



EDUCATION FOR LIFE SCRUTINY COMMITTEE – 23RD SEPTEMBER 2014

SUBJECT: MEASURING THE PROGRESS OF VULNERABLE GROUPS OF LEARNERS AND HOW SERVICES WORK TOGETHER TO SUPPORT THEM AND THEIR FAMILIES

REPORT BY: ACTING DEPUTY CHIEF EXECUTIVE

1. PURPOSE OF REPORT

- 1.1 To provide Members with an overview of the impact of collaborative work being delivered throughout the borough to improve the lives for children, young people, families and communities, highlighting good practice.

2. SUMMARY

- 2.1 This report outlines the work done to support vulnerable groups of learners and the impact on progress made. The strength of current strategies being implemented lies in the effective collaborative approach between key partners. Strong working relationships exist between Families First Programmes, Flying Start, Communities First, Youth Service and schools, which results in streamlining services and more targeted support.
- 2.2 Education has the ability to empower people to make better life choices, be ambitious and confident about work, and contribute substantially to breaking the cycle of deprivation. The challenge is that we have the second highest percentage of pupils in Wales who are eligible for Free School Meals, and our figures demonstrate that these children are outperformed by children who are not in receipt of Free School Meals.
- 2.3 Poverty can have a negative effect particularly on the long-term opportunities and outcomes for children and young people throughout their life including education and employment opportunities. The choices that parents make can significantly influence their child's life opportunities and the multi-agency approach with Families First, Flying Start and other programmes recognises the support that families need to overcome the impact of poverty. Initiatives to tackle the wider areas of child poverty are included in our joint partnership document 'Caerphilly Delivers'.
- 2.4 The Directorate of Education and Lifelong Learning seeks to develop a network of learning communities which will provide an inclusive range of quality accessible services and opportunities to help meet the needs of adults, children, young people and their families and the wider community – thus promoting a culture of lifelong learning and wellbeing. To achieve this vision, services are guided by the aspiration that all children, young people and adults:-
- have a flying start in life
 - have a comprehensive range of education and learning opportunities
 - enjoy the best possible health and are free from abuse, victimisation and exploitation
 - have access to play, leisure, sporting and cultural activities

- are listened to, treated with respect and have their race and cultural identity recognised
- have a safe home and a community which supports physical and emotional wellbeing
- are not disadvantaged.

2.5 The Directorate's goal is that every child should have the best start in life, and the opportunity to achieve success as a young person and adult.

3. LINKS TO STRATEGY

- Children and Families (Wales) Measure 2010
- Child Poverty Strategy for Wales
- Child Poverty Strategy 2014 – 2017 (UK)
- Youth Service Strategy (CCBC)
- Caerphilly Community Strategy (CCBC 2004), as well as cross cutting themes such as 50+, Sustainable Development and the Council's Strategic Equality Objectives (2012-2016)
- Single Integrated Plan (CCBC 2013 – 17)
- 2013/14 Improvement Objective 2: Improving Job Opportunities by Implementing the Council's Passport Programme
- Outcome Agreement 5 (2013 – 16): Tackling Worklessness and Raising Household Income
- Corporate Improvement Plan
- Engagement and Progression
- In addition the Local Service Board has identified tackling poverty as one of its key priorities
- Improvement Objective - Develop an effective and accessible Youth Service that supports the personal and social development of young people.

4. THE REPORT

4.1. Flying Start is a child focussed, tackling poverty, intervention programme for 0-3 year olds delivered in 19 areas currently and expanding to a further 6 areas in 2015-16. The maximum number of 0-3 year olds targeted currently is 2,246 increasing to 2,483 in 2015-16.

4.1.1 The programme begins antenatally with the health and parenting support that gives families the tools they need to begin their journey through parenthood. A massive success in 2013-14 has been the joint working with the midwifery team who notify the Health Outreach team of all breastfeeding mums on discharge from hospital. This enables all families to be contacted with the offer of support in the earliest days and has increased the take up and maintenance of breastfeeding.

4.1.2 Childcare for 2-3 year olds offers funded places part time 5 days a week, before the child starts their Foundation Phase place. The take up of places is high (89%), and attendance is improving (77%).

4.1.3 Family support offers a range of parenting programmes to suit parents' needs at different ages and stages of their child's development. Results show that parents improve their parental capacity following the course. They also maintain or improve it when measured again 3 months following the end of the course.

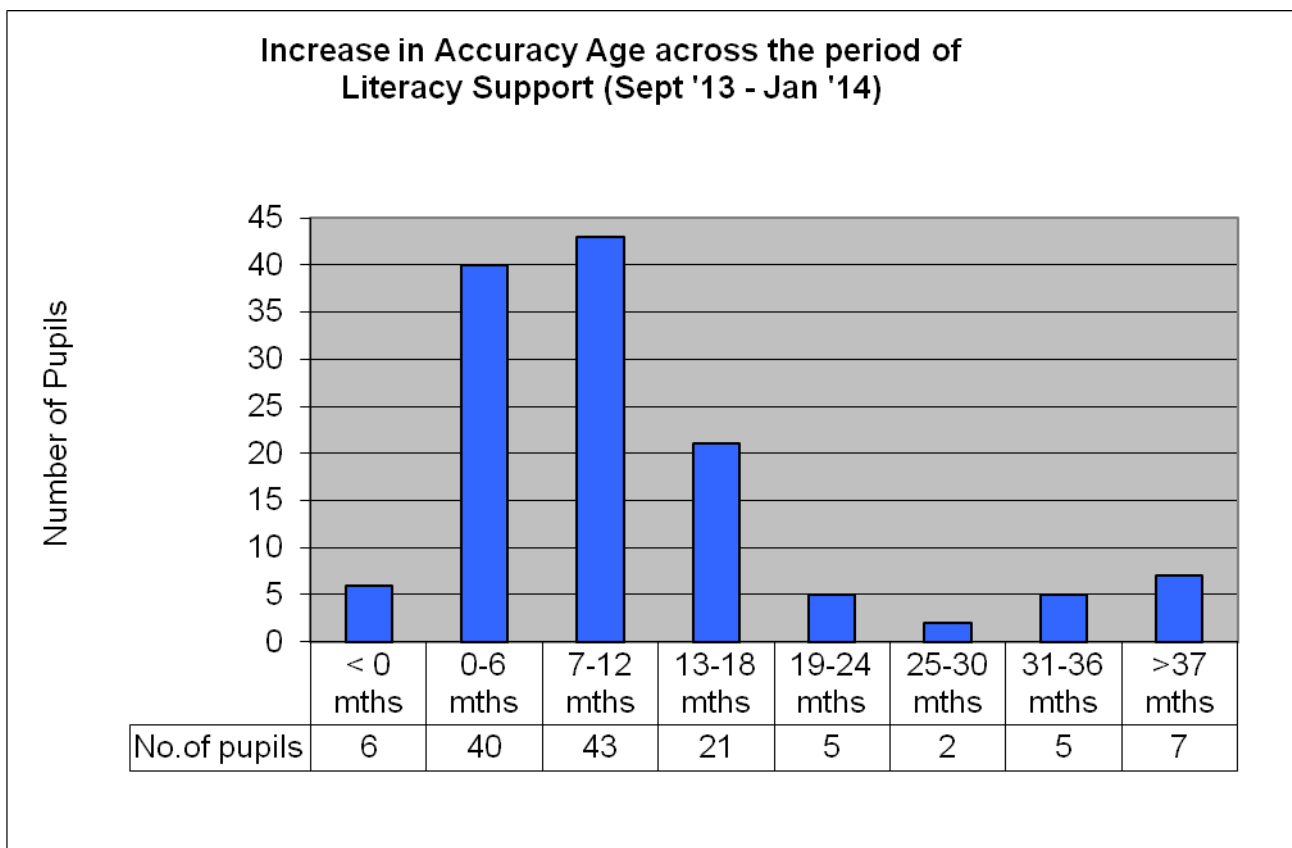
4.1.4 Flying Start aims to make a difference to children's development, which is nationally measured through the SOGS (Schedule of Growing Skills) assessment. GL Assessment has been commissioned to independently analyse the SOGS results for the cohort of children 2011-13. The annual programme summary report 2013-14 (Appendix 1) gives more detail on all impact statistics for the programme.

- 4.1.5 The Flying Start programme works collaboratively with Families First and Communities First and its database has been developed to include the Families First programme which enables effective transition for families.
- 4.1.6 Case studies show some of our families' stories. They are real examples of the different circumstances that families found themselves in and how the right provision supported them to become more resilient. The stories are shared with other families who are new to the programme in order to break down fears and barriers to accessing the support they might need.
- 4.1.7 The transition between Flying Start and the Foundation Phase has continued to improve and has meant that children have much more success at this stage. Critical data is shared and specific programmes maintain continuity of provision. Families, in particular, are supported in this important time.
- 4.2 Both national and global research shows that there is a significant link between socio-economic background and educational performance. The Welsh Government's statistical bulletin, "Achievement and Entitlement to Free School Meals in Wales", published every March, shows that the performance of pupils eligible for free school meals (FSM), which is a measure of socio economic deprivation, is lower than for their non eligible counterparts at all key stages. The Welsh Government therefore uses the percentage of pupils eligible for free schools meals as a proxy indicator of deprivation for both individual schools and local authorities.
- 4.2.1 According to the latest available figures for the percentage of pupils eligible for FSM, Caerphilly is the 2nd most socio economically disadvantaged LA in Wales. This contextualisation is not used to reduce ambition, nor to set limiting targets, but to show that if Caerphilly performance is higher than 21st, then performance is better than expected. Our aspiration is still to overcome the link between deprivation and poor attainment. Full information on performance up to 2013 was provided in the Standards Report presented to Scrutiny on 14th January 2014.
- 4.2.2 Outcomes for pupils in the Foundation Phase, Key Stages two and three in 2014 are outlined in the table below. A full performance report will be presented once full comparative data is available (October 2014)

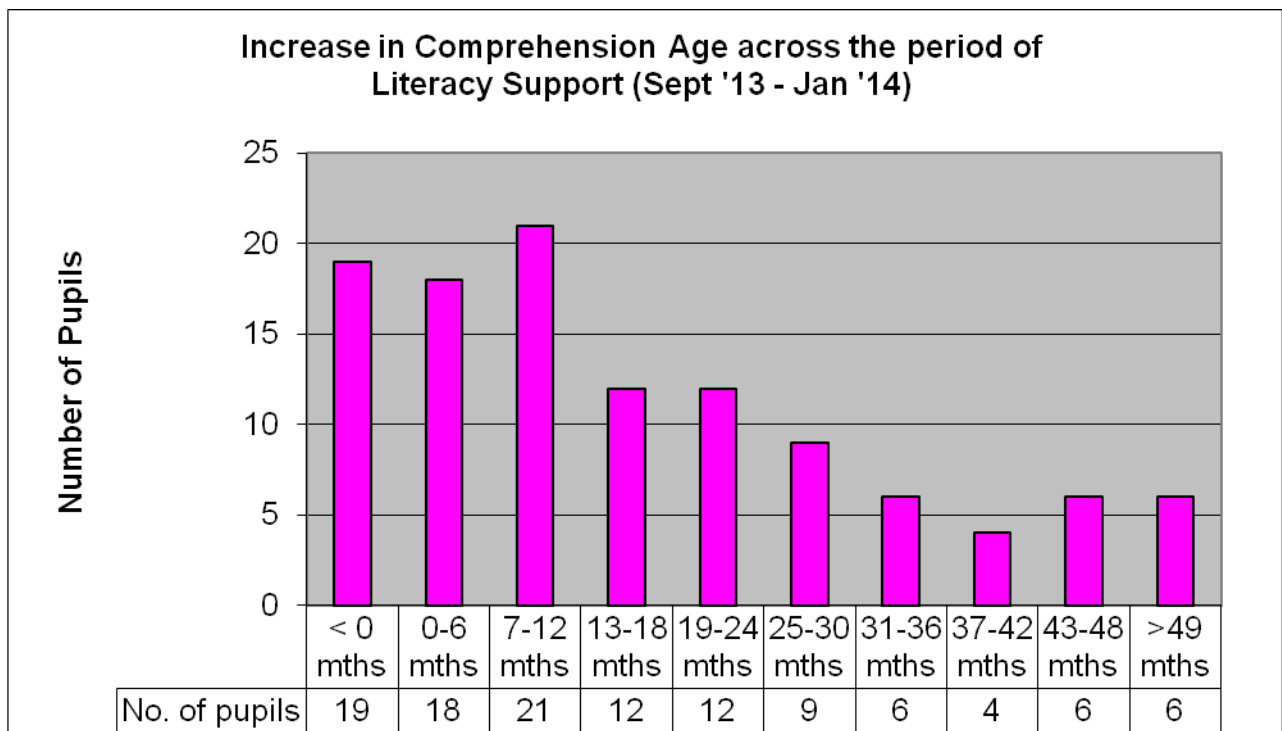
Phase/ Stage	Expected Level	Target Range	Caerphilly 2014	Caerphilly 2013	Difference Caerphilly	Wales 2014
FP	FPI (O5+)	80-90	88.5	85.0	+3.5	85.2
KS2	CSI (L4+)	79-88	85.8	84.2	+1.6	86.1
KS3	CSI (L5+)	70-83	77.6	73.5	+3.9	81.0

- 4.2.3 Performance in the **FPI** has improved by 3.5% points from 2013, remains above the national average and is towards top end of the target range. Performance has improved consistently since the introduction of this indicator.
- 4.2.4 Performance in the **KS2 CSI** has improved by 1.6% points from 2013, remains slightly below the national average and is towards the top end of the target range. Performance has improved consistently since 2007.
- 4.2.5 Performance in the **KS3 CSI** has improved by 3.9% points from 2013, remains below the national average and slightly above the middle of the target range. Performance has improved consistently since 2007.

- 4.2.6 In Key Stage 2, LA officers identify and target pupils to receive additional literacy intervention in Year 4. In 2012-13, 132 pupils were identified across 25 schools, including Welsh medium. The Literacy programme is delivered by specialist Literacy teachers who also deliver the support for pupils with Specific Learning Difficulties (SpLd).
- 4.2.7 NFER standardised reading scores are used to identify pupils who will receive the intervention programme. Pupils with standardised scores (SS) between 74 and 84 are identified for the purpose of this intervention.
- 4.2.8 Pupils with SS 74-84 were not included if they were on the SEN Register above School Action or were already placed in a Specialist Resource Base provision. A minimum of 4 pupils in a group is required.
- 4.2.9 At the beginning of the 16-week programme, all pupils are baselined using the York Assessment of Reading and Comprehension (YARC) tool. The aim of the intervention programme is to increase individual pupils' comprehension levels and address issues focusing on their reading accuracy and rates. The intervention programme is based on the schools' curriculum and is shared with staff. This supports building capacity within schools and enhances the range of strategies they are able to offer to support learners.
- 4.2.10 Outcomes for pupils who received the intervention between September 2013 and June 2014 indicated 82% of pupils made a minimum of 4 months progress in their reading accuracy and rate.



- 4.2.11 76% of pupils made a minimum of 4 months progress in their comprehension age.



4.2.12 Based on their rates of progress prior to intervention, this indicates pupils made double the rate of progress following implementation of the programme of support.

33% made between 7-12 months progress in 16 weeks in reading accuracy.

16% made between 7-12 months progress in 16 weeks in reading comprehension.

4.2.13 Factors which impacted on progress rates included pupil absence, and school based activities which limited some pupils' access to regular intervention group sessions.

4.2.14 In 2014-15 based on the NFER reading results, using the same criteria as above, 210 pupils have been identified across 55 schools to receive the Literacy intervention programme.

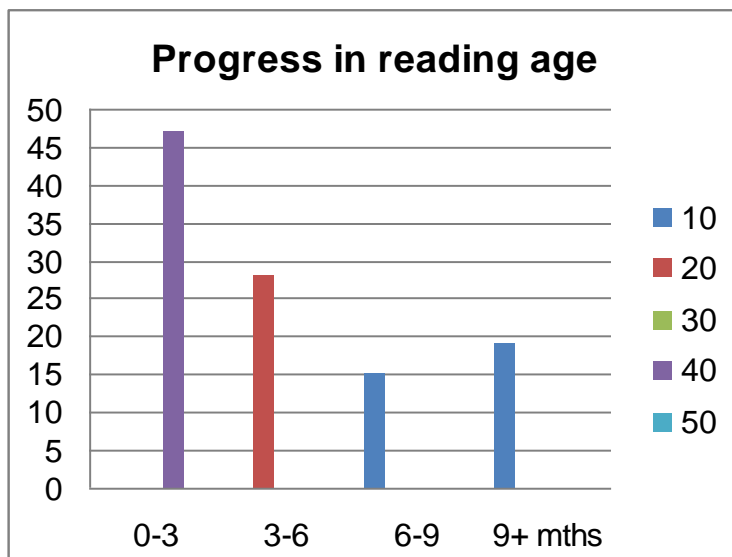
4.2.15 The Catch Up Literacy Programme is very structured and follows a set pattern. Trained Catch Up staff deliver the programme within schools.

4.2.16 The intervention programme ran between May and July 2014 for identified Year 6 pupils with the aim of boosting their reading skills levels prior to entry into the Secondary setting.

4.2.17 The focus was on Year 6 pupils with standardised scores (SS) between 75 and 84, based on the NFER reading results. All pupils identified received 2 Catch Up session per week. 117 pupils were identified for intervention across 26 schools, including Welsh medium.

4.2.18 Pupils identified are baselined at the beginning and end of the programme using the Salford Assessment.

4.2.19 Pupil progress can be seen in the graph below which demonstrates the impact of the intervention.



- 4.2.20 Over the 3-month intervention period 42.77% (47 pupils) made between 0-3 months gain in their reading age. All results are shared with schools. Where pupils regressed or showed very limited improvement the staff member refers to the school SENCo to ensure the needs of the pupil are clearly identified.
- 4.2.21 Factors impacting on the outcomes for pupils identified in this intervention programme included underlying significant SEN issues, school based activities impacting on pupils attending regular sessions, the length of the programme implemented and pupil attendance issues.
- 4.2.22 In 2014-15, Year 6 pupils will be the target group. Standardised scores (SS) between 78 and 87 will be used to identify pupils to receive support. This will be based on the NFER reading results. The intervention programme will be delivered for a significantly longer time (September-March).
- 4.2.23 The change in identification of pupil standardised scores will capture those pupils who are at the top of the below average standardised score range and those pupils who have standardised scores which are just into the average range. It is anticipated that this will boost the basic skills of these pupils to consolidate their reading abilities.

At present 220 pupils with standardised scores between 78-87, across 33 schools have been identified.

LA intervention programmes have become increasingly focused and specifically targeted to achieve maximum outcomes. Data is used well for identification and tracking so that pupil groups and programmes may be adjusted for most impact. Staff in schools are trained and equipped to continue with these strategies following the withdrawal of LA staff direct support. Whilst care is taken to support the families of these pupils within the school setting, other networks and projects seek to further engage with them in the community.

- 4.2.24 Alongside the work done within schools in liaison with the EAS, LA officers have challenged schools to raise their expectations, particularly in relation to vulnerable pupils. The performance and needs of every individual pupil in years 10 and 11 are discussed and appropriate learning pathways and interventions are identified.
- 4.2.25 The progress of all pupils is tracked and their progress is categorised and colour coded.
- 4.2.26 Termly visits allow for discussion with school colleagues on the progress for each individual pupil across both year groups. A range of school staff maybe involved in the process including the Head Teacher, Head of Key Stage, Head of Year and the Heads of English and Mathematics.

- 4.2.27 Pupils' progress is categorised based on a range of factors. This categorisation may change during the term due to attendance, health issues, SEN issues, behaviour and intervention programmes implemented. The focus is to maintain the performance levels of pupils identified and to monitor the intervention programmes implemented from the school for those requiring additional support. Equally, the performance of more able and talented pupils is also challenged.
- 4.2.28 Schools select intervention programmes which best support learners identified. Such interventions may include additional Basic Skills support, intensive programmes, transport, after school sessions and incentives to attend school.
- 4.2.29 Pupil outcomes for 2012-13 demonstrated the success that some targeted pupils achieved following significant intervention from the schools and service providers. These included some pupils achieving L2+. 2014 data is currently being analysed to measure impact.
- 4.2.30 Currently, 370 pupils in year 10 and 234 pupils in year 11 are in receipt of intensive intervention following the most recent summer term visits.
- 4.2.31 Where multiple factors are identified which are impacting on pupil progress, follow up work is carried out by the LA officer to support the pupils identified. This may include liaison with Education Welfare Service (EWS), Educational Psychology Service (EPS) or Education Other Than At School (EOTAS) providers. Actions are then addressed with the schools at subsequent meetings.
- 4.2.32 During the autumn term, following GCSE results, all schools are revisited to review how each individual pupil in Year 11 performed according to the predictions made by the school. Analysis of 2014 is underway.
- 4.2.33 Outcomes from these visits inform the schools decisions in the selection or continuation of intervention programmes to be implemented for subsequent year groups.
- 4.2.34 The LA is about to conduct a mapping exercise with EAS to establish the impact of support on these particular vulnerable learners.
- 4.3 Families First is dedicated to taking the whole family approach in order to improve the lives of children. It focuses on preventative work and early intervention throughout the borough. The aim is to empower families to become more resilient and to give them the support they need at the time when they need it. The packages of support provided are bespoke to individual family needs. These can range from providing basic literacy and numeracy in the home to build confidence to progress, to receiving a coordinated family package of services and support through the Team Around the Family Model, known as the Supporting Family Change project.
- 4.3.1 There are a total of twelve projects in the Families First Programme and no project works in isolation. All were initiated based upon local need and the vast majority have been strategically commissioned projects and made up of one or more organisations to promote partnership working. All projects aim to work collaboratively with those in Flying Start and Communities First areas to maximise resources, reduce duplication and highlight good practice.
- 4.3.2 The principal focus of the Families First Programme is to support families through early interventions at the preventative stage.
- 4.3.3 Central to the Programme is the Team Around the Family model called the Supporting Family Change (SFC) project which coordinates groups of professionals from a range of agencies to provide bespoke support packages to meet whole family needs. The SFC project also provides intensive support to families in highest risk of being known to Social Services.

- 4.3.4 As part of the Families First Programme which further promotes the joined up approach is the development of the Joint Assessment Family Framework (JAFF). Although still in development stage, the JAFF is essentially a common holistic assessment framework for referrals which brings together a range of agencies and their expertise in the identification of needs and the most appropriate ways to address them.
- 4.3.5 The impact of the Families First Programme is demonstrated by the outcomes for families and as the Programme continues to develop, the longer term impact is increasingly being built upon.
- 4.3.6 Almost all of the families who have engaged with the Programme have improved their literacy and numeracy skills, with one dedicated project evidencing 97% of children and 93% of parents; a total of 41 children displayed improved speech and language.
- 4.3.7 The Programme encourages “distance measured” tools. Some projects are now measuring progress at three month intervention to see if families have sustained their learning and or changes from the previous intervention packages. Increased take up of provision and engagement has continued to increase with many families progressing from that initial engagement in the home and or community to engaging more with schools.
- 4.3.8 A total of 51 young people and parents were sign posted to “back to work initiatives”, and there have been six parents and young people who have found employment as a result of the Programme provision; 44 became active volunteers and some of the new and expectant parents have attained GCSE’s.
- 4.3.9 Referrals to the SFC model have increased (243) over the last year and a range of packages were provided for issues ranging from the re-engagement of children and young people in school and full time education, family engagement, parenting support as well as health and social related needs for families.
- 4.3.10 Parents who have participated in the Parenting programmes and individual family support provided have valued the provision with a total of 96 parents reported an improved relationship with their child and 83 reported improved parenting capacity. The Disability element of the Programme has further streamlined its work under the ISCAN (Integrated Services for Children with Disabilities) model, and 126 children progressed to attend universal provision after intervention without any additional support.
- 4.4 As stated in 4.3.1, all projects work collaboratively with the Communities First Teams. From 1st April 2012 Communities First was renewed as a Community Focused Tackling Poverty Programme.
- 4.4.1 The programme continues to have a geographical focus, concentrating on the most deprived communities in Wales, but there is now increased focus on ensuring the most vulnerable individuals, families and groups in those communities are supported. There is a clear expectation that the programme’s resources will be devoted primarily to those most in need. In some cases this will include people living outside CF boundaries who can properly benefit from specific projects or activities supported by the programme.
- 4.4.2 The programme is based on 52 Clusters (groups of Lower Super Output Areas) across Wales, identified through the Welsh Index of Multiple Deprivation. Within Caerphilly there are four clusters:
- Caerphilly Basin
 - Mid Valleys East
 - Mid Valleys West
 - Upper Rhymney Valley
- 4.4.3 The overall aim of the programme is to tackle and reduce poverty in the most deprived communities. As such a new Outcomes Framework focused on three themes has been

developed. This is currently being re-aligned by Welsh Government with those of the Families First and Flying Start programmes to develop a Collaborative Framework for the three key anti poverty programmes.

- 4.4.4 The scope of the Communities First programme is wider than that of Flying Start and Families First, CF being a 'cradle to grave' provision with delivery broader than children, young people and families. It's also aimed at addressing both the cause and effect of poverty. Throughout the first year of delivery in 2013/14 a huge range of projects have been developed and carried out across the Communities First themes of Prosperous, Learning and Healthier Communities. In total the programme delivered 157 projects engaging with 3,143 individuals over this period.
- 4.4.5 The following projects whilst funded by Communities First are a collaboration between Communities First, the Youth Service and Schools.
- 4.4.6 The Youth Participation project engages and supports children and young people who are hardest to reach to participate in groups throughout the borough, developing opportunities for accreditation and skills development as well as having a view on the services they receive. This includes the Junior forum, Junior PACT's and the Youth Forum.
- 4.4.7 Children's University supports children and young people from CF areas in out of school activities in cultural, learning and sporting events to increase aspirations and encourage young people to reach their full potential. Students gain specified 'credits' for approved out of school activities to demonstrate achievement against pre-determined targets to demonstrate commitment to learning.
- 4.4.8 Family Transition works closely with the Families First, Family Engagement project to develop activities tailor made to the needs of the family identified through both the Family Engagement and Families Together project. The sessions aim to provide families with the support and information they require to both access specialised services, volunteering and training for employment. Promoting positive, personal development, confidence building, health and well being advice.
- 4.4.9 Communities First delivers Parent Learning ****what learning**?** E.g. OCN sexual health, child psychology, for the Parent Network groups funded by Families First and Flying Start. This provides accredited training to the parent groups in an area of their choice. Communities First also provides health support and activities to the groups.
- 4.4.10 CF also provides front line support for the Caerphilly Passport Programme, resulting in over 50% of participants from CF areas.
- 4.5 The statutory Youth Service in Caerphilly currently engages over 7,000 young people predominantly between the ages of 10 to 19 which is equivalent to 20% of the youth population which is amongst the highest engagement level of local authorities in Wales.
- 4.5.1 Youth provision is managed and delivered by 31 full-time and 200 part-time staff, operating in up to 100 different locations, 28 of which are premises that house 10 youth centres of excellence and 18 satellite clubs.
- 4.5.2 The current core budget is £1,588,000 and has a focus on providing universal provision. This budget is then innovatively matched by a range of grants that total to £1,225,681. The grants include Community First, Family First and Welsh Government which then enable the Service to develop targeted youth work.
- 4.5.3 One of the priorities for Service development is increasing the number of young people securing local and national accreditations. In 2012/13 the number of young people achieving national accreditations was 70, and in 2013/14 this increased to 399. This highlights the percentage of young people engaged by the Youth Service achieving a national accredited outcome increased from 1% to 5%. For local accreditations over the same period the number

of young people achieving moved from 628 to 2331, again this highlights the percentage of young people engaged achieving a local accreditation has increased from 7% to 29%.

- 4.5.4 To facilitate collaboration, the coordinators of all Programmes meet formally, along with Supporting People. Currently the group complete a mapping exercise of service delivery across the three Programmes, the Youth Service and also Supporting People. It is envisaged this will enable the consideration of further collaborative working, and opportunities to maximise resources and develop new opportunities.
- 4.5.5 An innovative programme is due to commence in September 2014. A joint initiative between Communities First, the Youth service and Schools has successfully secured funding from Communities First to match the Pupil Deprivation Grant of four secondary schools in the borough. The project aims to develop an early intervention process to support young people who are eligible for free school meals to overcome the barriers to learning and realise their potential to improve educational outcomes and help to prevent young people from becoming NEET. Increase parent/carers involvement in their child's education to improve pupil attainment and raise aspirations and Increase participation in school and community life to support the holistic needs of the family.
- 4.5.6 Four youth workers will provide one to one support for vulnerable young people at risk of disengagement. In addition, Four Family Link Workers will support parents to access appropriate services to assist them to overcome barriers to participation in their child's education. A Parent Forum Development Worker will establish a forum to consult parents on issues that effect their child's education as well as facilitating learning opportunities for parents. Dedicated classroom space has been provided by each school and refurbished using Community Regeneration budgets
- 4.5.7 All programmes detailed in the report have begun to have an impact on vulnerable groups of learners within the borough. Evaluation of how we work together to ensure the maximum effect is a constant feature. Officers work together in an open, collaborative climate and debate fully how strategies should develop and identify aspects of work which need to change. Full evaluation of the impact on learners is critical and the deployment of resources is directed by this. Some programmes are less embedded than others and, therefore, require longer for delivery before the full impact can be assessed. The interlinking of these programmes and streamlining of bids for funding have had a positive effect on how needs are targeted and the outcomes for vulnerable children and young people have undoubtedly begun to improve. This is further demonstrated by the improvements seen in the performance data for 2014.
- 4.5.8 In addition to all the strategies implemented to date, the priority to improve educational attainment for all learners remains. Despite a continued rise in attainment in all indicators, removing barriers to learning for vulnerable pupils is an ongoing challenge. It is imperative that all partners continue to work in a focused way to ensure the best outcomes and value for money.

5. EQUALITIES IMPLICATIONS

- 5.1 The Flying Start programme monitors demand for Welsh medium provision in order to plan and be able to offer sufficient provision through the Cylchoedd Meithrin non-maintained contracted settings. Contracted settings have sufficient places to meet the current demands but this is continuously kept under review. All childcare and family support provision must be sufficient, appropriate and accessible for children with additional needs, as well as community based to be accessible to the families in the new local Flying Start areas.
- 5.2 Many individuals and groups who fall under the protected characteristics and wider issues covered by the Council's Strategic Equality Plan, are often affected to a greater extent by poverty and the related causes; therefore, Communities First will have positive impact on those individuals and groups.

- 5.3 There are Equalities implications to options listed in Section 4 that must be recognised in order for proper consideration of the options to be made. It is likely that despite these issues, difficult decision will have to be made due to the current need to make such significant savings, however these implications must be recognised and understood as part of the process.
- 5.4 Any reduction in provision will potentially have a greater risk for those young people in minority groups in the community as service reductions could potentially increase their sense of isolation and vulnerability, by reducing their ability to interact with young people from different backgrounds.
- 5.5 Any wider consultation on service reductions will have to be made in line with the Council's approved Public Engagement Strategy and the guidance in the Equalities Consultation and Monitoring document to ensure that the views of those potentially affected are taken into account in the decision-making process.
- 5.6 The Youth Service demonstrates its contribution to the Council's Strategic Equality Objectives through targets, consultation and monitoring in the Youth Service Strategy, the Directorate's Service Improvement Plans and information provided for inclusion in the annual monitoring and improvement reports for Equalities and Welsh language to the relevant Commissions.

6. FINANCIAL IMPLICATIONS

- 6.1 Currently there are no direct financial implications as the 3 Programmes are Welsh Government funded as part of the national Strategy to tackle poverty;

- a) Flying Start (£4.78m revenue and £0.8m capital 2014-15),
- b) Families First (£3.1m),
- c) Communities First (£3.8m).

- 6.2 However, as with all externally funded schemes there is a risk that should the grant cease there could be the potential for staffing losses.

7. PERSONNEL IMPLICATIONS

- 7.1 There are no personnel implications within this report. All consultation comments have been included.

8. CONSULTATIONS

- 8.1 The views of all consultees listed have been incorporated in this report.

9. RECOMMENDATIONS

- 9.1 Members of the Education for Life Scrutiny Committee are requested to note the content of this report and progress made.

10. REASONS FOR THE RECOMMENDATIONS

- 10.1 To keep Members updated with the progress of vulnerable learners and how services work together to support them and their families.

11. STATUTORY POWER

- 11.1 Children and Families Measure (Wales) 2010.
- 11.2 Local Government Measure 2009
- 11.3 Education Act

Author: Keri Cole, Manager, Learning, Education and Inclusion
Consultees: Cllr Ken James - Cabinet Member for Regeneration and Planning
Cllr Rhiannon Passmore - Cabinet Member for Education and Lifelong Learning
Pauline Elliott - Head of Regeneration and Planning
David Thomas – Equalities and Welsh Language Policy Officer
Mike Lewis – Accountant, Education Finance
Directorate Senior Management Team
Corporate Management Team

Appendices:
Appendix 1 Flying Start programme annual summary report 2013-14
Appendix 2 Families First Marketing Cards
Appendix 3 Communities First – Fynnon Data Extracts