



EDUCATION FOR LIFE SCRUTINY COMMITTEE 5TH NOVEMBER 2019

**SUBJECT: YOUTH SERVICE PILOT PROJECT DELIVERY –
DEMONSTRATION OF PREFERRED YOUTH WORK MODEL**

**REPORT BY: CORPORATE DIRECTOR, EDUCATION AND CORPORATE
SERVICES**

1. PURPOSE OF REPORT

- 1.1 To update Members regarding the Youth Service's delivery of a pilot model of youth work methodology, which began in November 2018.
- 1.2 To seek the views of Members with regard to the findings to date of this delivery.

2. SUMMARY

- 2.1 In 2018, the Youth Service, as part of its ongoing review process, had provided a preferred model of universal youth work delivery based on the adoption of a three cluster model structure, including revisions to its portfolio of youth clubs and profile of its part time youth worker employment.
- 2.2 The Youth Service subsequently began the delivery of a limited (in terms of time and area covered) pilot project in order to exemplify the advantages to young people that a more wholesale adoption of a revised youth work model would result in.
- 2.3 Starting in November 2018, the pilot project continues at present – based on positive results to date, its originally proposed period of delivery, until September 2019, has been extended until Christmas 2019 and a further extension (to gather further evidence) may be sought for up until March 31st 2020 for the same purpose. The additional cost of extending until March 31st is estimated at £15,000.
- 2.4 The pilot project is based in Crosskeys Youth Centre, the 'hub' youth facility in the Caerphilly East area.
 - The project's aims and activities are consistent with the professional direction contained within the new national Youth Strategy for Wales for young people to.....'have access to opportunities that enhance informal learning and support engagement with social, non-formal and more structured learning experiences...through these, they will build healthy relationships, avoid isolation and

loneliness, develop social and emotional capabilities, autonomy, self-control, confidence and resilience.'

3. RECOMMENDATIONS

3.1 That Members note the content of the report and comment on this.

4. REASONS FOR THE RECOMMENDATIONS

4.1 To seek members views on findings to date.

5. THE REPORT

5.1 The pilot delivery aims to increase the effectiveness and participation of youth work engagement in a specific local area through co-ordinated multi-agency work, offering one to one work, group work, outreach sessions, and drop in sessions in Crosskeys Youth Centre.

5.2 The context for this activity is the wider Youth Service proposal to transition its universal, open access and core funded work to a model that –

- i. embraces the modern needs of young people, communities and other stakeholders;
- ii. is more professional and efficient;
- iii. better safeguards young people;
- iv. is more effectively aligned with the grant maintained and other, project-based elements of the Youth Service, including its Families First work, Junior and Youth Forums, information services, EOTAS teams, NEETs framework, crime reduction activity, learning support and homelessness and wellbeing work.

5.3 In line with the wider structural considerations that would underpin service change across the county borough, two additional full time members of staff were recruited to occupy roles pivotal to the functioning of the pilot and in addition the work of existing part time staff was adapted to enhance pilot delivery.

5.4 The project functions, in line with wider Youth Service intentions, have been -

- i. to reach and support young people from wider communities in the cluster area;
- ii. to provide additional support to young people not yet in crisis that need an enhanced form of engagement (as per Youth and Junior Forum objectives);

- iii. to foster more effective forms of partnership working with schools, EOTAS, social services, community organisations, mental health/wellbeing structures, Leisure services, and the Engagement and Progression (NEETs) framework, in addition to other teams within the Youth Service, including the Youth and Junior Forums, the Targeted Youth and family Engagement (Families First) project, and crime reduction work and others previously referenced;
- iv. to model year-round delivery – the current core youth service model (youth clubs) only allows for September-May coverage and in selected locations only.

5.5 The methodology used to deliver these expanded functions has included –

- i. Outreach work in school and community locations, as well as locations in the wider area that had not traditionally received youth work support.
- ii. The creation of a form of enhanced and more personalised support for vulnerable/potentially vulnerable young people in a youth club setting – this has involved the positioning of new and existing staff accordingly (that have the appropriate skill set, not typically found in most universal youth club settings), including the transference of youth work capacity from existing youth clubs to the cluster base in Crosskeys.
- iii. One to one engagement where required, included at home, in school, and with disengaged pupils.
- iv. Residential activity.
- v. Offsite activity sessions.
- vi. Community environmental work.
- vii. Accreditation-based activities, including IT-related and Gaming-related (delivered in rotation with Risca Comprehensive School to reengage pupils).
- viii. Arts and music based education workshops.

5.6 The advantages to the **Education Directorate** have been –

- i. Daytime and evening support for EOTAS (Education Other Than At School) Community Tuition pupils. Strong links with Community Tuition teams ensure that young people are signposted to the project and home visits made as necessary. Transport is made available to facilitate one to one work, building confidence and encouraging access to more specific group sessions. This works well and the case studies provided (Appendix 1) demonstrate this. The aim is to reduce the isolation of this group of pupils which can help improve their emotional wellbeing and realise their goals, which can involve reintegration into mainstream school. Issues of academic deterioration, social isolation, poor peer relationships and lack of progression to further education are all addressed.

- ii. School disengagement prevention. This preventative element of the work is achieved via links with vulnerable learners through youth clubs and outreach work, supporting young people with a range of issues out of school hours and throughout school holiday periods. In this way, the prospective NEET/vulnerability status of pupils is being reduced. The project team liaises with pastoral and safeguarding leads in schools to share information about vulnerable young people to ensure their wellbeing is prioritised and that links are made between the day time school provision, the pilot project focused sessions and part time evening service provision more generally and other services. In the longer term, such work aims to reduce exclusion and the number of pupils requiring EOTAS.
- iii. School holiday period coverage. The pilot, unlike the current model of core youth service delivery, offers year-round delivery, providing unbroken support for those in need, including those of school age that would not otherwise receive support to reengage with formal education at the end of each school holiday period.
- iv. The project team also provides support in the context of the Engagement and Progression framework, for example for vulnerable students from Risca Comprehensive School. Pupils are identified who may benefit from accessing the project and are signposted to careers advice and support for transition to college. This work can involve joint home visits and using the centre at Crosskeys to facilitate meetings with careers advisors.

5.7 The advantages to **other stakeholders** have been –

- i. young people with emerging mental health issues have been referred to the project by the new pan-Gwent SPACE (Single Point of Access for Children's Emotional Wellbeing and Mental Health) group, easing the pressure on related services. This results in support being provided at times and at a location that would otherwise not be available;
- ii. those with potential involvement in crime and anti-social behaviour are otherwise diverted, in liaison with the Police and local Police Community Support Officers;
- iii. the pilot team works closely with Social Services colleagues in relation to some of the young people who engage on the project and the team attend relevant meetings and share information as needed. In this way, the safeguarding of young people is enhanced.

5.8 Successful Outcomes.

- i. The project has attracted attendance from young people from areas not previously reached.
- ii. Risca Comprehensive school reports increased pupil engagement/reductions in pupil disengagement.
- iii. Young people with emerging needs have been engaged that would otherwise not have received support.

- iv. Opportunities for Accreditation have been put in place that would not otherwise have been accessible.
- v. The team have had a number of enquiries from outside of the pilot area in relation to signposting young people for support and professionals have fed back that this is the preferred model of working for the wider Caerphilly Borough.
- vi. Families First, Youth Forum, Community Tuition Service, Blackwood Childcare Team, Fire Service, Caerphilly Outdoor Service, Panside Youth Club, Trinant Youth Club, Risca Youth Club, Ynysddu Youth Club, Crosskeys Youth Club, Risca Comprehensive School, Newbridge Comprehensive School, Waunfawr Primary School, Cwm Gwyddon Primary School. Panside Primary, Trinant Primary, Abercarn Primary, Crosskeys College, Abercarn RFC, Newport Boxing Club, Penyfan Horse riding centre, Risca Air Cadets.
- vii. Snapshot of delivery since end of February 2019/pilot becoming fully operational:

Youth Work Pilot delivery statistics	
Number of community tuition pupils contacted to offer wider support	21 (17 on current waiting list)
Number of community tuition pupils additionally supported	9
Number of young people receiving support in Crosskeys Cluster base's enhanced youth club sessions (1 evening per week)	15
Number of home visits	22
Number of one to one support sessions for those with identified need	216
Number of detached youth work sessions in local communities without youth clubs	6
Number of school holiday-specific sessions since February half term	19
Number of drop in after school sessions at Crosskeys Youth Centre (cluster hub) since June 2019	4 +(from September 2019)
Number of school outreach sessions (assembly, class discussions, parents' evenings, wellbeing sessions)	10 (contacting 172 young people that would not otherwise have been reached)
Number of young people with a One Page Profile	18
Number of community detached sessions in areas with existing youth clubs.	6

- 5.9 These results show that the pilot project has -
- i. delivered forms of youth work that would not otherwise have been possible in the youth service's standard, existing format of youth club provision;
 - ii. reached young people in other parts of the Caerphilly East cluster area that would not otherwise have been engaged;
 - iii. successfully introduced an enhanced form of universal support for those who are vulnerable/potentially vulnerable.
- 5.10 The delivery of the pilot project will continue until a date to be confirmed and a full evaluation is then completed and presented for consideration.

6. ASSUMPTIONS

- 6.1 No related assumptions have been felt to be necessary in relation to this report.

7. LINKS TO RELEVANT COUNCIL POLICIES

- 7.1 Youth Service Plan 2018-2021.
- 7.2 Education Service Improvement Plan 2019.
- 7.3 Statutory duties for the participation of children and young people under the children and families measure, Wales 2010.
- 7.4 CCBC Engagement and Progression framework.

8. WELL-BEING OF FUTURE GENERATIONS

- 8.1 This report contributes to the Well-being Goals as set out in Links to Strategy above. It is consistent with the five ways of working as defined within the sustainable development principle in the Act by working with children and young people (and supporting other service providers to work with children and young people) to impact positively on their short and long term needs. By positioning youth work in the manner demonstrated within the pilot project, the Youth Service is better able to respond to needs, better able to identify and understand problems as experienced by our citizens and thus better able to shape services in the future in a more effective responsive way.

9. EQUALITIES IMPLICATIONS

- 9.1 This report is for information purposes only, so the Council's full Equalities Impact Assessment process does not need to be applied.
- 9.2 The activity that has taken place has benefitted many individuals and is based on an approach that is more advantageous to those with vulnerabilities than the current model of universal youth work standardised across Caerphilly Youth Service.

10. FINANCIAL IMPLICATIONS

- 10.1 In-house and in-budget resources have enabled the delivery of much of the pilot project work, with some enhanced capability funded from external sources.
- 10.2 Additional spend linked to the pilot is estimated at £41k to the end of September 2019. This cost relates predominantly to the recruitment of 2 posts (grade 7 & grade 6). This cost has been met from within the Youth Service budget largely through opportunities linked to in year post vacancies and associated savings.

11. PERSONNEL IMPLICATIONS

- 11.1 The delivery of this pilot work has been enabled via the recruitment of 2 additional staff, one full time and one part time. Their appointment is limited until such time as the pilot work ends.

12. CONSULTATIONS

- 12.1 The pilot work has been conducted following presentation to Scrutiny in 2018.

13. STATUTORY POWER

- 13.1 'Shared Purpose: Shared Future, Statutory Guidance on the Well-Being of Future Generations (Wales) Act 2015', and in particular SPSF 3 – Annex B, which is issued in accordance with Section 17(3) of the Children and Families (Wales) Measure 2010 and applies to local authorities in respect of local well-being plans and whenever they take decisions which might affect children and young people.

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Background Papers:

Appendix 1 – Case studies



Case Studies

Caerphilly East Pilot Project February 2019

Case Study 1

M has attended the Tuesday evening sessions at Crosskeys Youth Centre since November 2018. She was referred to the team via the TYFE team who had received a JAFF referral from the Social Worker. It was felt that M did not need the more specialist intervention from the TYFE team but would benefit from the work of the pilot project, to help build her confidence and work with her around the area of healthy eating and well-being. M has attended every session, and has really grown in confidence. Initially she would want to go into a room on her own to do her homework, before building up to engage with the group or other activities. However she has now been coming into the sessions and talking to the staff and other young people about lots of different things. M has also attended the cinema trip with the group and attended the centre open day in half term. This was a major step forward as she did not know anyone else in the open day, but stayed and joined in all of the activities. It is hoped that M will have the confidence to start attending a youth club in her own area in September. M has also been able to take part in her social services meetings, and has read out her wishes and feelings in front of professionals in the meeting. Social worker, teacher and parents also report M is enjoying the sessions and that her confidence has grown as a result of attending the group. M will receive support from the team in relation to transition from year 6 to year 7 when she will start in Islwyn High School.

Case Study 2

J and M are both year 11 pupils who had both been home taught via EOTAS for a long while, as they were not in school due to medical and bullying issues which had impacted on their attendance. Both girls were being taught separately in the morning by one of the EOTAS tutors' who was also based with the young parents' tuition project at the centre in the afternoon. The Area Worker suggested that both girls could be taught together in the centre, as this would mean they were less isolated, and in addition it would be more cost effective to the Inclusion Department as both girls would be taught together. Once the girls had settled in over a period of months the Area Worker asked the girls if they would be interested in receiving some more support via our pilot project that would be starting up. Both were keen for this and this commenced in January 2019. The girls both stay for an extra hour on a Wednesday to do some life-skills sessions (cooking, budgeting, health relationships) with the support of the youth workers on the pilot team. In addition the team have linked in with the Engagement and Progression post 16 team who are working with the girls with regard to college applications for September. This has meant aside from the 10 hours tuition the girls are also getting support from the youth work teams. This is something that we will be building on going forward with other home educated young people in the pilot area, working closely with the Community Tuition Co-ordinator.

Case Study 3

S and her brother M had attended the youth club in Crosskeys on a regular basis. In March 2018 their Mum had passed away in tragic circumstances. Both continued to attend youth club, and actually came in the day after the death of their Mum to be with their friends. Both were obviously struggling with the loss of their mum, so we identified that the smaller Tuesday night group that was being set up as part of the pilot would be a place where they could come and have more one to one support with the team. Both have attended every session since November, and the staff team can see a big difference in how they both are in terms of their confidence and the ability to share their thoughts and feelings. The group has been safe place for them to come and talk while taking part in a range of activities from cooking, arts, singing and sports. Another young person who attends is in school with M and they said that prior to attending the group they had not realised they were in the same form group in school. They have now built up a positive friendship in the Tuesday group which has transferred to school as well, which is positive for their emotional well-being. Both say that they like the quieter group as it is *"calm and safe and people don't judge"*