

Public Document Pack

Hastings and St Leonards Local Strategic Partnership

Minutes 6 December 2021

Present:

Carole Dixon (Chair)	Hastings Community Network
Chris Broome	Sea Change
Clive Galbraith	Hastings Area Chamber of Commerce
Cllr Kim Forward	Hastings Borough Council
Cllr Andy Patmore	Hastings Borough Council
Dan Shelley	East Sussex College Group
Darrell Gale	Public Health East Sussex
Dawn Poole	Hastings and Rother Credit Union
Helen Kay	Hastings Opportunity Area
Jan Downie	Department for Education
Alison Jeffery	Children's Services Department ESCC
Jane Hartnell	Hastings Borough Council
Lourdes Madigasekera-Elliott	Public Health East Sussex
Mark Turczanski	Hastings Voluntary Action
Sean Dennis	Hastings Area Chamber of Commerce
Simon Hubbard	Hastings Voluntary Action
Teresa Andrews	HARC
Tracey Rose	Hastings Community Network
Tracy Dighton	Hastings Community Network
Vanessa Biddiss	Optivo Housing Association
Victoria Conheady	Hastings Borough Council

Apologies for absence:

Candice Miller	NHS East Sussex CC
Karra Brenchley	DWP
Kevin Boorman	Hastings Borough Council
Sarah Godley	Sussex Police

The chair updated the meeting that there is going to be a change to the agenda. Dan Shelley will give a verbal update on East Sussex College group in the time slot for the DWP relocation item.

18	<u>DECLARATIONS OF INTEREST</u>	
	None Received	
19	<u>MINUTES OF THE LAST MEETING AND MATTERS ARISING</u>	
	Minutes of the meeting 23rd September 2021 Accepted as an accurate record. Lords Madigasekera-Elliott gave an update on the meeting of the Health and inequalities working group. A draft term of reference was discussed. The two priorities will be centred around wider determinates of health and	

	<p>wellbeing economies. The final term of reference is planned to be agreed at the next meeting.</p>	
<p><u>20</u></p>	<p><u>DWP UPDATE</u></p>	
<p><u>21</u></p>	<p><u>EAST SUSSEX COLLEGE GROUP UPDATE</u></p> <p>Dan Shelly gave an update on the East Sussex College Group. On the week beginning 22nd November a full Ofsted inspection was completed with the results looking positive with some areas of improvement and will be available next year.</p> <p>In the same week the college launched their new strategic plan which is focused on campus identities. Hastings is green construction, energy and transport which is tied into a town deal bid. Masks and face coverings have been re-introduced in all areas as a result of COVID. The plan is to complete the final week of college online.</p> <p>Tutorials on county lines and consent has been held with 16–18-year-olds as well as work on right wing extremist views. Mental health wellbeing is being supported with concerns around anxiety and COVID-19 uncertainty. Recruitment is down by 450-500 students across East Sussex College Group. This will have a financial impact on next financial year. Hopefully the positive Ofsted result will help rectify this. Face to face events have also started again with year 10 and 11 students. Apprenticeships are at a highest start rate for five years.</p> <p>The Chair thanked Dan for his input at the LSP meetings and wished him well in his new role.</p>	
<p><u>22</u></p>	<p><u>ISSUES FOR SCHOOLS AS A RESULT OF COVID-19</u></p> <p>Alison Jeffery spoke to her presentation (see attached slides) Alison advises she has been in post since September 2021 and that there was a county wide agreement with schools not to share GSCE results publicly following teacher assessments.</p> <p>She reported that there is a higher need for free school meals in Hastings than across the rest of East Sussex but the inspection outcomes from Ofsted have been good in Hastings recently.</p> <p>Absence and exclusions from school continues to be an issue with high levels of persistent absence in with children struggling to come back to school following lockdowns. There needs to be a reduction in fixed period exclusions. We need to see children in school and see more supervision rather than part time, timetables and exclusions.</p> <p>Reception and year 1 students have been most disrupted.</p> <p>Key issues in schools during the pandemic have included ensuring the safeguarding focus on vulnerable children. There has been a lot of pressure on school leaders, managing the response to the pandemic whilst also delivering teaching and learning in the classroom and remotely.</p>	

The Excellence for All Strategy' 2021-23 has been refreshed, school improvements strategies are focusing on inclusion and wellbeing, oracy and literacy.

The SEN county wide strategy is being refreshed with a focus on autism taking into account the National Autism Strategy. There is a Sussex wide Emotional Wellbeing and Mental Health Strategy which has started to map the support that is available and works with the Children's Board for Sussex as part of the new Integrated Care System (ICS) increasing the profile of children's issues within the NHS.

Specific to Hastings

Discussions underway with a range of partners to see how we can all work together more effectively and gain maximum understanding. ESCC wish to apply a therapeutic thinking approach to behaviour challenges including restorative practice.

The Hastings response is to reinforce key messages and focusing some commissioning work on secondary exclusions and how multi agencies work for primary students.

The group discussed students who are elected home educated. Approximately 1000 children in East Sussex are being home educated (the equivalent of a large secondary school).

Darrell Gale advised there are a range of impacts regarding children and safeguarding and that we need to use the funding we have access to, to pro-actively repair the impacts of COVID-19 and continue so that we can maximise the long term benefit of short term funding and initiatives.

There is a rich community and voluntary sector support for children and young people in Hastings – need to make sure this is reflected in the mapping and the support it provides to statutory services.

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HASTINGS OPPORTUNITY AREA OVERVIEW AND THE NEXT 5 YEARS

Jan Downie and Helen Kay presented a recap of Hastings Opportunity Area (HOA). The purpose of the Opportunity Area programme was to focus local and national resources to increase social mobility, especially children and young people. The priorities for Hastings were improve literacy, raising attainment in maths, improving mental health and resilience and broadening horizons and preparing for work.

In 2016 the literacy standard in Hastings's children were significantly behind that of their peers nationally. Actions taken were funding Early Years Projects – to support young children's speech and language development. There was a literacy fund to support improvements in literacy for all pupils and improve teacher skills and confidence. The impact was that all schools in Hastings implemented evidence-based literacy programmes. There are common programmes and sharing learning resulting in greater collaboration across schools. There are significant improvements in literacy at key stage 2.

To help raise attainment in maths there was the funding of the Hastings Maths project, the funding four schools in Hastings to access additional support from Sussex Maths Hub and supporting of schools to deliver a number of maths competitions. Prior to covid there were significant improvements in the number of pupils achieving expected standards in Maths. Schools reported that the Hastings Maths Project had the students enthused and engaged.

To assist with improving mental health all the secondaries and 14 primaries completed a self-review of their provisions. They engaged with a programme of support and training to further develop and promoting children and young people's mental health. Extra funding was used to expand the i-ROCK service to five days a week and a model was developed for an emotional well-being service for 9–14-year-olds. The parenting support work was also expanded with group work and one to one support. The Emotional Well-being key work service was well received by schools, pupils and their families, with almost universally positive around key worker' skills and adaptability.

To assist with broadening horizons there were two enrichment managers appointed to work with schools and local communities to maximise the impact of the broadening horizons strand. Funding was provided to schools so they can expand their extra-curricular offer and a grant program that included summer enrichment programme. Pre covid there was a huge expansion of what is available. Motivational speakers visited 17 schools. Over 50 local employers and businesses took part in the Hastings Opportunity Day offering hands on sessions and discussions relating to routes into employment. The programme was refocused during year 3 to address the impact of covid. Online enrichment activities were provided and an 'on-line' Hastings opportunity Day.

Due to a high rate of exclusion in Hastings a shared approach was developed to prevent exclusions with a focus on pupils engaged in persistently challenging behaviour. There was a reduction across all schools with secondary schools developing 'in-school' approaches to inclusion for core group of vulnerable pupils.

An attendance fund was used to improve attendance used for transport and breakfast clubs. Presently schools are facing high persistent absence rates because of COVID 19.

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LOCAL BUSINESS / CHAMBER OF COMMERCE UPDATE

Clive Galbraith and Sean Dennis reported that over 50% of businesses who had responded to their survey had already experienced issues with recruitment. The main reasons were a lack of applications, quality of applicants and skills gaps. Comments submitted are that it's an applicant's market, so that applicants can be choosy, waiting for a better paid role.

Businesses are also impacted by increased staff costs and the impact of rising inflation.

	The group discussed how across the board there are recruitment challenges in all sectors of employment for the town and further afield.	
<u>25</u>	<p><u>LSP BOARD GOVERNANCE - CHAIR ROTATION AND REPRESENTATION ON THE BOARD</u></p> <p>Jane Hartnell advised that under governance arrangements of the LSP it would be time to rotate the chair at this meeting. On this occasion it has been decided to delay until the March meeting, to allow time to review the Board membership and ensure it is reflective of what we need to be doing. The public sector, Hastings Borough Council, will provide the next chair when it rotates in March 2022.</p>	
<u>26</u>	<p><u>ANY OTHER BUSINESS</u></p> <p>Victoria Conheady updated the group about a funding stream from the Youth Futures Foundation called the Connected Futures Fund. It will operate in two phases, the first of which will see grants of up to £125,000 handed to six to eight partnerships over 18 months which “focus on bringing people together, with young people facing disadvantage in the lead, to explore the problem and develop a shared ambition for change”.</p> <p>The second phase, which will run from January 2024, will see larger grants of as much as £1.5m awarded to between two and four partnerships initially chosen for stage one to fill service gaps identified by young people in their areas. Hastings has been identified as an area that could receive funding.</p> <p>Victoria suggested working under the guise of the LSP to work with a broader partnership to develop a bid for this grant fund. Interested parties were invited to indicate their interest in taking part. There is a very tight timetable applications need to be received by the 17th January 2002.</p> <p>Action - Victoria Call a meeting of organisations interested in the Connected Futures Fund.</p>	
<u>27</u>	<u>DATE OF NEXT MEETING: MONDAY, 7TH MARCH 2022 AT 10AM</u>	
<u>28</u>	<u>FOR INFORMATION: BRIEFING NOTE - LSP HEALTH IN EQUALITIES WORKING GROUP</u>	

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DWP update from Karra Brenchley

During Covid and the lead up until where we are now:

- We doubled the number of frontline Work Coaches by March 2021 to support people looking for work including helping them pivot into new sectors and making sure they access any additional support they need including training and work experience. In Hastings we took on 45 work coaches which was roughly an increase of 115%
- We launched our £2 billion Kickstart Scheme, expanded our Youth offer, expanded our Work and health programme, boosted our flexible support funding, increased our contracted provision with 3 new schemes for newly unemployed JETS and JFS and most recently launched Restart for our longer term unemployed
- Opened six days a week to deliver a good customer service for all our customers, re- opened the Youth Hub in Hastings, and relocated our service centre to the town centre

Kickstart has been our main focus with our 18-24yr olds, we acted quickly and decisively to establish Kickstart at the start of the pandemic when it was feared unemployment levels would more than double.

Nationally the scheme has already delivered over 100,000 new life-changing jobs for young jobseekers on Universal Credit who were at risk of long-term unemployment and will continue to deliver opportunities for young people.

At a local level we have run weekly Kickstart recruitment days within our jobcentres and youth hub. Our young people have had the opportunity to meet real live employers, from all sectors including hospitality, all with opportunities and vacancies, undertake interviews and secure employment.

We have supported over 200 young people into kickstart opportunities locally with employers ranging from charitable organisations through to retail, construction, hospitality and care. These ranged from small independents to larger more nationally known employers with the independent really recognising the impact the scheme has in supporting young people and in turn their communities.

The majority of employers are keeping their Kickstarts at the end of the 6mnths, and for those that aren't we're moving them into apprenticeships and further opportunities with our network of partners. And our teams of youth work coaches have ensured each young person has been able to access prioritised targeted support, helping them to find and stay in sustainable work.

Although Kickstart closes for employers on the 17th of December, young people can still access and apply for the roles until March and the partnerships made with between jobcentres and employers can hopefully continue long afterwards

As the economy has opened up, our Plan for Jobs has delivered with unemployment falling – including youth unemployment now below pre-pandemic levels and the number of young employees on payrolls back above pre-pandemic levels.

SWAPS:

The Sector-Based Work Academy Programme sees people moving into work and it is innovative. This is for all ages. Partnerships between jobcentres and employers can allow candidates without relevant experience or training to develop the skills before applying for the positions.

We have been working with a variety of employers to make sure we get people into growing sectors, such as hospitality. We had a skills challenge coming into the pandemic and our Plan for Jobs aims to get the right skills for those vacancies.

During the summer we designed and delivered a hospitality campaign in conjunction with our partners, employers and providers. This was marketed as Hospitality Rocks initially starting within our cluster with an initial focus on our coastal towns and now being rolled out nationally; and the model is now being used to support various other sectors with their recruitment needs.

We ran a SWAP programme which incorporated classroom learning alongside practical training in anything from interview techniques, dealing with customers, bed making and even mixology!

The Sector-Based Work Academy Programme (SWAP) has been fantastic during the pandemic. It provides up to six weeks training, working with an employer, and there is a guaranteed interview for employers with positions at the end of that training. We ran four courses over the summer and we are looking to expand the offer for SWAP's for varying sectors in the new year

Youth hub:

Mon Weds Fri- Work Coaches are in the HUB running their diaries and the HUB then functions as an extension of the Jobcentre – linking in with college, their courses and accessing their support has been beneficial – sign posting if customers need additional support.

More active engagement in the hub over the jobcentre, employers and customers prefer it- better attendance rate – and although we are appointment based - we're getting drop ins

Every Tues and Thurs –different employers come into the HUB, they have been interviewing and offering jobs on the spot, mainly in regard to kickstart and there's been a bit of healthy competition for our candidatesand we're hoping to continue this level of support from our employers and partners once Kickstart ends

Temporary Jobcentres (rapid estates expansion programme)

DWP is setting up temporary jobcentres during 2021 to deal with increased demand.

The new jobcentres will provide services across the country where they are needed. They will increase capacity to provide tailored face-to-face support in a COVID-secure environment and help support more people back into work and progress into new roles.

Site due to open in early January to deliver a F2F (face to face) Service with approx 25 UC work coaches, 3 teams, initially 1 team delivering F2F, moving to 3 Teams in the near future

What we could with some support with:

Sourcing Disability confident employers, government had a target of 1million companies by 2022

Our contracted Self employment support goes next year so any links into companies/providers that could help us to support our customers with business plans, provide mentors

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Alison Jeffery

**Director of Children's Services East
Sussex County Council**

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Our children and young people

11,270 with SEN (Jan 2021)

2,178 with SEN (Jul 2021)

6.2% pupils cite English as an additional language. Polish is the most common additional language other than English in all five districts.

8.2% cite EAL in Hastings (July 2021)

14.3% of the school population are Minority Ethnic

16.8% of the school population are Minority Ethnic (Jan 2021)

18.8% of LAC are BME

9.8% of LAC are BME (Nov 2021)

22.6% of pupils have FSM ever 6 eligibility compared to 24.2% in England

33.5% have FSM eligibility (Jul 2021)

1,190 are Elective Home Educated aged 4-17

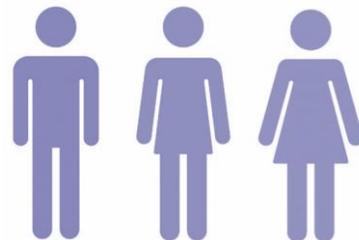
236 are Elective Home Educated aged 4-17 (Oct 2021)

973 open cases of Children in Need

245 open cases of Children in Need (Nov 2021)

622 children were Looked After

204 children were Looked After (Nov 2021)



106,575 children and young people aged 0-17 living in East Sussex

19,155 children and young people aged 0-17 living in Hastings (Jun 2021)

14,100 eligible for and claiming FSM (May 2021)

3,790 eligible for FSM (Jul 2021)

67,974 in school (May 2021)

11,300 in school (Jul 2021)

401 aged 16-17 are NEET

92 aged 16-17 are NEET (Dec 2020)

529 children had Protection Plans

191 children had Protection Plans (Nov 2021)

630 Early Help cases

2122 individuals

189 Early Help cases

668 individuals (Oct 2021)

7,835 households have engaged with the Supporting Families programme (previously Troubled Families) since 2015

2,411 households have engaged with the Supporting Families programme (previously Troubled Families) since 2015 (Nov 2021)

434 19-25 year olds with an Education Health and Care (EHC) plan

81 19-25 year olds with an Education Health and Care (EHC) plan (Oct 2021)

1,303 young carers (Jan 2021)

209 young carers (Nov 2021)

Absence and Exclusions

- Pre pandemic (full academic year 2018/19)

- **Overall absence**

Hastings – primary (4.61%) secondary (6.29%)

East Sussex – primary (4.34%) secondary (6.01%)

- **Permanent exclusions**

Hastings – primary (0.08%) secondary (0.45%)

East Sussex – primary (0.06%) secondary (0.23%)

- **Persistent absence**

Hastings – primary (11.04%) secondary (15.77%)

East Sussex – primary (9.06%) secondary (14.96%)

- **Fixed period exclusions**

Hastings – primary (4.18%) secondary (30.08%)

East Sussex – primary (1.97%) secondary (12.35%)

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- Current (part academic year 2021/22 – September & October)

- **Overall absence**

Hastings – primary (5.60%) secondary (10.18%)

East Sussex – primary (5.00%) secondary (7.74%)

- **Permanent exclusions**

Hastings – primary (0.00%) secondary (0.14%)

East Sussex – primary (0.00%) secondary (0.04%)

- **Persistent absence**

Hastings – primary (18.21%) secondary (29.78%)

East Sussex – primary (16.57%) secondary (23.66%)

- **Fixed period exclusions**

Hastings – primary (0.31%) secondary (9.94%)

East Sussex – primary (0.22%) secondary (2.96%)

Impact of the pandemic on children

- Pupils' learning and progress
- Pupils with special educational needs
- Attendance and exclusions
- Pupils' mental health and well being
- Safeguarding concerns for some vulnerable pupils
- Transition between phases, including to post-16

Key issues in schools in East Sussex during the pandemic

- Focus on vulnerable children – ensuring safeguarding
- Staff wellbeing
- Pressure on school leaders
- Managing response to covid whilst also delivering teaching and learning

East Sussex wide response

Excellence for All strategy 2021-23

- strengthen leadership at all levels,
- literacy and oracy
- inclusion and wellbeing.
- Primary Board and Secondary Boards
- Refreshing the SEND strategy
- East Sussex Emotional wellbeing and mental health strategy

Hastings response

- Multi agency discussion about issues at Hollington primary
- Support for the Hastings Opportunity Area
- Discussions with Ark and UBAT
- Focusing some of our commissioning work around secondary exclusions and primary multi agency working specifically on Hastings

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Hastings Opportunity Area – a quick recap

- The purpose of Opportunity Areas programme was to focus local and national resources on a common goal – to increase social mobility
- Each area received a share of £72 million to support targeted local work, as well as an increased share of other Department for Education (DfE) funded activity
- The programme is overseen by a local Partnership Board of individuals with experience across local government, education, business, health and voluntary and community organisations
- Each area published a plan setting out its priorities and key activities to address them
- The priorities for Hastings were: improving literacy; raising attainment in maths; improving mental health and resilience; and broadening horizons and preparing for work
- Two critical underpinning themes were also identified: teacher quality and attendance

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Minute Item 23

The Hastings Partnership Board

Hastings Partnership Board membership

Richard Meddings is chair of TSB Bank, Richard is also a Non-Executive Director of HM Treasury and a Trustee at Teach First.

Board members:

- **Lorraine Clarke**, Regional Director, Ark academies trust
- **Victoria Conheady**: Assistant Director, Hastings Borough Council
- **Carole Dixon**: Chief Executive, Education Futures Trust
- **Graham Peters**: Deputy Lieutenant, Chair of Team East Sussex and Vice-Chair of South East Local Enterprise Partnership
- **Richard Preece**: Executive Headteacher / CEO Torfield & Saxon Mount Academy Trust
- **Mark Talbot**, CEO, Diocese of Chichester Academies Trust
- **John Smith**: University of Brighton Head of School of Education and Academy CEO
- **Jessica Stubbings**: Senior Manager, Partnerships and Governance, East Sussex County Council
- **Candice Miller**, Assistant Head of Health, Wellbeing and Partnerships, Sussex NHS Commissioners, NHS Brighton and Hove CCG | NHS East Sussex CCG | NHS West Sussex CCG

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The meetings are also attended by the Regional Schools Commissioner and by the DfE Head of Delivery.

HOA The priorities

Providing children and young people in Hastings with the essential foundations for success



Improving literacy

Children and young people in Hastings have the literacy skills they need to make the most of every opportunity and achieve English results in the top half of the country across all key stages.



Raising attainment in maths

Hastings is known as a centre of excellence for teaching maths and children and young people achieve maths results that place them in the top half of the country at all key stages.



Improving mental health and resilience

Children and young people experience positive personal and social wellbeing, understand the signs of being emotionally or mentally unwell, and receive excellent support if they need it.



Broadening horizons and preparing young people for work

Young people are inspired, motivated and equipped for adult life.

Underpinning themes

Quality teaching – recruiting and retaining the best teachers and investing in leadership

Good attendance from early years to further education

In 2016 literacy standards for Hastings' children were significantly behind that of their peers nationally:

- More than half (54%) of disadvantaged pupils were leaving primary school with a reading level below the expected standard
- Only 65% of Hastings' secondary school pupils achieved a GCSE grade C or above in English, compared with 75% nationally. Fewer than half (48%) of disadvantaged pupils achieved a GCSE grade C or above in English
- Some schools in Hastings were using evidence-based approaches which were improving children's literacy levels. Voluntary and community sector organisations were also active in raising the profile of reading for young people in the town
- Our aim was to build on this, ensuring that every child in Hastings would be successful in reading at age-appropriate levels and given opportunities to engage in and enjoy reading regularly

Improving literacy



By 2020, at least 85% of pupils meet the expected standard in phonics

By 2020, pupils in Hastings are in the top half of the country in reading and English at all key stages, with disadvantaged pupils making more progress than disadvantaged children nationally.

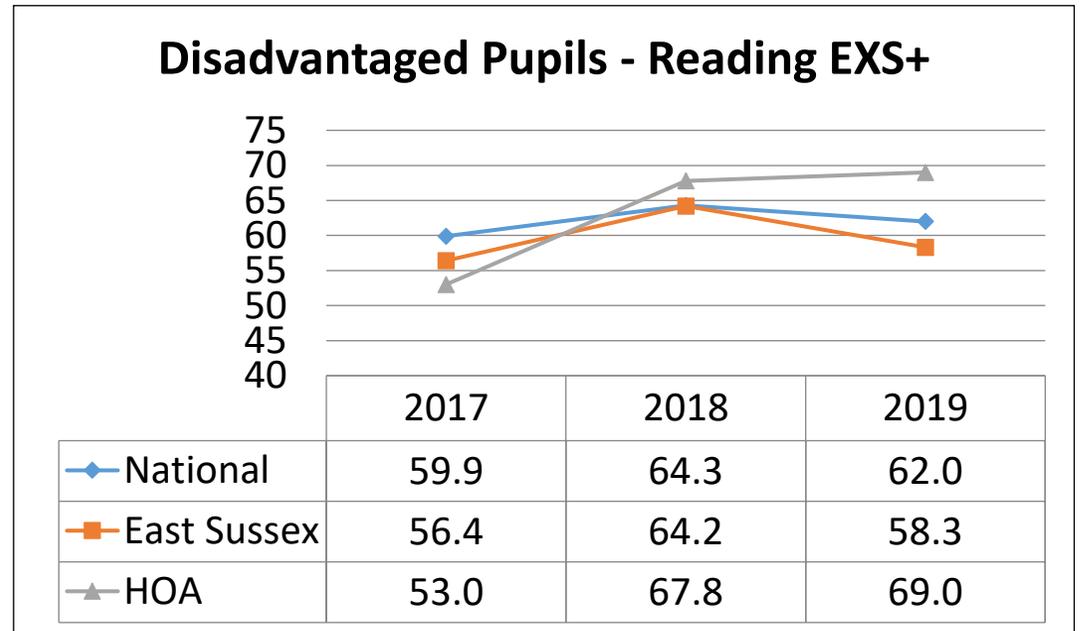
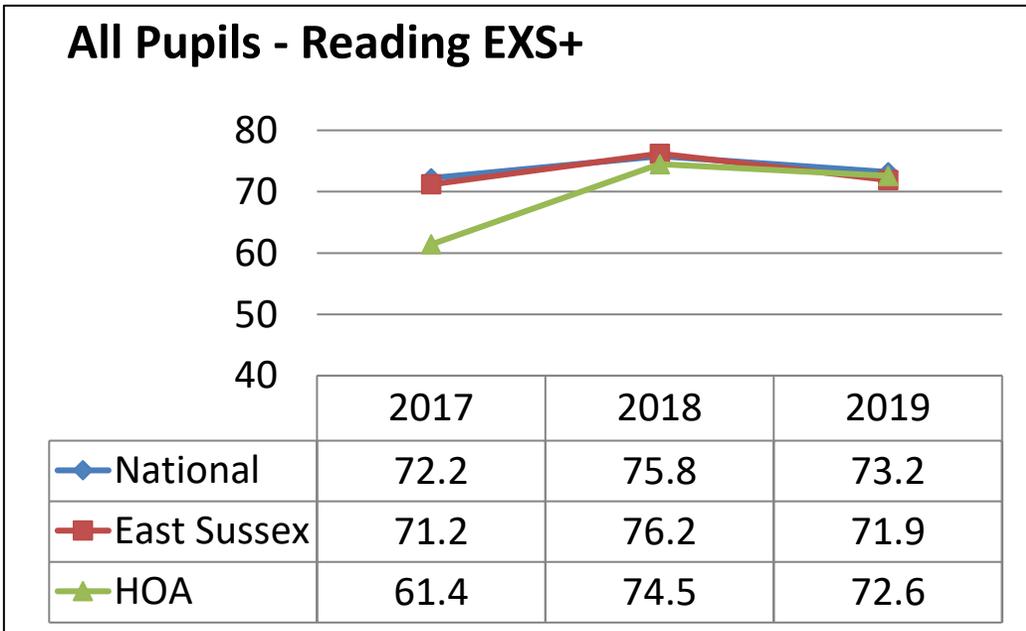
What did we do?

- Early Years Projects – to support young children’s speech and language development
- Literacy Fund – schools to develop evidence based programmes to support improvements in literacy for all pupils, improve teacher skills and confidence
- Funded a Hastings Wide Literacy Campaign

What was the impact?

- All schools in Hastings, are implementing evidence based literacy programmes;
- Trusts/schools in Hastings are implementing **common programmes** and **sharing learning** resulting in **greater collaboration** across schools, pupils experiencing ‘common practices’ across schools and greater focus on literacy
- Improvements in literacy – significant improvements at Key Stage 2

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What was the impact?

- Schools continued to implement programmes, throughout partial school closures
- Schools reporting positive impact of programmes, particularly for disadvantaged pupils e.g.
 - At **Ark Castledown**, children engaged in the programme made on average 4 months progress in their reading levels from term 2 to term 4, with children with reading ages in the lowest 20% making between **5.6 to 12 months** progress. 33% of disadvantaged children made at least expected progress, despite lockdown.*
 - At **West St Leonards**, which began implementing Daily Supported Reader in September 2020, for year 1 pupils 60% of pupils made 6 or more terms progress, with 78% making 4 terms progress or more; the lowest 20% of readers, made 2 or 3 terms progress.*
- Secondary schools reporting positive impact, not just of the programmes, but on the overarching culture of the school regarding reading e.g.
 - Ark Alexandra**: 30 students from Year 7 identified as being in the lowest 20% in respect of reading age. **25 have made at least 6 months' progress in reading towards their chronological reading age** and 2 pupils have made 2 years progress towards their chronological reading age over the year.*
 - 16** students have made such significant progress that by July 21, they were reading at their chronological reading age and able to access the full curriculum.*
- Positive engagement with Get Hastings Reading, which refocused activities due to Covid e.g.
 - 5994 books were distributed to 2956 disadvantaged children and their families .*
 - Secondary schools received visits from two written word professionals who delivered a workshop focused on the world of work and the importance of literacy.*
 - 5 primary schools received Storytelling courses 'Tales from the Tipi' and supporting activities based on texts identified as appropriate to the targeted children*

Raising attainment in maths

In 2016, achievement in maths in Hastings was low across all key stages:

- At KS2, only 59% of pupils achieved the expected standard in maths compared with 70% nationally.
- Fewer than half (48%) disadvantaged pupils achieved the expected standard in maths at KS2
- At secondary school, disadvantaged pupils achieved more than half a GCSE grade lower than their peers in maths
- Pupils made less progress in maths than their peers nationally at all four mainstream secondary schools in Hastings

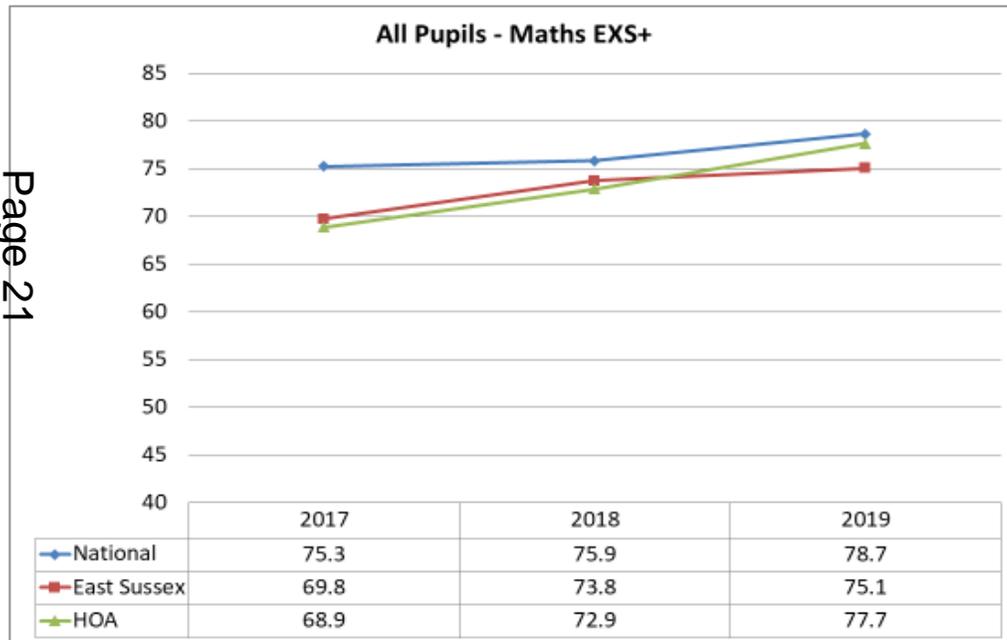
What did we do?

- Funded the Hastings Maths project to work with 16 schools and the College, to provide expert support and coaching in delivering Maths Mastery Approaches
- Funded 4 schools in Hastings, to access additional support from the Sussex Maths Hub, to provide expert support and coaching in delivering Mastery Approaches
- Supported schools to deliver a number of Maths competitions

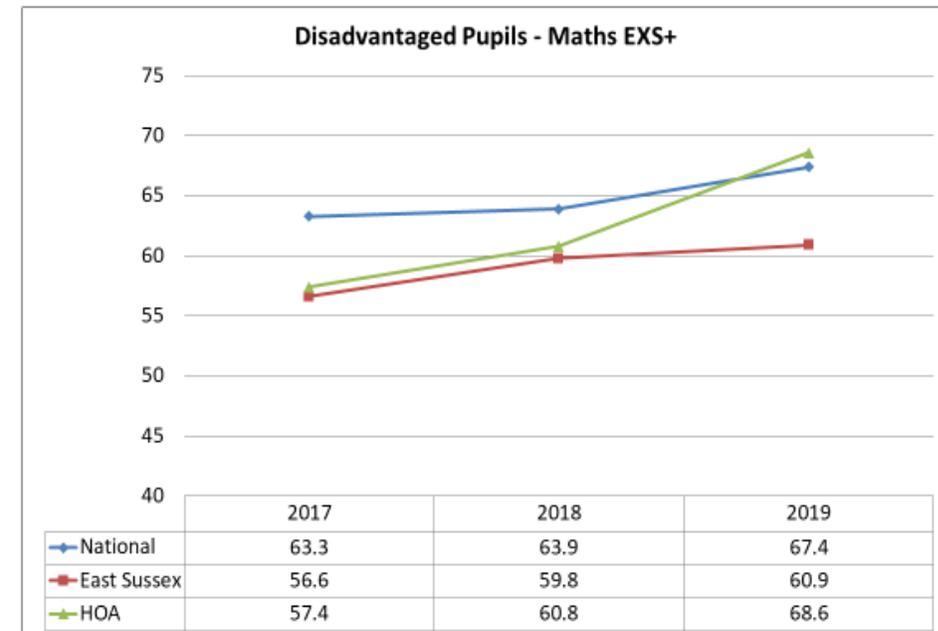
What was the impact?

- Prior to Covid, across Hastings, there were significant improvements in numbers of pupils achieving expected standard in Maths, particularly at Key stage 2

Hastings Opportunity Area – Key Stage 2 results



Hastings Opportunity Area – Key Stage 2 results



- Improvements in secondary demonstrate positive trajectory. In 2017, 55.5% of Hastings' pupils achieved a grade 9-4 in maths at GCSE, below both the East Sussex and national average. This had increased to **60.4%** by 2019, although still below both the local and national average.

- Despite Covid and partial school closures, schools continued to engage positively with the Maths Programmes.
- **The Hastings Maths Project.** In year 4, all 16 schools which took part in the Hastings Maths Project actively participated in the programme. During the academic year, 228 SLE (Specialist Leader of Education) visits took place across the 16 schools.
 - 86% of participating schools reported that they felt very confident or confident (5) in delivering a maths mastery approach in their school
 - 78% of subject leaders said that they and other teachers within their school were confident or very confident in delivering mastery approaches in their schoolsSchools reported that pupils were more enthused and engaged, and loss of learning has been reduced:
 - *“Children maintaining their levels of attainment”* **The Baird Academy**
 - *“The Interventions are more targeted and specific to pupil needs to allow them to reach their full potential”.*
Ark Little Ridge Primary Academy
- **The Sussex Maths Hub.** 3 schools accessed support for Mastery approaches
 - *“Fantastic support from the project, always on hand for advice, support and guidance”.* **Sandown primary school**
 - *“Hastings Maths Project funding has allowed us to invest in more manipulatives, helping all classes follow a ‘concrete-pictorial-abstract’ (CPA) approach”* **St Leonards CofE Primary Academy**
 - *“Staff understand Maths Mastery and its approach. Staff understand the benefits of Teaching for Mastery.”*
Sacred Heart School

What did we do?

- The majority of schools in Hastings (all the secondaries and 14 primaries completed an initial self-review of their provision), engaged with a programme of support and training to further develop and embed whole school approaches to promoting children and young people's mental health
- Funding expanded i-ROCK service from three days a week to five days a week and enabling i-ROCK to deliver interventions with young people. Enhanced service up and running
- Developed a model for an emotional well-being service for 9-14 year olds (key work service) and implementing in Hastings secondary schools and primary schools with greatest level of need
- Expanded parenting support work so that those schools with greatest level of need in Hastings access parenting support (group work, one to one support , seminars on key parenting issues) for parents/carers requiring early support

What was the impact of the Emotional Well-being key work service?

- During 2018-20:
 - 338 pupils accessed additional one to one support from key workers for emerging emotional well-being issues (approx. 17% of the 9-14 age group in the targeted schools).
 - 82% of those accessing this support demonstrated an improvement in previously self-reported anxiety levels
 - 82% reported an improvement in previously self-reported anxiety and depression levels.
 - 206 pupils accessed support through group work
 - 890 (largely secondary school pupils) accessed support through drop-in sessions at their school

The service was well received by schools, pupils, and their families, with almost universally positive feedback around key workers' skills and adaptability, the integration of the service and added value into schools.

- During 2020-21, emotional well-being key work team offered one to one support to 162 children and young people
 - 82 children and young people completed Pre and post RCADs (Revised Children's Anxiety and Depression Scale) between August 2020 and July 21. RCADs is a self-reporting questionnaire relating to anxiety and depression:
 - 71 out of 82 young people showed an improvement in anxiety
 - 73 out of 82 showed an improvement in anxiety and depression

An important focus for the team, as a result of the partial-school closure, was the delivery of virtual support for schools, children and their families. Schools responded well to the virtual offer and in some cases, this was vital, particularly for those children isolating at home with their families. Flexibility was welcomed by schools.

What was the impact?

- 17 schools engaged in work to train and support staff have greater confidence in respect of children and young people's mental health; this included staff resilience training in 5 schools to over 320 staff members, support for Pupil Voice work in 6 schools and staff well-being training in 2 schools.
- Boingboing delivered 11 online twilight training sessions for primary schools on a range of emotional well-being issues, sharing resources with 38 staff members, alongside a tool kit of mental health resources.
- 13 schools engaged with a programme of bespoke support to develop good quality PHSE resources, lessons and learning to promote mental health and emotional well-being.
- Feedback from schools has been very positive.
 - The training revised what we feel we know. My knowledge and understanding of the subject has been organised and reinforced. I feel more confident now that it is important to support each other at work' **Dudley Infants***
 - Thank you so much for your visit this morning - it has really helped me to get some clarity about where we need to go' **Hollington Primary Academy***
 - 'We now feel more confident to support students that are suffering with issues around food and eating. The session gave us ideas as a school on ways to promote 'body positive campaigns' which will support individuals with coping strategies and provide more education to the wider community. Thank you for informing us of further resources available for us...we will positively put this training into practice on a daily basis **The Hastings Academy'***
- MHFA England delivered Mental Health First Aid training at 24 schools and at the college, with 80 Hastings school staff and an additional 7 school support staff now trained as Mental Health First Aiders.

What did we do?

- Appointed two enrichment managers to work with schools and local communities to maximise impact of the broadening horizons strand
- Provided funding direct to all schools and colleges so that they can expand their extra-curricular offer – a number of schools delivered holiday schemes. Funding allocated according to number of children/young people in receipt of pupil premium funding in the schools. Enrichment managers working with schools to implement this
- Delivered grant programmes for Hastings including Summer enrichment programme and Hastings wide programmes, delivered in Hastings' most deprived communities.
- Delivered programme of free activities to schools including Hastings Opportunity Days, Visits to Canary Wharf, Kidzania, Universities, Speakers for schools

What was the impact 2018-20:

- More than 450 programmes involving 42 different activities were delivered across Hastings schools, with over 25,000 places taken up and approximately 6,000 children engaged in additional enrichment activities through schools
- 26 community providers delivered 64 programmes, involving 44 different activities , such as performing and creative arts, sports, cooking, outdoor and adventurous activities
- 600 children from 10 schools visited Kidzania (an indoor careers based theme park for children to try different job experiences)
- 17 schools had visits from motivational speakers (a range of speakers who have overcome barriers to success) who addressed between them more than 6,600 students..
*'It was the best assembly we have ever had' Carly Welsh, Principal, **The Baird***

Hastings Opportunity Days.

- Over 50 local employers and businesses took part in the Hastings Opportunity Day , delivering hands on sessions and discussions relating to routes into employment. Over 680 year 10s and 11s took part in the Day in 2018 and 2019

What was the impact 2020-21

- Programme had been refocused during year 3 to address impact of Covid.
- During year 4 we reprioritised the Broadening Horizons Programme, to enable children impacted by national lockdowns and partial school closures to re-engage with positive activities and with school:
 - We funded 11 schools and 10 community groups to deliver a **transition programme** over the summer.
 - 19 schools and 4 groups accessed funding to deliver **online enrichment activities** and learning for children and young people during partial school closure periods;
 - **6 community providers delivered term time enrichment activities** for pupils in deprived areas
 - HOA supported the delivery of the Holiday and Activity Fund in Hastings and the Summer Holiday Transitions Programme:
 - 5 schools and 12 community organisations were engaged to deliver a wide variety of activities over the Easter period. Over 600 disadvantaged children were involved in programme.
 - 15 providers were also involved in delivering a Summer holiday activities and food fund programme, providing 4 weeks of activities across the town.
 - 1,036 eligible children took part in the programme for at least one week.
 - Supported Summer holiday enrichment in Hastings most deprived wards
 - Delivered 'on-line' Hastings Opportunity Day

What was the problem?

As a town, the number of pupils excluded from school either as suspensions or permanent (PEX) exclusion was much higher than the local authority and national averages.

- In 2016-17, East Sussex had a suspension rate of 11.56%, significantly higher than the national average of 9.4%.
- In 2016-17, Hastings had the highest suspension rate within East Sussex, at 30.73%.
- In 2016-17 22 pupils were permanently excluded from schools in Hastings. This increased to 25 in 2017-18
- In 2018, 67% of all permanent exclusions across East Sussex were from Hastings schools, with one school not carrying out any permanent exclusions that year.

What did we do?

Working closely with secondary headteachers in the town, we developed a shared approach to preventing exclusions across Hastings, with a focus on pupils engaged in persistently challenging behaviour. The HOA working with schools:

- facilitated meetings of secondary school principals to share learning, and develop a shared criteria for permanently excluding pupils, taking forward school to school transfers where appropriate
- provided funding for schools to develop models of 'inclusive practice' for those pupils most at risk of disengagement and exclusions
- provided funding for schools to develop models of pastoral support for pupils at risk of disengagement/non-attendance at school

What was the impact?

- Exclusions data published by DfE demonstrates a significant reduction of exclusion rates in Hastings since the programme began, although rates remain much higher than local authority and national averages.
- Suspensions : In 2017/18, the number of suspensions was 40.45% of numbers on pupils on role in Hastings secondary schools reducing to 30.08% in 2018/19 and to 18.70% in 2019-[20](#) .
- Permanent Exclusions: In 2017/18, 25 pupils were permanently excluded across Hastings schools, reducing to 16 pupils being permanently excluded in 2018/19 and 5 in 2019-[20](#) .
- Hastings secondary schools have developed, innovative, 'in-school' approaches to inclusion for core groups of vulnerable pupils, that offer pupils a bespoke curriculum, focused literacy and maths and a holistic approach to meeting their needs.
- Schools partial closure in February 2020 led to a reduction in the number of pupils both experiencing suspensions and permanent exclusions across all schools.
- However, during this year, the rates of permanent exclusions across Hastings schools continued to demonstrate improvements in comparison with East Sussex and National data. The rates of suspensions across Hastings schools, however remained disproportionately high in comparison to rates in East Sussex and nationally.

Improving Attendance

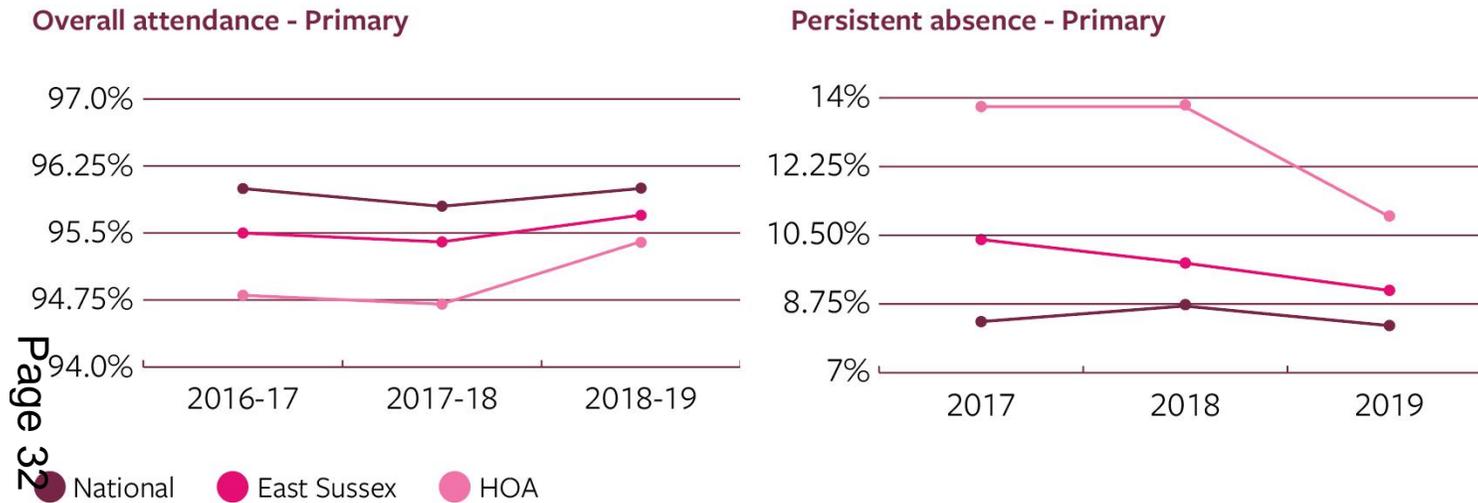
This is an area that was of significant concern across Hastings schools. Primary schools in 2016 had lowest level of overall attendance across any LAD. A number of schools have very high persistent absence rates and lower overall attendance rates

What did we do?

- Developed a Hastings Wide Approach to promoting attendance including a Hastings Wide Charter that all schools have signed up to
- Implemented an Attendance Fund, for schools and partnerships to implement projects to improve attendance which included:
 - transport and breakfast club projects (3 schools),
 - attendance key workers (5 schools),
 - additional pastoral staff in schools, including family mentors and school based social workers to work with and support families who may be struggling (2 schools)
 - additional educational welfare support workers and other specialist staff to support schools promote good attendance (3 schools); and
 - funding towards alternative provision for those children who struggle to attend school (2 schools).
- Additional support for ESBAS, to provide enhanced support for Hastings schools around attendance including rolling out the fast track prosecution pilot across Hastings schools
- Developing with schools and families an attendance campaign, a positive campaign to promote attendance
- Ongoing monitoring, support and co-ordination of the Hastings wide approach, to review impact.

Improving Attendance.

- Prior to Covid, there appeared to be significant improvements in attendance rates and reductions in persistent absence rates across Hastings primary schools in particular:



- And schools were clear that work at an individual school level was having an impact.
 - Christchurch C of E Primary Academy's** overall attendance rates were 93.9% in 2017-18 and persistent absence rates were 20.4%. The impact of their attendance project, which included a school attendance bus and breakfast club resulted in an improvement of overall attendance rates to 95.3% in 2018/19 and a fall in persistent absence rates to 10.3% during this period.
 - St Leonards CE Primary Academy** implemented a HERO Project - an attendance Keyworker assigned to individual families to create bespoke attendance improvement plans. Whole school attendance was 94.40% in 2017/ 18 and rose to 95.3% by term 4 of 2019/ 20.
 - 'Our whole school approach to improving attendance has made a huge difference to a cohort of pupils who needed that little bit of extra support and encouragement to make some positive changes, enabling them now to make the most out of every school day.' Ross Maryan - Deputy Headteacher
- Currently schools are facing significant challenges, with many schools experiencing high persistent absence rates as a result of Covid 19.

What did we do?

- During year 4, we funded a specific programme of work on recovery; Academy Trusts and schools could use this funding, to address the needs within their schools.
- Trusts and schools welcomed the capacity to develop solutions that addressed the challenges of their schools.
- All schools engaged in the programme and used funding to:
 - Deliver one to one and group work support for identified pupils;
 - Deliver 'whole school approaches' to improving literacy, focusing on improving literacy of pupils with low literacy levels;
 - Deliver additional mental health support to pupils;
 - Deliver additional enrichment activities for pupils
- Schools reported the positive impact of these initiatives, particularly for disadvantaged pupils
 - ***Sandown Primary** school extended their school day for year 4 and year 6 pupils, to provide extra catch-up sessions for children focusing on maths, literacy, transition and anxiety issues. The results of the SATS exams delivered by the school produced results that exceeded their expectations: with 88% of children reading age related expectations in English, 83% in Maths. As the Principal said: 'Surprisingly with everything that has gone on many children have developed far greater independence and attendance has been high. The small groups have created better relationships between children and tutors which we believe has contributed to this.'*

Overall Impact

- Greater collaboration across Trusts, schools and other partners – at all levels:
 - Partnership Board
 - Focused activity around core issues – Attendance, Improving literacy, Inclusion/reducing exclusions
 - Greater partnership between schools and community providers – particularly within most disadvantaged communities
- Focus on improving teacher skills and confidence – improved morale and retention across Hastings schools
- Testing out impact of Place Based Approaches – to challenging issues. Despite challenges, size and make up of Hastings, has enabled and supported focused and ‘sector led’ improvement programme with high rates of sign up and support from schools and partners.

- Focus on sustainability - drawing on and developing existing structures to promote sustainability:
 - **Secondary school programme**, led by 2 mainstream Trusts and Chair of Area 3 Group of secondary schools;
 - **Transitions programme** – led by Ark Alexandra Principal and CEO EFT – linked to wider ESCC programme and testing out new ways of working across Hastings and Area 3 schools;
 - **Emotional Well-being key worker service** – ‘handing over’ to NHSE funded Mental Health Support Teams
 - **Maths and Literacy focus** – on further embedding in schools and building sustainable networks
- Board – reviewing models of sustainability for year 5 onwards
- Significant challenges:
 - Covid
 - Attendance
 - Children and families mental health and emotional well-being
 - Inclusion and SEN
 - Maintaining momentum in a challenging environment

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Minute Item 24

The following is based on the Chamber's recent member survey, anecdotal knowledge and client feedback from Let's do Business advisers plus comments made at the recent Chamber meeting with Sally-Ann Hart.

Recruitment

Over 37% of businesses who responded to our survey advised they had already experienced issues with recruitment

A further 10.5% expected to experience difficulties.

We do not have a breakdown by sector but responses were primarily from business and professional services who represent a wide range of sectors and, hence, were responding both from their own experience and of their clients.

Clearly we know some sectors have been particularly hard hit e.g. hospitality and tourism but construction, manufacturing and professional services all featured and hence we can conclude recruitment challenges are being faced across the board.

Reasons stated for recruitment challenges included:

- A lack of applications ~ 33.33%
- Poor quality applicants ~ 27.8%
- Skills Gaps ~ 27.8%
- Other ~ 16.7% ~ reasons not specified
- 5.6% ~ A lack of access to previous markets

Additional comments on the above included:

- Significant numbers of vacancies are remaining unfilled ~ recruitment agency feedback
- Comments around deferring recruitment due to lack of interest/quality
- Use of freelancers until they can fill vacancies permanently
- Applicants being very choosy ~ employee's market. Applicants waiting for better paid roles.
- As above vacancies being created due to staff moving to better paid roles.
- Many lower skilled/ paid roles mean applicants were still better off on benefits (Comments from recruitment agency)
- A lack of training investment ~ comments from a recruitment firm (specialising in manufacturing/engineering/Administration) an accountancy firm ~ unclear if this relates to them or their clients ~ suspect the latter and a construction firm
- Impact of Brexit and then pandemic sited as some of the reasons for challenges with a lack of or apathy in the labour market.

Other comments regarding Recruitment

Primarily around inflationary impacts due to:

- Increasing salaries to attract/retain staff
- Use of temporary staff/freelancers to fill vacancies adding to inflationary pressures
- Despite rising wages, wages and costs are out of line/not keep pace with inflation

- Employer concerns about future wages cost rises next year due to the National Insurance social care costs

Vacancies

Nearly 90 vacant positions were notified. Mostly from 1 recruitment agency (70). They specialise in manufacturing and engineering but covered unskilled, semi and skilled roles, temporary and permanent posts, manual and technical roles to administration and office based roles.

Other firms highlighting vacant roles were mainly office based and professional services for semi-skilled and skilled positions.

Skills Gaps

Sited by 28% of firms as a reason why they have recruitment challenges. Unfortunately they did not specify what skills but from all the above it seems reasonable to speculate these issues are across the board in terms of roles and skill levels.

Kick Start

Little feedback available as this was not covered in our survey.

Aware of one firm who have utilised and are very pleased.

A further who is after 3 positions but having a torrid time working through the process ~ lack of response, incorrect or conflict information, being passed around the houses ~one minute they are eligible, the next they aren't

A further firm taking on 3 and also finding the process very difficult.

Observations are that many of the difficulties have been due to the scheme being rushed in and developed as it went along. We suspect this will have discouraged some and others may have given up.