



Children and Young People Scrutiny Committee

Date: Wednesday, 7 December 2022

Time: 2.00 pm

Venue: Council Antechamber, Level 2, Town Hall Extension

This is a **Supplementary Agenda** containing additional information about the business of the meeting that was not available when the agenda was published

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Membership of the Children and Young People Scrutiny Committee

Councillors –

Reid (Chair), Abdullatif, Alijah, Amin, Bano, Cooley, Gartside, Hewitson, Johnson, Judge, Lovecy, Sadler and Sharif Mahamed

Co-opted Members -

Mr G Cleworth, Miss S Iltaf, Ms K McDaid, Canon S Mapledoram, Mrs J Miles, Dr W Omara and Ms L Smith

Supplementary Agenda

5. **Youth, Play & Participation Service (YPPS) Grants Framework 1st July 2023 to 31st March 2025** 5 - 36
Report of the Strategic Director of Neighbourhoods

This report follows on from the update on the Youth and Play Commissioning Arrangements which was presented to Executive on 20 October 2021. The report to Executive set out an alternative delivery model to be designed and developed following the decision to transfer responsibility for commissioning from Young Manchester. The purpose of this report is to provide the Committee with the outcome from the design and development work and to set out the proposed Youth, Play and Participation Service's commissioning process and framework including timescales for the implementation of the proposed new arrangements.

The Committee is invited to comment on the report before its submission to the Executive on 14 December 2022.

7. **Post-16 EET Strategic Plan 2022-25** 37 - 56
Report of the Director of Education

This report provides an update on work done by the Council to increase the number of young people accessing EET (education, employment or training) opportunities in the city, aligning with the city's economic priorities. It also outlines the plans for this work moving forwards, with the strategic plan developed to coincide with the Our Manchester Forward to 2025 Strategy and Manchester Inclusion Strategy 2022-25. The paper highlights the challenges the City will have in ensuring sufficiency of places for young people wanting to continue in Education due to the growth of the school population. It outlines the work that has been done to date including promoting opportunities for our post 16 providers to access capital funding through bids to the DFE and actively encouraging the submission of applications to open new provision through the free school process.

8. **Attainment Headline outcomes 2022 (provisional)** 57 - 74
Report of the Director of Education

This report provides a summary of the 2022 provisional outcomes of statutory assessment at the end of the Early Years Foundation Stage, Key Stage 1, Key Stage 2, Key Stage 4 and Key Stage 5.

Outcomes for children in the primary phase have declined nationally as a result of the pandemic, however, the impact in Manchester is far more significant than elsewhere especially for our younger children who missed out on most of their early years

education and are now in year 1. The report concludes with a list of actions which are being progressed to address some of the gaps in learning including a proposal for additional support to year 1 cohorts in some of our schools in the most deprived areas of the city.

Further Information

For help, advice and information about this meeting please contact the Committee Officer:

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This supplementary agenda was issued on **Wednesday, 30 November 2022** by the Governance and Scrutiny Support Unit, Manchester City Council, Level 2, Town Hall Extension (Library Walk Elevation), Manchester M60 2LA

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**Manchester City Council
Report for Resolution**

Report to: Children and Young People Scrutiny Committee - 7 December 2022
Executive – 14 December 2022

Subject: Youth, Play & Participation Service (YPPS) Grants Framework
1st July 2023 to 31st March 2025

Report of: Strategic Director of Neighbourhoods

Summary

This report follows on from the update on the Youth and Play Commissioning Arrangements which was presented to Executive on 20 October 2021. The report to Executive set out an alternative delivery model to be designed and developed following the decision to transfer responsibility for commissioning from Young Manchester. The purpose of this report is to provide the Committee with the outcome from the design and development work and to set out the proposed Youth, Play and Participation Service's commissioning process and framework including timescales for the implementation of the proposed new arrangements.

Recommendations

The Children and Young People Scrutiny Committee is asked to note and endorse the recommendation to The Executive.

The Executive recommended to

- 1) Consider and agree the report and the proposed new commissioning framework.
-

Wards Affected: All

Environmental Impact Assessment - the impact of the issues addressed in this report on achieving the zero-carbon target for the city

Funded providers are expected to directly deliver activities to help achieve the Council's zero carbon agenda and to make Manchester 'a healthy, green, socially just city where everyone can thrive'.

The recommendations set out will enable the Council to directly influence grants decisions to ensure that they make the strongest possible contribution to achieving the zero-carbon target for the city.

Equality, Diversity and Inclusion - the impact of the issues addressed in this report in meeting our Public Sector Equality Duty and broader equality commitments

Equality impact assessments will be carried out in relation to the revised Grants Programme arrangements and any associated staffing and structural changes.

Manchester Strategy outcomes	Summary of how this report aligns to the OMS/Contribution to the Strategy
A thriving and sustainable city: supporting a diverse and distinctive economy that creates jobs and opportunities	Through the city's varied youth & play offer, young people have opportunities and access to activities which contribute towards their personal, social and economic wellbeing. The new grants arrangements will enable the Council to develop and strengthen local partnerships to create opportunities for our children and young people to learn, be active and have fun in their free time.
A highly skilled city: world class and home grown talent sustaining the city's economic success	Through the city's varied youth & play offer young people have opportunities to develop their life skills to succeed in education and employment, and have opportunities to increase aspirations, achieve and gain economic independence. The new grants arrangements will continue to support children and young people have opportunities to develop key skills for life which include communication, problem solving, teamwork, self-belief, and self-management. A key focus of the grants programme will be enabling children and young people to strengthen their skills for life.
A progressive and equitable city: making a positive contribution by unlocking the potential of our communities	Children and young people have opportunities which enable them to think progressively and build resilience underpinned by the principles of equality and acceptance, the curriculum for youth work and the play principles. The new grants arrangements will ensure that children and young people have access to good quality youth and play provision within their neighbourhoods which encourages a sense of belonging, develops their identity and ensures their voices are heard.
A liveable and low carbon city: a destination of choice to live, visit, work	Children and young people have opportunities to live, lead and enjoy safe, active, and healthy lives. Engagement with children and young people will ensure that they understand the impact they can make within their neighbourhoods, and the wider community. The new grants arrangements will place a sharper emphasis on this to ensure that children and young people are supported by providers to make the strongest possible contribution to achieving the zero-carbon target for the city.

A connected city: world class infrastructure and connectivity to drive growth	Children and young people are listened to, valued and connected across their neighbourhoods, the city and beyond via residential and exchanges. They will inform continuous improvement and will be involved in service design, delivery, and governance. Children and young people receive the support they need to participate, ensuring representation of the full diversity of local people, and those who may not otherwise have a voice.
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Financial Consequences – Revenue

The Council currently grants annual funding of £1.6m to Manchester’s voluntary and community sector (VCS) to deliver youth, play and participation services. It was proposed and agreed in 2021 that the City Council will administer the budget going forward, and that the budget will remain unchanged. The proposals set out in this report seeks to protect the current levels of investment and to direct those funds in line with the proposed new commissioning arrangements as set out in the main body of the report.

Financial Consequences – Capital

There are no capital financial consequences arising as a result of these proposals.

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Background documents (available for public inspection):

The following documents disclose important facts on which the report is based and have been relied upon in preparing the report. Copies of the background documents are available up to 4 years after the date of the meeting:

- Children’s Scrutiny Committee Report – 13 October 2021
- Valuing Young People’s Strategy 2016-2019

- Our Manchester Youth Strategy 2019-2023

1.0 Introduction

1.1 The current commissioning programme which was transferred from Young Manchester to the City Council on the 1st April 2022 finishes on the 31st of March 2023. Since transitioning youth and play commissioning from Young Manchester, several deliverables have been actioned including:

- 1 year transitional arrangements have been agreed and activated.
- The Area youth partnerships have been strengthened.
- Young people have been engaged in commissioning decisions and informing the priorities
- A series of listening sessions have been delivered to inform the new model of delivery.

2.0 Background

2.1 On the 17th of March 2021, Executive Committee agreed several actions to build stronger and more effective arrangements for youth and play services to improve the outcomes for children and young people. Executive agreed to the principle of developing an alternative delivery model and that the full implications would be presented back for determination.

2.2 The Youth and Play Commissioning Arrangements was presented to Executive on 20 October 2021. The report set out the principles of an alternative delivery model and the need to establish a revised Commissioning Framework to be designed and developed.

2.3 Since April 2022, the Youth, Play and Participation service have been developing the Commissioning Framework. In the first instance, the service engaged with sector leaders in all parts of the city through a series of 8 listening conversations. This was followed up by having similar conversations with practitioners and young people.

2.4 The feedback from these listening conversations informed the next stage of developing the commissioning framework. A group of sector leaders and practitioners were invited to co-create and co-design the commissioning framework along with officers from the service.

2.5 The proposed framework has also allowed individuals (leaders, practitioners and young people) an opportunity to share their thoughts and views through an online survey.

3.0 Strategic National and Local Context

3.1 Statutory guidance states local authorities have a statutory duty to 'secure, so far as is reasonably practicable, sufficient provision of educational and recreational leisure-time activities for young people, and to make sure young people have a say in the local offer'. This is often referred to as the 'youth service duty'. This includes youth and play work and other provision that:

- 'Connects young people with their communities
- Offers young people opportunities in safe environments to take part in a wide range of activities
- Supports the personal, social and economic development of young people
- Improves young people's physical and mental health, and emotional wellbeing
- Raises young people's aspirations, builds their resilience, and informs their decision-making.'

[The Department for Digital, Media, Culture and Sport (DCMS) 2019]

3.2 The recent Youth Review published in February 2022 highlights DCMS acknowledging the youth sector has faced challenges throughout the COVID-19 pandemic, and the UK government is responding by wanting to make a significant impact by 2025 by wanting to achieve the following:

- A Youth Guarantee: by 2025, every young person will have access to regular clubs and activities, adventures away from home and volunteering opportunities.
- Three strategic aims
 - "Levelling up" and expanding access to youth provision with £560 million investment over the next three years (delivered via Youth Investment Fund, over 30 VCS providers from Manchester have expressed an interest)
 - Supporting the youth sector workforce.
 - Listening to young people's voices.

3.3 Several local strategies to ensure specific needs and priorities are interlinked in key areas of development for children and young people, these range from Manchester's Children & Young People's Plan, Community Safety Partnership – Our Strategy to the Young Carers Strategy, the Warm Spaces Agenda and many more.

3.4 Successfully funded VCS providers will plan and link the local and national priorities in their delivery of varied services. Local Authority officers, young ambassadors and staff from the VCS will monitor, quality assure and measure impact on children and young people in order for the Council to achieve local agendas and fulfil its statutory 'youth service duty.'

4.0 Principles of Investment

4.1 Following the extensive engagement, it is proposed that the following five principles are used to inform future funding decisions and to ensure that equitable, strengthened services are being delivered across the city:

4.2.1 **Diverse organisations** - It is proposed that a wide range of diverse organisations are funded to encourage participation from all parts of the city and for the benefit of all young people. There will be a strong emphasis on encouraging new and diverse groups to engage in the process. Where possible we will ensure that groups that have not been funded previously are

supported to apply for funding. It is anticipated that this will provide a more equitable sector and will enable us to reach more practitioners and importantly young people.

- 4.2.2. **Capacity building** – a key aim will be to build capacity across the sector so that groups and organisations can become sustainable. It is anticipated that lead partners will be identified in each area to provide guidance and support across the network. Their responsibility will be to ensure groups and organisations are supported with capacity building, with the support of the Youth and Play team.
- 4.2.3. **Increase youth voice** – we are looking for proposals that involve young people and demonstrate how the voices of children and young people have informed plans and activities. It is proposed that young people will also help assess applications.
- 4.2.4. **Evidence of need and impact** – proposals that can evidence clear need in a neighbourhood or for a particular group of young people will be prioritised. This includes demonstrating impact and tracking the journey of their young people.
- 4.2.5 **Workforce Development** – proposals that increase the quality and the skills of volunteer and employees supporting the sector. This will be supported by the development of a workforce development strategy.
- 4.3. **Operating Model** – It is proposed that future commissioning decisions are aligned to the 1:3:13:32 operating model for the city as appropriate. This will ensure that commissioning decisions can best integrate with other services that are operating on the geographic footprints.

5.0 Governance and decision-making processes

- 5.1 It is proposed that there will be five stages to the decision-making process:
 - 5.1.1. Expression of interest – all organisations will need to evidence that they can meet our due diligence process which will consist of, but not limited to governing document (constitution, articles of association, etc.), safeguarding policy (including your named safeguarding lead), equal opportunities, financial overview, and then the main submission.
 - 5.2.2. Young people’s advisory panel – 3 – 5 young people (in each district) will have overview of and provide feedback / guidance on applicant’s responses related to young people’s engagement and involvement. This feedback will inform the final decision-making process.
 - 5.2.3. Members advisory panel – between 3 – 5 elected members (in each district) will have overview of and provide feedback / guidance on applicant’s responses related to wider community engagement and involvement. This feedback will inform the final decision-making process.

- 5.2.4. Officer recommendation – it is proposed recommendations will be prepared by officers from the service, namely the Head of Service, the Commissioning Manager and the Quality Assurance, Impact and Monitoring Lead. Officers will rely on feedback from young people and elected members in order to make the most informed recommendations.
- 5.2.5. Ratification – the Executive Member for Early Years, Children, Young People, the Strategic Director for Neighbourhoods and the Head of Libraries, Galleries, Culture and Youth will complete the decision-making process.

6.0 Funding

- 6.1 The total amount of funding available for commissioning will be £1.6 million.
- 6.2. The additional investment funding will be retained to support projects identified throughout the year and will include Our Year Legacy work. The money will also be used to invest in training, development and capacity building.
- 6.3. The four hubs across the city will continue to receive funding enabling them to continue their work with children and young people in specific areas of the city.

7.0 Timeline

- 7.1 It is proposed that the following timeline is agreed:

Stage 1: Launch

- The programme opens for applications from 12 noon on the 5th of January 2023 however the commissioning framework will be launched on the 21st of December 2022
- Grant information events, workshops and meet the funders session will take place between the 5th of January with the final one taking place on or around Monday the 20th of February – more information on these events will be provided soon.

Stage 2: Application period

- Online application can be submitted from Thursday the 5th of January until midnight on Sunday the 26th of February.

Stage 3: Due Diligence

- Officers from service will review all applicants' policies and procedures as soon as applications are received.

Stage 4: Decision-making and grant award

- The grant making board will meet and assess applications from Monday 27th of February.

- All organisations will be contacted by no later than Wednesday 15th of March with an outcome. Grant confirmation letters will be issued on Friday 17th of March. Delivery will be expected to commence on the 1st of July.

It is recommended that the programme covers a 21-month period from 1st July 2023 to 31st March 2025.

8.0 Service Requirements

8.1 The service envisions that all VCS applications will be assessed against the following requirements:

- Equality, diversity and inclusion are embedded in activities, governance and management arrangements with plans on promoting inclusion within their service.
- Promoting a culture of collaboration and joint working with all youth and play provision and specialist services that support children and young people, particularly around, attainment, mental health, physical health and their development including their growth in communication skills and other soft skills.
- Commitment to increasing the participation and volunteering opportunities for young people, subsequently recognising and rewarding achievement.
- Work with the council and children and young people to publicise widely the youth and play offer, using methods that young people will use and on the identified web portal.
- Monitor and measure impact of children and young people's involvement in various activities by identifying with them their development, their learning and gained accredited qualifications.
- Provide sufficient workforce developmental opportunities to ensure safe and quality delivery.

9.0 Quality Assurance, Impact and Monitoring

9.1 It is proposed that a standardised MI (management information) system is implemented. This will enable the service to monitor performance and measure impact. All successful organisations will be provided with training and be provided with the MI system without the need to purchase it as costs will be covered by the Grant Programme. The MI system will be a:

- Central data monitoring system for all funded youth and play work in the city including the holiday activity and food programme (HAF).
- Facility where successful applicants can upload due diligence documents that will be visible to council officers to check and review.

- A signposting and advertising platform for the youth and play offer.
- Record keeping database for young people's development and their journey travelled. This will allow providers to demonstrate the impact of provision on children young people's lives, including measure learning outcomes / accreditations / Duke of Edinburgh's Award and other qualifications.
- Provision for qualitative data as well as provision for quantitative data and demographics.

10.0 Other Considerations

10.1 Risk Management and Mitigation

10.1.1 These proposals will ensure that as many risks are mitigated against and managed effectively and efficiently through regular engagement by service officers. Additional support through the service will be provided to the VCS including but not limited to training opportunities to understand, mitigate and write risk assessments.

10.2 Legal Considerations

10.2.1 This proposal will require new legal arrangements to be drawn up between the council and funded providers.

10.2.2. In making any decisions about the commissioning framework and its subsequent programme of work, the council will have due regard to the relevant statutory guidance and legislation. Specifically, the duty within Section 507B of the Education Act 1996 described as the "sufficiency duty" that the council "must, so far as reasonably practicable, secure for qualifying young persons in the authority's area access to:

- i) Sufficient educational leisure-time activities which are for the improvement of their wellbeing and sufficient facilities for such activities.
- ii) Sufficient recreational leisure time activities which are for the improvement of their wellbeing and sufficient facilities for such activities.
- iii) Statutory guidance is also explicit that local authorities must take steps to ascertain the views of young people and to take them into account in making decisions about services and activities for them.
This report

10.2.3. This report informs how the service will meet the statutory duty and meet its legal responsibilities. An endorsement from Scrutiny would enable the service to begin implementing processes for effective, efficient and equitable commissioning.

11.0 Conclusions and Next Steps

- 11.1 The proposed new framework will build on the existing strengths and progress made over the last few years. It will aim to reduce operational overheads and seek to remove duplication. It is anticipated that more funding will reach grassroots organisations who are working directly with children and young people and will encourage and support applications from new and diverse non-white organisations that are not usually represented in the VCS.
- 11.2 The following next steps, in addition to the ones mentioned previously in this report, are recommended:
- a) It is recommended a further extension of until the 30th June 2023 is offered to all currently funded organisations. This will ensure continuity of delivery and allow time for mobilisation of new providers as well as a supportive de-commissioning if needed.
 - b) It is proposed this grants programme runs from the 1st of July 2023 to the 31st of March 2025 – 21 months.
 - c) The committee agrees that the Youth, Play and Participation service commences the new grants programme process as outlined in the proposed timeline and based on the principles of investment.

Appendices

1. Youth, Play and Participation Service Commissioning Framework



**MANCHESTER
CITY COUNCIL**

Youth, Play and Participation Commissioning Framework

1st July 2023 – 31st March 2025

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Note: This prospectus sets out Manchester City Council's (MCC) vision and commitment for commissioning youth and play services for children and young people. It is aimed and will inform potential service providers, residents, colleagues and Members of our commissioning approach. Hereafter the term commissioning is changed to **the grants programme**, given the money to be distributed will be in grant form.

1. Introduction

I'm sure that we'd all agree that we want Manchester to be the best it can be for all our children and young people, which is why we launched the 2022 Our Year Campaign and why we have set out to become a UNICEF recognised Child Friendly City. Our ambitions are high, and we are determined to make our city one where children and young people have a voice and are listened to.

Quality Youth and Play work in every part of the city is vital to those ambitions. When we talk to children, they tell us that they want a range of things to do in their local areas – which are free and easy to get to. Manchester is an amazing city, but we also know it has significant challenges. Too many of our young people face challenges when compared to young people in other parts of the country as well as additional barriers to accessing provision. We know the difference that professional youth and play work can make to the life of a child and to the city as a whole and we want to make sure this access is available in every part of the city. We already have fantastic providers doing incredible work, day in day out, and we want to continue to support that work.

Things always evolve and change, and we need to constantly review what we do to make sure we are the best we can be. In a city as diverse as Manchester there can't be a "one size fits all" approach- our young people are unique, with different interests and different needs. We also have thriving communities with their own expertise and experience. We want to harness this as part of our commissioning strategy so that we see newer diverse organisations being supported to join our already fantastic range of established organisations.

It's been a tough time for the youth and play sector over the last ten years- with cuts and austerity hitting their work more than most other sectors. Over the last couple of years, we have started to see some improvement and there is now more youth and play work being funded in our city than there has been for a long time. As a Council we recognise the resilience of the sector which has kept going through these difficult times and we want to come together to build on that for the future. We all want the same thing for our city – quality youth and play work which is open and accessible to all children and young people in every part of our great city.

I'd like to end by thanking all those who took part in our listening conversations, those who completed the online questionnaire's, the co-design steering group, and to every individual and organisation working hard to develop Manchester's children and young people. We look forward to working with you all together over the coming months and years.

Councillor Garry Bridges
Executive Member for Early Years, Children and Young People

2. Strategic Context

National

Statutory guidance states local authorities have a statutory duty to ‘secure, so far as is reasonably practicable, sufficient provision of educational and recreational leisure-time activities for young people, and to make sure young people have a say in the local offer’. This is often referred to as the ‘youth service duty’. This includes youth and play work and other provision that:

- ‘Connects young people with their communities
- Offers young people opportunities in safe environments to take part in a wide range of activities
- Supports the personal, social and economic development of young people
- Improves young people’s physical and mental health, and emotional wellbeing
 - Raises young people’s aspirations, builds their resilience, and informs their decision-making.’

[The Department for Digital, Media, Culture and Sport (DCMS) 2019]

The government is reviewing the guidance that sets out the statutory duty placed on local authorities to provide appropriate local youth and play services. It is expected that the review will provide greater clarity of government expectations, including the value added by good-quality youth and play work.

Current work includes the government’s Comprehensive Spending Review, Statutory Guidance for Local Authorities - securing baseline data from the national youth work census and a ten-year youth sector strategy. This includes priorities and partnerships for young people in Covid-19 recovery, education, employment, health and safeguarding. The Youth Review published in February 2022 highlights DCMS acknowledging the youth sector has faced challenges throughout the Covid-19 pandemic, and the UK government is responding by wanting to make a significant impact by 2025 by wanting to achieve the following:

- A Youth Guarantee: by 2025, every young person will have access to regular clubs and activities, adventures away from home and volunteering opportunities
- Three strategic aims:
 - “Levelling up” and expanding access to youth provision with £560 million investment over the next 3 years (Youth Investment Fund, over 30 VCS providers from Manchester have already expressed an interest)
 - Supporting the youth sector workforce
 - Listening to young people’s voices

In working to deliver the above via granting funds to VCS providers will enable the Council to fulfil its Statutory Youth Duty

Local

Local drivers that inform service priorities and delivery include MCC's Children and Young People's Plan 2020 – 2024 (Building a safe, happy, healthy and successful future for children and young people) [89167 CYPP One Page Plan2020 24 v4.pdf \(mcc.local\)](#)

The Children & Young People's Plan aligns with the priorities and focus of the Our Manchester Youth Strategy (OMYS). It also helps fulfil the priorities identified in the strategy. The OMYS has a clear vision which provides clarity around the development and delivery of youth services:

“Ensure our young people have the opportunity to achieve their full potential and benefit from the economic prosperity of the city. They will contribute to, and benefit from supportive and dynamic neighbourhoods with access to a wide range of youth, leisure, cultural and recreational opportunities. Their voice and citizenship will continue to be placed at the heart of the city's current and future identity, recognising that our young people are the future of Manchester, economically, socially and culturally. They will come to define our city, and its relationship with the global community’. [Our Manchester Youth Offer Strategy 2020 .pdf \(mcc.local\)](#)

Further local drivers also underpin and are interlinked by several local strategies to ensure specific needs and priorities are being addressed in key areas of development for children and young people, the list below is by no means exhaustive:

- 1) **Our Manchester Strategy 2016–2025** seeks for everyone to work together in finding creative solutions for Manchester to be in the top-flight of world class cities with a dynamic economy where all will feel safe and living well. The priorities reset up to 2025 places a focus on the challenges – putting equality, inclusion and sustainability centre stage – with a renewed focus on children and young people, health...our environment and infrastructure.
- 2) **Manchester's Sport and Physical Activity Strategy 2019–2028** communicates the long-term vision for increasing sport and physical activities across the city. It has an essential focus on young people's overall wellbeing and potential, helping them to enjoy being active and healthy.
- 3) **Manchester's Promoting Inclusion and Preventing Exclusion Strategy: Supporting our Young People to Thrive 2019–2022** sets out a clear framework for reducing the expulsion of children and young people from education, ensuring all Manchester's early years settings, schools and post-16 providers are inclusive and able to meet the needs of their local communities.
- 4) **The Manchester Work and Skills Strategy** highlights how young people will be better equipped to compete within the local labour market, stressing the importance of sustainable and healthy work with opportunities for progression.
- 5) **Manchester Community Safety Strategy Partnership: Our Strategy** outlines Manchester's community safety priorities. These include 'keeping children and young people safe' from a range of issues, such as criminal

exploitation, youth violence, knife crime, substance misuse, and antisocial behaviour.

- 6) **Manchester Outdoor Learning and Adventurous Activity Strategy for Children, Young People and their Families** describes how young people can access the existing wealth of opportunities and participate in outdoor learning and adventurous activities in Manchester that enable them to have fun, stay healthy and improve their long-term outcomes.
- 7) **Manchester Family Poverty Strategy 2017-22** sets out priorities under three themes - sustainable work & affordable and accessible childcare, the basics and resilience.
- 8) **Manchester SEND Joint Commissioning Strategy 2020 – 2023** working together to enable Manchester’s children and young people to lead safe, happy, healthy and successful lives.
- 9) **Young Carers Strategy** for young carers to have access to the same opportunities as their peers, being protected from inappropriate caring, and that they are safe, healthy, aspiring and achieving.
- 10) **Our Year & UNICEF’S Child Friendly City** this programme aims to create Manchester’s communities where all children and young people – whether they are living in care, using a children’s centre, or simply visiting their local library – have a meaningful say in, and truly benefit from the local decisions, services and spaces that shape their lives. Manchester is working on an ambitious three-to-five-year journey towards international recognition as a UNICEF UK child friendly city.

Successfully funded VCS providers are expected to plan and link the local and national priorities in their delivery of varied services by using youth and play work principles. The next section explains the principles that can be applied to deliver on a variety of priorities, interests and issues pertaining to children and young people.

3. National curriculum for youth work

In order to provide effective youth and play services in Manchester we have adopted National Youth Agency’s (NYA) national curriculum for youth work (2020).

The national curriculum for youth work enables a greater understanding of youth work practice, provides an educational framework and acts as a reference tool to be used by decision makers, policy makers, commissioners, youth workers and young people. The curriculum framework is founded on four cornerstones, which describe the broad aims of youth work:

1. **Education:** Youth work offers informal learning opportunities that can complement formal learning in schools and colleges. It gives young people the opportunity to learn – about themselves, about others, about issues they care about or that concern them and about society and how to engage in their communities.

2. **Empowerment.** Youth work helps young people to develop the skills and confidence to make decisions and act on issues that affect their own lives, the lives of others, their communities and society. This enables young people to take control, have a voice and get involved as advocates.
3. **Equality.** Youth work is for all young people. It respects differences and builds connections between different groups and individuals. It recognises and promotes human rights, social justice and anti-oppressive practices, supporting and challenging young people to reflect on their understanding of themselves and their behaviour towards others.
4. **Participation.** Youth work supports young people and works with them to become partners and leaders in their own learning, to help them gain influence over issues they are concerned about and to engage them with democratic processes.

Youth work relationships are underpinned by youth work values and principles. These provide an ethical foundation that inform the way youth workers make decisions about their work. Values are used to develop principles that allow workers to collectively understand how they apply values to youth work practice. Youth work values and principles:

- Good youth work is delivered by developing a voluntary and trusting relationship between the young person and the youth worker.
- Good youth work is underpinned by contextual safeguarding approaches, where the welfare of young people is paramount.
- It is a rights-based informal educational process and an asset-based empowerment approach. It complements, extends and supports formal education by encouraging and providing other opportunities for young people to achieve and fulfil their potential.
- It does not seek to position young people as a ‘problem’; it develops a positive narrative around young people.
- Good youth work embraces the value that young people bring to society and works with them to develop solutions to challenges experienced individually, collectively and societally.
- Youth work equips young people with knowledge and skills for life across a range of dimensions, including socially, economically and politically

4. Play work principles

In order to provide effective youth and play services in Manchester we have adopted the highly recognised play principles to assist providers in their delivery.

The principles of play work help to understand two critical values of play work practice:

- 1) The nature and value of play.
- 2) The role play workers have in supporting play for children and young people.

The following 8 play work principles were finalised in 2005 and subsequently approved by Skills Active (the Sectors Skills Council for Play work). They are still in use today and encourages every play worker to give children and young people the appropriate space and opportunity to play:

- a) All children and young people need to play. The impulse to play is innate. Play is a biological, psychological and a social necessity, and is fundamental to the healthy development and well-being of individuals and communities.
- b) Play is a process that is freely chosen, personally directed and intrinsically motivated. That is, children and young people determine and control the content and intent of their play, by following their own instincts, ideas and interests, in their own way for their own reasons.
- c) The prime focus and essence of play work is to support and facilitate the play process and this should inform the development of play policy, strategy, training and education.
- d) For play workers, the play process takes precedence and play workers act as advocates for play when engaging with adult led agendas.
- e) The role of the play worker is to support all children and young people in the creation of a space in which they can play.
- f) The play worker's response to children and young people playing is based on a sound up to date knowledge of the play process, and reflective practice.
- g) Play workers recognise their own impact on the play space and also the impact of children and young people's play on the play worker.
- h) Play workers choose an intervention style that enables children and young people to extend their play. All play worker interventions must balance risk with the developmental benefit and well-being of children.

The principles are linked to UN Rights of the Child ://www.unicef.org.uk/wp-content/uploads/2019/10/UNCRC_summary-1_1.pdf

All potential VCS organisations seeking funds are expected to utilise the national curriculum for youth work and the play work principles to assist in their delivery to meet children and young people's needs.

5. Service Requirements

As a result of the findings from the Youth Review (2021), the Listening Conversations (2022), the Needs Analysis (2022) and the commissioning framework co-design/creation sector group (2022) the Council has agreed the following requirements. All project proposals need to:

- 1) Have equality, diversity and inclusion embedded in their activities, governance and management arrangements with plans on how they will promote inclusion within their service.
- 2) Promote a culture of collaboration and joint working with all youth and play provision and specialist services that support children and young people, particularly around, attainment, mental health, physical health and their development including their growth in communication skills and other soft skills.
- 3) Recognise the impact of Covid-19 on young people and support needs for recovery.
- 4) Be committed to increasing the participation and volunteering opportunities for young people, subsequently recognising and rewarding achievement.
- 5) Work alongside the Council to seek opportunities to bring organisations together to collaborate on cross-city strategic and operational projects which will improve outcomes for Manchester's children and young people.
- 6) Work with the Council and children and young people to publicise widely the Youth and Play Offer, using methods that young people will use and on the identified web portal.
- 7) Contribute to environmental and economic value in the city.
- 8) Monitor and measure impact of children and young people's involvement in various activities by identifying with them their development, their learning and gained accredited qualifications.
- 9) Provide evidence on how value for money can be achieved against costs, inputs, outputs and outcomes.
- 10) Explain how delivery to children and young people contributes to social value.
- 11) Provide sufficient workforce developmental opportunities to ensure safe and quality delivery.
- 12) Highlight what added value is achievable.
- 13) How organisations work to provide warm spaces.

All bids will be assessed against the above criteria. Applicants should be aware that these requirements will need to be clearly evidenced in their bid. Applicants for smaller grants will not be expected meet all the requirements.

Programme Outcomes

VCS providers funded by Council are expected to be working to achieve the following outcomes for children and young people (adapted from the National Youth Agency's 'Theory of Change for Youth Work' 2018).

Intermediate outcomes knowledge and skills:

- Increased self-awareness and emotional intelligence.
- Improved social and communication skills.
- Greater empathy and understanding of other people.
- Acquired knowledge for planning and problem solving.
- Attitudes and capabilities.
- Increased aspiration, confidence and agency.
- Increased independence, resilience and determination.
- Informed attitude to risk.
- More positive about people from different backgrounds.

Social behaviours

- Engaged in more positive activities, more often.
- Increased willingness to take action to help others.
- Improved decision making, voice and advocacy.
- Increased democratic engagement.

Community

- Needs identified early and access to support services.
- Increased social capital and more positive relationships, peers and intergenerational.
- Increased sense of belonging and community cohesion.

Collective impact

- Stronger families, friendships and civil society.
- Active citizenship, respect and equality of opportunity.
- Improved education, employment, health and mental wellbeing.

Funded organisations will be expected to routinely evidence achieved outcomes on the identified MI (management information) system. Applicants for smaller grants will not be expected to meet all programme outcomes.

6. Purpose of the grant

The grant funding is to:

- Provide safe physical, digital, outreach and detached spaces in the community that delivers open access, informal education to children and young people that will support their personal, social and political development through activities that children and young people need, want and value.
- Deliver regular activities and opportunities for children and young people to participate in decision making forums, social action and volunteering.

- Provide targeted and specialist youth and play work to engage children and young people with specialist needs, disadvantaged young people or marginalised groups.
- Work in partnership with the council, other youth and play providers and specialist agencies, acting as a bridge and supporting children and young people to access other services and being part of a partnership and multi-agency group where appropriate.
- Empower children and young people to co-design and co-produce activities, projects and services.
- Work closely with organisations who work with children and young people from protected groups, such as those who identify as LGBT+ (is this the right terminology), who have a disability or are non-white, SEND, young carers etc utilising their specialist knowledge to improve inclusion.

Cost that can be funded

The programme can fund core and delivery costs associated with delivering your activities, including but not limited to:

- direct delivery including residentials and exchanges
- salaries
- training
- volunteer costs
- management costs – no more than 10% of the total costs for partnership bids and no more than 7% for individual bids
- premises costs
- utilities and overheads
- equipment for delivery
- partnership project costs

This programme will not fund:

- major refurbishments
- the purchase of vehicles, land or buildings
- projects where the main aim is research/evidence gathering
- religious or political activity
- costs of activities taking place outside Manchester local authority boundaries with the exception of residentials, exchanges and project work where the sole purpose is for the development of children and young people via direct face to face delivery.

The grant will be paid quarterly. The first quarter will be paid up front. Subsequent quarters will be paid on receipt of and viewing of quarterly monitoring returns via the identified MI system.

Given the various reviews that have taken place over the last few years as well the national and local drivers and the extensive consultation carried out by the Youth, Play

and Participation Service, we are confident that this grants programme is the most comprehensive one targeted on the most important issues facing children and young people during the next few years, including supporting the recovery of the impact of Covid -19.

7. Available funding

The grants programme will initially be a twenty-one-month programme, starting 1st July 2023 and ending on 31st March 2025. There may be a possibility to extend successful organisation's delivery by 1 year (1st April 2025 – 31st March 2026). It is envisioned that following this funding cycle, the service can commit to longer term funding (potentially 3 years) however this is subject to resources and capacity available at that time. We are well aware, appreciate and acknowledge that organisations are often placed to make real, long-term change over a period of years once they are confident that resources will continue to be there to support them and we will work diligently to enable this to happen.

Grant amounts

The total available in this funding programme is £1.6million per year up to 31st March 2025. Applicants can apply for a small, medium or large grant as listed below:

Funding Level	Year 1 from 1 st July 2023 to 31 st March 2024 (pro-rata for 9 months - £1.2million)	Year 2 from 1 st April 2024 to 31 st March 2025
Small	£7,500 to £30,000	£10,000 to £50,000
Medium	£31,000 to £52,000	£51,000 to £100,000
Large	£53,500 to £75,000	£101,000 to £150,000

Organisations cannot apply for more than 50% of their annual turnover.

Key dates

The programme covers a 21-month period from 1st July 2023 to 31st March 2025.

The anticipated timeline for the application, evaluation and award process is:

Stage 1: Launch

- The programme opens for applications from 12 noon on 5th January 2023.

Grant information events, workshops and meet the funders session will take place on:

- 10th January 2023 from 18:00 to 10:00 at North Manchester Youth Zone
- 19th January 2023 from 18:00 to 20:00 at the Powerhouse, Moss Side
- 26th January 2023 from 18:00 to 20:00 at Barlow Moore Community Centre
- 1st February 2023 from 18:00 to 20:00 – online meeting
- 2nd February 2023 from 18:00 to 20:00 North district, venue TBA

- *7th February 2023 from 18:00 to 20:00 Central district, venue TBA*
- *15th February 2023 from 18:00 to 20:00 South district, venue TBA*

Stage 2: Application period

- Online application can be submitted from Thursday the 5th of January until midnight on Sunday the 26th of February.

Stage 3: Due diligence

Officers will review all applicants and documents as soon as applications are received. Applicants will need to provide the following key policies, procedures and documents that outline the way the organisation works, which includes at a minimum:

- Your governing document (constitution, articles of association, etc.).
- Safeguarding policy (including your named safeguarding lead).
- Health and safety.
- Data protection.
- Equal opportunities.
- Financial overview
- Copies of your insurance cover certificate.
- Annual reports or equivalent.
- Your annual accounts for at least the last 12 months. We understand that for some organisations, in particular new start up organisations this may not be possible. As such, a signed statement from the trustees / directors describing why the accounts are not available, the organisation's financial position for the last 12 months and current expectations about the future position will be needed. This should be signed by two trustees / directors being the chair and treasurer.
- Evidence of four quorate board meeting/management committee reports.

Stage 4: Decision-making and grant award

- The grant making board will meet and assess applications from Monday 27th of February.
- All organisations will be contacted by no later than Wednesday 15th of March with an outcome. Grant confirmation letters will be issued on Friday 17th of March. Delivery will be expected to commence on the 1st of July.

8. Workforce Development

Our approach recognises the importance of the VCS in providing services for children and young people in Manchester. To support and enhance delivery the Youth, Play and Participation service aims to support the sector to develop their workforce. To do this we will work with the sector to address key areas including but not limited to:

- Increasing the number of professionally recognised youth & play workers: Level 2/3 play work diploma, The nationally recognized Joint Negotiating Committee's (JNC) Level 3 youth work qualification and possible apprenticeships.

- Continuous professional development (CPD): safeguarding, issue-based, capacity building, organisation development.
- Support to enhance quality assurance: peer (workforce) review training, monitoring, recording and evaluation, young ambassadors training etc.

9. Quality Assurance

The need for granting funds and the resulting procurement activity to be undertaken within a performance management framework is critical to achieving success and continuous improvement and to ensuring that resources are targeted effectively.

There are a range of performance management and monitoring systems in place for children and young people's services across the country however, the Youth, Play and Participation service recognises that it has to do more to ensure that we measure value for money, capture the exceptional work delivered by providers and highlight the outcomes achieved by children and young people.

In terms of this funding, we will develop a standardised performance management framework for all funded youth and play providers, to include systematic and explicit benchmarking in relation to costs and outcomes for the granted providers. This will involve the setting of clear targets and the use of a standardised MI system to monitor performance and measure impact. All successful organisations will be provided with training and be provided with the MI system without the need to purchase it. The MI system will be a:

- a) Central data monitoring system for all funded youth and play work in the city and for the holiday activity programme (HAF).
- b) Facility where successful applicants can upload due diligence documents once.
- c) Front page advertising and signposting process for youth and play provision.
- d) Record keeping scheme of young people's development – journey travelled. Measure the real impact of provision on young people's lives, including measure learning outcomes/accreditations/DoE & other qualifications
- e) Provision for qualitative data which MCC is keen to access, and providers are keen to share.
- f) Provision for quantitative data and demographics.

Additionally, quality assurance, impact and monitoring processes will be carried by using a supportive, transparent and a developmental approach with methods that will help:

- a) Allow for "sampling visits" – Informal process with the aim of collaborative learning. Samples may be from universal provision or targeted projects, it will be discussion based, to gather evidence from children and young people and youth & play workers.

- b) Drop ins – with a formalised template which will be informal for the purposes of seeing organic provision.
- c) Young Ambassador visits – Trained young people to conduct announced visits
- d) Peer Reviews – trained workers to conduct announced visits. Mix of experienced, paid staff and volunteers to bring diverse perspectives. This will use a strengths-based approach, sharing best practice and if required collectively working on areas of development.
- e) Develop a “Quality Mark/Award” – potential for this after first 9 months of funded provision.
- f) Play work to be quality assured and monitored in a similar way with less constraints on outcomes but acknowledging the need for play provision to be driven by children and young people and that it is not restrictive.
- g) Play work to be aligned to England’s “Quality in Play” and the 8 principles of play.

10. Value for money

There will be close links with procurement and contracting colleagues within the council and other bodies to ensure that all services are contracted in accordance with local standing orders and procurement regulations.

The Local Government Information Association defines contestability as being “the process of considering different supplier options, rather than just considering changing the management, method or processes of the existing supplier”. Promoting a mixed market in the delivery of public services is a key component of the government’s public service reform agenda. Ensuring grant makers, users, and funders of public services get the best value for money from a mixed pool of providers is crucial to service improvement and sustainability. The Council’s approach supports the need to work to the principle of contestability in terms of widening the market to create more suppliers of youth and play services. The procurement approach will utilise a number of principles that will be applied in order to secure value for money. These are as follows:

- Cost effectiveness without compromising quality.
- Competition will be sought.
- Required rather than desired outputs.
- Added value through innovation and creativity.
- Accountability and transparency.
- All viable sourcing options will be considered.
- Transactions will be streamlined to ensure efficient use of resources.
- Administrative processes kept to a minimum to avoid bureaucracy.
- Continuous improvement and learning from experience through ongoing relationships and the joint effective management of the relationships.
- Focus on improving services for the future rather than maintaining services of the past.

Proof of good value for money is in concluding that the services received were worth the price paid. For services for children and young people this will be increasingly measured by their outcomes achieved in relation to the budgets committed.

As outlined above, to demonstrate value the points above will become established procurement practice within the grants to deliver youth and play services.

Real Living Wage Plans

In line with OMCVS 's Grant Programme this fund has adopted the council's plan for Manchester to become a Real Living Wage City, aiming to narrow the gap that exists between what our residents earn and what others working in the City earn. Manchester's paid and volunteer VCS sector workforce is huge, and it is important that the city's commitment to the Real Living Wage is reflected in this fund. All applicants are required to outline how their organisation will work towards achieving the Living Wage Employer Mark, accredited by the Living Wage Foundation, by March 2025. Applicants are advised to include the costs of accreditation in their submissions.

We would also encourage you to use Joint Negotiating Committee (JNC) rates set by the National Youth Agency for those members of staff who are qualified youth workers. There are two grades within the JNC framework, youth support worker and professional youth workers. The JNC rates can also be applied for qualified play workers.

Diversifying income

We acknowledge and appreciate that due to local, national and international issues, groups and organisations have no guarantee of funding. We also acknowledge and appreciate that, sometimes / often, organisations are reliant on most of their funding from a small number of sources. We are deeply invested in the youth and play sector and as such, if successful and if needed, the service will work with you to devise and implement a plan to increase their financial resilience by diversifying your income

11. Who can apply / partnership bids

Individual organisations from the VSC who meet the listed criteria are eligible to apply.

Partnership applications

Organisations can apply in partnership to deliver youth and play services city wide, area wide or in certain geographical areas.

Where a partnership wishes to apply to the grants programme, one organisation must complete the application on behalf of the partnership, known as the lead partner. Other organisations in the partnership application are known as named partners. You must have at least two partners (lead plus 2 named partners) to submit a partnership bid. There should be a significant amount of funding that goes to the partner organisation as only 10% of the total cost can be used as management costs by the lead partner.

An organisation can only apply for one grant but you may also be a beneficiary from a second application as a named partner. You cannot be a lead partner if you are also submitting an individual application (see guidance document for more information).

Lead partners will be expected to:

- Confirm that all partner organisations named on the application meet the fund's eligibility requirements and undertake due diligence on partners (see guidance document for more information).
- Take responsibility for distribution of funds to partner organisations.
- State on how any conflicts in the partnership are to be resolved.
- Collate and submit monitoring information on behalf of the partnership.

Partnerships will be expected to have an agreement in place that includes (but is not limited to) how they will work together to deliver activities, keep people safe (in terms of health and safety and safeguarding), monitor the work and pass on funding.

All formal partners will be expected to take part in the due diligence process. Officers will undertake due diligence of the partnership arrangements.

District and city wide networks

The new proposals will enable more partnerships to be developed across the city. At the same time, we are aware that networks are needed now more than ever before. As such, a total of £120,000 from the grant will be set aside for three neighbourhood district-based networks and one city wide network (£30,000 per network).

The networks will be expected to work in their neighbourhood areas and city wide to liaise with funded and non-funded groups to support each other, build each other's capacity, identify and arrange developmental opportunities, jointly address issues and needs of children and young people and have autonomy to address any other points that the Network wishes to. Successful organisations will be expected to:

- Arrange a minimum of six Network meetings per annum.
- Have UNICEF's Child Friendly City (CFC) as a standing item on the agenda to actively engage, promote and deliver the principles, values and contribute to CFC in Manchester.
- Ensure the Network is diverse ensuring the local community is represented.
- Address neighbourhood issues / city wide issues.
- Develop neighbourhood / city wide projects.
- Have no less than six other organisations as part of the Network.
- Be the liaison with the Council.
- If required arrange developmental opportunities.

The networks will be based in and cover the current MCC's neighbourhood boundaries of North, Central and South with the addition of one city wide network to provide a good geographical and manageable spread. To support networks, funding will be available:

North	Central	South	City Wide
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£30,000	£30,000	£30,000	£30,000
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Organisations are expected to apply to lead the neighbourhood and city-wide Networks. The lead organisation will only be able to use between 7% of the allocated amount for management costs.

12. Eligibility

The purpose of this fund is to invest in a healthy and thriving voluntary sector to support Manchester's children and young people. The grants programme will support organisations that can demonstrate good practice in both their operational activity and the impact they have on participants. This section outlines the minimum eligibility criteria for the youth, play and participation fund and the expectations that organisations must evidence in their application.

Eligibility criteria

In summary, the fund is open to voluntary and community sector organisations that are already delivering services and new groups that are based in Manchester who wish to support and develop the city's children and young people. This means not-for-profit, non-governmental, community-based organisations that are value driven and reinvest surpluses to further social, environmental or cultural objectives for the community.

Manchester's VCS and children and young people are defined as all normally based in and are residents in the 32 electoral wards of Manchester, including people who are temporarily homeless.

We will accept applications from the following types of voluntary and community sector organisation:

- Registered charity.
- Charitable incorporated organisation.
- Community-interest company limited by guarantee.
- Community-interest company limited by share (schedule 2 with 100 per cent asset lock only).
- Community-benefit company registered as an industrial and provident society.
- Unincorporated charitable association / group.

Your organisation must:

- Be applying for funding to work with children and young people aged 5 to 19 (up to 25 for care leavers and those with additional needs).
- Be based in Manchester
- Deliver services to children and young people in Manchester.
- Be constituted and have a bank account in the organisation's name.

- Have at least three trustees or directors (who are not related to each other and are not paid shareholders).
- Have a set of objectives that allows you to undertake the activities you're proposing.
- Be value-driven, for the social good.
- Be non-party political.
- Provide services or activities that are not religious or political in nature and that do not promote religious or political affiliation (please note that faith groups can apply but not for activities related to worship or the promotion of a particular faith).
- Reinvest any financial surpluses to further social, environmental and/or cultural objectives that bring a significant benefit to children and young people of Manchester.
- Not distribute any of your surpluses or assets to individuals.

Applicants will be asked to confirm they meet these requirements at the application stage, which will then be confirmed at due diligence. Any organisation not able to provide evidence during due diligence will be unsuccessful in receiving funding.

13. How to apply

Applications can be submitted online via: Apply online via [xxx](#). A paper copy is also available – please email youth_team@manchester.gov.uk to receive a copy.

Please note the deadline for all applications is Sunday the 26th of February at midnight. For more information, please see the guidance document for more information.

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**Manchester City Council
Report for Information**

Report to: Children and Young People Scrutiny Committee – 7 December 2022

Subject: Post-16 EET Strategic Plan 2022-25

Report of: Director of Education

Summary

This report provides an update on work done by the Council to increase the number of young people accessing EET opportunities in the city, aligning with the city's economic priorities. It also outlines the plans for this work moving forwards, with the strategic plan developed to coincide with the Our Manchester Forward to 2025 Strategy and Manchester Inclusion Strategy 2022-25. The paper highlights the challenges the City will have in ensuring sufficiency of places for young people wanting to continue in Education due to the growth of the school population. It outlines the work that has been done to date including promoting opportunities for our post 16 providers to access capital funding through bids to the DFE and actively encouraging the submission of applications to open new provision through the free school process.

Please note:

- EET - education, employment or training
- NEET - not in education, employment or training

Recommendations

The Committee is recommended to:-

- (1) Read and consider the content of the Post-16 EET Strategic Plan 2022-25
- (2) Recommend any aspects of consideration, amendment or clarification as required.

Wards Affected: All

Environmental Impact Assessment - the impact of the issues addressed in this report on achieving the zero-carbon target for the city

The Post-16 EET Strategic Plan includes within workstream 4, alignment with the Education Green Climate Action Plan 2022-24. As such, relevant impact is measured through the existing KPI's of this specific plan.

Equality, Diversity and Inclusion - the impact of the issues addressed in this report in meeting our Public Sector Equality Duty and broader equality commitments

This Post-16 EET Strategic Plan is applicable to all young people of secondary and college age and their settings' with a specific reference to vulnerable groups as part of workstream 3 and the education sector at large as part of workstream 4.

Manchester Strategy outcomes	Summary of how this report aligns to the OMS/Contribution to the Strategy
A thriving and sustainable city: supporting a diverse and distinctive economy that creates jobs and opportunities	The reduction of the number of young people within the raising participation age who are not in education, employment or training.
A highly skilled city: world class and home grown talent sustaining the city's economic success	Implementation of robust quality assurance frameworks for post-16.
A progressive and equitable city: making a positive contribution by unlocking the potential of our communities	Inter-agency collaboration and partnership working to focus on identified intervention for vulnerable young people.
A liveable and low carbon city: a destination of choice to live, visit, work	Supporting the post-16 education sector in reducing carbon emissions and developing sustainable school and college environments that provide opportunities for young people to benefit from the green economy.
A connected city: world class infrastructure and connectivity to drive growth	Embedding social value / Our Year and its opportunities with education, employment and training.

Financial Consequences – Revenue

N/A

Contact Officers:

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Name: Anthony Turner
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Background Documents (available for public inspection):

The following documents disclose important facts on which the report is based and have been relied upon in preparing the report. Copies of the background documents are available up to 4 years after the date of the meeting. If you would like a copy please contact one of the contact officers above.

Our Manchester Strategy – Forward to 2025

Work & Skills Strategy

Manchester Inclusion Strategy

Our Manchester Youth Strategy

Marmott Review

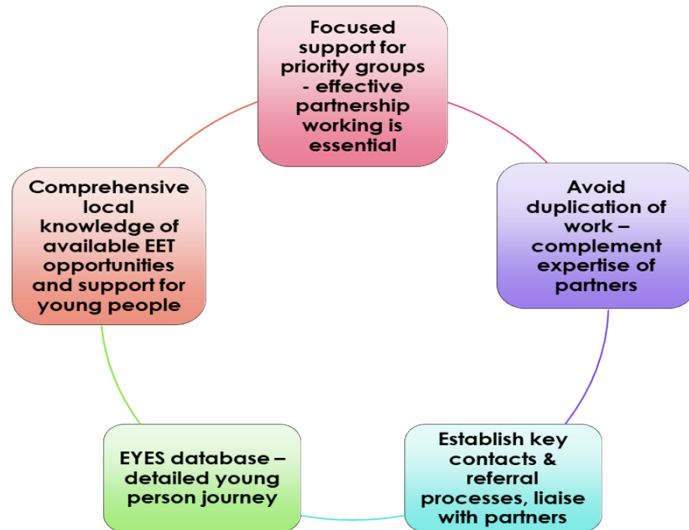
1.0 Background/Context

- 1.1 From September 2013 the Department for Education (DfE) raised the participation age (RPA). This means that all young people are required to be enrolled in some form of accredited education or training until at least their 18th birthday, with the Council having statutory duties. This can include full-time college courses, apprenticeships, traineeships, study programmes, supported internships and volunteering combined with part-time study.
- 1.2 In fulfilling this duty, the Council provides support to schools and post-16 education, training and engagement providers support to ensure our young people make a successful post-16 transition to a destination of their choice.
- 1.3 Career Connect are currently commissioned until March 31st 2023 to deliver the NEET prevention and reduction service in Manchester, supporting young people directly. The new tender process is ongoing, for a start date of 1st April 2023.
- 1.4 The Post-16 Lead is based within the Children and Education Services Directorate, whilst working within a matrix management model within the Growth and Development Directorate and the Work & Skills Team. The role is a conduit to Education, Work & Skills and wider MCC teams, with strategic oversight, co-ordination and steering of activity within this area implementing and influencing strategy and decision-making to maximise opportunities post-16.
- 1.5 The Post-16 EET Strategic Plan 2022-2025 details five identified workstreams as the key priorities. This provides an over-arching view of the opportunities, pathways and outcomes for young people in Manchester who are of raising participation age (RPA) and provides a consistent focus for partnership working that aligns to the broader strategic aims of the city.

2.0 Introduction

- 2.1 Manchester has a strong Post-16 sector, where all education providers are rated by Ofsted as good or better and where young people and their families have choice. The introduction of T-levels has added to the offer and uptake has been good. There has been substantial investment in the Manchester College's estate with the refurbishment of Openshaw and the opening of the new City Centre Campus in September. The offer provided by the Manchester College is well matched to the city's growth sectors with employer input into curriculum design and delivery. The investment in the estate is aligned with the College's strategy to create a 21st century learning environment and replaces out of date and dilapidated estate that wasn't fit for purpose. All of the Post-16 providers work well together and with the City Council through the Post-16 network and are committed to meeting the challenge of the growing population. Manchester also has a high volume of engagement, employability and training opportunities with local, regional and national organisations.

- 2.2 Education Services have developed, in partnership with internal and external stakeholders through a consultation process, a Post-16 EET Strategic Plan 2022-25 that will support the sector in maximising the opportunities available to young people in transition from pre-16 compulsory education on to the next stage of their pathway to further education, training and/or employment. The strategic plan focuses on a three-year period to coincide with the Our Manchester Forward to 2025 Strategy; the Manchester Inclusion Strategy 2022-25 and the Work & Skills Strategy 2022-27, with identified workstreams that align with the city's strategic objectives.
- 2.3 These workstreams are:
- Education, Employment and Skills
 - Quality Assurance
 - Support for Vulnerable Young People
 - Social Value
- 2.4 Each has an overarching objective which will provide a focus of activity that will be implemented to achieve tangible and impactful outcomes.
- 2.5 These workstreams will provide the focus of all action plans within relevant networks/groups to ensure consistently, focus and enhancing of opportunities to work in partnership and collaboration.
- 2.6 Work on this area is led by the Post-16 Lead, and is supported by colleagues within education teams and by the Work & Skills Team, where an officer is specifically assigned to focus on the young people theme.
- 2.7 Career Connect are the Council's commissioned service for NEET prevention and reduction, operating a city-wide, locality and co-located model for NEET young people aged 16 to 18 (up to 25 for SEND and care leavers), with an Engage – Assess – Action Plan model of delivery to identify and overcome barriers to education, employment and training. The service offers support to young people in relation to engagement with education, training and employment opportunities; tracking of young people whose destination is not known; outreach and community-based delivery; support for young people at risk of becoming NEET upon leaving school; co-location of staff with partners and agencies.



See 3.4 for more details of the plan.

3.0 Progress to date

This section of the report describes the landscape of the post-16 sector in Manchester, previous years achievements and further details of the strategic plan workstreams.

3.1 Post-16 Provision

3.1.1 Manchester is now home to around 35% more people than at the turn of the millennium. This rise in population has resulted in a significant increase in demand for primary and secondary education places in the city since 2008 and these larger cohorts of children are now reaching the end of their education in school. To put into context that has resulted in the City opening 8 new secondary schools plus expansions of most of our existing secondary schools in recent years. This growth is now starting to impact upon post-16 providers of education and training.

- 3.1.2 Working with the Post-16 Reference Group, the City Council commissioned a report completed in Spring 2022 to look at the impact of this growth coming through the secondary sector in the City, on the existing post 16 sector and the Council's capacity to meet our statutory duty to provide sufficient opportunities for young people post 16.
- 3.1.3 This report looked at a range of data sets including ONS data and school census data and worked with post 16 providers operating in the City. It concludes that a substantial increase in demand for 16-18 education and training by young people living in Manchester is underway and that this is likely to outstrip the ability of providers to create additional places to meet this demand. In fulfilling its statutory duty to ensure the education and training needs of young people in the city are met, it recommends that Manchester City Council should work with its 16-18 provider base, DfE and other stakeholders (including those in neighbouring boroughs) to increase the supply of post-16 places.

This conclusion is based on the following information:

- Forecasts vary, but it appears Manchester's 16-17 year old population is set to peak around the end of this decade at a level that is 20-30% higher than it is now, before settling at a level around 15-20% higher than it is now through the 2030s.
- Population is set to grow fastest in the north of the city and within its most deprived wards. This is at odds with the location of the overwhelming majority of Manchester's post-16 academic education provision, which is concentrated in an area south of the city centre. Consequently, ensuring that there is post 16 Education provision in the north of the City is a strategic priority for the City.
- The sharpest year-on-year rise in demand at year 12 (age 16) was expected in summer 2022 and will continue to increase year on year thereafter with another sharp increase in the 2027/28 academic year and sustained into the following decade. There is currently around 10% more year 11 pupils in Manchester schools than in 2021.
- Faced with this likely growth in demand, this report estimated that by summer 2022 only around 5% extra capacity is available, the bulk of it concentrated at one relatively new provider. Initial feedback from our providers is that application numbers significantly increased across all settings for September 2022 intake and that most settings already have reached capacity. Manchester has a strong and diverse 16-18 provider base which attracts a large number of young people living outside of the city, particularly from other local authorities.
- Student demand has risen fastest for A-level education (partly a consequence of rising GCSE grades) and among STEM subjects, which providers note require specialist facilities that are less flexible and therefore

more difficult to utilise heavily. Circa 50% of young people in the city pursue vocational routes and the introduction of T-levels has been popular.

- 3.1.4 There have been ongoing discussions with education providers since the report's release to establish with confidence, sufficiency within Manchester's post-16 provision for 2022/23, and beyond. There is a commitment by existing providers to expand provision and offer increased flexibility of offer to meet the needs of the city. However, unlike the school's system where the Council is provided with basic need capital grant in order to secure sufficiency of school places, the Council is not provided with capital funding to support expansion of the post 16 sector. There is currently capital funding available from the DfE for the sector linked to growth in demand, but this is accessed through a competitive bidding process which makes strategic planning to ensure sufficiency of places extremely challenging.
- 3.1.5 The Council has been in dialogue with the DfE and are supporting providers in bids for this funding, influencing providers in decisions re: volume and type of education to be offered. However, successful bids will not be announced until Spring 2023 and therefore timescales for delivering increased numbers of places will be extremely tight. The Council has also encouraged some Multi Academy Trusts to submit free school bids for post 16 provision in the current free school round but again there is no certainty that these will be progressed. Ensuring that there is post 16 Education provision in the north of the City has been identified as a priority area for a free school bid.
- 3.1.6 Manchester has an existing strong partnership with education and training providers across the city and this collaboration in the post-16 sector is a pivotal aspect of the Council helping to coordinate and influence the offer. The council's involvement with the Post-16 Reference Group (education partners) and NEET provider groups (education engagement, employability and training providers) are central to this approach.
- 3.1.7 This has been further underpinned by the launch of a Post-16 Pathway Partnership in September 2022 following a period of consultation with involved stakeholders, outlining the expectation of all involved settings to collaborate and to work cohesively to address the needs of young people and the city on agreed themes that align with relevant strategic plan workstreams. Please see appendix 1.

3.2 Young people not in Education, Employment or Training

- 3.2.1 It is pleasing to note that Manchester and its partners have supported young people through the first uninterrupted year post-pandemic, ensuring that the number and rate of NEET and unknown has not been exacerbated.
- 3.2.2 The efforts of the Council and of stakeholders is clear in NEET data from the previous academic year. In July 2022, the number of young people who were NEET unknown was 165 (1.3%). This is significantly lower than July 2021 which was submitted at 408 (3.4%). In comparison, the number of NEET known was 452 (3.5%) in July. This is also lower than July 2021 where it was

submitted at 484 (4.0%). Overall, the combined NEET known, and unknown figures were 617 (4.8%) in July, which is a reduction from 892 (7.4%) in July 2021.

- 3.2.3 The table below shows the NEET and Unknown figures that were submitted to the DfE for the 3-month average for each year and have been published. The 3-month average looks at an average of NEET and Unknown figures that are submitted for December, January and February. This evidences the journey that the Council has been on in this sector, and the variance as impacted by the pandemic.

Academic Year	NEET Known	NEET Unknown	NEET Combined
2021/22*	2.9%	2.7%	5.6%
2020/21	3.8%	3.8%	7.6%
2019/20	3.6%	3.3%	6.9%
2018/19	3.2%	4.5%	7.6%
2017/18	3.4%	5.3%	8.8%

**Please note that the figures for 2021/22 haven't been released by DfE yet and have been calculated. There may be differences due to rounding once published*

- 3.2.4 The above represents overall, a strong performance from Manchester in relation to NEET population. From a starting point of 20.1% NEET in October 2021, each month saw a reduction in the figures in comparison to the same month in the previous year, and in July, saw Manchester 2nd in a statistical neighbour comparison table, 4th in GM and top of the core cities comparison table.
- 3.2.5 It is noted, as stated above, that Manchester will have an increase in the volume of young people within the post-16 cohort in September 2022 and for the next ten years. Indeed, every year brings a new cohort of young people and as such, the sector is back at the start.
- 3.2.6 Through our various localised and city-wide networks and social-value partners, we continue to work actively to create more education, employment and training opportunities for young people and are specifically targeting sectors and areas of the city that will recover and grow beyond the pandemic, including construction, health and social care, digital, creative industries and the green economy.
- 3.2.7 These approaches are impactful in the data analysis that indicates that as NEET numbers reduce, the volume of young people in education and/or training settings has increased post-pandemic. There do however remain areas of the city where NEET numbers remain disproportionately higher, eg North Manchester and some identified vulnerable cohorts continue to be a source of focus for targeted approaches and intervention eg those young people at risk due to poor attendance, care experienced young people, those with SEND and those with English as an additional language (EAL).

3.3 The Risk of NEET Indicator (RONI)

- 3.3.1 In 2019, the Risk of NEET Indicator (RONI) was introduced to high schools, including the Pupil Referral Unit, special schools and alternative providers, to identify Year 11 learners most at risk of becoming NEET. This enabled schools to provide additional support and interventions to ensure their students at risk of becoming NEET had a secure and appropriate post-16 destination and the additional support to make a successful transition into further education, training or work.
- 3.3.2 In February 2022, out of a total cohort of 6460 Year 11s (an increase from 5,611 in 2021), 601 young people were assessed as being high risk with multiple risk indicators and 684 medium risk with one risk indicator (an increase from 472 and 550 in 2021 respectively). This represents 20% of the overall cohort as being at risk.
- 3.3.3 The table below provides a breakdown of the Risk of NEET Indicator (RONI) cohorts for 2020, 2021 and 2022 leavers* evidencing a year-on-year increasing trend in terms of volume.

School Leavers	Year 11 Cohort	RONI High Risk	RONI Medium Risk	RONI Total	%
2022	6460	607	685	1292	20.0%
2021	5816	566	607	1173	20.2%
2020	5611	472	550	1022	18.2%

**Please note that the cohort total does not include those who were educated or home or not registered in education.*

- 3.3.4 To provide earlier intervention and support for schools and young people, the RONI process was brought forward in 2021/22, with schools requested to return their submissions earlier to allow for the introduction of NEET Prevention Panels where schools can discuss the most significantly high-risk young people from their high-risk cohort with a panel of statutory officers from relevant teams, and Career Connect. This led to over 13% of the high-risk cohort specifically focused on for intervention and support. The list was also circulated to schools for their Yr 10 cohort for an initial prompt regarding young people who may be at risk.
- 3.3.5 From the second half of the Spring Term, schools were invited to meet with an LA panel (including Career Connect), to discuss concerns re: their most at risk YP in transition to Post-16:

Number of YP discussed: 167
% of total RONI cohort: 13%
% of total high risk RONI cohort: 28%
North: 72 YP
South: 53 YP
Central: 42 YP
No Intended Destination: 94 (56%)

November data indicates that of these, 129 are now in education, employment or training (77%) with 38 being NEET (23%). Of the 94 with no intended destination, 23 remain NEET - 24%.

- 3.3.6 The RONI process has been brought forward again for 2022/23, allowing for earlier intervention and a longer leading time for relationship building with young people from involved services.

3.4 Post-16 EET Strategic Action Plan 2022-25

- 3.4.1 The five workstreams identified above have been purposely implemented in response to consultation with internal and external stakeholders from January 2022 - July 2022 with regards to the need for a 'NEET Strategy.' This has included consulting with education, training settings and Council colleagues within Work & Skills, Youth, Play and Participation and Neighbourhoods.
- 3.4.2 It was agreed during this consultation period that existing Council strategies are already in-place that have a focus on opportunities for young people, and that these needed clearer alignment, rather than a new and specific 'NEET Strategy.'
- 3.4.3 The consensus was that a strategic plan would provide a thread between the existing strategies and would become the over-arching drive of the Post-16 Lead and Work & Skills Specialist.
- 3.4.4 The plan has also been developed with consideration to existing programs/projects/partnerships with settings and organisations across the city; considering the objectives that are already in-place.
- 3.4.5 As such, the plan informs, guides and influences activity across all aspects of post-16 intervention and provision and identifies priorities, activity and opportunities, working with a large range of partners. The plan aims to ensure that young people are best equipped and prepared for life beyond compulsory education, with a particular focus on supporting young people for whom provision is furthest away from their starting point.
- 3.4.6 This includes the fostering of collaboration and partnership with internal MCC colleagues, as well as those working within education and training, youth and neighbourhoods, community safety and health and local and city-wide employers in order to meet the needs of the city and wider Greater Manchester area.
- 3.4.7 **Workstream 1 Education, Employment and Skills - embedding** a culture of pathways for all in post-16, linking opportunities to NEET reduction and prevention, labour market intelligence and wider MCC strategic priorities and plans supporting the raising participation age statutory responsibility.

Example of action - development of a co-designed education and training mission and vision, launched in September 2022 as a Post-16 Pathway Partnership, with the shared expectation of working in partnership as a sector

to increase opportunities for young people and their chosen pathway, and reduced the number of young people who are NEET. This includes the reforming of the identified groups above and shaping opportunities to further collaborate on shared themes through task and finish activity that involves partners from across the sector.

- 3.4.8 **Workstream 2 Quality Assurance - implementing** a quality assurance methodology of Post-16 sufficiency of provision, Skills for Life and career, employability, information and advice as well as understanding of the quality and extending the scope of influence and advice for settings working with young people to become work-ready.

Example of action - implementing a Post-16 youth voice offer, ensuring that young people are given a consistent and equitable opportunity to become decision-makers within the EET Strategic Plan and co-designing a commission for the QA of school/college CEIAG through the Inspiring IAG Award.

- 3.4.9 **Workstream 3 Support for Vulnerable Young People - establishing** intervention frameworks for and with settings for all young people, with specific reference to those identified as being vulnerable and requiring additional support.

Example of action - Establishing NEET prevention activity through NEET Prevention Panels; a repurposed RONI tool and Transition Guide, including frameworks for data sharing and Post-16 Skills for Life and targeted pilot commission with One Million Mentors.

- 3.4.10 **Workstream 4 Social Value - ensuring** that opportunities for young people moving into post-16 settings connect with employers, organisations and partners are maximised through the MCC social value focus.

Example of action - Launch of the North Manchester Education and Social Value Benefits Action Plan and supporting Our Year 2022 through the dissemination of work-related activity opportunities, negotiated with employers following online pledges.

4.0 Governance

- 4.1 There is an internal Post-16 group that meets once a term and brings together colleagues from across the Council who have a role within the post-16 sector; alongside the Post-16 Reference Group where post-16 education settings meet once every half-term; a city-wide NEET Provider Network for engagement and training providers to meet once every term and a school CEIAG (Careers, Employability, Information and Advice Group) Network.
- 4.2 A newly introduced city-wide Youth Opportunity Group provides a collaborative strategic focus for the city, and proposed NEET Locality Steering Groups in the North, Central and South have now developed further into Pathway Pop Up events on a ½ termly basis, aiming for more responsive and

directive intervention in more densely NEET populated wards in the city. This will ensure that districts now provide a more targeted and focused intervention for areas of the city where the volume of NEET young people is a concern. The CEIAG Network has also been repurposed to focus on quality of the CEIAG offer, transition and growth sectors within Manchester's economy, linking to labour market intelligence (LMI) data. The ongoing collaborative development of these groups has had a direct impact on the growing partnership approach and the overall numbers of NEET young people reducing.

- 4.3 Each group has a progress tracker that aligns with the 4 identified workstreams of the EET Strategic Plan to monitor and evidence impact in a consolidated and consistent format. An overarching Strategic Plan Progress Tracker is updated fortnightly and is reported via the Education Access Board, Education Quality Assurance Board and relevant Work & Skills groups.

5.0 Conclusion

- 5.1 2021/22 was a very positive year for Manchester in relation to its NEET figures, with consistent improvements from previous years, and therefore more young people finding their pathway and remaining engaged throughout the course of the year. Those that required additional support, were able to do so via the Council's commissioned service, Career Connect, and we saw an increase in training/engagement provision on offer. We have a strong base to work from, with invested partners, keen to work in partnership and collaboration and increase opportunities and pathways for young people into employment.
- 5.2 2022/23 has started in relative positive manner. Our latest indicative data shows a reduction a reduction of 20.1% to 10.4% for the comparative period of the last academic year, and that we are on course to equal last year's 7.3% November figure by the time we submit to the DfE. This is a significant achievement given the 9.1% increase in the volume of post-16 young people in the city compared to the previous academic year.
- 5.3 Challenges remain, specifically with regards to sufficiency, with the outcome from the DfE Capital Fund not announced until Spring 2023. A response will be formed upon notification of the outcomes of the capital bid and pending free school round. In the meantime the Council will continue to raise this issue with the DfE and EFSA.
- 5.4 It will also be crucial that young people's voices continue to be a central part of this plan beyond Our Year and into the process of becoming a UNICEF Child Friendly City, and opportunities for them to hold MCC and sector leaders to account are continued. The alignment of this across the sector is ongoing, working with partners from the education sector, with Agent Academy, colleagues in Youth, Play and Participation to align our combined approaches to maximise the opportunity for young people to have their say and to influence strategic decisions that directly affect them.

5.5 Nevertheless, we are confident that through the development and implementation of this revised and ambitious EET Strategic Plan 2022/25, we can build from the momentum created through the approach taken in 2021/22 and Our Year 2022 and accelerate progress towards our desired outcomes.

6.0 Recommendations

The Committee is recommended to:-

- (1) Read and consider the content of the strategic plan.
- (2) Recommend any aspects of consideration, amendment or clarification as required.

Manchester's Post-16 Pathway Partnership Mission Statement & Vision

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A co-produced, collaborative approach to meeting the educational and employment needs of post-16 young people in Manchester.

Appendix 1, Item 7



Mission Statement

Our Post-16 Education and Training Partnership will work in collaboration with each other and the local authority to ensure that there are consistently strong academic, technical, training and engagement pathways in high quality settings across Manchester that provide for our young people, meeting the socio-economic needs of the city.



Vision for the future of post 16 Education & Training in Manchester

- The **offer** is exciting, energising and empowering for our young people.
- We **commit to working together** to provide a transformational education and training offer
- There are **opportunities** for all to develop the skills they need to fulfil their ambition .
- There are **meaningful encounters** with providers and employers and **bespoke careers advice**.
- There is a **seamless transition** to post-16 destinations, with particular focus on young people identified most at risk of becoming NEET.
- We **listen** to our young people, learning from their experiences to help improve and shape the city's post-16 offer.
- We **share** practice from our own organisations, working together and with the local authority to find solutions to common challenges.

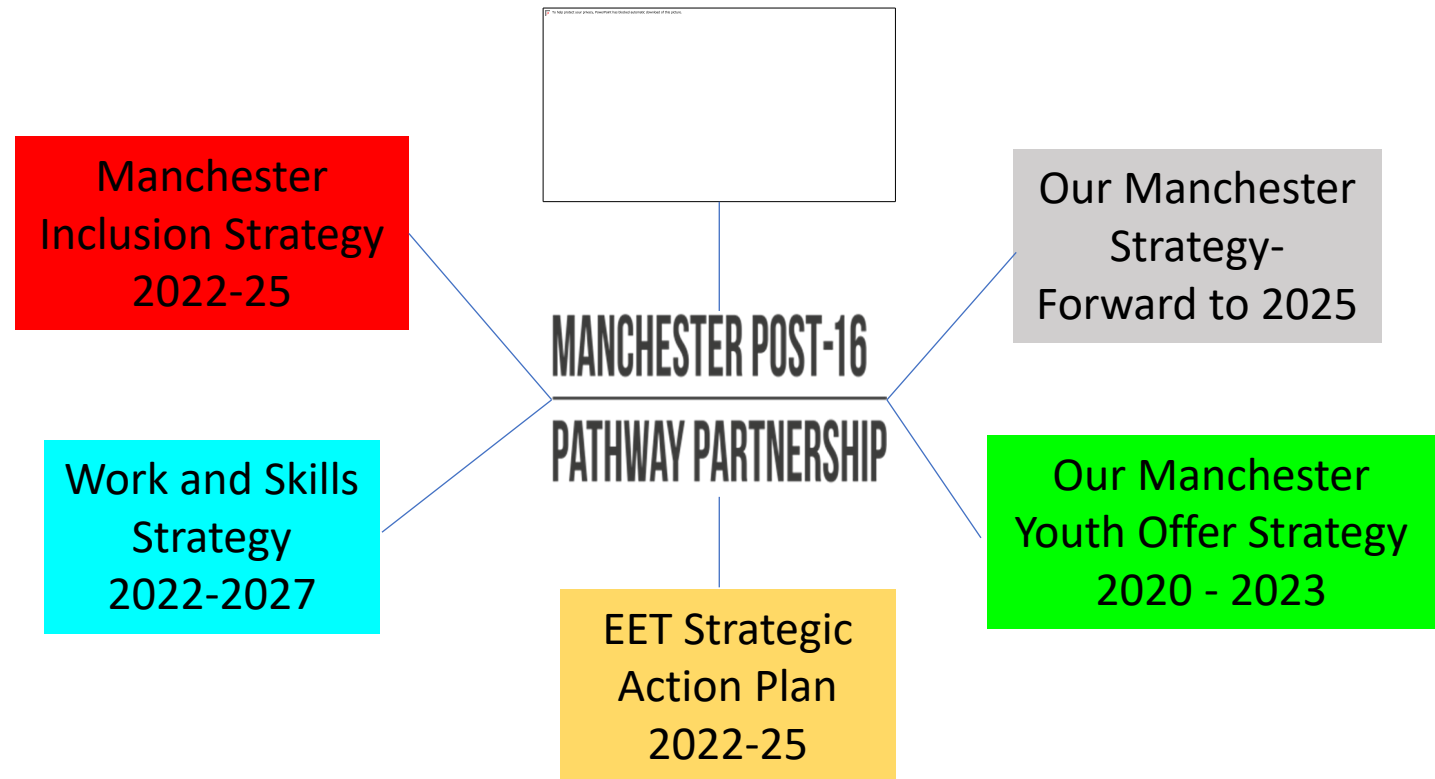


Areas for collaboration

Area	What collaboration will look like?
Post-16 Sufficiency & positive destinations	<ul style="list-style-type: none"> • A post-16 offer for all Manchester young people • Knowledge of Manchester's education, training and engagement profile, including NEET and areas of focus • GM job prospects and how we can feed into this • Putting young people on the right pathway, with links to the alternative and training opportunities in Manchester • Sharing data, information and expertise
Employer engagement	<ul style="list-style-type: none"> • Sharing approaches and contacts • Providing a coherent offer across the city – academic, technical, training and engagement • Meaningful encounters for our young people with employers across the city and sectors • Ensuring that social value opportunities are taken advantage of through the local authority
Transition	<ul style="list-style-type: none"> • Further development of the RONI process, pre and post-16 with schools and the local authority • Sharing information about young people that will help them succeed post 16 • Sharing practice about how to support vulnerable young people eg (P)LAC • Working with the local authority to support RPA statutory duties
QA	<ul style="list-style-type: none"> • Sharing practice on quality assurance and how to get excellence in every setting • Reviewing the impact of our collaboration
Awareness	<ul style="list-style-type: none"> • Commitment to visit each other's settings and mapping the provider timeline of recruitment • Supporting each other • Sharing the views of young people
Common Training	Mental Health Safeguarding Quality Assurance Transition Youth Voice Curriculum Delivery/Development



Working in partnership with Manchester City Council



The Marmot Review - 'Build Back Fairer in Greater Manchester: Health Equity and Dignified Lives'

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Manchester City Council Report for Information

Report to: Children and Young People Scrutiny Committee – 7 December 2022

Subject: Attainment Headline outcomes 2022 (provisional)

Report of: Director of Education

Summary

2022 is the first-time formal assessments have been carried out in the primary sector since 2019. We have also seen GCSE and A Level exams return in 2022 after two years of Centre Assessed Grades. The report provides the Committee with a summary of the 2022 provisional outcomes of statutory assessment at the end of the Early Years Foundation Stage, Key Stage 1, Key Stage 2, Key Stage 4 and Key Stage 5.

As seen nationally, there have been improvements at Key stage 4 and 5 compared to 2019 but a significant decline in outcomes at the end of early years, key stage 1 and key stage 2 (in all subjects except for reading).

The improvements in Key Stage 4 and 5 in Manchester reflects an improving school system where the percentage of secondary schools judged to be good or better is now better than national. There were also different arrangements put in place for exams in summer 2022 to support students and make exams fairer for them.

Outcomes for children in the primary phase have declined nationally as a result of the pandemic, however, the impact in Manchester is far more significant than elsewhere especially for our younger children who missed out on most of their early years education and are now in year 1. The percentage of primary schools in the City judged to be good or better remains higher than national. These results therefore need to be considered against a backdrop of the pandemic which has disproportionately impacted Manchester and outcomes for our children. The greatest impact has been on children in the early years and key stage 1 and particularly on the development of writing. This will present a real issue for the City going forward unless this gap in outcomes is appropriately and deliberately addressed and resourced.

The report concludes with a list of actions which are being progressed to address some of the gaps in learning including a proposal for additional support to year 1 cohorts in some of our schools in the most deprived areas of the City.

Recommendations

Members are asked to note the outcomes and review the recommended next steps.

Wards Affected: All

Manchester Strategy outcomes	Summary of how this report aligns to the OMS
A thriving and sustainable city: supporting a diverse and distinctive economy that creates jobs and opportunities	Improving educational outcomes will contribute to Manchester's young people becoming happy, safe and highly skilled and have increased life chances. Improved educational outcomes will enable Manchester's young people to contribute to the economic growth and take advantage of the job opportunities created.
A highly skilled city: world class and home grown talent sustaining the city's economic success	Improving educational outcomes amongst the Manchester school population is essential for young people to gain qualifications and contribute to Manchester's economic success.
A progressive and equitable city: making a positive contribution by unlocking the potential of our communities	Analysis of attainment allows for identification of priorities with the aim of improving attainment outcomes for all children and particularly children eligible for Free School meals, disadvantaged children, children with SEND. Improving attainment outcomes will ensure all young people have the best possible opportunity to succeed.
A liveable and low carbon city: a destination of choice to live, visit, work	An improving school system will make Manchester an attractive place to live and work.
A connected city: world class infrastructure and connectivity to drive growth	An improving education system contributes to generating future growth by a highly skilled workforce and young people committed to reducing the carbon footprint.

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Background documents (available for public inspection):

The following documents disclose important facts on which the report is based and have been relied upon in preparing the report. Copies of the background documents

are available up to 4 years after the date of the meeting. If you would like a copy please contact one of the contact officers above.

Annual provisional attainment outcome reports (October 2018, November 2019)

Annual validated attainment outcome reports (March 2018, June 2019)

1.0 Introduction

- 1.1 2022 is the first-time formal assessments have been carried out in the primary sector since 2019. We have also seen GCSE and A Level exam return in 2022 after two years of Centre Assessed Grades.

Schools and the Council are committed to developing and sustaining a high-quality education system for Manchester. The overall attainment outcomes for Manchester in 2022 indicate improvements in Key Stage 4 and 5 which reflects an improving school system but also the impact of arrangements put in place for summer 2022 to support students and make exams fairer for them.

There has been a decline in outcomes in the primary sector which is greater than that which has been seen nationally. These results need to be considered against a backdrop of the pandemic which has disproportionately impacted Manchester. Furthermore, Manchester has significantly higher levels of pupils eligible for FSM, pupils with English as an Additional Language (EAL), and Disadvantaged Pupils, than Greater Manchester, North West and England, and any comparisons with performance should be viewed in the context of these different levels of need/vulnerability and the increased impact of the pandemic on these groups.

During the academic year of 2020/21 there were a total of 6,431,736 sessions recorded as *non-attendance related to COVID-19* in Manchester schools which amounts to 3,215,868 days of lost face-to-face time. This includes those who were shielding, quarantining from travel, self-isolating as a case or as a household, social, community or school contact and the January to March 2021 lockdown period, during which school attendance was not statutory. This data relates to children in Years 1 to 11. Using the approximate number of children in this range from the school census, of 75,000, this would amount to an average number of days lost per child of 42.9 for COVID-19 related absence.

At the time of writing this report, 88.9% of Manchester schools were judged to be good or outstanding by Ofsted. This is above the national average of 88.2% and reflects a significant improvement in the secondary sector, with 82.1% of secondary schools judged good or better in November 2022 compared to 74% in June 2019 – this now compares very well with a national average of 80.6% secondary school good or better. Just over 90% of our primary schools are judged to be good or better which is also above national. It is really pleasing to note that 89.1% of all pupils in Manchester attend a good or better school which is 1.8% above the national average; this equates to 91.7% of primary pupils attending a good or better school and 84.8% of secondary pupils – again this is better than national for both sectors.

- 1.2 This report presents the headline outcomes based on provisional performance data for 2022.

National comparative data for EYFS, Phonics and KS1 is based on emerging figures and have not been released by the DfE. They are therefore subject to change. Final and validated data is expected between November 2022 and January 2023 for each Key Stage.

A further report will be presented in March with a detailed analysis of the progress and performance of specific groups of children and young people. This will include for example by ethnicity, gender, those entitled to free school meals, pupil premium, children with Special Educational Needs (SEN) and Our Children. The further report will also include analysis of performance compared with other local authorities across Greater Manchester as well as cities that are Manchester's statistical neighbours.

Headlines

Based on the **provisional data**, outcomes for key aspects of school achievement:

Early Years Foundation Stage (EYFS):

Early indicators suggest that EYFS achievement has been particularly affected by the Coronavirus pandemic. Achievement in GLD in Manchester has declined by 13% points against a national decrease of 7% points. Therefore, Manchester's gap to national has increased to 12% points.

Year 1 Phonics Test:

The percentage of pupils meeting at least the required standard in the phonics check in Y1, has decreased in Manchester by 10.7%. The difference between national outcomes (75%) and those in Manchester (68.4%) is 6.6%.

Key Stage 1:

The percentage of pupils in Manchester working at the expected standard at KS1 has declined in all areas (reading, writing, maths and science). National data has also declined in all areas. The percentage of pupils in Manchester working at the higher standard at KS1 declined in all subjects in 2022 with the gap between Manchester and national remaining static. All Manchester outcomes at KS1 are below the national outcomes.

Key Stage 2:

Provisionally, 51.3% of pupils in Manchester have met the expected standard in reading, writing and maths combined compared with 59% nationally. At this time of year, Manchester's unvalidated data is usually approximately three percentage points lower than the national average. This is because the data does not take into account the significant number of pupils' outcomes that will be discounted due to the fact that they have had less than two years' experience in the English primary school education system. It is unclear currently what the impact of disaffected children will have on the outcomes for 2022 due to such turbulence over the last 2 years.

Provisionally, 3.9% of Manchester pupils achieved the higher standard in reading, writing and maths combined compared to 7% nationally.

Key Stage 4:

All GCSEs now provide a 1-9 grade rather than a letter grade. In 2022, arrangements were put in place for summer 2022 to support students and make exams fairer for them.

There has been an improvement in the percentage of Manchester children achieving English and Maths at both grade 4+ and grade 5+. 64% of pupils gained a grade 4+

in English and Maths GCSE in Manchester and 46% of pupils gained a grade 5+ in English and Maths GCSE in Manchester.

National and regional provisional GCSE data has not yet been released.

Key Stage 5:

In 2022 Manchester outcomes show an increase in the percentage of students achieving the highest A level grades. In 2022, arrangements were put in place for summer 2022 to support students and make exams fairer for them.

2.0 Early Years Foundation Stage (EYFS)

2.1 Context

Since 2012 schools have been following the Early Years Foundation Stage (EYFS). In 2021 the new Early Years Foundation Stage framework became statutory for all early years providers. The changes introduced to the 2021 Framework relevant to attainment were amendments to the 17 Early Learning Goals (ELG) and the assessment categories. These changes mean that comparison with pre-2022 attainment may not be possible across each ELG.

The 17 Early Learning Goals within the EYFS are organised across 7 areas of learning. The 7 areas of learning include the three **prime** areas of:

- personal, social and emotional development;
- physical development and
- communication and language

and the 4 **specific** areas of:

- literacy
- mathematics
- understanding the world
- expressive arts and design

Each area of learning is made up of two or three Early Learning Goals (ELGs). These – and changes between 2019 and 2022 ELGs - are set out in the table below:

7 areas of learning (prime in bold)	Year	Early Learning Goal (ELG)
Communication and language	2019	Listening and attention; Understanding; Speaking
	2022	Listening, attention and understanding, Speaking
Physical development	2019	Moving and handling; Health and self-care
	2022	Gross motor skills, Fine motor skills
Personal, social and emotional development	2019	Self-confidence and self-awareness; Managing feelings and behaviour; Making relationships
	2022	Self-regulation; Managing self; Building relationship

Literacy	2019	Reading; Writing
	2022	Word reading; Writing; Comprehension
Mathematics	2019	Numbers; Shape, space and measures
	2022	Number; Numerical Patterns
Understanding the world	2019	People and communities; The World; Technology
	2022	Past and present; People, culture and communities; The natural world
Expressive arts and design	2019	Exploring and using media and materials; Being imaginative
	2022	Creating with materials; Being imaginative

In the new 2022 EYFS Framework, children are assessed against each ELG and judged to be at one of two levels; **emerging** or **expected**. Each level is given a point score. Emerging = 1 point, expected = 2 points. These point scores are referred to as average point scores.

Children are defined as having reached a Good Level of Development (GLD) at the end of the EYFS if they have achieved the **expected** level for the ELGs in the prime areas of learning and the specific areas of mathematics and literacy.

2.2 EYFS Outcomes:

The three year trend for GLD is outlined below. **Detailed comparisons with national averages will be available in January 2023.**

	% GLD								
	2018			2019			2022		
	LA	Nat.	Diff	LA	Nat.	Diff	LA	Nat.	Diff
All	67%	72%	-5%	66%	72%	-6%	53%	65%	-12%

In 2019 GLD outcomes at the end of EYFS declined in Manchester for the first time since 2014. As a direct result of Covid, GLD has declined further in 2022.

This cohort of children have been significantly impacted by a lack of social interaction during key years of their development. During 2020/21 (the 2022 nursery cohort's pre-school year) access to Early Years Services decreased due to the Covid Restrictions.

During the cohort's nursery year, schools were only open for vulnerable and key worker children between January and March of 2021, and schools continued to be severely impacted by Covid cases resulting in class closures and reduced staffing during the rest of the academic year. On occasion, when schools were operating on minimal staffing and finding it difficult to open, pupils in Nursery were asked to stay at home to allow staff to be re-allocated to teach children of statutory school age.

Manchester's gap to national has therefore increased to 12% points

The outcomes for the 7 areas of learning are outlined below:

	2018	2019	2022
Communication and Language	76%	75.3%	68.0%
Physical Development	82%	81.7%	75.7%
Personal, social & emotional development	80%	79.1%	73.7%
Literacy	69%	67.4%	55.3%
Mathematics	73%	71.4%	63.9%
Understanding the world	76%	76.7%	65.7%
Expressive arts and design	80%	81.9%	72.1%
Prime Learning goals	74%	72.3%	62.2%
Specific learning goals	66%	64.9%	51.4%
All learning goals	65%	64.4%	50.4%

Compared with emerging figures at the same time in 2019, outcomes in the prime learning goals, specific learning goals and overall have all declined.

Across the 7 broad areas of learning, achievement remains lowest in Literacy. Initial data suggest that Literacy achievement is twelve percentage points lower compared with pre-pandemic figures.

Overall, more children achieve the expected level in the prime learning goals than the specific learning goals.

12.7% point more children achieve the expected level of development in Communication and Language compared to Literacy.

The provisional outcomes for each individual ELG are outlined below:

	Manchester	
	Emerging	Expected
Listening, attention and understanding	28.6%	71.4%
Speaking	28.5%	71.5%
Gross motor skills	13.1%	86.9%
Fine motor skills	22.6%	77.4%
Self-regulation	23.3%	76.7%
Managing self	20.7%	79.3%
Building relationships	18.8%	81.2%
Word reading	37.8%	62.2%
Writing	43.0%	57.0%
Comprehension	31.0%	69.0%
Numbers	34.0%	66.0%
Numerical patterns	34.9%	65.1%
Past and present	31.6%	68.4%

People, culture and communities	31.7%	68.3%
The Natural World	27.6%	72.4%
Creating with materials	23.2%	76.8%
Being imaginative	24.4%	75.6%

Early Years children have achieved well in gross motor skills, fine motor skills and building relationships. The lowest outcomes are in word reading, writing and numerical patterns – probably a reflection of the skills which are more challenging for very young children to learn at home. Outcomes in reading and writing were lowest in 2019 (70% and 68% respectively), therefore this trend continues. We also see the trend of writing replicated across KS1 and KS2.

3.0 Key Stage One Phonics Test: Year 1

The Year 1 Phonics screening check was introduced to all schools in 2012. Working at or above the expected standard nationally, requires a score of 32+ points. *This data is provisional from NCER (National Consortium for Examination Results). Official provisional national figures were not available at the time of writing this report.*

3.1 Outcome Summary

The percentage of Year 1 pupils in Manchester, working at or above the expected standard in phonics, decreased by 10.7% in 2022. Early indications show that the national average has also decreased. This gap between Manchester and national is 6.6%.

Score	Year 1 Phonics								
	2018			2019			2022		
	Manc	Nat	Diff	Manc	Nat	Diff	Manc	Nat	Diff
32+	80%	82%	-2%	79.1%	82%	-2.9%	68.4%	75%	-6.6%
0-31	18%	16%	2%	18.9%	16%	2.9%			
A/D	2%	2%	0%	1.9%	2%	+0.1%			

A breakdown of national results that are below 32 and where pupils were absent/disapplied is not yet available.

Initial analysis of year 1 Phonics reveals a link between reduced attainment and EAL. This could be due to pupils spending longer periods speaking languages other than English (which the assessment is solely based on) at home during lockdowns.

4.0 Key Stage One Outcomes

Context

Since 2016, pupils have no longer been assessed using levels. Outcomes are measured by those children achieving the expected standard or achieving the higher standard. Outcomes reflect the primary curriculum, which was introduced in

2014 and has set higher standards in England.

The system of assessment identifies whether children are meeting the national expected standard in the four assessment subjects; reading, writing, maths and science or working at a greater depth in reading, writing or maths.

The DfE had not released the provisional national figures at the time of writing this report. Any comparative national figures used in this section are based on emerging figures available on the data collection website. These comparisons have been used to give an early indication of Manchester's position.

4.1 Percentage of pupils achieving the expected standard

The table below shows that in 2022 the percentage of pupils achieving at least the expected standard has declined across each subject area. Provisional data indicates that writing and science have seen the greatest decreases when compared with 2019 data (-17% points and -14% points respectively).

The difference between outcomes in Manchester and those nationally is now between 8% and 9% points for reading, writing and maths. In contrast to 2019 data, science has seen the greatest gap (13% points) between Manchester and national outcomes.

	% achieving expected standard								
	2018			2019			2022		
	Manc	Nat	Diff	Manc	Nat	Diff	Manc	Nat	Diff
Reading	71%	75%	-4%	71%	75%	-4%	59%	67%	-8%
Writing	67%	70%	-3%	66%	69%	-3%	49%	58%	-9%
Maths	74%	76%	-2%	72%	76%	-4%	60%	68%	-8%
Science	78%	83%	-5%	78%	82%	-4%	64%	77%	-13%

4.2 Percentage of pupils achieving greater depth (was known as 'higher standard')

The table below shows that in 2022 the percentage of pupils achieving the greater depth (known as higher standard in 2019) declined in Reading, Writing and Maths compared to 2019.

Reading and Writing declined by circa eight percentage points and Maths declined by 7.7% points.

The difference between outcomes in Manchester and those nationally has increased in all subjects, however, the greatest difference continues to be in Reading, as in previous years.

	% achieving greater depth								
	2018			2019			2022		
	Manc	Nat	Diff	Manc	Nat	Diff	Manc	Nat	Diff
Reading	22%	26%	-4%	21%	25%	-4%	12.9%	18.0%	-5.1%
Writing	14%	16%	-2%	12%	15%	-3%	3.8%	8.0%	-4.2%

Maths	20%	22%	-2%	19%	22%	-3%	11.3%	15.1%	-3.8%
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5.0 **Key Stage Two (KS2) Provisional Results**

5.1 **Context**

These results are provisional and have not been adjusted for any international new arrivals. These amendments will be reflected in the final statistical release.

Since 2016, pupils have no longer been assessed using levels. The outcome measure is the proportion of pupils achieving the expected standard or achieving the higher standard.

Typically, pre-pandemic, Manchester's unvalidated data was approximately three percentage points lower than the national average. This is because the data does not take into account the significant number of pupils' outcomes that will be discounted due to the fact that they have had less than two years' experience in the English Primary School education system. On average, once the data has been validated, Manchester outcomes typically increase by between two and three percentage points.

5.2 **Percentage of pupils achieving the expected standard**

The table below shows the provisional outcomes for pupils in 2018, 2019 and 2022. It also shows the actual outcomes for 2018 and 2019. For Manchester, the 2018 and 2019 outcomes improved in every subject from provisional to final. Considering this trend, we may see 2022 outcomes improve when we report the validated results in March 2023.

Provisionally, 51.3% of pupils in Manchester have met the expected standard in reading, writing and maths combined compared with 59% nationally.

The percentage of pupils in Manchester achieving the expected standard in reading, writing and maths separately are all below the national average based on provisional data. Pupils achieving expected standard in reading has stayed broadly the same. The largest gaps are in Writing and Science where the gap to national is ten percentage points. The smallest gap is in Grammar, Punctuation and Spelling (GPS) with a gap of 4.8%.

			Provisional 2018	Final 2018	Difference Provisional 2018 - Final 2018	Provisional 2019	Final 2019	Difference Provisional 2019-Final 2019	Provisional 2022	Difference Provisional 2019-2022
Manchester	Meeting Expected Standard	RWM	60%	62%	+2%	60%	61.4%	+1.4%	51.3%	-8.7%
		Reading	70%	72%	+2%	68%	69.5%	+1.5%	69.4%	+1.4%
		Writing TA	73%	75%	+2%	73%	74.8%	+1.8%	59.2%	-14.2%
		Maths	73%	75%	+2%	76%	77.7%	+1.7%	66.7%	-9.3%
		GPS	76%	78%	+2%	77%	78.4%	+1.4%	69.2%	-7.8%
		Science TA	77%	79%	+2%	78%	79.5%	+1.5%	69.9%	-8.1%
	Average Scaled Score	Reading	104	105	+1	103	103.3	+0.3	103.6	+0.6
		GPS	106	107	+1	106	106.6	+0.6	104.7	-1.3
		Maths	104	104	0	105	104.7	-0.3	102.9	-2.1
National	Meeting Expected Standard	RWM	64%	64%	0	65%	65%	0	59%	-6%
		Reading	75%	75%	0	73%	73%	0	76%	+3%
		Writing TA	78%	78%	0	78%	78%	0	70%	-8%
		Maths	76%	76%	0	79%	79%	0	73%	-6%
		GPS	78%	78%	0	78%	78%	0	74%	-4%
		Science TA	82%	82%	0	83%	83%	0	80%	-3%
	Average Scaled Score	Reading	105	105	0	104	104	0	105	+1
		GPS	106	106	0	106	106	0	105	-1
		Maths	104	104	0	105	105	0	104	-1

5.3 Percentage of pupils achieving greater depth

The table below shows the provisional outcomes for pupils in 2018, 2019 and 2022. It also shows the actual outcomes for 2018 and 2019.

Provisionally, 3.9% of Manchester pupils achieved greater depth in reading, writing and maths combined. This is five percentage points below 2019 and is 3.1% below provisional figures nationally.

There has been a 2.5% increase for pupils achieving greater depth in Reading, which is greater than the national increase of 1%. If we also consider the broadly static percentage of pupils achieving expected standard in Reading, this reflects the positive impact of significant book gifting from Read Manchester (80,000 books gifted between September 2021 to August 2022) and also the commitment of Manchester schools to continue to encourage reading for pleasure (17,000 children joined the Summer Reading Challenge in 2021) throughout the pandemic not only to promote progress but also to support pupils' wellbeing.

			Provisional 2018	Final 2018	Difference Provisional 2018-Final 2018	Provisional 2019	Final 2019	Difference Provisional 2019-Final 2019	Provisional 2022	Difference Provisional 2019-2022
Manchester	Achieving Greater Depth	RWM	9%	9%	0	9%	8.9%	-0.1%	3.9%	-5.1%
		Reading	25%	26%	+1%	23%	23.7%	+0.7%	25.5%	+2.5%
		Writing TA	16%	16%	0	16%	16.1%	+0.1%	5.9%	-10.2%
		Maths	22%	23%	+1%	25%	25.2%	+0.2%	20.4%	-4.8%
		GPS	36%	37%	+1%	37%	37.8%	+0.8%	27.9%	-9.1%
National	Achieving Greater Depth	RWM	10%	10%	0	11%	11%	0	7%	-4%
		Reading	28%	28%	0	27%	27%	0	28%	+1%
		Writing TA	20%	20%	0	20%	20%	0	13%	-7%
		Maths	24%	24%	0	27%	27%	0	22%	-5%
		GPS	34%	34%	0	36%	36%	0	28%	-8%

5.4 Primary Outcomes Analysis – Key Points

Without doubt, the pandemic has severely impacted on our primary outcomes in 2022. As previously detailed, our children missed a significant amount of school due to high covid rates in the city. This has specifically had a negative impact on our writing results at all key stages as writing requires significant teacher input in order to build the necessary skills. Maths and Science outcomes have decreased but continue to be the subjects with the highest attainment, particularly at KS1.

Reading is the subject least impacted by the pandemic, with attainment decreasing the least (and even increasing for some groups at KS2) between 2019 and 2022. This is likely linked to the relative ease to which this activity can be carried out both alone and with family/carers and the significant support via Read Manchester and our schools in providing reading material for children. It is also a skill that once the acquired and children are confident in using (usually by key stage 2) can be improved through practice. At KS2, those with low and medium prior attainment meeting the expected standard in Reading has actually increased by 11% between 2019 and 2022.

Throughout the pandemic, we conducted quality assurance of schools' remote learning offer, shared good practice in remote learning via webinars and distributed additional devices including mobile data for schools to provide to disadvantaged pupils. Despite this, issues were still raised by schools and families around a lack of space for children to work at home, access to the internet and the IT skills of families.

Our 2022 primary outcomes demonstrate the value our primary school system, specifically our highly skilled workforce in schools, add to pupils' outcomes. Even with access to remote learning, the gap between outcomes for Manchester and national has increased because children were not consistently able to attend school. The impact of the pandemic on outcomes for our youngest children in particular will present a real issue for the City going forward unless this gap in outcomes is appropriately and deliberately addressed and resourced. Already for example we are seeing an increase in requests for Education, Health and Care plans for children in this cohort due to their significantly delayed development.

6.0 Key Stage 4 GCSE

National and regional provisional GCSE data was not available at the time of writing this report. It is expected to be released mid-October. These results are therefore internally calculated from provisional outcomes provided from schools on results day and liable to change.

6.1 Context

In recent years there have been significant changes to Key Stage 4 performance measures which have had significant impact on GCSE results nationally. In 2016, there was a move away from the headline measure of 5+ A* - C including English and Maths to new secondary accountability measures of Attainment 8 and Progress 8.

Since 2019, the vast majority of GCSEs have been graded on a numerical 1-9 grade. Grade 4 is the closest match to a Grade 'C' in the previous grading system.

Attainment 8 and Progress 8 scores are based on pupils' results across eight subjects with a double weighting for English and Mathematics. Attainment 8 provides a point score for the school that is essentially the student average point score across eight subjects.

In 2019 Ebacc was reported as an average point score for the first year.

The school's progress 8 score measures the progress of pupils from the end of primary school. It is based on a calculation that uses each students' average point score from Key Stage 2 and compares this to their outcomes at the end of Key Stage 4.

This is the first summer exam series since 2019. The DfE have stated that results should not be compared to 2020 or 2021, because of the different methods of assessment. In 2020 and 2021, pupils received 'centre assessed grades'.

The DfE intended 2022 to be a transition year to reflect that we are in a pandemic recovery period and students' education has been disrupted. 2022 results were intended to reflect a midway point between 2021 and 2019 and recognise the disruption experienced by students taking exams in 2022, over their course of study, and so provide a safety net for those who might otherwise just miss out on a higher

grade. They expected results overall to be higher than in 2019, but not as high as in 2020.

Grade boundaries in 2022 were set in a way that was as fair as possible for all students, across all subjects and exam boards.

Arrangements were put in place for summer 2022 to support students and make exams fairer for them. The government introduced a choice of topics or content in some GCSE exams and exam boards gave advance information about the focus of the content of exams, designed to provide guidance for revision for students ahead of summer exams, and study aids will be allowed in some exams.

Overall provisional National GCSE results are higher than in 2019.

6.2 Provisional Headlines

Headline Results

In 2022, the provisional headline measure of Attainment 8 in Manchester is 46.3 compared to 43.3 in 2019. 9-5 in English and Maths has increased by 10.5% and 9-4 English and Maths has increased by 7.8%. We do not currently have a Progress 8 calculation, percentage entering or achieving the English Baccalaureate for Manchester or any national data for comparison.

		Gap to National						
		2017	2018	2019	2022	2016-17	2017-18	2018-19
Manchester	Attainment 8	43.4	43.2	43.3	46.3	-1.2	-1.3	-1.4
	Progress 8	-0.05	-0.13	-0.11		-0.05	-0.13	-0.11
	9-5 in English & Maths	34.9%	35.6%	35.5%	46%	-4.7%	-4.6%	-4.6%
	9-4 in English & Maths	54.3%	55.5%	56.2%	64%	-4.8%	-3.9%	-3.6%
	% entered English Bacc	32.9%	33.5%	40.4%		-2.1%	-1.7%	-3.8%
	English Bacc APS		3.69	3.79	4.3		-0.16	-0.08
	% achieved English Bacc (9-5)	16.7%	12.7%	15.1%		-3.0%	-2.7%	-0.7%
	% achieved English Bacc (9-4)	19.6%	19.8%	23.2%		-2.3%	-2.4%	-0.3%
England	Attainment 8	44.6	44.5	44.7				
	9-5 in English & Maths	39.6%	40.2%	40.1%				
	9-4 in English & Maths	59.1%	59.4%	59.8%				
	% entered English Bacc	35.0%	35.2%	36.6%				
	English Bacc APS		3.85	3.87				
	% achieved English Bacc (9-5)	19.7%	15.4%	15.8%				

	% achieved English Bacc (9-4)	21.9%	22.2%	22.9%				
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7.0 Key Stage 5 A Level

7.1 Context

As with GCSE, this is the first summer exam series for A Levels since 2019. The DfE intended 2022 to be a transition year to reflect that we are in a pandemic recovery period and students' education has been disrupted. They expected results overall to be higher than in 2019, but not as high as in 2020.

Arrangements were put in place for summer 2022 to support students and make exams fairer for them, in the same way as GCSEs.

Overall National A Level results were higher than in 2019.

7.2 Provisional Headlines

In 2022 provisional Manchester outcomes show an increase in the percentage of students achieving the highest A level grades:

	Manchester 2018	Manchester 2019	Manchester 2022	National 2018	National 2019	National 2022
A*/A	22.2%	22.9%	34.5%	26.4%	25.8%	35.9%
Grade C and above	75.3%	74.3%	83.7%	77.0%	75.7%	82.1%

The percentage of students achieving grade A*- A is 34.5%; an increase of 11.6% compared to 2019 data.

The percentage of students achieving A*-C has increased between 2019 and 2022 with 83.7% achieving these grades. This is 1.6% above national.

8.0 Conclusion

Our primary outcomes need to be considered against a backdrop of sustained improvement for the previous 5 years leading up to 2019 in addition to the pandemic. The impact of Covid on the learning and progress of those children in Early Years, KS1 and KS2 is significant and will take time and deliberate action by our schools to ensure gaps in pupils' learning are addressed. We will continue to work with our schools and our partners to support them to address this.

This year's provisional Key Stage 4 and 5 results demonstrate consolidation and progress and need to be considered against a backdrop the pandemic but also of an improving proportion of good or better schools. We must also consider the adjustments made to enable GCSEs and A Levels to be fairer in 2022 have potentially led to increased outcomes at Key Stage 4 and 5. These adjustments will not be in place for the 2023 cohort and nationally it is expected that results in 2023

will be closer to 2019, nationally.

The challenge remains to diminish the difference to national at all Key Stages and to decrease the variability in outcomes across the city whilst also mitigating the impact of the pandemic. Support and intervention has been planned for schools based on these provisional outcomes, Ofsted outcomes and intelligence from the LA Quality Assurance (QA) reports and interventions.

As part of our Covid education recovery, the Local Authority have worked with Manchester Research School to broker and deliver the 'Making the Difference for Disadvantaged Learners' training programme which seeks to explore practical, evidence-informed approach for closing the poverty-related attainment gap. So far, this has been accessed by in excess of 60 Manchester schools across all phases.

The LA will continue to fund a Quality Assurance visit and report for each school in the city in the autumn term and further intervention and support will be planned for the year.

A more detailed analysis of outcomes by pupil groups will be presented in March 2022 following the publication of all validated data.

9.0 Next Steps

- To develop a detailed analysis of outcomes at all Key stages at a district level to gain an understanding of the targeted approach needed in different localities.
- Work in partnership with the Manchester School Improvement Partnership to focus on Writing outcomes at all Key Stages.
- Continue to increase access to Early Years Services to limit the impact of the pandemic on future cohorts of children.
- Develop a programme to address low GLD outcomes in schools located in our wards with the highest levels of deprivation. The programme will address language acquisition and low literacy outcomes in particular but will also support family learning.
- Work with GMCA to roll out Think Equal programme to our reception classes.
- Continue to promote importance of reading with children and parents through the Read Manchester campaign, through the Manchester KS2 to KS3 Transition Read and other programmes provided through National Literacy Trust.
- Continue to broker support and intervention for schools from schools in the City and region to strategically influence school improvement and reduce the gaps to national averages.
- To work with senior leaders across the city, through our quality assurance offer and the Manchester Schools Alliance to ensure they are leading a curriculum that meets the needs of their learners.

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