

**Norwich**

What's Changed in the  
Norwich Opportunity Area?

July 2022



**Norwich**  
Opportunity Area



Nearly five years ago, school leaders with colleagues in other sectors across Norwich, set about taking advantage of being a designated Opportunity Area. Now we can proudly share the learning and look to protect and foster the legacy of this work.

**"Our vision is to create a system where no child in Norwich is left behind."**

Back in 2017, we agreed together what we were aiming to achieve and our vision for the future. Thank you to all stakeholders, education professionals, members of networks or working groups and supporters of the programme who have been involved in this journey.

Five years ago, no one had envisaged needing to plan in coping with a pandemic, and how well Norwich schools and settings have risen to this additional challenge.

This is a moment to reflect proudly on what has been learnt and to share it, but also a time to secure arrangements to make sure the gains made and developments that have taken place are embedded in the future work with children across the great city.

**Tim Coulson**

Independent Chair of the Norwich Opportunity Area Partnership Board

## What's Changed in the Norwich Opportunity Area?

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## What's Changed ...

This report aims to provide a high level summary of the work of the Norwich Opportunity Area programme over the past 5 years and a picture of the changes the programme has helped to bring about for education leaders, practitioners and children in Norwich.

Each area of work described within this report includes multiple projects and varied experiences for each school and setting involved in terms of how the learning or resources supported their individual school circumstances. Importantly, there is also a wealth of collective experience about what doesn't work and learning from mistakes.

Further project detail will be captured and shared via the Opportunity Areas LinkBIG Online Learning Hub and will continue to be shared through network meetings and relationships between schools and settings.

Measuring the impact of the Norwich Opportunity Area programme in terms of improved outcomes against our original targets was always ambitious within the timescales of the programme. Data was starting to move in the right direction but the pandemic has significantly disrupted all impact measures.

Working with schools, settings and stakeholders across Norwich has provided rich feedback about how the education system feels different in 2022, compared to the start of the OA programme. This feedback gives confidence in the potential for sustained improvements for education in Norwich.

## Collaboration

Across the programme, schools and settings continue to participate in networks, to share good practice, discuss shared issues and potential joint solutions. Practitioners continue to see the value in building relationships with peers from other schools and in being generous with their time and expertise to improve outcomes for all Norwich children.

## A wealth of expertise

Schools and settings value the additional expertise gained through training in evidence-based approaches and effective implementation planning, at each stage of a child's education. Schools and settings continue to access further opportunities to upskill a greater proportion of school staff and to further develop areas of expertise to support the changing needs of their pupils.

## A new "norm" in Norwich

Practitioners feedback that the "norm" in Norwich has changed and approaches to how schools work together and their ambitions for education are different now in Norwich, in comparison to other parts of Norfolk. Schools and settings feedback there is an increased awareness of needs, a strong and shared understanding of evidence-based approaches and tools to make improvements and high expectations for all.

## Local Leaders

Schools and settings feedback that the voice of Norwich as an area that faces specific challenges is important to them. Practitioners feedback that they have been empowered to become a leader in their area of work through the opportunity to access support, training, new ideas and opportunities and the chance to tailor projects to their own schools' circumstances.

## Where can we see the impact of the programme?

**Norwich schools have upskilled staff at all levels**, from Headteachers to Teaching Assistants, via CPD, networking, work shadowing, accredited training and effective implementation approaches.

**Norwich has promising signs of improving outcomes at a pupil level** based on data from before the pandemic from key projects across each priority area.

**The programme has supported vulnerable children in Norwich during the pandemic** to access support with mental health and wellbeing, remote learning, reading, quality tutoring and innovative approaches to supporting transition.

**The holistic and place-based approach** has ensured children, families and schools/settings and wider organisations have been supported and empowered to tackle wider barriers to learning.



## 2022 and beyond. Where does this work continue?

Throughout this report you will see this box – a space to outline how the work is planned to continue. Discussions through the NOA legacy teams have aimed to secure sustainability, embed approaches that work within wider strategies of other organisations and to ensure learning and impact measures are shared in the right places within the system to inform future plans.



# WHY NORWICH?

Aims of the Opportunity Area programme

# Aims of the Opportunity Area programme

*In 2017, the Delivery Plan for Norwich outlined the needs identified by data and our priorities for the 3 year programme. These priorities have remained into the fourth and fifth year extensions of our work.*

Norwich is a great city that blends the modern and the historic. It is an inspiring place to grow up and the people of Norwich are proud of their city. It was England's first UNESCO City of Literature. However, despite its culture, history and association with literature, **Norwich ranked 323rd out of 324 districts** in the Social Mobility Index, which compares the chances that a child eligible for free school meals (FSM) will do well at school and get a good job. Norwich schools also performed poorly compared to others in the index used for understanding educational performance in the 2016 Department for Education White Paper.

The position of Norwich in these lists was largely driven by poor educational performance amongst disadvantaged children; the performance for all pupils at age eleven; and the low proportion of secondary pupils in schools with good or outstanding leadership. For the purposes of this plan we refer to those pupils eligible for pupil premium as 'disadvantaged'. This group includes any pupil who has claimed free school meals in the past six years; children who are looked after by their local authority; and a small number of children with other characteristics.



**323<sup>rd</sup>**  
out of 324 districts

- Norwich's ranking in the Social Mobility Index. The Index compares the chances that a child from a disadvantaged background will do well at school and get a good job in areas across the country.

1

## Priority 1:

Improve early speech, language, listening and communication. To give children a better start at school and improve their chances of success as they move through the key stages of education.

2

## Priority 2:

Raise attainment through targeted, evidence-based continuous professional development (CPD) for teachers and stronger system leadership support.

3

## Priority 3:

Support children at risk of exclusion from school. Supporting schools to keep children in lessons so that they can access the educational opportunities available to them in Norwich.

4

## Priority 4:

Give young people the information and support they need to move successfully between school, college, university and into work.



Our vision is that all young people, regardless of their background, can fulfil their potential and access the opportunities available to them.



Let's Talk  
Local Links  
Calendar

## Priority 1: Communication



# Key Projects – Priority 1

## Communication Champions

Local partners told us that pupils too often have poor communication, social and emotional skills at school entry, there was more to do to engage parents in these areas of learning and there was a need to improve speech and language support within the classroom.

NOA developed the Communication Champions project, offering expert training for early years practitioners from schools and other settings to develop a consistent and universal approach to support children's speech, language and communication needs.

**343** practitioners completed the core training programme to act as Communication Champion for their school or setting. As a result:

- Confidence to identify a child with speech, language and communication needs (SLCN) increased from **57% to 98%**.
- Knowledge of strategies that can be used to support children with speech, language and communication needs has improved.
- **91%** of training participants said they had learnt new skills they could apply in their own school or setting.

**92%** of Norwich primary schools now have a trained Communication Champion who can offer training, support and advice to colleagues and parents across their school community.

**42** Communication Champions who completed further training to become a Leader signed up to an additional funded honorarium scheme and completed a series of tasks to improve practice across their setting and ensure long term change. They:

- Delivered further training for colleagues
- Developed whole school SLCN action plans
- Embedded best practice and evidence based approaches
- Conducted SLCN assessments of children
- Improved parent information and engagement opportunities
- Developed more tailored support for target groups, e.g. EAL

**7** Norwich practitioners received funding to complete an Educational Practice and Research Masters degree at UEA, focused on speech and language.

Over **800** Early Years practitioners have accessed some form of NOA Communication Champions training.



Communication Hubs have set up and funded over **200** additional training spaces to further develop specific areas of expertise

**70+** Norwich practitioners have completed an accredited Level 2 or 3 Eklan qualification in speech and language.

### Project developments:

A new tailored version of the training has been created for Parent & Toddler Group leaders, to reach as many professionals who work with 0-5 year olds as we can, **48** leaders have completed this already.

**16** schools and settings completed an additional Consultancy support project, aiming to encourage significant systemic change within their setting that supports SLCN.

- On the RAG audit tool to assess practice, Red scores reduced by 55% and settings improved by an average of 10%
- Practitioners felt empowered to promote SLCN more widely.



I would totally recommend this project, it's been brilliant. I've really grown as a practitioner and I know so much more about it all but also, it's helped our school and our children.

Communication Champion, Bignold Primary.



**Communication Champion Networks** have continued to meet half termly (where possible during the pandemic) and provide a forum for Champions to share best practice, access Further CPD from guest speakers and collaborate. Network meetings regularly have **20+** attendees per session and feedback is overwhelmingly positive.



The networks are led by **6** Norwich Communication Hubs, local centres of excellence around speech and language:

- The North Norwich Communication Hub: Mile Cross Primary School & Catton Grove Primary School
- The Lionwood Infant & Nursery School Communication Hub
- The Lakenham Primary School & Nursery Communication Hub
- 0-2 Communication Hub: Little Squirrels Play Forest & Chestnut Nursery at Norwich Research Park
- The Breckland Communication Hub: Necton CofE Primary School
- The Peapod Preschool Communication Hub (parent and community focused)

**50 Things To Do Before You're Five** is a project shared by Bradford Opportunity Area which has now been rolled out across Norfolk. In Norwich, **500+** people have downloaded the App and resource packs with ideas for parents and practitioners to use to develop speech and language have been delivered to **61** settings.



### 2022 and beyond. Where does this work continue?

- **Communication Champion Networks** will continue to run half termly and will expand their reach across Norfolk.
- **Communication Hubs** will continue to meet termly to coordinate activities and lead their networks.
- Fully funded **Communication Champions Training** is offered across Norfolk for 2022-23 by the NCC Early Years Service for EYFS settings and Parent & Toddler Group Leaders.
- **Communication Champions** online resources and training will continue to be widely available for use.
- **50 Things Norfolk** will continue to be updated by NCC.



# Key Projects – Priority 1

## Community Communication Champions

**Feedback from parents in Norwich told us that support groups, advice and information about supporting their child’s early speech and language and how to find help was limited. Stakeholders told us that parents who need support the most can be reluctant to participate in group sessions and are unlikely to travel far.**

NOA recruited four Community Communication Champions (CCCs) to make introductions with parents least likely to engage with support. Group speech and language sessions led by Elklan were funded in 4 neighbourhoods and once parents completed the 6 week course they received a “Springboard box” full of resources to promote language interaction in the home.

**88** families took part in the Elklan, Let’s Talk at Home, courses and attendance always exceeded our 75% target through the 6 weeks.

**95%** of parents reported that the course had been helpful in changing the way they talked to their child, helping them wait so their child could take the lead, and giving them new ideas to develop their child’s talk and vocabulary.

Observations from the course reported that there were positive changes to parent/child interactions and an increase in parents adding more words and extending vocabulary when responding to their child.

CCCs continued to support families who took part in the course with follow up community events and reminders of tips from the course.

I’ve got a fresh perspective. It’s made me start to notice what I am saying to him.

Parent Feedback – Speech and language course.

**15** schools and settings worked in partnership with a CCC  
**374** families were supported by the CCCs

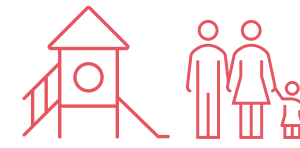
The Community Communication Champions team were in place from Spring 2019 to Summer 2020 (partially disrupted by the pandemic).

Building relationships was at the heart of the project and the key to success. CCCs built knowledge of their community, the needs of those who lived there and resources available. The team set up approaches to work with families in each area, many in partnership with local community spaces and organisations.

In local libraries, CCCs set up story walks, story sack resources and workshops and invited parents and their children for “lunch in the library” sessions with a communication theme.

CCCs also supported **178** families on a 1:1 basis via face to face sessions and follow up communications via email and phone. This was Universal level support based on individual needs, signposting to specialist speech and language support where appropriate.

This work increased significantly during the pandemic and became 50% of the CCC’s role as requests for support from parents increased.



Pre-school has reported changes within friendship groups because of the course ... two children who had difficulties with social interaction bonded and then spent the whole day together at the zoo on our celebration day.

Community Communication Champion Feedback



### Working with professionals and volunteers:

The reach of the CCC project was extended by working with a wide range of community based practitioners who could share approaches and information about speech and language with families they already had relationships with. 1/3 of the work of the CCC team developed into working with others, **this reached 203 professionals.**

A first team of 10 Home-Start volunteers completed training with a CCC, with plans agreed to train 65 more professionals. Given the pandemic, this approach was replaced by creation of an online version of the Communication Champions training open to any practitioners.

Two of the CCCs regularly attended community sessions with parents to lead communication based activities, build relationships and to model language rich activities that community leaders could use.



### 2022 and beyond. Where does this work continue?

- Within the Early Childhood and Family Service (ECFS) bases, similar speech and language sessions called ‘**Communication Cafés**’ continue to run for families in need of support.
- The project was externally **evaluated by the UEA** – this evaluation report with recommendations for wider stakeholders has been shared and will remain available online.

# COVID-19: Priority 1 response

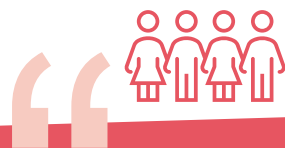
## Virtual Tours

**In Spring 2020, local partners were worried that transition activities for children moving from nursery into reception would be so significantly restricted by the pandemic that children may struggle with behavioural and emotional needs when starting school in September 2020 due to increased anxiety.**

NOA worked with a local interactive media specialist to create virtual tours of primary schools in Norwich so that children and families could “see” their new school and “meet” key staff. Given the success of the project and the continued impact of the pandemic, this work was extended for Summer 2021.

Measuring impact, over **85%** of schools agree that the project:

- Had a positive impact on children’s school readiness.
- Helped new children and families feel less anxious about starting at their school/setting.
- Helped children and families feel more comfortable about what to expect when they started school.
- Is something they will commit to continue in future years by paying the hosting fees themselves for the virtual tours.



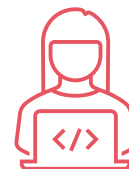
The children come in looking for particular areas that they have seen and feel familiar with the setting ... This tour alleviates the worry of the unknown and lets them discover the setting together as a family from the safety of their homes.

Virtual Tours – Setting Feedback

**The virtual tours have reached 177,291 views so far ...**

Views will continue to increase over time. The content has continued to be viewed year round by families, outside of traditional transition months.

**In 2021, 100% of Norwich primary schools took part in the virtual tour project!**



She was feeling a bit worried but after looking at the tour a couple of times she felt much better and more easy with the thought of coming to big school.

Virtual Tours – Parent Feedback

In 2021, Junior schools were also invited to take part to support their new Year 3 students moving from an infant school – all Junior schools in Norwich were involved.

**21** Early Years settings also signed up to create a funded virtual tour of their environment for new children starting with them (44% of Norwich settings).

## Starting school videos & Top Tips resources

Alongside the Virtual Tours, NOA worked with NCC to create and launch an Early Years Transition Campaign in Summer 2020. This was designed to provide simple and accessible resources to support parents to help their children to prepare for starting school.

**5** short starting school videos shared 50 free and fun activities that families could do at home with their children to support school readiness.

**10,000** copies of printed resources were distributed with Top Tips for parents to support their children with a smooth transition into their new primary school or setting, alongside a short Early Years transition video.

## Support for reception children in Autumn 2020

**18** NOA schools and settings accessed additional funding to support their new cohort of reception children to settle well into learning in Autumn 2020, following disruption caused by the pandemic. Projects focused on communication and supporting children’s mental health and wellbeing.

School feedback from individual projects includes:

- Increased child interactions, with adults and with other children
- High levels of wellbeing and involvement with learning
- Positive impact on children’s expressive and receptive language
- Improved staff skills and confidence for CPD elements of projects



## 2022 and beyond. Where does this work continue?

- **Transition support** resources will continue to sit on multiple online platforms and will be promoted to parents and carers via NCC and schools/settings.
- **Virtual Tours** have been ‘future proofed’ to cover future staffing changes for schools and settings to use them in future years.

## What's Changed – Priority 1

### Target for 2020/21



By September 2021, 95% of eligible three to four year olds and 75% of eligible two year olds will be benefitting from funded early education.

In Autumn 2021, 94.9% of eligible 3 and 4 year olds in Norwich were in funded early education, this has been a gradual improvement each Autumn since 2017 and sits just above the Norfolk average of 94.3%. This is a relatively consistent picture across the city with take up in each area of Norwich above 93%.

In Autumn 2021, 69.2% of 2 year olds in Norwich were in funded early education. This remains below the Norfolk average of 73.5% and below the target but is a slight improvement compared to 67% for Norwich in Autumn 2018. Take up still varies significantly across Norwich, from 57% to 84% in different areas.

### Target for 2020/21



By 2021, the proportion of children achieving a good level of development will be in the top half for all local authority districts in England.

*No data available for 2020 or 2021 due to the pandemic.*

There was a small rise in the percentage of all pupils achieving a good level of development (GLD) in Norwich between 2017 and 2019 (from 64.2% to 66.5%). This is a greater increase than the national picture, but Norwich remained below the national average in 2019. The ranking for the Norwich local authority district did not improve against the baseline in 2018 or 2019.

2019 data shows signs of progress for free school meals pupils in Norwich (from 54% to 56.6%) which outperformed the national average for FSM pupils in 2019.

Figures for those who achieved at least the expected level of development in speech, language and communication early learning goals rose between 2017 and 2019 (81.2% to 82.5%) – this reduced the gap with the national figure which remained static at 85.4%.

## Understanding Impact ...



Schools and settings in NOA were funded to use the **Wellcomm assessment tool and online Wellcomm wizard** to assess student's progress.

Due to Covid-19, in school assessments and data collection have been significantly disrupted, NOA continued to work closely with 7 schools and settings who have been able to continue with this work, to track pupil progress. This small sample of schools provides some insight but only as examples of circumstances, not any conclusions.

Based on **Autumn Term assessment data**, speech and language needs as children start both Nursery and Reception have increased in most settings, comparing Autumn 2019 to Autumn 2021. We can assume this heightened need in Autumn Term is likely a consequence of the pandemic. There are exceptions to this and a mixed picture across some schools and settings. Two schools involved in this work have seen a significant reduction in children assessed as Red with the Wellcomm assessment tool in Autumn Term 2021 in their reception cohort (both with a feeder nursery attached).

**Spring Term** assessment data gives an even more varied picture, some schools have seen much more positive assessment results for 2022 in comparison to 2020, others schools have reported poorer scores that identify higher speech and language needs throughout reception.



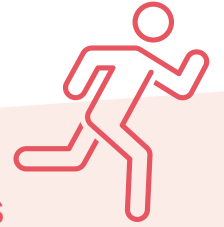
### FURTHER EVALUATION:

The **Communication Champions** project has been published nationally by the DFE as a case study in an Opportunity Area Insight Guide:

<https://www.gov.uk/government/publications/opportunity-areas-insight-guides>

The **Community Communication Champions** project was externally evaluated by the University of East Anglia, with recommendations for wider stakeholders:

<https://norwichopportunityarea.files.wordpress.com/2022/01/full-evaluation-norwich-community-communication-champions.pdf>



### Communication Champions Project

- **Communication Champion Networks** will continue to run half termly and will expand their reach across Norfolk.  
<https://norwichopportunityarea/communication-hub-promo-flyer>
- **Communication Hubs** will continue to meet termly to coordinate activities and lead their networks, supported by NCC Early Years Advisers.  
<https://norwichopportunityarea.co.uk/improving-early-communication/>
- Fully funded **Communication Champions Training** is offered across Norfolk for 2022/23 by the NCC Early Years Service for EYFS settings and Parent & Toddler Group Leaders. Training dates and full details will be shared via the Early Years Service e-newsletter – subscribe to this online:  
<https://www.schools.norfolk.gov.uk/early-learning-and-childcare/enewsletters>
- **Communication Champions** online resources and training will continue to be widely available for use. <https://sharingbigideas.co.uk/communication-champion-training/>
- **50 Things To Do Before You're 5 in Norfolk** will continue to be updated by Norfolk County Council. Schools and settings have received additional resources to continue to use with children and parents. Professionals can contact NCC to request more **50 Things** resources: [50things@norfolk.gov.uk](mailto:50things@norfolk.gov.uk)

### Early Years Transition & Virtual Tours

- **Transition support** resources will continue to sit on multiple online platforms and will be promoted to parents and carers via NCC and schools/settings.  
<https://sharingbigideas.co.uk/big-idea/starting-school-top-tips/>
- **Virtual Tours** have been ‘future proofed’ to cover future staffing changes for schools and settings to use them in future years.  
<https://sharingbigideas.co.uk/big-idea/virtual-tours/>  
<https://sharingbigideas.co.uk/virtual-tours/>

### Community Communication Champions

- Within the Early Childhood and Family Service (ECFS) bases, similar speech and language sessions called ‘**Communication Cafés**’ continue to run for families in need of support. <https://www.norfolk.gov.uk/children-and-families/early-childhood-and-family-service>
- The project was externally **evaluated by the UEA** – this evaluation report with recommendations for wider stakeholders has been shared and will remain available online. <https://norwichopportunityarea.co.uk/evaluation/>

# Priority 2: Attainment



## Key Projects – Priority 2

### Evidence Based Practice

Schools were keen to investigate and implement a broad range of evidence-based approaches to improve outcomes for pupils in Norwich. It was clear there isn't a "one size fits all" approach to priorities for improvement.

37 schools in Norwich accessed the Evidence Based Practice Fund – grants of up to £25,000 to trial projects in any one of the four NOA priority areas to find out "what works" here. Schools also accessed support from Norwich Research School to strengthen their approaches to implementation and evaluation. Unfortunately, some of these projects were significantly disrupted by the pandemic and couldn't continue during 2019/20.

Outcomes varied project by project, but the experiences, research findings and approaches have influenced many schools' confidence to find, use, implement and evaluate evidence-based approaches.



It has given us the opportunity to upskill all our staff which in turn enables the progress and raised attainment of our pupils. We have been able to enhance our curriculum resources, strengthen our partnership with parents and have a positive impact on more children reading for pleasure ...

The biggest success is a change in thinking and attitude [in school leadership teams] as much as it is about the individual projects themselves ... it's proving the worth of evidence-informed research and practice, whether the individual project has borne fruit or not.

NOA School Feedback - Evidence Based Practice Fund



47% of Headteachers said their decision making at SLT level was more evidence informed than a year ago.



52% of Headteachers said classroom practice was more evidence informed than a year ago.



Since we did [an EBPF] project we do a journal club for staff – they find an article, share, meet a week later and discuss – the idea came from a Research School leader, wonderful - it made us think about what we do in the classroom, budgeting, the EEF link to impact and cost. This has been the biggest impact for us because it changes the way you think.

NOA Headteacher Feedback- Research School



### Research Leads & Research Champions

In 2018, Norwich Research School (funded by NOA) ran an in-depth coaching programme - Enhanced Research Leads - in 10 Norwich primary schools. Leads undertook a self-audit from the Chartered College of Teaching (CCT), completed the three-day CPD training programme "Leading Learning", received termly visits from their coach and completed a whole school CPD implementation plan.

The CCT audit shows clear progression for 6 schools and for two of these schools, progress is cited as significant.

7 of the Leads have been appointed as Evidence Leaders in Education and are deployed to provide school to school support.

5 of the schools reported that they valued the use of research evidence highly enough to self fund the Research Lead role.

5 secondary schools took up a funded Research Champion project to facilitate the use of research evidence to improve classroom practice in order to secure excellent progress by students at all key stages, with a particular focus on the performance of disadvantaged children. Champions delivered whole school CPD to share learning and information from Norwich Research School sessions, led on updating schemes of work based on the most recent research, as well as using evidence from Learning Walks in school.



### 2022 and beyond. Where does this work continue?

- Impact from individual **Evidence Based Practice** Fund projects will continue to be shared within schools and inform future strategies.
- **Norwich Research School** will continue to encourage collaborative approaches to developing evidence based practice and strong implementation.
- Case studies for each project will be shared on the Opportunity Area **Online Learning Hub** to be widely accessed.

## Key Projects – Priority 2

### What A Difference A Day Makes

**In Norwich, attainment at Key Stage 4 was weaker than Norfolk and below the national average. Stakeholders told us that too many young people failed to secure a grade 4 or 5 in Maths and/or English GCSE, leading to high numbers needing to resit these subjects, where pass rates were poor, or meaning a delay to progression.**

Learning from Ipswich Opportunity Area, Norwich set up a Maths & English GCSE intervention programme for Year 11 students, taking those students at risk of not achieving a grade 4 to UEA at the weekends, offering them a change of scenery, pizza and the chance to experience different teachers and meet new friends.

In March and April 2019, **80** Year 11 pupils accessed funded Maths and English classes over a four week period.

The GCSE pass rate for this cohort in Summer 2019 (English 73%, Maths 60%) exceeded the pass rate for Norfolk as a whole, a significant outcome as the cohort comprised entirely of students at risk of not passing at a grade 4.

In Autumn 2019, **115** pupils took part in the second cohort, this time starting the GCSE prep earlier with Year 10 students. In Spring 2020, a third cohort of **68** pupils began but was disrupted by the pandemic.

“ These sessions are really helping our daughter, she came out on Saturday really positive and happy about her English. That means a lot, thank you.

WADADM Parent ”



### COVID-19 RESPONSE:

An adapted version of WADADM took place between July and September 2020. The programme focused on brushing up Maths & English skills, as well as sessions on study skills and wellbeing, delivered by mentors and NEACO HE coordinators, to prepare students for their post 16 destination. Students without access to appropriate IT equipment to be able to study were bought tablets and mentors provided wraparound support, encouraging students to attend.

### **35 students completed the Summer 2020 WADADM course.**

The retention rate of students who took part in the course and went onto FE was favourable given their starting points, circumstances and compared to other Level 2 cohorts. Young people told us that following the course they had greater confidence to study effectively and improved techniques for comprehension and writing tasks.

A further adapted version of WADADM took place in Autumn 2020 to support new Year 12 students who hadn't achieved the grade they needed in Maths or English with their GCSE resit exam, given the disruption to learning they experienced during Spring/Summer 2020.

### **17 students completed the course and 70% of them passed their Maths or English resit exam with at least the grade 4.**

“ Thank you so much I really enjoyed every bit of this. It helped me a lot thank you so much!!! I've really enjoyed myself and I had so so so much fun with mentors and people!! ”

WADADM Participant

### Teaching Assistant Apprenticeship Project

Schools in Norwich told us they struggle to recruit Teaching Assistants (TAs) and the quality of the training offer for TAs should be improved. There is an Apprenticeship training route but schools can face barriers in accessing this. Evidence tells us how important highly skilled TA support is to support vulnerable pupils to engage with learning.

NCC led a pilot project to recruit new and existing TAs onto the Apprenticeship pathway using Levy funding. Following a recruitment campaign, 10 apprentices started their training programme and got together for their first network meeting in July 2022.

Schools involved in the project aim for the project to improve the effectiveness of TA support in the classroom to support pupil's learning and wellbeing and to improve the confidence of their Teaching Assistant workforce with access to further development. Learning from the pilot approach to recruitment has fed into NCC strategies and a countywide TA talent pool has now been created.



### **2022 and beyond. Where does this work continue?**

- **WADADM has been adopted by the UEA** who delivered the project virtually for 2020-21 and have planned the offer into the continued work of the Outreach department.
- **Regular network meetings** for the TA apprentice group will continue for the duration of the apprenticeship (18 months) with access to resources via a shared Padlet.

## Key Projects – Priority 2

### Phonics Support & Resources

Phonics performance declined between 2018 – 2019 in Norwich, despite a static national picture. However, 3 schools in the NOA (all with significant levels of deprivation) showed a significant improvement in phonics performance, bringing the achievement of all pupils to above the national average, and significantly closing the gap between disadvantaged pupils and all pupils. These 3 schools all accessed funding for the Ruth Miskin “Read Write Inc” package.

Since then, NOA has funded Ruth Miskin “Read Write Inc” resources and CPD for another **11 primary schools**.

### Primary Literacy Project

In Spring 2021, feedback from schools and partners highlighted the importance of vocabulary development at Key Stage 1 & 2, heightened by the pandemic and identified gaps in reading, oracy and writing for some children.

**10** primary schools in Norwich took part in a training package during 2021-22, designed as a partnership offer with Norwich Research School, The English Hub, Education Endowment Foundation & Norfolk County Council. Schools accessed individual coaching sessions to discuss priorities within their own school and confirm future plans.

Schools have worked on unpicking current issues through pupil voice work, staff reflections and learning walks, improved benchmarking data and considered approaches across the whole school curriculum to improve vocabulary enrichment opportunities.

“ The programme so far has been very positive in helping us review and identify what we need to do next.

NOA Headteacher – Primary Literacy Project ”

### NOA School Leads

**Secondary schools fed back that capacity to engage with NOA funded projects was an issue, there were several projects that needed to be coordinated and closely monitored within schools, and to ensure that long term plans were in place for disadvantaged pupils, as well as focusing on short term outcomes. The majority of targets for the NOA programme required improvements at secondary phase.**

NOA School Leads were funded Assistant Principal positions in each of the secondary schools. In 2018-19 they provided capacity and leadership to improve academic and destination outcomes within their schools, audit pupil premium activity and progress, embed OA projects, work with the senior leadership team to address immediate challenges, and create a sustainable development plan to ensure disadvantage could be tackled as a priority.

In 2019-20 their focus was to secure strong implementation:

- Improve parental engagement and parent partnerships to improve attendance, reduce exclusions and raise achievement.
- Implement and oversee the use of a tracking system to identify, evaluate and maximise the impact of pupil premium interventions.
- Improve the fidelity of the knowledge-rich curriculum in Years 7&8.
- Develop and resource a staffing approach to facilitate inclusive education for those children with higher level needs.
- Address the teaching and learning cycle to target pupil premium high achieving students who are consistently not accessing marks available in extended writing questions in assessments across most subjects.
- Improve the effectiveness of the “Pupil Premium 1st” whole school strategy and plan by ensuring it is consistently applied to underpin all areas of school life.

Most of the School Leads played a key role in their school to respond to the needs of the pandemic and their students during Summer 2020.

**3 School Leads** have been appointed as Evidence Leaders in Education and are deployed to provide school to school support.

Secondary Headteachers agreed to organise SLT models to continue with a role covering the key elements of the School Lead role and encourage these staff to collaborate, beyond the NOA funded role.

“ Since being in an Opportunity Area I have noticed a buzz of excitement in the school as new ideas and strategies kick in. There is a growing awareness of the Norwich Opportunity Area and the real impact of disadvantage.

NOA School Lead, City of Norwich School ”

### Implementation Leads

In Spring 2021, schools told us that the plethora of short term “catch up” interventions expected could distract from longer term progress towards improving attainment outcomes for disadvantaged pupils who may have experienced a greater negative impact from the pandemic than their peers.

**16** schools (across primary and secondary phase) accessed funding, training and coaching support for an Implementation Lead – to further develop plans within school to focus on improving outcomes for disadvantaged pupils. One primary school fed back:

*“I truly believe [this project] has supported me in strengthening my practice, as well as changed my approach and way of thinking”.*

A consistent theme across some of the secondary schools was a focus on strategies to more actively get to know and understand all students, across all subjects and departments within the school.



### 2022 and beyond. Where does this work continue?

- Secondary schools will continue to have a **senior role with the responsibilities of the NOA School Lead** and will encourage this staff member to collaborate with other local schools.
- Schools can continue to access support with evidence based practice and strong implementation from the **Norwich Research School**.



# COVID-19: Priority 2 response

## Remote Teaching

Feedback from primary schools in October 2020 was that not all of them had a robust teaching strategy in place to ensure effective remote learning for all students. Reasons for this were complex and varied, a common issue reported by Headteachers was the lack of senior leadership capacity to attend to such a strategy and consider the evidence base.

Primary schools were invited to identify a Remote Teaching Champion within their school. Champions accessed a community of practice, implementation training, technical support and explored the evidence base to ensure a high quality remote teaching offer.

13 schools took part and 100% of Champions involved fed back:

- They were empowered to lead their schools' Remote Teaching Strategy and can point to a specific change they led on which improved their schools' remote teaching provision.
- That sharing problems via the network was useful.
- That their strategy helped improve approaches to engaging with parents and pupils who struggle to engage with learning.

The January 2021 national lockdown meant the project needed adapting but was well placed to respond to need as 11/13 schools had developed and started to implement a robust plan to improve the quality of their remote curricular provision before the Christmas break.

“ It's been really good to check in with others and get ideas for how to improve different areas of remote learning. It has been good to dedicate time to this specific project. It has also been good to be told about new initiatives and deadlines for applying for things or when policies etc. must be on website.

School Feedback - Remote Teaching Champions ”

## Additional tutoring – Summer & Autumn 2020

NOA funded additional tutoring for students in primary and secondary schools during Summer Term 2020 given the disruption to learning. **820 students were supported – mainly at Key Stage 4.**

This continued for the Autumn Term 2020, in advance of the full roll out of the National Tutoring Programme. This was a mix of external providers, tutoring set up in-house by schools as well as use of NQTs from UEA who hadn't yet secured a teaching placement.

**An additional 500 students were support in the Autumn Term.**

Across all models of tutoring, schools fed back that subject progress was higher than anticipated and that attitudes to learning and confidence had improved for pupils who had accessed tutoring.



13 projects supported over **3,000** students to access a huge range of reading activities.



## Reading campaign

Schools identified that approaches to encourage reading would be particularly valuable for children of all ages in response to the pandemic. Schools worked together, with support from NOA & Norfolk Libraries, to design individual and joint projects: Author visits, Manga, reading breakfasts, dual language/EAL reading support, storytelling and theatre led sessions and approaches to improve curriculum links.

**40+** pupils joined their local library as a result of the project.

**13** different projects were funded via NOA during Summer 2020 which reached **3,000** pupils across primary and secondary phase.

The Joint Manga project across 6 secondary schools included a whole day of guest speakers, artists and online workshops with **1,045 students taking part**. Students had a renewed interest in reading this genre and library stock was increased.

## Headteacher coaching

NOA offered funded professional coaching for Headteachers in Autumn 2020, to support senior leaders to manage the challenges faced through the pandemic. **17 primary schools and settings** accessed coaching in the form of a series of 6 individual sessions with an established and high-quality local provider.

**7 of the schools valued this support so much they have continued with this offer for 2021-22 through their own school finances.**

All participants completed their sessions and 100% of them fed back:

- This support was valuable to them as a leader
- The coaching increased their personal insights into how they were managing others
- They had developed specific strategies from their coaching sessions to good effect
- They felt more confident managing their schools' complex business environment and staff and addressing the issues they were facing.
- They implemented improved strategies to build their own professional wellbeing and resilience.

“ The coaching was incredibly well timed and did not fail to meet and exceed my expectations.

Coaching has been a really valuable experience ... I have found the focus on specific issues and action steps to improve my approach or attitude towards a 'problem' very motivating.

School Feedback – Headteacher Coaching ”



**2022 and beyond. Where does this work continue?**

- Covid-19 response projects will all be shared on the **OA online learning hub** with case studies from some of the schools involved.
- **Additional tutoring** continues via the National Tutoring Programme.
- The majority of **reading projects will continue within schools** using the resources funded by NOA and shared ideas with other schools.
- Headteacher Coaching will continue within some individual schools and learning has been shared with NCC who **support Norfolk Headteacher wellbeing** via the HeadsUp4HTs programme. 17

## What's Changed – Priority 2

### Target for 2020/21

By 2021, attainment at key stage 2 and key stage 4 will be in the top half of all local authority districts in England.



*No data available for 2020 or 2021 due to the pandemic.*

Based on 2019 data, Key Stage 2 performance had improved in Norwich by 2% (from 59% in 2018 to 61% in 2019), while performance nationally remained static at 65%. Key Stage 4 attainment had improved from 2018 to 2019, getting closer to the national figure but remaining well below the top half of LADs.

### Target for 2020/21

By 2021, 50% of nineteen year olds will be qualified to level three.



*No data available for 2020 or 2021 due to the pandemic.*

Data hadn't significantly changed for Norwich in 2019 with 48.3% of 19 year olds qualified to Level 3. This remains below the target and below the averages for Norfolk (50.5%) and England (56.9%) in 2019.

### Target for 2020/21

By 2021, the gap between the attainment of disadvantaged pupils and all pupils will be half what it was in September 2017.



*No data available for 2020 or 2021 due to the pandemic.*

The gap between the attainment of disadvantaged pupils and all pupils in Norwich had reduced slightly between 2018 and 2019 (13.5% to 12.4%) but remained stubbornly high at Key Stage 2.

At Key Stage 4, the gap in Norwich was widening, based on 2019 data with a 10.6% difference in attainment between disadvantaged pupils and all pupils, from a baseline of 9.6% in 2017.

## Understanding Impact ...



While it is impossible to draw any conclusions about attainment data at this stage, some projects across both primary and secondary schools saw improved outcomes for the schools involved and the cohort targeted.

**The What A Difference A Day Makes** Maths & English GCSE intervention programme saw students on track to not achieve a grade 4 exceed the pass rate for Norfolk as a whole in Summer 2019 with a pass rate of English 73% & Maths 60% for this cohort.

The adapted version of the **WADADM** programme during Summer 2020 had a strong retention rate for Year 11 students who participated in the course and went onto FE, when compared to other Level 2 cohorts and students in a similar context.

**Some Evidence Based Practice** projects saw a positive impact for the planned target group, for example, **Exam Reader Pens** used in one secondary school to improve GCSE attainment for EAL and SEND students and those with low reading ages saw a difference of nearly 1 grade between the pilot group and the control group in their mock GCSE exams. This experience, alongside previous research, concludes that this tool can support students to achieve a real increase in their results.

Other **Evidence Based Practice** projects reported success within their individual school context and cohort, but the specific nature of the research limits how replicable their approach may be for other schools. For example, one secondary school showed a positive impact on the lexical density in the writing of Year 7 pupils, one primary school reported clear improvements in children's ability to manage their feelings and behaviours in the classroom, another primary school reported clear improvements in children's oracy and articulation when using specific and technical language.

### FURTHER EVALUATION:

The **Evidence Based Practice Fund** project was externally evaluated by the University of Cambridge: <https://www.mdpi.com/2227-7102/12/5/353>



### Evidence Based Practice

- Impact from individual **Evidence Based Practice** Fund projects will continue to be shared within schools and inform future strategies.  
<https://sharingbigideas.co.uk/big-idea/evidence-based-practice/>
- **Norwich Research School** will continue to encourage collaborative approaches to developing evidence based practice and strong implementation. To find out about the **Norwich Research Leads Network #NorRel**: [research@ndhs.org.uk](mailto:research@ndhs.org.uk)
- Information about all projects (inc. the Covid-19 response work) will be shared on the **OA online learning hub**, with case studies from some of the schools involved. <https://sharingbigideas.co.uk/>
- Secondary schools will continue to have a **senior role with the responsibilities of the NOA School Lead** and will encourage this staff member to collaborate with other local schools.
- **Implementation Leads** will continue to support their school's approach to evidence based practice and strong implementation and will be encouraged to share their learning with other schools.
- **Additional tutoring** continues via the National Tutoring Programme.  
<https://nationaltutoring.org.uk/>
- The majority of **reading projects will continue within schools** using the resources funded by NOA and shared ideas with other schools.  
<https://sharingbigideas.co.uk/>

### Attainment Projects & Support

- **WADADM has been adopted by the UEA** who delivered the project virtually for 2020-21 and have planned the offer into the continued work of the Outreach department as part of the Make It Count programme.  
<https://www.uea.ac.uk/study/information-for/teachers/services-for-schools/year-6-11/on-campus/make-it-count>
- **TA Apprentices** will continue to participate in regular network meetings throughout their apprenticeship (18 months) with access to resources via a shared Padlet. Intel from the network 'focus group' will enable the development of additional TA apprenticeships (e.g. SEND specific and/or HLTA qualifications).
- Learning from the **pilot recruitment approach** has fed into NCC strategies and a countywide TA talent pool has now been created, any school can email [educationjobfinder@norfolk.gov.uk](mailto:educationjobfinder@norfolk.gov.uk) to request a search.  
<https://www.educationjobfinder.org.uk/vfjobs/teaching-assistant-talent-pool/>
- LA maintained schools and academies can continue to support existing TAs to access **further training via an Apprenticeship using the apprenticeship levy**.
- Headteacher Coaching will continue within some individual schools and learning has been shared with NCC who support Norfolk Headteacher wellbeing via the **HeadsUp4HTs wellbeing** programme. More info: [k.savage@educatenorfolk.co.uk](mailto:k.savage@educatenorfolk.co.uk)
- Headteachers can also access a free 1:1 coaching and network support groups via HeadsUp4HTs: <https://www.headsup4hts.co.uk/>

## Priority 3: Inclusion



## Key Projects – Priority 3

### The Norwich Inclusion Charter

**In Norwich, rates of pupils facing permanent and fixed term exclusion were too high. Schools fed back that they could struggle to access the required support or provision their pupils needed to succeed.**

Primary and secondary schools across Norwich worked together to develop the Norwich Inclusion Charter and committed to a set of 10 principles, aiming to ensure pupils at risk of exclusion are supported.

**98% of schools in Norwich have committed to the Charter.**

In Spring 2020, the Charter was refined to 5 principles to reflect the outcomes achieved so far and to incorporate a framework for greater accountability and model for peer challenge and support.

Schools have accessed a significant package of funding and support through the Inclusion Charter to test and evaluate approaches to improve inclusion within their schools.



We have seen consistently declining FEX and PEX. This has resulted from our use of the Pivotal approach and a “repair” culture, the introduction of a funded SEMH mentor, and the increased use of external agencies such as the Benjamin Foundation. Collaboration between schools to avoid fixed-term exclusions also made a key difference.

Norwich Headteacher



Headteachers fed back that schools should be both challenged and supported to meet the principles of the Charter. A Primary School Headteacher fed back:

*“Just after we signed [the Charter] I did permanently exclude a pupil and as part of the process the LA reminded us that we were in the Charter – I thought this was a good challenge”.*

**27** school governors received training on inclusive practice and supporting schools to reduce permanent exclusions.



We are working together to support each other and to reduce the number of fixed and permanent exclusions in Norwich. There has been a change in ethos in our academy as we have gained access to managed moves, the use of alternative provision and the opportunity to network, collaborate and the chance to start to rebuild professional dialogue with different schools and Trusts across the city.

Inclusion Champion - Open Academy



### Inclusion Champions

All schools who signed up to the Charter nominated an Inclusion Champion to lead on this work. Champions at primary and secondary phase met together regularly to discuss the offer of alternative provision, managed moves and work together to support each other to reduce the number of exclusions in Norwich.

Schools fed back that:

- Bringing schools together who didn't previously work closely together, especially in the secondary sector, led to open and honest conversations in relation to exclusions.
- Primary schools highly value external guest speakers sharing good practice and signposting to further information and support.
- They welcome the opportunity to talk about “tricky” cases in group situations and hearing advice from colleagues in the room.
- Sharing ideas for consideration and further development is useful.

Champions hosted meetings at their schools to share good practice on their approaches. The Inclusion Champion meetings were used to identify needs across the Norwich schools, to further develop the Charter and to plan future projects and funding opportunities together.

Meetings also reviewed school engagement with projects and discussed how support could be adapted to best meet need, or if different approaches were required.



### 2022 and beyond. Where does this work continue?

- **NOA schools** will continue to use the Charter as a set of principles for Norwich.
- Named **Inclusion Champions from schools** are keen to continue to meet regularly together to collaborate.
- Schools can access peer support from the **Norfolk Schools Mental Health and Wellbeing network**.
- Schools can access ongoing support with positive behaviours and inclusion provision via the **Norfolk STEPS Network**.

## Key Projects – Priority 3

### Intervention Fund

Initial feedback from primary schools in 2018 identified some urgent needs to support students at risk of exclusion, where an intervention was likely to prevent a permanent exclusion in the short term. This was agreed as a short term fund, to support pupils whilst Primary Inclusion Champions commissioned suitable longer term support projects. **At least 28 at risk pupils accessed this support during 2018.**

### Inclusive Culture

Schools were offered funded inclusive culture programmes to support them with training to meet the principles of the Inclusion Charter. **32 schools** accessed this support from a range of providers: Pivotal, Achievement for All, Thrive, Commando Joes & Nurture UK.

School feedback for those involved reports that staff felt more confident in managing behaviour and using more restorative and nurturing strategies to manage classes and individual pupils, and to engage pupils in a more self-reflective and supportive way.

**13,202** Norwich pupils benefitted from their school undertaking Inclusive Culture Training.

Feedback about the Thrive approach from The Free School described how the school had been looking for something that would meet the emotional and social needs of their children and Thrive was perfect.

“The training made me more confident when speaking with and supporting parents with their children’s emotional and social issues. It has provided me with strategies for helping children with their emotional and social development and it has encouraged me to develop my knowledge further of elements affecting children’s social and emotional development, polyvagal theory and trauma”.

All staff are more readily recognising children who have gaps in their development who can now be supported by a Thrive practitioner.

### Enhanced Primary Inclusion Champions (EPIC’s)

**Exclusion rates in some primary schools remained at a concerning level. Some schools fed back that they had little capacity for a staff member to dedicate enough time to develop and implement Inclusion plans in their school.**

**12** primary schools successfully applied for funding for a named member of staff to take up the EPIC role, who worked alongside SLT. EPICs had support from the research school on using research evidence, implementation and evaluation.

The EPIC project ran for 2019/20 and 2020-21 and the role included:

- Development of an Action Plan specifically for this school.
- Dedicated additional time to support children and families at risk of exclusion, working with external agencies where valuable.
- Reviewing the school’s behaviour policy, in consultation with the school community, to increase consistency for pupils.
- Developing more joined up ways of thinking and working together.
- Working backwards to look at earlier interventions.

Some schools struggled to engage with the project and meetings given pressures in schools and higher safeguarding demands, particularly during 2020-21 academic year.



The EPIC project, which was specifically designed to give time for focusing on inclusion, is valuable because of its flexibility; within the broad parameters of the Inclusion Charter, I was able to grow my own understanding of what really matters to our school. Even when we were subsequently thrown into unknown territory, having that focus ensured we continued to support our school in the right ways.

Assistant Head Teacher, Magdalen Gates Primary School



### Inclusion Grant Funds

The School Inclusion Fund was offered to schools and colleges that signed up to the Norwich Inclusion Charter to enable them to support children at risk of exclusion, and their families. The fund was used by **13** NOA schools to implement and trial a range of bespoke projects, many of these projects have since been further developed and extended for other Norwich schools to access and to learn from.

**ELSA training and supervision for KS2 staff at 2 schools** reported improvements in emotional awareness, self esteem and anger management and a reduction in behaviour incidents for children receiving ELSA support and in exclusion rates across the school.

**Creation of a Norwich Thrive Hub** at Wensum & Nelson schools included whole staff CPD, a Train the Trainer approach and resources. School report the Thrive approach is now in place in every class and specific planning and intervention is in place for children using Thrive assessment profiling. *“Positive scripts using the Thrive approach language are now heard throughout the school”.*

**Parent engagement** courses reported that parent self-esteem had increased, enabling parents to feel confident to attend further sessions as well as being more likely to ask for further support when needed. Parents fed back that they developed improved support networks.



### 2022 and beyond. Where does this work continue?

- The impact of **Inclusive Culture** staff training packages will continue to support evidence based approaches – a list of staff or schools who can offer training and expertise will be shared.
- Inclusion Grant Fund projects will be shared on the **OA online learning hub** with case studies from the schools involved.
- Many **EPICs** will continue to act as the Inclusion Champion for their school and their work on policies and approaches within their school development plan will continue.

## Key Projects – Priority 3

### Emotional Literacy Support Assistants (ELSAs)

Schools told us that many pupils were missing out on learning through fixed term and internal exclusions or persistent absence or school refusal. This included a high number of pupils with Social, Emotional and Mental Health needs. Access to external therapeutic support could be a challenge.

NOA provided funded Emotional Literacy Support Assistant (ELSA) training for Teaching Assistants in primary and secondary schools. ELSAs tend to work 1:1 with identified pupils and their training covers social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem and counselling skills such as solution focus and friendship.

**133** ELSAs have now been trained across primary and secondary schools in Norwich, predominantly Teaching Assistants. School feedback demonstrates; improvements in attendance, reduced behavioural incidents and improved social, emotional and mental health for those pupils supported.

The project was set up before the pandemic and has continued to expand - schools have fed back that trained ELSAs have been an exceptionally valuable resource to have in school as an ever-increasing number of children, of all ages, demonstrate SEMH challenges.

From school data returns we estimate ELSAs in Norwich are supporting **665** pupils each term.



#### Who has NOA funded ELSAs?

- 50% of primary schools
- 75% of secondary schools
- 2 specialist provision settings
- 2 special schools



Training has given members of staff the skills and confidence to support children with a wide range of difficulties, for example; bereavement, family break up, anger and anxiety management. NOA funding has given us the opportunity to up-skill and develop key staff in order to create a sustainable programme in school. We have already seen the impact in terms of our provision and our school culture, but also, more significantly, the impact on individual children who have participated in ELSA sessions.

SENCO, Mile Cross Primary School

**100%** of NOA secondary schools & **63%** of primary schools use the Benjamin Foundation support offer

She has loved her 1:1 sessions and is a lot happier at school and home.

Thank you for all your help. Things are better at home and we don't have massive long explosions anymore thanks to the Nurtured Heart techniques.

Parent Feedback – Benjamin Foundation Support

### The Benjamin Foundation – Family Support Project

Schools fed back that rates of persistent disruptive behaviour were high and that support was needed for children who found the school environment and expectations challenging. This support was requested both for pupils and their families, aiming to improve home/school relationships where they had broken down.

NOA funded the Benjamin Foundation to support pupils who were identified as at risk of exclusion, and their families. Between May 2019 and March 2020, **178 pupils** and their families were referred for support from across 30 schools. For most families support continued for at least a term.

**78%** of cases were closed with a successful outcome, some families chose not to engage with the support and a few moved out of area. Only 2 pupils supported by the programme went on to be permanently excluded (1%). 50 parents chose to also take part in the Nurtured Heart Approach Parenting course.

The project was paused twice due to the pandemic (with a remote offer available) but was fully re-established in March 2021. Since then, another **166 families** have been referred for support by schools.

The majority of referrals have supported primary age students but school feedback has been overwhelmingly positive from all schools: "Benjamin Foundation have been amazing ... we've had very positive results from them" (NOA Secondary School - Head of Year).



#### 2022 and beyond. Where does this work continue?

- **Trained ELSAs** will continue to support pupils within their school – ELSAs will need to access funded professional supervision.
- **Secondary ELSAs** will be supported by the **Norwich ELSA Network** led by City Academy Norwich and **Primary ELSAs** can access network meetings facilitated by EPSS.
- Schools can access the **NCC PATHS CPD network** to access support with social and emotional learning.
- The impact of the **Family Support Project** will be shared widely with schools and NCC to inform future planning.

## Key Projects – Priority 3

### Off-site Alternative Provision

During 2019, schools could access funded 6-week programmes for pupils identified as at risk of exclusion. External organisations offered 1 day a week away from school, working closely with pupils to address behaviour challenges before and after the intervention.

**296** pupils accessed Alternative Provision - **84** primary pupils and **212** secondary pupils.

Many of the primary interventions were reported to be successful with staff seeing a marked improvement in behaviours of children when back in school. Providers fed back impact for those pupils involved:

- Fewer behaviour issues
- More rewards for good work in school and more meaningful engagement in school lessons
- More engagement and improved relationships with peers and teaching staff
- Greater understanding of communication
- Improved attendance levels

Primary schools fed back that their pupils were excited by the programme and reported improved engagement and for some a reduced risk of exclusion by breaking up the week.



I think this project has been really good for X as she was becoming very negative and disengaged with school. The project has enabled her to develop her confidence and give her a sense of achievement ... building up positive influences outside of school is so important and clearly has a positive effect on her.

School Feedback – Engagement Provision



### Internal Alternative Provision – Primary Schools

In June 2020, schools were invited to further develop approaches to in-house Alternative Provision, designed to support pupils who are at risk of exclusion, within their home school setting and community.

At primary phase, 4 new projects were agreed to begin in Autumn 2020 across 7 schools. Forest School and Bushcraft provision established in 2020 across 5 schools has seen successful outcomes.

School feedback includes:

- *For children who struggle to focus in class, the children have commented on how much they enjoy sessions.*
- *Self-directed learning and learning behaviours have improved.*
- *Confidence and self-esteem are unmistakably higher.*
- *Some children have been prevented from a Fixed Term Exclusion by using the Nurture Nook as a calming positive environment.*
- *Improved attendance for participating pupils – children are excited to come to school on Forest School days and their enjoyment is clearly evident.*



A further **8** Alternative Provision projects were agreed in Summer 2021 for primary schools. Some of these are up and running but others have been disrupted by the pandemic.

Forest School provision has been the most popular approach at primary phase, with some schools setting up new offers, or significantly enhancing their existing provision.



A genuinely positive aspect across the intervention cohort is that the children are far more aware of when they become dysregulated, at foreseeing issues in the day ahead, planning to avoid problems, and more able to seek support to regulate than prior to the intervention.

School Feedback – Self Regulation Project



### Zones of Regulation

One primary school introduced the Zones of Regulation curriculum, alongside existing approaches within the school. This is designed to help some children understand and recognise their emotions and develop strategies to help them to self regulate.

A set of lessons run with a small group is followed by setting up “regulation stations” across the school. These stations can include sensory games, mini-trampolines or similar tools. Staff will check in in times of need and reinforce or re-teach regulation strategies. The school have also shared techniques with families on a 1:1 basis.

Based on subjective measures and staff feedback so far, the cohort display a reduction in risky and disruptive behaviours in school.



### 2022 and beyond. Where does this work continue?

- Schools will continue to share their experiences of implementing new **approaches to in-house Alternative Provision** and this will be added to the **OA online learning hub**.
- Senior Advisers from the **NCC Inclusion & Opportunity Service** have full awareness of the development of Alternative Provision and continue to offer support with the quality of provision and aim to feed this learning into countywide plans.
- **Funded self regulation** resources and guidance (written by schools) has been offered across all NOA schools.



## Key Projects – Priority 3

### Internal Alternative Provision – Secondary Schools

At secondary phase, projects at City Academy Norwich and Hewett Academy were set up in June 2020 and are now fully established and the learning has been shared widely with others.

**City Academy Norwich (CAN)** created a sensory therapeutic support centre with interventions delivered by existing teachers, as well as offering ASDAN courses to suitable students and helping them to map future pathways. Students who were at risk of permanent exclusion have been maintained within the mainstream school.

Attendance for students accessing the provision has improved, their ability to regulate over the school day has increased, which has had a positive effect on their behaviour, and students are receiving fewer fixed term exclusions and academic progress has improved.

**Hewett Academy** launched a Year 9 Accelerated Learning Unit, using the Human Toolbox approach, Zones of Regulation language, ELSA training and support from ADHD Norfolk. Students were supported to regulate their behaviour and improve how they felt about school.

There were no permanent exclusions for the group, fixed term exclusions reduced, and attendance and student confidence significantly improved. All students made good progress in reading as well as being more willing to take part in learning.

In addition, further Alternative Provision projects at secondary phase were agreed in Summer 2021 at City of Norwich School and Sewell Park Academy which have been fully established during 2021/22. Full information about these projects will also be shared widely.

Secondary school approaches have varied but similarities between schools include a focus on therapeutic approaches, trauma informed training for staff, self-regulation approaches and focused support with Maths and English for students who would benefit from this.



I have supported students with lessons where it has been a lesson they have not attended for a long period and struggle to go this lesson. This has helped them get confidence to attend again and be able to do this without additional help ... e.g. a student who had not been to a graphics lesson for a very long time. I went to this lesson with her ... her teacher said that's the best she has ever seen that student and it was great seeing her attend the lesson and try hard. Her work was of a strong standard and she just needed to break the barrier of being scared to go.

Engagement Coach Feedback



### Online SEND & SEMH CPD offer

In Autumn 2021, schools fed back that they were seeing a significantly increased need for social, emotional and mental health and wellbeing support for their pupils, as well as increased SEND needs across a greater number of pupils.

NCC led a pilot project to develop a new flexible e-learning offer with bite sized units designed to support teacher's understanding of SEND and SEMH and offer solutions for practical classroom support.

**106** teachers signed up to take part during Spring & Summer and were enrolled to access the e-learning modules. 70% of participants completed the majority of the training by the end of the Spring term.



### Engagement Coaches

In Spring 2021, secondary schools shared significant concerns about the mental health and wellbeing needs of their pupils and gaps in learning. It was also recognised that staff would welcome additional training in effective approaches to learning behaviours.

6 Engagement Coaches were recruited to work with Year 9 & 10 students to provide coaching support. Coaches have worked with over 200 pupils during Spring & Summer Terms (ranging from 20-40 per Coach). Given the length of time of this support and the complex barriers to learning faced by many pupils, as well as wider interventions this group receive in school, significant improvements to attendance, behaviour and achievement cannot be clearly evidenced.

Anecdotal feedback from Coaches clearly identifies examples where this support has had a positive impact. Coaches describe how pupils have responded positively to 1:1 support, many seem to have improved wellbeing, engagement with learning is higher and students exhibit less in-school truancy. Attendance for some students who have been supported has improved but not consistently across the cohort.

Each Coach, alongside their manager in school, created an implementation plan with suggested changes to school systems to better support pupils, based on the understanding they have from this role and from sharing their approaches with other schools.



### 2022 and beyond. Where does this work continue?

- Schools will continue to share their experiences of implementing new **approaches to in-house Alternative Provision** and this will be added to the **OA online learning hub**.
- Senior Advisers from the **NCC Inclusion & Opportunity Service** have full awareness of the development of Alternative Provision and continue to offer support with the quality of provision and aim to feed this learning into countywide plans.
- Learning from the **Engagement Coach** project will be shared with secondary schools to inform future school planning.

## COVID-19: Priority 3 response

Inclusion Champions continued to meet half termly throughout the pandemic to discuss current challenges and potential for solutions. The focus of meetings included Social, Emotional and Mental Health needs of young people as well as patterns of need across schools where pupils struggled with attendance and behavioural challenges.

NOA created a new funding offer for Mental Health & Wellbeing projects, with a strong focus on staff CPD. The majority of the projects were set up for primary schools and included mental health first aid training, staff coaching, counselling for staff and students as well as art, animal and play therapies.

36 projects were funded to support Mental Health & Wellbeing.

### Supporting pupil wellbeing

**Play Therapy sessions** for identified pupils are reported to have had an impact at a child level as well as improving the schools' understanding of how to support children with social, emotional and mental health needs. 6 schools used funding to set up new Lego therapy support and resources with staff CPD.

**Drawing & Talking Therapy training** was funded for 4 schools, across both primary and secondary. At secondary phase, one school used the training to provide short term therapy to support their most vulnerable students, providing a person-centred, non-directive therapeutic intervention, allowing pupils to safely process their trauma.

*"Students who have completed the intervention have flourished – students have progressed by over 10% on average in their emotional literacy scores".*

**Pupil counselling sessions** around emotional wellbeing supported the children involved to improve their self-esteem and resilience. Class teachers reported that after the sessions, children were seen using alternate strategies for dealing with anger and children were more able to talk about their feelings and to recognise these and ways to manage them.

### Supporting staff wellbeing

**Mental Health First Aid** courses were funded for staff across 10 Norwich schools, as well as Advanced Level training for senior leaders. One school fed back: *"The training is raising the profile of mental health across the schools in the Trust, and another tool we have to ensure staff resilience at this difficult time. Delegates report that they have found the course incredibly beneficial".*

5 schools used funding to offer staff additional hours of professional supervision. One primary school accessed YMCA funding for **individual staff counselling** and support with the development of peer supervision sessions as well as mental health first aid training for pastoral staff. School feedback reports that:

- Staff feel happier in the workplace and feel that they are valued
- Anxiety about Covid in school is reduced
- 100% of respondents felt they could talk to someone in school if they were having difficulty
- The majority of respondents say they use the skills they learnt in training to impact their time in work

One secondary school also accessed funded **staff wellbeing counselling sessions** for individual staff and for small groups. All staff involved have remained in, or returned to school, leading to an improvement in staff attendance with a direct positive impact on students. This has been particularly valued by the pastoral and inclusion team within school. Some staff have arranged sessions with their team to 'roll out' some of the techniques they had learned.



During the period of play therapy, his presentation within and outside sessions improved remarkably. He was less anxious, more willing to come to school, less challenging at home. He is much more settled and has a much larger repertoire of strategies to use when heightened.

School Feedback – Play Therapy



Animal therapies have been well received by pupils and staff, as part of wider projects at two primary and two secondary schools in Norwich. NOA funding has supported with the costs of training therapy dogs and animal therapy CPD for school staff.



### 2022 and beyond. Where does this work continue?

- Projects will be shared on the **OA online learning hub** with case studies from the schools involved.
- Schools can access the **Norfolk Schools Mental Health & Wellbeing** network for collaboration, sharing good practice and links to support.

## Priority 3: Transition

# Goblin Market

LO: To understand the effects of writers' language choices.

With a partner try to use another devices and write a PEE paragraph of your own

### REMEMBER:

Point – your answer to the question/what you think.

Evidence – a quote from the text

Explain – show why you think the quote proves your point.

## Year 6-7 Transition

NOA worked with schools to collate examples of current transition practice across schools within Norwich, aiming to further encourage collaborative work and for schools to visit and observe each others' practice. These meetings led to the development of the Transition projects designed, responding to the ideas and needs from schools.

### Curriculum Bridging

**Primary schools shared feedback that there is a lack of academic rigour and continuity between the Year 6 and Year 7 curriculum. Some young people find the move between different phases of education a struggle and can experience a dip in attainment as well as struggle with the new environment.**

A group of primary and secondary school teachers worked to create an English bridged curriculum project which could be used as a set of resources that link Year 6 work to the work children do when they move up to Year 7. NOA provided professionally designed resources and video recordings by actors to support the lesson plans and reading.

7 schools participated in the Curriculum Bridging project in summer 2020 + 2021

Resources from the Curriculum Bridging project have had **2,843** downloads!

The [Curriculum Bridging] resources provided by Norwich Opportunity Area were excellent - very comprehensive with a good range of reading material for our students. Teachers and students have responded really positively to it.

Head of English, Thorpe St Andrew School

### Admissions Events for Year 6 students and parents

Primary school parents in Norwich fed back that they felt they didn't have enough information about local secondary schools before they had to start the admissions process. NOA planned a collaborative event to inform pupils and their parents about school options and to hear more from the NCC Admissions Team.

**77** families attended the Autumn 2019 events and **143** families attended the events in Autumn 2021.

**73%** of parents said the event helped them feel more confident about how best to support their child with moving to high school and **82%** said they felt better informed about their child's transition to secondary school.

### Common Transfer Document

**NOA secondary schools receive students from multiple settings and need detailed student information to plan for their new Year 7 intake. Primary schools fed back that they were asked for different formats of information from each school and didn't feel the information was always well used to best support students as some of their ex-pupils struggled to settle in Year 7.**

NOA worked with primary and secondary school teachers to create one document that all schools could use that would improve the process but, importantly, would also improve the experience of transition for students with better transfer of information.

**7** secondary schools used the document in 2020 + 2021. The Document has been downloaded **250** times.

Feedback from schools who used the document was positive. Some schools said it meant they were able to share more information with their teachers about incoming Year 7 students to prepare in advance of September. Information was useful for teachers to help children settle into learning.



### Transition – Supporting pupils moving from Year 6 to 7

The pandemic made transition visits for Year 6 pupils impossible in Summer 2020. NOA worked with secondary schools and a local design agency to create a set of booklets for new Year 7 students to welcome and inform them before arriving at their new high school.

**5** secondary schools created the booklets in summer 2020 which were posted to **820** students in Norwich.

**7** schools took part in the extended project in summer 2021.

NOA also worked with UEA to create and distribute a Transition Activity Booklet to all Year 6 students in Summer 2020, to be completed at home. **1,300** booklets were distributed.



### 2022 and beyond. Where does this work continue?

- The **Curriculum Bridging resources** will remain online and available for any schools to use in the future.
- The **Common Transfer Document** has been widely shared and will be available online. Further developments of the tool are planned within the Norfolk Learning Board workstrand.
- **Transition resources** for schools and parents will continue to be used but will need updating over time.

## What's Changed – Priority 3

### Target for 2020/21

In 2020/21, the rate of fixed term and permanent exclusions will have reduced by two thirds from the rate in 2016/17



Based on DFE data for permanent exclusions, the number of pupils PEX in Norwich reduced by 45% between 2016/17 (61 pupils) and 2017/18 (33 pupils). This reduced level saw a slight increase in 2018/19 (36 pupils) and then reduced for 2019/20 (to 24 pupils) but data was significantly disrupted for Summer 2020 due to the pandemic.

The number of permanent exclusions in Norwich remained high in 2018/19 in comparison to other districts in Norfolk.

The rate of PEX reflects the same picture – Norwich has seen a reduction (65% between 2016/17 and 2017/18) with a continued year on year reduction since. PEX rates for Norwich (0.11) sit above the average rate for Norfolk and the national average (0.06) for 2019/20. Locally held data also shows a year on year reducing PEX rate for Norwich from 2016/17 up to the pandemic.

### Year 6-7 Transition

This workstrand followed the wider exclusions target but specifically aimed to reduce exclusion rates for Year 7 pupils as they start in a new learning environment. Given the small numbers of pupils this equates to (fewer than 6 pupils in Year 7 are PEX in any year since 2016) it wouldn't be possible to draw any conclusions about the impact of the NOA Transition work from the available data about children who are excluded.

## Understanding Impact ...



Schools in NOA participated in a monitoring survey to capture local data relating to the aspirations and wellbeing of children and young people. Schools were surveyed in 2018, twice in 2020, Autumn 2021 and Spring 2022. Over 12,000 questionnaires were returned from children and young people across 21 schools. Headlines include:

- Older secondary pupils think Covid-19 and lockdown has had a detrimental impact on their examination prospects, wellbeing has declined but not at a significant rate.
- Perceptions of school seem better in 2020 & 2021, particularly for primary phase.
- Wellbeing scores for primary age pupils significantly declined for 2021 and in 2020 & 2021 pupils were more likely to respond that they have a large number of worries.
- There are a great many significant differences in the Autumn 2021 survey findings between secondary age pupils receiving Free School Meals and their peers, across pupil resilience, lifestyle habits and attitudes to school.

### FAMILY SUPPORT

Additional data analysis collected from schools during 2021-22, provides additional insight into the impact of the Benjamin Foundation support offer. Following the family support offer for pupils identified as at risk of exclusion:

- Average attendance increased
- Children who have more than one Fixed Term Exclusion in the previous term saw a reduction by at least 50% in Fixed Term Exclusion rates after support.

### FURTHER EVALUATION:

The **Norwich Inclusion Charter** project was externally evaluated by York Consulting: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1078601/Norwich\\_Inclusion\\_Charter\\_project\\_evaluation.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1078601/Norwich_Inclusion_Charter_project_evaluation.pdf)

The **Year 6 – 7 Transition & Engagement Coach Projects** are being externally evaluated by Anglia Ruskin University and final reports will be published in the Autumn Term and made available on the NOA website.



### Norwich Inclusion Charter

- **NOA schools** will continue to use the Charter as a set of principles for Norwich. The principles have been used by NCC to influence the development of the Norfolk IPSEF tool. <https://sharingbigideas.co.uk/big-idea/norwich-inclusion-charter/>
- Named **Inclusion Champions from schools** are keen to continue to meet regularly together as a group of schools to collaborate.
- Many **Enhanced Primary Inclusion Champions** (EPICs) will continue to act as the Inclusion Champion for their school and their work on inclusive policies and approaches within their school development plan will continue. <https://sharingbigideas.co.uk/big-idea/enhanced-primary-inclusion-champions-epics/>
- Schools can access peer support and sharing of practice from the **Norfolk Schools Mental Health and Wellbeing network**. Led by NCC Inclusion & SEND team: [inclusionandsend@norfolk.gov.uk](mailto:inclusionandsend@norfolk.gov.uk)
- Schools can access ongoing support with positive behaviours and inclusion provision via the **Norfolk STEPS Network** (training, guidance and network sessions), Led by NCC Inclusion & SEND team: [inclusionandsend@norfolk.gov.uk](mailto:inclusionandsend@norfolk.gov.uk)
- **Trained ELSAs** will continue to support pupils within their school – ELSAs will need to access funded professional supervision. <https://sharingbigideas.co.uk/big-idea/emotional-literacy-support-assistants-elsas/>
- **ELSAs** in secondary schools will be supported by the **Norwich ELSA Network** led by City Academy Norwich. **Primary ELSAs** can access network meetings facilitated by EPSS during Autumn Term 2022 – for more info: [norwichopportunityarea@norfolk.gov.uk](mailto:norwichopportunityarea@norfolk.gov.uk)
- Schools can access the **NCC PATHS CPD network** to access support with social and emotional learning. Led by NCC Inclusion & SEND team: [inclusionandsend@norfolk.gov.uk](mailto:inclusionandsend@norfolk.gov.uk)

### Inclusion Projects in Schools

- The impact of **Inclusive Culture** staff training packages will continue to support evidence-based approaches within schools and **Inclusion Grant Fund & Alternative Provision** projects will be shared on the **OA online learning hub** with case studies from the schools involved. <https://sharingbigideas.co.uk/>
- Senior Advisers from the **NCC Inclusion & Opportunity Service** have full awareness of the development of Alternative Provision and continue to offer support with the quality of provision and aim to feed this learning into countywide plans.
- **Funded self regulation resources** and guidance (written by NOA schools) have been offered to all NOA schools to continue with these approaches.
- The impact of the **Family Support Project** to support pupils at risk of exclusion will be shared widely with schools and NCC to inform future planning.
- Learning from the **Engagement Coach** project is shared with secondary schools. <https://sharingbigideas.co.uk/big-idea/engagement-coach/>

### Year 6-7 Transition

- **English Curriculum Bridging resources** are shared online for any schools to use in the future. <https://sharingbigideas.co.uk/big-idea/curriculum-bridging-project/>
- The **Common Transfer Document** has been widely shared and is available online. Further developments of this work have been discussed through the Norfolk Learning Board Transition working group. <https://sharingbigideas.co.uk/case-study/common-transfer-document-year-6-7-transition/>
- **Transition resources** will continue to be used but will need updating over time.

## Priority 4: Careers & Destinations



## Key Projects – Priority 4

### Norwich - Careers Facilitator Network

Headteachers identified that the range of offers and providers for schools was overwhelming and capacity for schools to engage was limited. Employers in Norwich told us they were enthusiastic about supporting young people but found it hard to know how best to help and not all schools were achieving enough encounters with employers, or encounters that had a positive impact.

12 Careers Facilitators were funded as a part time role in NOA secondary schools during 2018-19 and 2019-20, to improve their schools' Careers Strategy. Careers Facilitators in every Norwich secondary school worked together to improve their Compass scores against the 8 Gatsby benchmarks, to share best practice approaches, access regular high quality CPD and to access information about the various local opportunities and providers and which had most impact.

At the end of 2019-20, schools had outperformed the national average for Gatsby Benchmark scores against 7 of the 8 benchmarks.

Our target to create 36,867 meaningful encounters between pupils and employers by July 2020 (the equivalent of 4 per pupil) was **exceeded by 185%** with 68,218 employer encounters achieved.

Although school funding towards the Careers Facilitator role has ceased, 8 of the 12 Norwich schools have continued with this role through their own resources and all Norwich schools provide a contact to participate in monthly network meetings.

Attendance has remained strong despite the pandemic via virtual meetings. In Summer 2020, the network focused on how to adapt their careers strategies to include high quality virtual programmes.

Secondary Headteachers reported that the role gives their senior leadership team and careers teams a better understanding of encounters that make a difference for different groups of students.



### Joint Careers Events

One ambition of the network was to explore how to organise and deliver large scale employer engagement activities collaboratively, to save time and resources across local schools and to improve the range of information and provider opportunities that can be shared with young people.

Support for Year 11 students to decide on their post 16 options was agreed as the priority. In October 2019, the first collaborative event took place at Norwich City Football Club, open to students and their parents. Although designed for Norwich, other pupils were welcome.

Nearly 1,000 visitors registered, and **785** visitors signed in on the day. 39 education and training providers and local employers participated to share their opportunities and workshops ran throughout the event.

The event was repeated in October 2021 with slightly reduced numbers due to social distancing requirements. **650** pupils attended to understand more about their post 16 options with 40 exhibitors.

**88%** of pupils had learnt about new post 16 options

**70%** of pupils felt more confident about planning for the future

“ A terrific event and very useful, we met providers we didn't even know existed - Event Attendee Feedback

As a school we would never be able to do something like this ourselves, or give our students this much information about options, so it was a real success  
School Feedback – Year 11 Options Event ”



The network continues to be a source of inspiration and support. It provides up to date and timely advice, great contacts, inspiring discussion and ideas about resources which I might otherwise have been unaware of.

Careers Facilitator - Open Academy ”

During their time as funded Careers Facilitators, schools worked on:

- Creating an Action Plan to address areas of specific need or gaps within their schools.
- Improving information for students and teachers about local growth sectors and labour market information.
- Creating and sharing CPD resources for school staff that championed the value of careers across all year groups and curriculum areas and provided strategies for conversations about careers to be included in all lessons and classrooms.
- Approaches to challenge career stereotypes for KS3 students.
- Coordinating requests for employer linked activities which was widely promoted to build active contacts from industry.
- In response to the identified need for more Level 6 qualified careers guidance staff within schools to achieve Gatsby Benchmark #8, NOA funded this qualification for **9** schools.

The Careers Facilitator Network has benefitted from input from **60+** guest speakers, for schools to be fully aware of current provision offers and to discuss options to collaborate.



### 2022 and beyond. Where does this work continue?

- **Careers Facilitator** network meetings will continue monthly across Norwich for 2022-23 and beyond, facilitated by the Enterprise Coordinator for Norwich.
- There are ambitions to continue with **Joint Careers Events** but the detail of how these would be organised is to be confirmed.



## Key Projects – Priority 4

### Primary World of Work Activities with children and families

There is evidence to suggest that the earlier children and young people are exposed to different types of careers and role models, the more likely they are to have broader aspirations for their future selves.

**647 parents and 1,366 students** took part in sessions to explore skills, working life and the future. 20 sessions were delivered before the pandemic. Schools fed back that they used learning from sessions in the classroom with parents, as well as prompt posters to remind students and parents of the new skills they had learnt.

Almost 90 parents attended some sessions and participant numbers steadily increased as more parents heard feedback from their peers.

**Over 1,300** primary school students participated in enterprise days or world of work sessions over Summer Term 2019. Students reported an increase in skills such as teamwork (72%) and confidence (67%).

- 86% said they learnt about how skills can be used at work
- 81% said they had a better understanding of what it means to be an entrepreneur
- 91% said they learnt how to turn an idea into a product

In 2019, NOA worked with a local company to capture short video clips of the career journeys of over **150 people** in Norwich across a range of organisations, ages and roles.

These materials were shared in local community spaces as part of a promotional campaign and videos can be found on the NOA YouTube channel.



**Community Innovation & World of Work** - Local community based projects with similar aims were set up in target wards in Norwich.

In Catton Grove, **45 families** took part in a Treasure Hunt after school in October 2019 to explore what makes the neighbourhood tick and to help families explore and understand the local world of work. Families then took part in a series of workshops aiming to make the area a better place to live and work in the future.

In Heartsease, **60 children** took part in a series of workshops that encouraged them to talk to adults at home about different sorts of jobs and their skills and aspirations. Children took part in work stereotyping games, skills audits, mock interviews and meetings with local businesses. Students fed back that their awareness of different types of job roles had increased by 50% and that they felt much more confident about having a job in the future.

**75%** of children feel they can go to University if they want to (compared to 37% before the session).

**87%** of children think they can do any job they want to (compared to 20% before the session).

In North Earlham (Wensum Ward), a new approach in Spring 2021, led by Norwich City Council, worked to bring together community groups and schools to identify current needs and develop joint responses.

**9 new projects were funded for Summer 2021** in the local community – performing arts, wellbeing sessions, gardening and outdoor activities and trips for school aged children and their families.



We are already using the tools you taught us in class, the kids are so dedicated to it, it's now become a new healthy habit – all led by them. Amazing. They'll take these skills to high school and beyond.

School Feedback – Primary School, Careers and parent engagement project



We have really valued the online work experience programme ... several pupils have expressed interest in areas of work that otherwise they wouldn't have encountered ... doing it this way we probably met more people than we would have done if we were actually visiting ... Careers Lead, NOA SEND school



### Additional support for SEND schools

For 2019-20, an additional careers project was set up, led by NCC, designed to help young people who may face barriers in accessing standard work experience and employer encounter opportunities.

In partnership with schools, and based on the views of their pupils, NCC set up a series of small group visits to workplaces across a wide range of sectors. **12 visits** were completed, and **63 pupils** participated. Visits included retail spaces, care homes, tourism, engineering, catering and IT. Students' understanding of the variety of business functions and different jobs roles within a workplace clearly improved.

Unfortunately, a further 10 visits were cancelled due to the pandemic, but the project was re-shaped with a mix of pre-recorded videos, talks and live Q&A interviews. 24 pupils participated in virtual "visits" and Q&A with 7 employers and were supported before and after with resources to support the activity in school.



### 2022 and beyond. Where does this work continue?

- Learning from the Community careers projects fed into the Norwich City Council RITA steering group and a jointly funded PLACE+ project.
- Resources to support pupils in SEND schools to access employer encounters have been shared with the SEND IAG network and are held by NCC for schools to use.

## What's Changed – Priority 4

### Target for 2020/21

90% of the 2018-19 cohort who were eligible for pupil premium in year eleven will be in a sustained destination 6 months after completing key stage 4



*No data available for 2020 or 2021 due to the pandemic.*

Based on 2019 data (the 2017-18 Year 11 cohort), 88% of pupils from Norwich sustained a positive destination, a slight improvement and in line with the national average which remained stable.

### Target for 2020/21

By 2021, 40% of young people in Norwich will go on to higher education or a higher level apprenticeship



*No data available for 2020 or 2021 due to the pandemic.*

Based on 2019 data, 45% of Key Stage 5 and Level 3 leavers from Norwich moved into Higher Education or a Higher Level Apprenticeship. Although a healthy improvement from 38% in 2018, this remained below the national average of 49%.

### Target for 2020/21

By 2021, 85% of pupils who were eligible for pupil premium in year eleven and who studied for a level three qualification will go on to a sustained destination after key stage 5



*No data available for 2020 or 2021 due to the pandemic.*

Based on 2019 data, 85% of pupils from Norwich who were eligible for pupil premium sustained a positive destination after Key Stage 5, an improvement from 74% in 2018 and just above the national average of 84% in 2019.

## Understanding Impact ...



All schools use the **Compass assessment tool** from the Careers and Enterprise Company to measure progress against the 8 Gatsby benchmarks.

Data in March 2020 showed significant evidence of progress in Norwich. The average number of Benchmarks fully achieved for each and every student was 4.5, compared to 2.3 in Spring 2019. This compared to a regional average of 3.8 and a national average of 3 in Spring 2020.

Completion of the Compass assessment tool was disrupted by the pandemic, as well as the ability to continue with schools' planned careers programmes. Data in Autumn 2021 showed that Norwich schools continued to achieve a higher proportion of the Gatsby benchmarks than the national average.

The Careers and Enterprise Company target to create 36,867 **meaningful encounters** between pupils and employers by July 2020 (the equivalent of 4 per pupil) was exceeded by 185% with 68,218 employer encounters achieved.

The **Activity Survey report in 2019** showed an improvement for the percentage of Year 11 leavers who transitioned into a positive post 16 destination after Year 11 study. In Autumn 2019, 95% of leavers were in full time provision, an increase of 1.2% on the previous two years.

### FURTHER EVALUATION:

The **Careers Facilitator** project has been published nationally by the DFE as a case study in an Opportunity Area Insight Guide:

<https://www.gov.uk/government/publications/opportunity-areas-insight-guides>



### Careers Projects

- **Careers Facilitator** network meetings will continue half termly across Norwich for 2022-23 and beyond, facilitated by the Enterprise Coordinator for Norwich, within the Enterprise Adviser Network based at New Anglia LEP. <https://sharingbigideas.co.uk/big-idea/careers-facilitator-network>
- Contact Madeleine Matthews to find out more about the network: [Madeleine.Matthews@newanglia.co.uk](mailto:Madeleine.Matthews@newanglia.co.uk)
- There are ambitions to continue with **Joint Careers Events** across Norwich but full details are still to be confirmed and will be shared via the **Careers Facilitator** network meetings. <https://sharingbigideas.co.uk/case-study/joint-careers-event-year-11-options>
- Resources to support pupils in SEND schools to access work experience and employer encounters (and “virtual visits”) have been shared with the SEND IAG network and are held by NCC for schools to use.
- Resources to support with world of work activities in primary schools have been developed by the activity providers and can be used by other schools: <https://sharingbigideas.co.uk/big-idea/primary-world-of-work-activities/>

### Careers support for parents and communities

- Learning from the Community careers projects fed into the Norwich City Council RITA steering group and a jointly funded PLACE+ project which continues in Mile Cross, Wensum & Mancroft Wards.
- UEA are planning for the continuation of Parent and Carer Ambassadors in Norwich and eventually across Norfolk. This work has been embedded into core projects within the Network for East Anglian Collaborative Outreach project (neaco) and the UEA outreach team and parent and carer activities continue with target schools and colleges.
- As part of the Parent Ambassador project, neaco created a package of resources for schools focused on best practice approaches to Parental Engagement – these resources can be found online: <https://sharingbigideas.co.uk/big-idea/he-parent-champions/>
- In addition, neaco commissioned a research report into Parental perceptions and engagement with careers – available here: <https://sharingbigideas.co.uk/big-idea/he-parent-champions/>
- Video clips from the **#fromNorwich** campaign designed to showcase career routes for children and parents/carers are available on the NOA YouTube channel: [https://youtube.com/playlist?list=PLqagcbHFRCEeW5Z\\_ms-VIGekmPra7dgDz](https://youtube.com/playlist?list=PLqagcbHFRCEeW5Z_ms-VIGekmPra7dgDz)
- <https://sharingbigideas.co.uk/big-idea/community-innovation-fund/>

# Youth Board



# Youth Board Projects

The Youth Board was established at the start of the NOA programme - a group of young people living, working or studying in Norwich - who advised and supported the programme.

A Strategic Youth Board met regularly, chaired by Chloe Smith MP.

Once established, the Board worked to develop their project ideas for improving social mobility in their schools, to be funded through the main programme budget. Each school team presented their ideas to a panel of judges. The best 2 projects were set up by young people with support from the local programme team.

Unfortunately, all planned Youth Board activities paused at the start of the pandemic when face to face meetings between schools were impossible. The NOA Youth Board was re-established in Autumn 2021.

## Youth Board visited Westminster

In 2018, the NOA Youth Board was invited to represent the voice of young people in Opportunity Areas at a national celebration event in Westminster. Four youth board members gave a presentation to Ministers at the Department for Education about “What it means to live in an OA”, followed by a Q&A panel discussion with a live audience.

Members of the Youth Board also met Education Secretary, Damian Hinds, to talk about their projects when he visited Norwich in 2019.



## Project #1 – Support for EAL Families

The Youth Board commissioned New Routes to deliver a project idea which came from students at Hewett Academy. The project aimed to support EAL parents with their English language skills, alongside job skills to help them get into employment.

Parents taking part could bring their primary age children for workshops, with the aim that children’s own resilience and confidence would improve. As well as an improvement in parents being able to support with reading and homework with their child at home.

**24** parents and **34** children registered for the course.

The course was so successful, NOA agreed to fund the course for a second group of families. Following this, New Routes accessed funding from other sources for these classes to continue.

Feedback from parents who participated in the course reported that:

- Parents had improved confidence in being able to speak to teachers and other parents at their child’s school.
- Parents had improved confidence and knowledge in how to look for work, including how to write a CV.
- Parents reported that they now read together with their children more often.
- Parents reported that their engagement with and understanding of their children’s aspirations for the future had increased.
- Parents reported significantly increased participation with their children’s homework and understanding of it.

## Project #2 – Exchange Trip to Southend

Students from Sewell Park Academy impressed judges with their idea to visit schools in an area that had seen an improvement in social mobility, to understand what had worked in similar areas.

Southend were ranked **63** in the social mobility index in 2017, having jumped up the rankings from **201** in 2016.

The Youth Board selected Southend and identified Eastwood Academy as the school they most wanted to learn more about – an outstanding mainstream school that has recently improved outcomes for disadvantaged students. They wanted to understand how improvements had taken place to see what learning could be brought back to Norwich.

We also visited Southend Youth Council, South Essex FE College in Southend and Southend Adult Community College.

**35** students joined the trip – from **6** different schools in Norwich.

Students noted many similarities and differences between the two places and appreciated the chance to reflect on what’s important for young people by discussing and comparing their own experiences in Norwich as well as what they saw in Southend. The Youth Board presented their findings to a group of Partnership Board members and key stakeholders.



“

Our voices are being heard so in future younger ones like my siblings will have a better life and school experience. For teachers having that connection with kids will be a better experience too.

Morgan – Year 9 pupil at City of Norwich School

”

# Youth Voice 2021-22

The Youth Board was re-established in Autumn 2021 after a pause due to the pandemic. The new Board was supported by a project lead within the NOA team recruited through the Government's Kickstart programme.

During Autumn Term 2021 & Spring Term 2022, Youth Board members were supported to explore the issues they think are important in Norwich and the ideas they have to improve education in the city for all children and young people.

Highlights from the year include:

- A competition looking for ideas for how current problems in Norwich could be solved had some creative ideas and solutions.
- A meeting with Norwich Youth Advisory Board Campaign Group to capture wider views from young people in Norwich.
- Using the findings from the NOA funded SHEU wellbeing survey helped identify key themes from students across Norwich from primary school age up to Year 13.
- A joint meeting with the Norwich 2040 Vision Team to discuss the 2040 vision for the city and hear feedback from young people.
- A survey shared with Norwich secondary schools about the issues Youth Board members think are most important and should be tackled as a priority.
- A presentation from the Youth Board at the NOA Big Breakfast event in March 2022 from 8 members of the board.
- Fortnightly Youth Board meetings, held at City College Norwich throughout Spring Term 2022, to share ideas, develop projects and create new friendships across schools in Norwich.

## Youth Board Projects

The Youth Board recommended 3 new projects they believe will make Norwich a better place and improve young people's experiences of education.

### School Allotments & Wellbeing Gardens

Students said they would welcome an outdoor space at school that is a comfortable space for all students to socialise and have someone to talk to, as well as being a safe space to let off steam if they need a break from school when it feels too much.

**3** secondary schools are working with The Papillion Project to develop their outdoor space to provide wellbeing gardens and allotment spaces for students.

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### LGBTQ+ Awareness & Support

Students told us that the provision to educate staff and students about LGBTQ+ rights and issues should be improved so that the whole school community are fully informed.

**3** secondary schools have joined the Norfolk Educating with Pride programme as recommended by the Youth Board to support LGBTQ+ awareness within their schools.

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### Anti-Racism

Students said that racism and race are not well understood and not talked about enough in schools and that when there are incidents of racism in schools these could be dealt with better.

Given the range of existing support available, NOA didn't fund anything additional but encouraged schools to sign up to the fully funded East Anglia Anti Racism Education Collective.



## Youth Board Recommendations

*As presented by Youth Board members in March 2022*

- Having a helpful teacher available to talk to can make a real difference for students struggling with their mental health.
- In school we should learn about healthy coping mechanisms.
- There should be a welcoming space in every school to support pupils with their wellbeing.
- All staff and students should receive regular training about inclusive LGBTQ+ cultures, rights and issues.
- There should be more conversations about race and racism in schools so that everyone understands and is more aware.
- Incidents of racism should be better dealt with in schools.
- Schools should do more to make sure school uniform is affordable and that everyone feels comfortable in it.



### 2022 and beyond. Where does this work continue?

- Youth Board members are encouraged to continue to be involved in youth voice activities via the Norwich Youth Advisory Board.
- The **Norwich 2040 Vision Partnership** aims to establish a City Vision Youth Board for young people to be involved.

# COVID-19 Response



## Highlights: Summer 2020/2020-21

In March 2020, the pandemic meant much of the Opportunity Area programme needed to be adapted. Some areas of work were closed down completely as they were no longer a priority for schools given the pressures of coping with the pandemic.

Schools fed back that the relationships and networks that had been built between schools in Norwich helped them support each other through the pandemic and in some areas, provide a collective response to some of the challenges faced.

Network meetings focused on Communication, Inclusion and Careers continued virtually for Spring/Summer 2020 and throughout 2020-21 academic year. Meetings provided an opportunity for schools to share current barriers and concerns together and discuss responses, and for NOA to develop new projects that responded to needs shared by schools.

The extension of the NOA programme and funding into 2020-21 and 2021-22 academic years meant plans for the fourth and fifth years of the OA programme could respond to new and emerging needs identified by schools. With feedback from primary and secondary schools and settings, priority areas included:

- A continued focus on **speech, language and communication** support across the 0-5 age range and closing the word gap.
- Sharing approaches to support positive **mental health and wellbeing for school staff and students**.
- Continued planning to support pupils facing **transition between institutions** (Year 6 - 7 and Year 11 – Post 16).
- Additional support for **small numbers of vulnerable pupils** who's needs were heightened by the impact of the pandemic.

### Early Years & Communication

18 school and settings accessed additional grant funding to support their new cohort of reception children in Autumn 2020, focused on communication and mental health and wellbeing.

Virtual Tours of primary schools were created in summer 2020 to support children and parents with transition to reception, as well as Top Tips videos and resources to support with starting school. This successful work was repeated for summer 2021.

### Attainment and Strong School Systems

1,320 students accessed additional funded tutoring in Summer and Autumn 2020, given the disruption to their learning.

13 primary schools named a Remote Teaching Champion to access funded capacity and expertise to lead their schools' remote teaching offer during Autumn 2020 & Spring 2021.

3,000 pupils accessed a Reading Campaign during Summer 2020, designed to encourage reading at all ages and stages.

52 students accessed an adapted version of the "What A Difference A Day Makes" Maths & English programme during Summer & Autumn 2020 to support their move to Post-16.

### Mental Health & Wellbeing Support

17 primary schools accessed funded Headteacher Coaching to support with the challenges faced through the pandemic.

36 schools accessed funding for projects and training designed to support staff and students with mental health and wellbeing.

Emotional Literacy Support Assistant (ELSA) training was extended for schools to provide additional student support.

### Summer 2020 - activities and food provision

Through a combination of NOA funding and funding provided by The Sunday Times, NOA coordinated a programme of summer activities, regular food and resources targeted to areas of deprivation across the city during the 2020 summer holidays.

This provision delivered through a combination of charities and community organisations supported at least **1,500** children across Norwich regularly throughout the summer holidays. Four secondary schools and four primary schools received funding to deliver summer camp style activity, targeted towards vulnerable families.

#### Examples of a few of the activities:

- Festival Bridge distributed creative arts, crafts and culture packs to all participating children in the city.
- Oak Grove provided weekly food and themed activities for vulnerable families – up to 50 children per session.
- Silver Road Community Centre volunteers provided over 1,000 packed lunches over the summer as well as support.
- Laboratory Media put on small group animation, robots and coding sessions.
- Theatre Royal & Henderson Trust put on a series of drama, circus, superheroes and craft workshops.
- The Common Lot provided 'food and fun' in Mile Cross.
- Society Alive provided healthy meals and activities.

Parents fed back that this support over the summer was - "a good end to a very difficult time"

Feedback reported that children had improved confidence levels and communication skills, took part in physical activities and had a chance to learn new skills and socialise with peers through activities they wouldn't usually take part in.

*For Summer 2021, support was available via the Holiday Activities & Food Programme, which will continue for 3 years. 40*



## Sharing Learning

In July 2020, the Department for Education asked each Opportunity Area to share their learning and “twin” with new areas that would benefit from the OA initiatives and learning.

Norwich OA agreed 3 new “twinning” projects, with input from Norfolk County Council. “Twinned” areas can access support with one of the NOA priority areas, where similar issues to Norwich have been identified.

- **Inclusion Support** in Great Yarmouth
- **Communication Champions** in Breckland
- **Year 6/7 Transition** work in Greater Norwich

In addition, Opportunity Areas were encouraged to consider whether approaches from other OAs in the country would add value to their work locally and whether any joint work with other Government Departments would be welcomed.

NOA set up the **Glasses in Classes** project in Norwich and Breckland, which had shown considerable success in Bradford Opportunity Area.

The primary schools involved identified a Vision Coordinator who accessed training in January & February 2022. Children complete their vision screening during school in reception and schools are informed of the results. Children who have failed the screening are offered a voucher to present at a local opticians to claim two pairs of glasses and support from the Vision Coordinator. One pair are kept at school and the other pair can be used at home.

**29** schools have taken part in the pilot this year and **150** reception children have been identified as needing glasses and have been given a voucher to claim their glasses at a local opticians.



## Sharing Learning

School and setting contacts at all levels have experience and learning to share about successes and pitfalls of the work they have been involved in and future recommendations for others.

**10** of the local leaders we have worked most closely with over the past 5 years have signed up to be **NOA Champions**, to continue to share their learning and experiences with colleagues from Norwich and further afield.

Champions have offered to speak at network meetings, host school visits, run sessions about their area of expertise, or coach other schools/settings and share their experiences and advice. Info about our champions is listed online: <https://norwichopportunityarea.co.uk/noa-champions/>

The Ipswich, Norwich and Fenland & East Cambridgeshire Opportunity Area teams have developed an online space to capture the Big Ideas of the last five years across the three OAs, with case studies, resources and examples to showcase the learning of schools, colleges, settings and partner organisations: [www.sharingbigideas.co.uk](http://www.sharingbigideas.co.uk)

- Search and filter your favourite Big Ideas
- Learn from our experiences of implementing new approaches
- Collaborate with other settings on projects
- Becoming a member will allow you to comment and ask questions about Big Ideas and associated Case Studies.
- You will also be able to make contact with fellow members allowing you to make better connections.



A promotional graphic for LinkBIG. The background is a gradient of purple and blue. At the top, the text "LinkBIG" is written in a large, white, stylized font. Below this, the text "MAKE BETTER CONNECTIONS through our online learning hub" is written in white. In the center, a woman with dark curly hair, wearing a yellow shirt, is smiling and holding a yellow cup. At the bottom left, the text "Brought to you by: EASTERN OPPORTUNITY AREAS" is written in white, with the Eastern Opportunity Areas logo to the right.

[www.sharingbigideas.co.uk](http://www.sharingbigideas.co.uk)

## “Twinning” with other areas

### Inclusion Support in Great Yarmouth

Working with seven secondary schools in Great Yarmouth, NOA have funded a range of projects and training packages and aimed to bring the schools together locally to discuss shared issues.

Each of the schools completed and submitted an Implementation Plan to develop their plans for in-school approaches, to support pupils who are at risk of exclusion, and each school nominated an Inclusion Champion to lead on this work and to attend joint meetings.

**6** schools have completed ELSA training with **20+** staff being trained up to deliver this support for pupils.

**2** schools have been supported by a behaviour management and inclusive culture package.

**11** new approaches to support mental health and wellbeing and therapeutic support have been set up with school staff accessing expert training.

**3** of the secondary schools took up a new **Engagement Lead** project for Spring & Summer Terms 2022, designed to respond to needs faced by the schools in this area. This project provides additional support for pupils who are persistently absent, school refusers, or those who are experiencing other barriers to attendance and struggling to engage positively with learning.

On average Engagement Leads worked with 20 pupils each per term, mainly via 1:1 sessions, as well as supporting students during group work and in the classroom. Leads have also worked closely with the parents of some students to provide additional support.

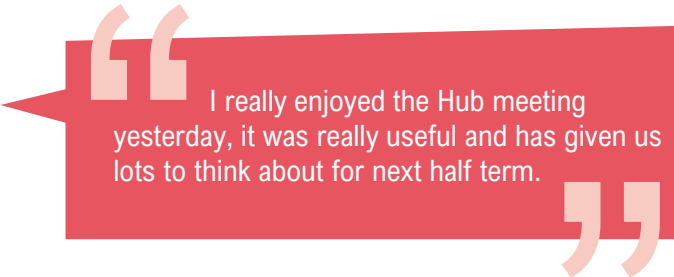
Leads have been able to identify and suggest changes within school systems to better support pupils, based on the improved understanding they have from this role and from sharing their approaches with Leads from other schools.

### Communication Champions in Breckland

Schools, settings and childminders in Dereham, Swaffham and Thetford were offered the opportunity to access fully funded Communication Champions training in Spring 2021.

In October 2021, NOA launched a new ‘Breckland Communication Hub’ - led by Necton Primary School in Swaffham. The Hub aims to support early years speech, language and communication best practice in schools and settings across Thetford, Swaffham and Dereham.

Although newly established, the Breckland Hub half termly network meetings already have strong attendance with up to 35 attendees per session and 56 practitioners signed up to be involved.



The project has worked with **54%** of schools and **58%** of settings across Dereham, Swaffham and Thetford so far.



The twinning project has trained **94** Communication Champions in Breckland – **76** of these Champions have gone on to be trained as a Communication Champion Leader.

**8** practitioners have signed up to access a funded honorarium to further develop their role and to share their learning with others.

**39** schools and settings have received a WellComm toolkit to use for speech, language and communication assessments and have been offered training in how to best use the tool.

### Year 6/7 Transition Work in “Greater Norwich”

Being able to work with schools over the Norwich border supports the NOA work around transition, as often pupils attend school outside of the Norwich boundary, or move from a Norwich school to one that is technically outside of Norwich.

NOA work with **4** secondary schools and **9** primary schools in the “Greater Norwich” area.

**3** secondary schools have accessed funding and support to set up a Peer Mentoring offer in their school to support their new Year 7 intake, learning from the work that has taken place in Norwich.

**3** of the secondary schools have agreed to take part in the Joint Transition Week dates which are followed by most Norwich schools.

**3** of the secondary schools are using the Common Transfer Document that has been developed by schools in Norwich.

Many of the Greater Norwich primary schools are also planning to participate in the English Curriculum Bridging Project created in Norwich, and to access similar training and resources through the Maths Curriculum Bridging Project. All schools have access to the range of resources designed collaboratively by schools in Norwich to support successful transition.



### 2022 and beyond. Where does this work continue?

- The **Communication Champions Network in Breckland** will continue to run half termly, led by the Breckland Communication Hub school, linked to the Norwich Communication Hubs.
- **Greater Norwich schools** will continue to be able to access resources, case studies and information online and where it is useful, to join Norwich network meetings.
- Further developments of Transition tools and approaches are planned within the work of the **Norfolk Learning Board**.

## What comes next ...

**A Step Ahead** - The OA programme is a springboard into what comes next for Norwich – local structures are in place to make the most of future initiatives and to further develop what has been achieved so far. Local stakeholders have strong relationships and the appetite to continue to improve outcomes for Norwich children.

**NOA ambitions continue** – there is a clear plan to hand over the baton to local leaders and local systems for elements of the programme that stakeholders aim to continue or to embed into wider strategies. Structures have been set up to enable this activity to continue, led by passionate colleagues, alongside a workforce of upskilled practitioners who will continue their work to improve outcomes within their setting and to share evidence-based approaches with others.

**Best practice resources and training offers** created through the NOA are available and can be promoted for use across Norfolk.

**School and setting contacts at all levels have experience and learning to share** about successes and pitfalls of the work they have been involved in and future recommendations for others.

**External evaluations** of the work of the OA have been published, alongside this impact report and further details will continue to be found on the NOA website and on the LinkBIG Sharing Learning Hub.  
<https://norwichopportunityarea.co.uk/evaluation/>

## 2022 and beyond...

Full plans for elements of the programme that are planned to continue (as outlined in this report) can be found on the NOA website.

The **Norwich Secondary Headteachers Board** will continue to meet regularly for 2022/23 and beyond and have written and agreed their Terms of Reference. Jo Philpott, Headteacher at City of Norwich School, continues to Chair the Board. Agreed representatives from DFE & NCC are also invited to attend.

### Priority Area

The Schools' White Paper in March 2022 announced Norwich as one of 24 Priority Areas with additional funding for Norwich over the next three years. In addition, Norfolk was announced as one of 55 Education Investment Areas.

A summary of the Schools' White Paper can be found here: <https://educationhub.blog.gov.uk/>

A new Partnership Board will be established in July 2022 to have oversight of this new programme. We are delighted that Tim Coulson has agreed to Chair this new Board which will continue to involve Headteacher representatives from schools in Norwich.

Further details of what the Priority Area means for Norwich and how to be involved in these conversations will be shared with schools in Autumn Term 2022.

To find out more about the Norwich Opportunity Area, you can find information on the NOA website:  
[www.norwichopportunityarea.co.uk](http://www.norwichopportunityarea.co.uk)

Or contact the team:  
[NorwichOpportunityArea@norfolk.gov.uk](mailto:NorwichOpportunityArea@norfolk.gov.uk)

LinkBIG online learning hub:  
[www.sharingbigideas.co.uk](http://www.sharingbigideas.co.uk)

## Finance Summary

*This page provides a summary of spend for 2018-19 to 2012-22 financial years, there is further spend for Summer Term 2022 and any delayed payments to add to these costs.*

<b>Priority 1</b>	
Communication Champions CPD	£65,864
Additional CPD, resources and support	£85,234
Communication Champions Conference	£7,959
School/setting staff honorariums for Champions	£224,340
Consultancy Support Offer & Recommendations	£48,358
Communication Hubs	£69,864
WellComm Assessment Costs	£29,622
Community Communication Champions - staff costs	£153,052
Community Communication Champions - project costs	£100,993
Early Years Covid Response Intervention Projects	£52,538
Early Years Transition Projects - Virtual Tours & Resources	£71,106
DWP Early Family Support Project	£1,984
Glasses in Classes Project	£9,282
Programme Costs	£54,550
Delivery Costs	£152,644
Twinning work in Breckland	£57,968
<b>Total – Priority 1</b>	<b>£1,185,357</b>

<b>Priority 2</b>	
Evidence Based Practice Fund	£620,065
Research Champions	£58,516
Research Leads Network	£215,925
Strong Implementation & Evidence Based Practice	£109,250
Additional CPD & cover costs	£35,970
NOA School Leads	£895,452
Phonics support and resources	£65,399
Key Stage 2 support grants	£114,308
What A Difference A Day Makes	£114,511
Sharing Learning	£62,459
Programme Costs	£35,000
Additional Tutoring (Covid response)	£114,419
Reading Campaign (Covid response)	£29,930
Remote Teaching & Learning	£98,678
TA Apprenticeship Project	£10,000
Headteacher Coaching	£13,260
<b>Total – Priority 2</b>	<b>£2,579,880</b>

## Finance Summary

*This page provides a summary of spend for 2018-19 to 2012-22 financial years, there is further spend for Summer Term 2022 and any delayed payments to add to these costs.*

<b>Priority 3</b>	
Parent support programmes	£247,661
Student support programme	£104,289
School Inclusion Grant fund	£125,008
Inclusive Culture Approaches & CPD	£143,308
Primary Inclusion Champions support	£239,194
Primary intervention support fund	£22,598
Development of Alternative Provision	£369,311
Norwich Inclusion Charter & Assessment Tool Grant Fund	£46,206
Additional CPD & Resources	£12,925
Emotional Literacy Support Assistants - CPD & Supervision costs	£67,224
Engagement Coaches	£92,655
Mental Health & Wellbeing Grants	£94,384
Delivery Costs	£181,001
Programme Costs	£9,262
SHEU wellbeing survey	£30,250
Twinning work in Great Yarmouth	£69,950
<b>Total – Priority 3</b>	<b>£1,855,225</b>

<b>Transition</b>	
Additional CPD & cover costs	£7,753
Building student resilience	£120,956
Curriculum Bridging project	£8,413
Delivery Costs	£123,905
Programme Costs	£27,960
Sharing best practice	£10,519
Summer Schools	£23,590
Twinning work in Greater Norwich	£12,450
Year 6 Transition resources	£17,240
<b>Total - Transition</b>	<b>£352,784</b>

<b>Youth Board</b>	
Community EAL workshops	£27,280
Student exchange - Southend	£16,069
Youth Board projects and coordination	£19,208
<b>Total – Youth Board</b>	<b>£62,557</b>

## Finance Summary

*This page provides a summary of spend for 2018-19 to 2012-22 financial years, there is further spend for Summer Term 2022 and any delayed payments to add to these costs.*

<b>Priority 4</b>	
Careers Facilitator Project	£84,696
Careers Facilitator school grants	£114,980
Community Innovation Fund	£99,653
Community Mentoring	£63,630
GCSE resit project	£49,097
Norwich RITA project	£60,259
Parent Ambassador Project	£26,000
Primary World of Work activities	£132,584
Positive Activities	£25,000
Additional careers offers for SEND schools	£33,662
Delivery Costs	£84,669
<b>Total – Priority 4</b>	<b>£774,229</b>

<b>Programme Management</b>	
Programme Management	£522,681
Programme Costs	£48,815
<b>Total – Programme Management</b>	<b>£571,496</b>

<b>Programme Summary</b>	
Priority 1	£1,185,357
Priority 2	£2,579,880
Priority 3	£1,855,225
Transition	£352,784
Priority 4	£774,229
Youth Board	£62,557
Programme Management	£571,496
<b>Total</b>	<b>£7,381,528</b>

