pleased to provide the following update; a Child Poverty Impact Board has been established, with members comprising of elected members and officers from a wide range of council directorates

A) A mapping activity has been undertaken, drawing together all of the work across the council that has a specific focus on mitigating the impact of child poverty. There are a significant boards and groups across the council that work on this priority, and it has been established that there is a need for one Board to draw together this work and assess the impact of this work.

A partnership approach has been created, which aims to find and implement research-led interventions, integrating the voice of the child with the voices of parents and professionals. This city wide approach will assess the effectiveness of low cost, high impact work, interventions and projects through research-led collaborations. These areas will focus on reducing the effects of child poverty, and thoroughly exploring the outcomes of these solutions.

The child poverty strategy for the city focusses on establishing a city-wide equal partnership, the Child Poverty Impact Board, which applies robust measures and targets to reduce the negative impact of child poverty, using research informed interventions and projects. There is a strategic board and six Impact Workstreams, involving a wide range of partners across the city. They will create and evaluate low cost, high impact projects that improve the lives and experiences of children and young people who live in poverty. These projects will research the impact of poverty, and, crucially, see what we can change or improve to make a difference and mitigate this impact.

These six Impact Workstreams will be clustered around six areas: 'Readiness for Learning

& School Age Education', 'Housing & Provision', 'Empowering Families', 'Financial Health & Inclusion', 'Transitions & Employment', and 'Health, Wellbeing & Resilience'. The workstreams both consist of new boards where none previously existed, and enhancements to existing boards.

B) The Child Poverty Impact Board will oversee the Impact Workstreams. The wide ranging membership of the Impact Workstreams are designed to identify areas of concern, gaps in service provision, and areas that can be improved; and then create innovative and bold approaches to address the concerns and reduce the gaps, to improve the lives of children, young people and their families.

C) Discussions within the Child Poverty Impact Board that focus on how the city can work together more effectively to mitigate the impact of poverty are underway, and the role of commissioning arrangements are included within these improvement conversations.

D) Both the Strategic Board and the Impact Workstreams will consist of representatives from Leeds City Council, public, private and third sectors, academics, community representatives, youth voice representatives and other partners. Working with the third sector is a key priority for all work for Children and Families directorate, which can be seen in the child poverty priorities.

Position reported in January 2019:

Child poverty has become a topic that is discussed and considered in relation to a wide range of strategies, approaches and initiatives, and it is embedded into both Children & Families strategies and council wide strategies.

The Child Poverty Impact Board has continued to develop its city-wide partnerships and is overseeing the work being done under the Impact Workstreams. The Impact Workstreams have been finalised and are clustered around six areas; 'Best Start for Health and Wellbeing', 'Employment and Pathways', 'Readiness for learning and school-aged education', 'Housing and Provision', 'Empowering Families' and 'Financial Health and Inclusion'.

A number of projects have been initiated or further developed under the Impact Workstreams. The work that is being carried out has been done in collaboration with a range of representatives from Leeds City Council, public, private and third sectors, academics, community representatives, youth voice representatives and other partners.

The Thriving: A Child Poverty Strategy executive board report details each of the workstreams and the work that sits underneath them. Some examples of work that has been carried out so far are the Best Beginnings initiative and the 50 Things project.

In relation to the Best Start for Health and Wellbeing Workstream, the '*Best Beginnings*' initiative aims to enhance early parenting capacity and increasing breastfeeding by making available localised evidence-based information. This initiative provides the information via the Baby Buddy app and the Baby Express newspaper. The project is being carried out in frontline services in Leeds and has a specific focus on young parents living in deprived circumstances.

Within the Readiness for Learning and School-aged education workstream, the initiative '*50 things to do before you're 5*' has been launched. This project is a large scale partnership between early year's provision, schools, academics, private organisations, NHS and Leeds City Council. It has developed and released an App and Card sets for parents and carers

that encourages no cost activities which develops children's oracy and vocabulary, through experiential learning activities.

Every project that is underway within the Impact Workstreams has established outcomes measures to evaluate the impact of the projects and to ensure that they are working effectively to mitigate the impact of poverty in Leeds.

Current position:

The Child Poverty Impact Board has met every four months since May 2018. Each of the six Impact Workstreams that are listed above have mapped their existing services to identify key areas of priority, and have projects running which aim to address that priority. Strong partnership work between directorates supports the projects. Current projects include: Poverty Proofing Social Care, Period Poverty, Healthy Holidays, Children's Centres & Employment and Skills, and the Best Beginnings Baby App.

The board also has third sector representation through Leeds Community Foundation, and academic representation through the University of Leeds. The board discusses the work that has taken place within each Impact Workstream, the impact that the project has had, any challenges that have been faced, and how different areas across the city could support each project. From January, two of the board meetings will become a city wide summit, which has a wide representation from key groups across Leeds.

The voice of children, young people and parents is a key theme to all of the work, and a partnership between the University of Leeds, Leeds City Council, CATCH and the Child Poverty Action Group established a panel of 'experts by experience'- children, young people and parents who have lived, or who are living, on a low income. The views, experiences and recommendations of this panel have been incorporated into the Thriving strategy and projects within the Impact Workstreams.

There are strong links between the child poverty work and the work of the Inclusive Growth team and the localities approach of Communities & Environments, and several events have been held that feature the work of the different directorates and explore partnership work.

There have also been several reports around the theme of poverty and inequality, such as the December 2018 Executive Board report on 'Tackling Poverty and Inequality', which contained an excellent summary of the work that is been undertaken across the council, including on child poverty.

Position Status (categories 1 – 6) *This is to be formally agreed by the Scrutiny Board*

Desired Outcome – To aid continued support and challenge by the Scrutiny Board with regard to the ‘Challenging Child Poverty’ Priority

Recommendation 3 – Following adoption of the refreshed CYPP that the Director of Children and Families includes performance management information pertaining to ‘Challenging Child Poverty’ priority, in all future performance reports presented to the Scrutiny Board.

Formal response (July 2018):

The Director of Children and Families accepts this recommendation. The Director will endeavour to include all relevant data with regards to mitigating the impact of child poverty within future performance reports that are presented to the Scrutiny Board.

Position reported in January 2019:

The Director will endeavour to include data that pertains to challenging child poverty within performance reports. Whilst this data set is being developed, performance reports presented to Scrutiny will include relevant data around the outcome of poverty on children’s lives.

Current position:

Where possible, child poverty is a consideration within reports in Children & Families directorate. Data around poverty is complex, however the impact of poverty is a consideration in a wide range of areas, and relevant data around the outcome of poverty will continue to be presented. The Annual Standards Report, which is presented to Scrutiny yearly, contains detailed data on the educational outcomes of young people on Free School Meals (an indicator of poverty) and those not on Free School Meals.

The partnership work between Employment & Skills and Children & Families that has focussed on the disconnect between school and employment was referenced in the Inclusive Growth Scrutiny Inquiry Report, published April 2019.

Position Status (categories 1 – 6) *This is to be formally agreed by the Scrutiny Board*

Desired Outcome - To improve living conditions for children in order to support their education and wellbeing.

Recommendation 4 – That the Director of Children and Families works with the Director of Resources and Housing to ensure that there is effective communication between the two Directorates that enables children and young people living in sub-standard or crowded housing conditions to be identified and supported appropriately to minimise the impact on their education and development.

Formal response (July 2018):

The Director of Children and Families welcomes this recommendation, and work on this priority is ongoing through the 'Housing and Provision' Impact Workstream, as well as conversations at the strategic level. Both directorates have identified the impact of poor quality housing provision, and the issues associated with some private sector properties that contribute to this poor quality housing provision. The Impact Workstream will first look to create data on the scale of the problem, and then it will create projects that aim to improve housing and provision for children, young people and their families. There will be a link in to improve the education and wellbeing of children who live in sub-standard housing through the Child Poverty Impact Board, of which all research and impacts will be presented.

Position reported in January 2019:

Through the Housing & Provision Impact Workstream in the Child Poverty Strategy, Chief Officers from Housing and Children & Families are working together to look at how we can improve housing and living conditions, and reduce overcrowding. A project is being created to meet this ambition.

Current position:

Housing and Children & Families are working in partnership, through the Child Poverty Impact Board, to look at specific projects to mitigate the impact of poverty on children, young people and families.

Housing have undertaken a broad assessment of work that is currently ongoing, and have identified key priorities to further develop this work:

- Deliver a minimum of 500 private rented tenancy sign ups through private sector lettings scheme where property standards inspection take place to ensure they are fit for purpose.
- Minimise the number of families accessing temporary accommodation by finding suitable PRS properties that meet their needs.
- Offer of a housing needs assessment and floating housing related support services where a customer or professional highlights a housing issue.
- Offer a robust tenancy relations service for those at risk of illegal eviction or harassment from their landlord, focus on rogue landlords and applying civil penalties or prosecution for breaches of housing standards.
- Continued support for Leeds Neighbourhood Approach in Holbeck, and (subject to approval) the proposed selective licensing in Harehills and Beeston. This will lead to all PRS properties in those areas being inspected and conditions improved.

- Increased role of property inspections in the wider PRS market to identify sub-standard accommodation and cases of overcrowding.
- Create links to the local GP's, Schools, ASC, CSC and local community support groups to identify cases where housing conditions may be influencing child development / poverty issues.
- Provide a proactive tenancy management service through specialist Enhanced Income Officers to existing council tenants, in particular, supporting larger families impacted by the Universal Credit, the benefit cap and other welfare changes and seeking to maximising income through Discretionary Housing Payments for those that need extra help to meet housing costs.
- Promote and signpost a range of services to help reduce or prevent child poverty, for example, promoting the Credit Union, ESOL, Money Buddies service and raising awareness about issues such as loan sharks and gambling awareness.
- Deliver an £80m investment programme each year to drive continuous improvements in council housing quality, and support sustainable and economic growth employment opportunities in the construction sector.

Position Status (categories 1 – 6) *This is to be formally agreed by the Scrutiny Board*

Desired Outcome - To aid continued support and challenge by the Scrutiny Board with regard to mitigating the impact of Child Poverty

Recommendation 5 – That the Director of Children and Families and the Chair of the CPIB provides the Scrutiny Board (Children and Families) with a comprehensive report which details

- a) the purpose and priorities of the CPIB
- b) an overview of the aims, objectives and targets of the CPIB.
- c) details of how the CPIB will ensure cross Council and Partnership commitment and action in order to reduce the impact of Child Poverty

Formal response (July 2018):

The Director of Children and Families accepts this recommendation and would like the opportunity to send this report to Scrutiny following an OBA event that will be held on the 15th October. The aim of the OBA is to ensure that the Child Poverty Impact Board and the Impact Workstreams are promoted to the city, additional membership is gathered, and the aims, objectives and targets of the groups are consulted on by a wide range of external and internal partners.

Position reported in January 2019:

The *Thriving: A Child Poverty Strategy for Leeds* OBA event was held on the 15th of October and was attended by a broad range of organisations across the public, private and third sectors, as well as school representatives. The event informed the 200 attendees about the current work of the Child Poverty Impact Board and the Impact Workstreams and highlighted the importance of establishing city-wide partnerships to help address child poverty across Leeds. The OBA event facilitated collaborative discussions between a variety of representatives, exploring the indicators and baselines of child poverty and discussing the best ideas for mitigating child poverty. A report on the feedback from the OBA event will be reviewed by the Child Poverty Impact Board in January 2019, with elements of these recommendations already being taken on board by the Impact Workstreams.

In November, there was a report to Executive Board that approved the approach to developing a Child Poverty Strategy for Leeds detailing the Child Poverty Impact Board, the Impact Workstreams, the projects that have been created and the terms of reference for both the CPIB and the IW.

There continues to be close working between all council directorates and key partners in the city to improve the lives of children and families experiencing poverty in Leeds. One example of this is recent work that has been undertaken, within which Children & Families and Communities & Environments are working alongside Community Committees to look at the best way to apply the city wide child poverty approach on a locality level.

Current position:

The 'Thriving: A Child Poverty Strategy for Leeds' report, which is being presented to the October Scrutiny Board and November Executive Board, contains a comprehensive overview of the child poverty work that is being undertaken in Leeds, including the Child Poverty Impact Board and the Impact Workstreams.

The aim of the CPIB is to have a multi-organisational body with overall responsibility and strategic oversight of the Impact Workstreams. Each Impact Workstream is accountable to the CPIB, which has overall responsibility for the projects they implement. One of these responsibilities is to decide whether a project is to continue, based on its impact. Every six months, the projects should be evaluated by the steering group, reflecting on the project plan as a guide for progress. Once the evidence has been gathered, they can be taken to the CPIB for discussion. If the projects are found to be having little/no measurable effect, they should be considered for discontinuation, and work on the reserve project should begin if the project in question ends.

As the impact of projects can be measured in many different ways, individual projects will be evaluated against unique criteria, which will be decided by the steering group for each Impact Workstream. Based on the outcome of the evaluations, the workstream steering group will decide whether to continue with the project. The CPIB can offer guidance throughout this process.

The CPIB meets every four months. At these meetings the CPIB will discuss the impact that individual projects have had, assess their progress and propose plans for the future. The CPIB will also discuss other strategic matters, in line with their responsibilities for the oversight of Thriving.

Membership of the Child Poverty Impact Board comprises:

- Chair: Executive member for Children and Families
- Deputy Executive member for Children and Families
- Deputy Director of Public Health
- Deputy Director of Children & Families
- Chief Officer for Partnerships and Health
- Chief Officer for Communities
- Chief Officer for Customer Access and Welfare
- Chief Officer for Employment and Skills
- Chief Officer for Strategy and Policy
- Chief Officer for Housing Management
- Head of Equalities
- Policy Planning and Procedures Officer
- Children and Families Projects Officer
- NHS / CCG representative
- Third sector representatives
- Academic representatives

There has been strong commitment from all areas of the council to work in partnership to mitigate the impact of child poverty, and several projects, such as healthy holidays, period poverty and employment and children's centres, are demonstrating the benefit of a partnership approach.

Position Status (categories 1 – 6) *This is to be formally agreed by the Scrutiny Board*

Desired Outcome - Review how further support can be provided to mitigate the impact of Child Poverty through commissioning, procurement and third sector support.

Recommendation 6 – That the Director of Children and Families:

- a) investigates how reducing the impact of child poverty can be included in service specifications to support the Council's Social Value Charter
- b) considers how a set of commonly understood priorities and targets to mitigate the impact of Child Poverty can be created, shared and implemented with Third Sector Partners and wider organisations who support families in Leeds.

Formal response (July 2018):

The Director of Children and Families accepts this recommendation, and is pleased to report that the Child Poverty Impact Board are working with partners to assess the best way to support the Council's Social Value Charter and to develop a set of priorities and targets. The Scrutiny Board will be invited to consult on these priorities and targets once they have been developed with a wide range of partners.

Position reported in January 2019:

Conversations around the Social Value Charter and the child poverty approach are ongoing, and this work will continue to be developed over the next 12 months.

Current position:

There has been conversations around the Social Value Charter with a range of council teams, including commissioning and procurement. There is potential for specific targets to be integrated, however it is a complex piece of work, so it has not been implemented yet. There is a recognition of the value of the work, so it will continue over the next 6 months.

Please see the Thriving strategy for a set of priorities and targets to mitigate the impact of poverty. In September, a Child Friendly Leeds ambassadors event was held, with third, public, private, academic, communities, children, young people and parents representation. Discussions were held on how different sectors could contribute to mitigating the impact of poverty on children and young people in Leeds, and these are currently being followed up.

Position Status (categories 1 – 6) *This is to be formally agreed by the Scrutiny Board*

Desired Outcome - To narrow the learning gap for disadvantaged children at KS1 and KS2

Recommendation 7 – That the Director of Children and Families commissions independent analysis and research by a recognised educational research organisation in order to identify the fundamental reasons for the widening of the learning gap during KS1 and KS2, so that the Local Authority, Schools and support organisations can respond collectively to the challenges raised.

Formal response (July 2018):

The Director of Children and Families accepts this recommendation, and conversations around research into the widening of the gap in educational attainment between less advantaged and more advantaged young people with a range of partners including the West Yorkshire Combined Authority and universities in Leeds.

The 3A's Strategy is also being developed to reduce the gap in educational attainment for all vulnerable children and young people. This strategy is focussed around the collective drive to improve the Attendance, Achievement and Attainment of all our children and young people, but particularly those who are vulnerable and/ or less advantaged.

Our ambition in Leeds is to improve outcomes for all children and young people, and we know we need to do more to make a difference for children and young people who are particularly vulnerable. There is a city wide focus on closing the gap, through raising the attainment, achievement and attendance of vulnerable learners.

We know that we want children and young people to flourish in our city, and so we must give them a secure knowledge in education, demonstrated by good grades in a range of examinations throughout the continuum of learning. Each set of results acts as a passport to the next phase of learning and provides a firm foundation on which further accomplishments can be built. That is why we will continue to focus on attainment.

To be successful in life, and to secure meaningful and fulfilling work, we know that children also need more than great outcomes. They need key skills such as resilience, confidence and self-esteem; the ability to communicate and work in a collaborative and cooperative way within a team. We know that children need to be able to make a friend and be a good friend to others, and that success in music, the arts or sports can create a more rounded and interesting character. We want children in Leeds schools, therefore, to be supported to achieve.

Finally, we know that when children are in school and learning, that they are safe, secure and successful; that is why we have such a strong emphasis of attendance. By combining the three A's of Attainment, Achievement and Attendance we believe that we can give all Leeds children a strong start in life and enable them to contribute to our vibrant and compassionate city.

Closing the gap in these learning outcomes is a key priority for the Children and Families service and Learning Improvement. Leeds is striving to ensure education in Leeds is equitable through acknowledging that not every child starts at the same point, and therefore focusing extra support to ensure that children who are disadvantaged make accelerated progress and achieve the same outcomes as their peers.

Key staff work with leadership teams to identify any gaps, and support them to apply strategies to address the gaps and diminish the impact of disadvantage. It is also acknowledged by all staff within Children and Families that any interaction with a family, child or young person should include an acknowledgement that learning is a fundamental element of support. The 3A's are at the heart of the innovations bid and work is taking place across the city to ensure that learning has a high priority in all consultations.

Position reported in January 2019:

Children and Families are engaging in multiple strands of work to focus on narrowing the gap at KS1 and KS2:

- Teaching school alliance work through NOCTUA which evidence based research practice working cross phase and focusing on reading. Disadvantaged pupils are central to this work.
- There has been a successful, funded bid constructed this year for oracy work around early years and 50 things to do before you're 5. This is being focused particularly on schools with high proportions of disadvantaged pupils.
- All school facing aspects of the Learning Improvement team have pledged to keep the focus on disadvantage e.g. Governor Support, 0-19 Consultants and Advisers.
- Children and Families has engaged with the Huntingdon Research School in York and is adopting some of their evidence based enquiry approaches to develop our own work with schools and settings.

Colleagues in Children and Families are having ongoing conversations with a variety of partners including third partner and higher education providers to create an effective research project which will contribute to increased knowledge and also to narrowing the gap for disadvantaged children and young people.

Current position:

The 3As strategy has been launched with an emphasis on improving educational experiences and outcomes for our most vulnerable children and young people. A Leeds 'Year of Reading' has been launched in partnership with Booktrust. This partnership will bring over £1 million worth of books and resources into the city across 3 years, with much of this being targeted at areas of high deprivation. There will be a specific focus on early reading as we know that students from poorer backgrounds are often behind academically before they start school and then struggle to catch up across the primary age range. Our aim is that over time we will have narrowed this gap for 4 and 5 years olds by working with them and their families earlier and more effectively. Booktrust has a wealth of research supporting the effectiveness of their programmes (e.g. 93% of practitioners said Bookstart Corner parents or carers were more confident about reading with their child aged 12-24 months after taking part in the programme. Parents or carers increased the use of book sharing skills to bring stories alive and encourage interaction and engagement with stories after taking part in Bookstart Corner. Parents or carers were twice as likely to say they used puppets and toys to act out stories with their child (from 33% before to 65% after), and more likely to ask questions when reading together (from 68% before to 89% after).

Children and Families colleagues will be working with Booktrust to ensure that any new initiatives either have an existing evidence base or are part of an research project. We are liaising with Leeds Beckett University and Trinity University to engage post-graduate students to undertake research based around elements of the 3As strategy.

Further actions include:

- A poverty and education conference was also hosted in July 2019 with nationally and internationally renowned speakers on this important subject.
- All teams in Learning Improvement will use the Education Endowment Fund Implementation Guide to evaluate the effectiveness of a key strategy designed to improve outcomes for disadvantaged pupils.
- A directory will be disseminated to schools and settings with links to research, relevant organisations and local authority support which seek to overcome barriers faced by disadvantaged pupils.
- Under the Thriving child poverty strategy, collaborative partnerships with key individuals and organisations across Leeds will work together to mitigate the impact of poverty on education.
- We have applied for national grant funding to further target disadvantaged pupils at Early Years to enable a narrowing of the gap to their national peers.

Position Status (categories 1 – 6) *This is to be formally agreed by the Scrutiny Board*

Desired Outcome - To narrow the learning gap for disadvantaged children at KS1 and KS2.

Recommendation 8 – That the Director of Children and Families undertakes detailed analysis of the schools in Leeds where disadvantaged pupils are making good progress to better understand the drivers for this, and identifies if the strategic and operational approaches can be adopted by schools who are in need of further support to narrow the gap for disadvantaged pupils.

Formal response (July 2018):

The Director of Children and Families accepts this recommendation and is pleased to provide the following update; the Impact Workstream 'Readiness for Learning and School Aged Education' will undertake this detailed analysis, in partnership with schools, settings, universities and third sector organisations.

Position reported in January 2019:

Informal and invalidated analysis of the most recent outcomes data has been undertaken by colleagues in the Learning Improvement service. Where schools are performing well in terms of disadvantaged pupils making good progress, Learning Improvement has sought out the key drivers and is sharing good practice across education provisions.

The latest formal data around outcomes is being released imminently. Learning Improvement colleagues will verify that the verified data correlates with the initially released informal data.

Much of the work being undertaken to narrow the gap for disadvantaged pupils sits within the work stream "Readiness for Learning and School Aged Education". The work is currently focused on mitigating the impact of poverty on attendance, achievement and attendance, period poverty and 50 things to do before you are 5. The Director recognises that this work will be hugely beneficial for Leeds.

Current position:

As stated above, the 3As strategy has been launched with an emphasis on improving educational experiences and outcomes for our most vulnerable children and young people. A Leeds 'Year of Reading' has been launched in partnership with Booktrust. This partnership will bring over £1 million worth of books and resources into the city across 3 years, with much of this being targeted at areas of high deprivation. There will be a specific focus on early reading as we know that students from poorer backgrounds are often behind academically before they start school and then struggle to catch up across the primary age range. Our aim is that over time we will have narrowed this gap for 4 and 5 years olds by working with them and their families earlier and more effectively. We are working closely with a number of schools and settings to understand what is working well across the city and looking to learn from, and to share best practice. Our recent report on exclusions and elective home education showed that these practices can be barriers to better achievement and that children who qualify for free school meals are over-represented in exclusions figures and this is an area we are looking to address and improve.

An Achievement for All conference in March 2019 focussed on the barriers which can prevent disadvantaged pupils from achieving, such as absence, lack of parental

engagement and expectations.

Support and training for schools to improve outcomes for disadvantaged pupils will continue. In particular, a project run by Learning Improvement in conjunction with Huntington Research School will target a group of primary schools where the gaps between outcomes for disadvantaged and non-disadvantaged learners are high.

Position Status (categories 1 – 6) *This is to be formally agreed by the Scrutiny Board*

Desired Outcome -To increase take up of FSM for those children who are entitled to receive one

Recommendation 9 – That the Director of Children and Families works in partnership with the Director of Communities and Environment (Financial Inclusion Team) to identify those schools where pupil take up of FSM is below average and work with those schools to identify what improvement measures can be put in place.

Formal response (July 2018):

The Director of Children and Families accepts this recommendation and is pleased to comment that this work will be delegated to the 'Financial Health and Inclusion' Impact Workstream.

Position reported in January 2019:

Children and Families are working with the Nutritionist and Healthy Eating Advisor who has written a report on the take up of FSM and has looked at appropriate pathways to increase the number of children who have access to FSM. The report recognises that as of January 2018, 19.2% of pupils who were eligible for FSM but did not take up their entitlement. The recommendations for addressing the disparity in FSM eligibility compared to take up, is to establish any key barriers for pupils and their families which restrict their take up of FSM. The report also provides a link to a resource which assists schools in maximising the number of pupils in schools who take up FSM. Additional steps to increase the take up of FSMs, is to de-stigmatise FSM, use text message reminders to inform parents of the benefits of FSM and to work collaboratively with pupils and parents to develop action plans to drive positive change.

The Financial Inclusion Team work with a huge range of partners, including schools, to increase take up across the city, decrease stigma, and work with schools to develop best practice. Children and Families will continue to work with the Financial Inclusion team and a wide variety of partners to assist in the cross-directorate work being done to help schools identify what improvement measures can be put in place.

Current position:

The past academic year has seen a number of changes to FSM locally and nationally. In April 2018, the Government announced a Transitional Protection (TP) scheme, by which all children and young people who had an existing written FSM award in place on 1st April 2018, or who later came into FSM entitlement, would keep that award until the roll out of Universal Credit has been completed in March 2023. The number of eligible pupils stood at 17,321 in January 2018. Following the advent of TP, less than a year later, at the time of the recent January 2019 school census, it had already reached 22,500.

Out of the 22,500 eligible pupils 79.3% took their meal entitlement, evidencing that 4,657 pupils missed out on their FSM (January School Census Data).

Headteachers received an annual report on FSM in December 2018 presenting take-up data for their school and cluster, alongside key information to prompt action for change. The HWS, with support from the Council Tax and Benefits Service, delivered 4 training courses attended by 56 school staff, to help raise awareness of recent changes and increase take up of FSM at a school level.

The Health and Wellbeing Service (HWS) have produced a Free School Meals Toolkit to support schools and frontline practitioners working with children, young people and families. The toolkit provides accurate and up to date information on of FSM, accompanied by a number of tools such as leaflets, posters, text message templates, useful forms and contacts, letter templates and pupil surveys. The toolkit also features 5 posters designed by children and young people in Leeds who entered a competition to create posters promoting FSM and healthy school meals.

The toolkit will be launched in September 2019 and aims to help increase the take up of FSM, through a whole school approach with pupils and parents, supported with better information and promotion.

Position Status (categories 1 – 6) *This is to be formally agreed by the Scrutiny Board*

Desired Outcome - To help support families out of poverty

Recommendation 10 – That the Director of Children and Families works in partnership with the Director of Communities and Environment (Financial Inclusion Team) to further equip front line staff in Children's Services with the skills to recognise debt and poverty, and to help or signpost families to manage their finances.

Formal response (July 2018):

The Director of Children and Families accepts this recommendation and the Child Poverty Impact Board will proceed to design and implement a series of interventions under the Financial Health and Inclusion Impact Workstream in order to mitigate against the effects of poverty and improve the long term outcomes of disadvantaged children and young people by: raising awareness of existing financial support services; supporting the wellbeing of those experiencing financial difficulty; improving financial capability; and providing comprehensive outreach to those who need services.

Position reported in January 2019:

The Financial Health and Inclusion Workstream have continued to address financial exclusion and hardship in Leeds, and have developed many initiatives to support families to mitigate the impacts of poverty which directly affect children. In terms of financial support services, the Council's Advice Contract has been developed to improve the provision and access to advice for individuals in Leeds. This has been done by increasing opening hours and expanding telephone based advice to help deal with increasing demand.

The Financial Health and Inclusion Workstream is also working in partnership with the FareShare scheme, which supports food aid providers in the city who are engaged in feeding vulnerable people alongside providing support to help people out of crisis and tackling the underlying causes of poverty. The Workstream also provides support to the Leeds Community Foundation (LCF) to run a grant scheme to provide activities, including meals, to school children during holidays.

Another project within the Financial Health and Inclusion Workstream is the Frontline awareness training sessions. A training programme has been developed by Communities and Environment Directorate and is in the process of being rolled out to front line staff working in Children's Services. The programme is directly aimed at supporting the wellbeing of those experiencing financial difficulty, as the training is intending to enable officers to be better equipped to direct people to the most appropriate advice services at the first contact with the council. Additional outreach services which are provided within this workstream are The Local Welfare Support Scheme which helps families and vulnerable people to get help with basic living goods such as food and fuel. The Workstream has also implemented awareness campaigns to prepare for the implementation of Universal Credit in Community hubs and Community Committees.

These series of interventions under the Impact Workstreams are all aimed at mitigating the effects of poverty and improving the long term outcomes of disadvantaged children and young people.

Current position:

The Financial Health and Inclusion Workstream are running a number of projects that relate to child poverty- specifically, the Healthy Holidays work and Schools Savings Schemes. The aim of the Schools Saving Schemes is to try to get Leeds children into a savings habit from an early age and to get used to managing their money. 35 primary schools have established a savings club with Leeds Credit Union. Children's services and governors support service are to work with Leeds Credit Union to establish more savings clubs in

Leeds schools, particularly in deprived areas of the city. Four frontline training sessions were arranged by Children's Services in February 2019. Further training is available to be booked and can provide front line staff with information about financial support mechanisms in order to be able to assist families to better deal with the financial difficulties that they may face.

Position Status (categories 1 – 6) *This is to be formally agreed by the Scrutiny Board*

Desired Outcome - To reduce holiday hunger and ensure children are ready to learn when they return to school

Recommendation 11 – That the Director of Children and Families investigates what school holiday food provision is available for children who would usually access FSM, and how this support can be expanded in areas of high deprivation in Leeds.

Formal response (July 2018):

The Director of Children and Families accepts this recommendation. We propose to engage a range of key personnel, including officers from Children and Families Health and Wellbeing, Learning Improvement, Social Care, Third Sector Organisations and Public Health in identifying the school holiday food provision and how this can be expanded across Leeds. We know that there are areas of good practice across the city, for example partnerships between schools and with the Real Junk Food Project, and so the 'Health, Wellbeing and Resilience' Impact Workstream will investigate if a holistic, city wide approach can be established, to ensure that no child goes hungry through the school holidays.

Position reported in January 2019:

The Healthy Holidays Initiative is a scheme that is run by Communities & Environments, in collaboration with the Leeds Community Foundation (LCF) which provided a grant scheme to provide activities, including the provision of a meal, to school children during the Easter and summer holidays in 2018. Over 42 schemes ran in the Easter and summer school holidays in 2018 and enabled children and their families across the city to access over 4,500 food and activity sessions. These projects were focused in areas of high deprivation within the city to provide children who usually access FSM with free, nutritious meals. The initiative relied on the food sourced from a variety of organisations including FareShare Yorkshire, Real Junk food project and local food suppliers. The scheme is in place to be carried out during 2019, and colleagues across a range of directorates are working together to maximise the impact of this work.

An additional element of the Healthy Holidays initiative was organised jointly by the Councils Community Hub service in conjunction with Catering Services. This project ran over the summer holidays for 5 weeks and involved partnership working with Libraries, Catering Leeds and Fareshare. Food was supplied by Fareshare and cooked by Catering Leeds and delivered within the library setting at Dewsbury Road. In total 340 meals over 15 sessions were served to the benefit of children and families residing in a community amongst the most deprived in city. It is anticipated that the scheme will be rolled out next year to the Dewsbury Road, Armley and Compton Road Community Hubs. An additional scheme was developed and delivered to these 3 Community Hubs during 3 days over the Christmas period 2018.

Current position:

Over the last two years, the Communities directorate, in partnership with Leeds Community Foundation, have funded third sector groups to provide food and activities over the summer holidays. In January, Leeds Community Foundation, supported by Communities and Childrens, submitted a funding bid to the Department of Education's Healthy Holidays Programme. The bid was successful, and it secured £500,000 of funding, to be spent on third sector groups, 10 community hubs and schools. The partnership between LCF, Communities and Children's worked well, and during the summer holidays, over 50 Leeds local venues, 42 education provisions and 10 Community Hub venues hosted a range of

free Healthy Holiday activities for children and young people.

These projects aim to provide meals and free activities to children and young people who would usually access free school meals during term time. The activities have:

- Reduced the impact of holiday hunger and other pressures on families and increase opportunities and experiences for young people in the areas of greatest need
- Reduced holiday hunger, holiday inactivity & holiday isolation
- Some projects were providing not just lunch, but breakfast or a mid-morning snack, or even dinner/takeaway boxes as well.
- Many could not turn away younger siblings and/or parents who also turned up hungry
- Some of these children were either getting no meal at home, or cheap, highly unhealthy meals (packet of crisps, bread and jam/chicken & chips)

The funding is also supporting:

- FareShare & Rethink Food intercepted food provision
- StreetGames workshops for staff & volunteers
- Public Health training & support resources
- "Cooking on a shoestring" recipe book
- Change4Life Disney activity material
- Project co-ordination & evaluation

There are also wrap around services that are being provided, such as:

- Debt/Money advice
- PC/wifi access for online claims
- Staff support for online claims
- FSM, Healthy Start vouchers
- Pay As You Feel cafés
- Food bank/parcel support
- Connecting to other free activities
- Local/LCC support schemes
- School uniform exchanges
- Emotional and social support/networks

Community Hub Details

Over the summer the following community hub venues provided a range of fantastic free activities for children aged 5-12. The activities include sports, music, reading and more. Hot/Cold Food is also included. All food is Vegetarian and Halal Friendly.

- Armley
- Bramley
- Compton Centre
- Deacon House – Seacroft
- Dewsbury Road
- Hawksworth Wood
- Hunslet
- Osmondthorpe
- Reginald Centre
- Slung Low Holbeck

There were also 16 successful bids from schools, academies and clusters. Some of the projects were individual schools:

- Beeston Hill St Lukes

- Broomfield South SILC
- Carr Manor Community School
- Leeds City Academy
- Little London Primary
- Middleton Primary
- Mount St Mary's Catholic High School
- Parklands
- Ralph Thoresby
- Reach
- Richmond Hill
- St Bartholomew's C of E

And some were consortium bids:

Bramley Cluster Bid	Bramley Cluster: <ul style="list-style-type: none"> • Bramley Park Academy, • Bramley St Peter's CofE Primary, • Valley View Primary, • Hollybush Primary, • Christ the King Catholic Primary School, • Summerfield Primary, • Whitecote Primary, • Stanningley Primary, • Raynville Primary, • Leeds West Academy
Hovingham	Hovingham, Catering Leeds, Gypsy Roma Traveller team, CATCH
Inner East	Inner East Cluster – a consortium bid: <ul style="list-style-type: none"> All Saints' C of E Primary Co-operative Academy Brownhill Co-operative Academy Oakwood Co-operative Academy Woodlands Co-operative Academy Nightingale Shakespeare Primary St Patrick's Catholic Primary St Peter's C of E Primary St Nicholas' Catholic Primary Wykebeck Primary
Red Kite Learning Trust – Temple Newsam Community Partnership	<ul style="list-style-type: none"> Meadowfield Primary School Corpus Primary School Corpus College Temple Learning Academy (Primary and Secondary School) Templenewsam Halton Primary School Temple Moor High School Whitkirk Primary School Austhorpe Primary School Colton Primary School

Evaluative reports are being produced by Leeds Community Foundation, Childrens and Communities. A series of meetings have been set up with key partners, to look at lessons learnt and the continuation of the scheme for next summer.

Position Status (categories 1 – 6) *This is to be formally agreed by the Scrutiny Board*

Desired Outcome - To broker consistent and mutually beneficial relationships between schools and the Police/PCSO's, which were previously highly valued by the schools visited.

Recommendation 12 – That the Director of Children and Families works in partnership with West Yorkshire Police to improve effective and consistent relationships to support schools in areas of high deprivation. Particularly for schools in areas which include a high proportion of families receiving targeted support.

Formal response (July 2018):

The Director of Children and Families accepts this recommendation. We fully appreciate the importance of children both being and feeling safe in their schools and communities. Our service is currently aware that some schools are using their Pupil Premium to broker relationships with local Police/PCSO's for safer schools. Our service will investigate the impact this is having and consider liaising with other schools to ensure a comprehensive Police/PCSO relationship is available to all schools who need it.

Position reported in January 2019:

At the *Thriving: A Child Poverty Strategy for Leeds* OBA event on the 15th of October, police colleagues were in attendance at the event to help further develop existing working relationships and learn from local police officers what they recommend to help mitigate the impacts of children poverty in Leeds. There are ongoing conversations with the West Yorkshire Police around partnership working. West Yorkshire Police are currently reviewing their offer to schools and clusters, which will further develop effective relationships that are centred on keeping young people in Leeds safe and supported.

Current position:

The Chief Officer for Safer Leeds sits on the Child Poverty Impact Board. Conversations around the development of partnership work are ongoing.

Position Status (categories 1 – 6) *This is to be formally agreed by the Scrutiny Board*

Desired Outcome - To ensure that disadvantaged children are placed in a learning environment within 4 weeks.

Recommendation 13 – That the Director of Children and Families investigates the perceived backlog situation for in-year moves and the resources provided to support in-year school admissions and reports back to the Scrutiny Board in July 2018 detailing what action will be taken to ensure that waiting times for disadvantaged children beyond 4 weeks is minimised.

Formal response (July 2018):

The Director of Children and Families has prioritised finding good learning places for all children and young people, but especially those who are less advantaged. Three additional posts have been created in the Admissions Team to manage the increase in requests for in-year transfers. One of these new posts will specifically focus on ensuring that a school place is secured as quickly as possible and to review the existing fair access protocols, which prioritise timely admission for disadvantaged children. The Admissions Team continues to review whether responsibility for co-ordinating in-year requests for school places should lie with the Local Authority rather than schools, to ensure any barriers to securing a school place quickly can be overcome.

One particular area of identified pressure for the city is in Harehills / Burmantofts, where our innovative approach to meeting the unprecedented demand for school places has seen the creation of over 1900 additional school places. Since 2014, 195 permanent places per year group have been created across the area, with a further 400 bulge places commissioned in-year to provide for children arriving in the area during the school year. It was recognised during the first term of this academic year (2017/18) that despite the existing additional places, there were a number of children who could not secure a local school place due to the volume of requests being received. A satellite site to Shakespeare Primary School was established with the support of Bridge Community Church, which has provided over 130 additional places to local children, a favoured option as this provided for sibling groups moving into the area which were often more difficult to admit together in other schools. The children engaged with this learning provision are benefiting from the excellent care and education provided by the school staff, and Children and Families would like to express their sincere thanks to Shakespeare Primary for working with us to develop the satellite school. The Department of Education visited the satellite provision, and the feedback was that they were very impressed with the provision.

In addition to this satellite provision, all schools in the area were asked to admit one or two children over their published admission number to provide a further 111 places across the schools. This ensured that all those identified as being without a school place were offered a local place. Applications for school places for children arriving in the area continue to be received and regular reviews of these ensures that we continue to create school places as and when required to meet both projected and current demand. A learning review will be undertaken with internal and external partners, to ensure that the learning and good practice, alongside the complications, are captured and then shared across the city.

Position reported in January 2019:

The number of children arriving in the city and requesting a school place continues to be high. In areas of high demand such as Harehills / Burmantofts, the Local Authority Admissions Team collates all applications and ensures a school place is secured quickly, filling any vacancies and reviewing all applications to ensure that wherever possible, sibling

groups are allocated places together. The Local Authority is currently consulting with all schools to amend the existing arrangements for applying for an in-year transfer, so that parents will be advised to apply directly to the Local Authority rather than to schools. This will support the LA to offer more support for parents and support and challenge to schools where applications are not being dealt with in a timely way. Shakespeare Primary School has moved into it's brand new building and has been very well received by staff and families alike. The Fair Access Protocols which are in place to support the admission of the most vulnerable children in the city, are currently being reviewed in partnership with schools to make any changes as required.

Current position:

From September 2020 onwards (the earliest possible date due to the consultation requirements for admission arrangement changes), parents will be advised that all in-year transfer requests will be submitted to the Local Authority. These will then be shared with schools for them to make a decision about whether they are able to offer a place. This will ensure that the Local Authority is aware of all applications from the point they are submitted, with decisions then tracked and monitored to ensure more timely admission. For the 2019/20 academic year all schools have been reminded of their duty to notify the Local Authority whenever an application has been received by them so that applications can be monitored and tracked until an offer is made. A digital improvement is currently being implemented which will give Children and Families the ability to monitor which school a child is attending in an automated and timely way. Previously this was available only as a termly snapshot at census points, or via the manual updating of records and will ensure that accurate and up to date vacancy information is available to Children and Families at all times.

The Admissions Team continues to support the school move requests in the Harehills and Burmantofts areas where the highest volume of school transfer request are received, by centrally collating applications and allocating places, keeping sibling groups together where possible. Monthly panel meetings have been introduced to ensure that for those without a school place, an offer is made as quickly as possible, reducing the length of time a pupil is unplaced. Families are then supported by school staff and attendance officers to take up their school place quickly, reviewing any barriers and working restoratively with the family to overcome them.

Position Status (categories 1 – 6) *This is to be formally agreed by the Scrutiny Board*

Desired Outcome - To highlight poverty proofing initiatives to schools in Leeds to aid and support reducing the impact of Child Poverty.

Recommendation 14 – That the Director of Children and Families communicates child poverty initiatives such as ‘Poverty Proofing the School Day’ delivered by Children North East and the North East Child Poverty Commission, and/or the Manchester ‘toolkit’, to all Leeds Schools.

Formal response (July 2018):

The Director of Children and Families accepts this recommendation. Using the information gleaned from our own proposed audits and research of best practice throughout Britain, we will propose a set of poverty mitigating initiatives tailored to Leeds schools in order to make schools a poverty-safe space. In addition to this, partnership work with the West Yorkshire Combined Authority and other local authorities, including Newcastle and Children North East, is being developed to map the impact of child poverty on school life, and the strategies, approaches and tools that are used in effective schools to mitigate this is being created. This will provide a contextualised, local map of the ways that schools can ‘Poverty Proof’ the school day, which will then be shared with all of our schools and settings.

Position reported in January 2019:

Within the Readiness for Learning and School-Aged Education Workstream, the work being done to address period poverty across Leeds is aimed at mitigating the impact of child poverty on everyday life. This work is built on a partnership with a wide range of organisations, and it is being led on the communities’ side by Communities & Environments, and on the education side by Children & Families. It builds on some fantastic work that has been done by third sectors and community hubs, and it aims to eradicate period poverty in Leeds through both supplying free sanitary products and tackling the stigma behind period poverty.

To help tackle period poverty in Leeds, a pilot study with Carr Manor Community School (and pilots in two other areas of the city) will be carried out with pupils within the school, to design a scheme that tackles the stigma around periods and to work with pupils to understand what the best approach to mitigate period poverty is. There will also be researched carried out within the community hubs. The findings from the pilot will be used to generate long term solutions for how best to address the stigma around period poverty and to ensure that those who are in need can access free sanitary products.

Poverty Proofing Practice is an approach that is being developed across the child poverty work, and we will be working with children & young people, families, communities, schools, settings, academics, public sectors, private sectors and third sectors to develop training, language and practice to ensure that Leeds is a city that does not stigmatise, and that has high expectations for all.

Current position:

Children North East recently spoke at the Poverty & Education event, attended by Headteachers across the city, on Poverty Proofing Practice. Within the Empowering Families & Safeguarding Impact Workstream, the main project is

'Poverty Proofing Social Care'. The British Association of Social Work has been developing an anti-poverty practice guide to support members in their work with service users living in poverty. Leeds will work with BASC and key academics to develop a model of 'poverty proofing practice' that aims to train social workers and key staff in poverty and its impacts- and support families in mitigating the impact of poverty. There has been an substantial amount of preliminary work to establish the best method of developing this framework, with key collaborations with academics and the Poverty Truth Commission.

A master class for social workers on the topic of poverty with Professors Brid Featherstone and Kate Morris was held in Leeds. Work with the University of Leeds to look at the best way to turn academic findings on topics of child poverty into useful information for practitioners has started. Research into the understandings of social workers in relation to poverty is ongoing. Workshops have been held with Heads of Service within Social Care to look at the impact of poverty on social work practice.

Once the Poverty Proofing Practice for Social Work has been created, the model will be developed for a range of provisions, including a Leeds specific Poverty Proofing Practice for schools and settings.

Position Status (categories 1 – 6) *This is to be formally agreed by the Scrutiny Board*

Desired Outcome - To provide greater voice and influence for disadvantaged children and to aid schools in the development of initiatives that will reduce the impact of Child Poverty in the learning environment.

Recommendation 15 – That the Director of Children and Families:

- a) engages with schools to develop (in partnership) a poverty proofing audit toolkit, to support schools in mitigating the impact of child poverty on learning.
- b) considers how children can raise their concerns about poverty and the impact it has on their education and how the solutions they propose can be implemented.

Formal response (July 2018):

A) The Director of Children and Families accepts this recommendation. In line with the Children and Young People's Plan 2015-19, our service has the ambition that 'All children and young people are happy and have fun growing up'. We are committed to ensuring a disadvantaged background does not adversely affect the chance of realising this outcome. The service will comprehensively investigate what measures Leeds schools are - or are not - currently implementing, using a framework developed in collaboration with schools, families, children and young people. We will listen to the voice of individuals with lived experience of being in relative poverty in schools, to design and recommend best practice throughout the local authority and alleviate the effects of poverty in schools.

B) The Director of Children and Families accepts this recommendation. Our service has a longstanding commitment to the voice and influence of children and young people: the Children and Young People's Plan 2015-19 highlights that one of our five outcomes is 'All children and young people are active citizens who feel they have voice and influence'. Whilst we have a universal ambition for all children to achieve this outcome, there are more barriers to break down for children who come from disadvantaged backgrounds and we are committed to empowering all children to be active citizens. The service will consider developing a voice and influence partnership with the Leeds Poverty Truth Commission in order to engage fully with the individuals affected and consider how their proposals can be implemented with guidance from our Child Poverty Impact Board.

Position reported in January 2019:

Please see the response to Recommendation 14 with regards to poverty proofing.

Having the voices of children, young people & their families at the heart of all of the work that we do is a priority within the child poverty work. There are several approaches that are being taken to ensure that this is joined up with any work that is planned, including working with children & young people to design schemes and working with Child Poverty Action Group and the University of Leeds to establish a board of children, young people and parents who have experience of living on a low income, which will feed into all the work that is done by the CPIB and the poverty proofing practice initiative.

Current position:

Having the perspectives, experiences and opinions of children, young people and parents within the child poverty work is crucial to it's success. A Different Take, which is the project

that has been conducted with the University of Leeds, CATCH, Leeds City Council and the Child Poverty Action Group, saw the development of a panel of 'experts by experience' - three young people, three young adults, and three parents, who all have experience of living on a low income. This panel were trained in peer research and talking to the media, and they conducted research with communities in their area. They discussed what it is like to experience poverty on a day to day basis in Leeds, and the output was a video, a report, and three snakes and ladders boards. One of the snakes and ladders board was designed by the young people, and it focusses on the way that poverty impacts education. One of the boards was designed by young adults, and it focussed on the way poverty impacts university and employment. The final board was designed by parents, and it focussed on the way that poverty impacts lone parenthood. The snakes are things that make these situations worse, and the ladders describe the things that make these situations better. On each board is quotes from the panel. These games have been played with the panel in a variety of events, with key leaders from private, public and third sector- headteachers and senior leaders in schools, and academics.

The work has been discussed in a variety of contexts, including an international conference, an event run by Plan International, and in the Child Poverty Impact Board. The work has been well received as a way for young people and parents who experience poverty to express their experiences and suggestions for improvement in a collaborative and informative way.

The panel have contributed to the Thriving Strategy, and are involved with some of the work underneath the Impact Workstreams. They are keen to be involved in different areas of work within the child poverty approach, one of which will be a toolkit of 'Poverty Proofing' practice within schools. The poverty proofing work will initially focus on developing a model for social care, which will then be expanded into education settings.

Position Status (categories 1 – 6) *This is to be formally agreed by the Scrutiny Board*