



Department
for Education

Social Mobility



**Fenland and
East Cambridgeshire**

Opportunity Area 2017-20

A local plan to deliver opportunities for young
people in Fenland and East Cambridgeshire



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OUR VISION

GET IN TOUCH



OpportunityAreas.East@education.gov.uk



[@FenlandEastCamb](https://twitter.com/FenlandEastCamb)

A message from the Secretary of State for Education and the Chair of the partnership board



I was delighted to have the opportunity to visit Fenland and East Cambridgeshire in my first week as Education Secretary. The commitment and passion shown by the members of the Fenland and East Cambridgeshire

partnership board to improve outcomes for children and young people was great to witness first hand.

Fenland and East Cambridgeshire has long been recognised globally for its contribution to agriculture, renewable energy and engineering. I want to ensure that all young people living in these areas benefit from all of the opportunities available to them; both in these sectors and beyond. With such a proud history and strong foundations, we will make sure that our efforts build upon the existing best practice and provide the right support to ensure every child's future is determined by their potential, rather than their background.

Our success in the Fenland and East Cambridgeshire Opportunity Area is dependent on the enthusiasm, knowledge and expertise of our local partners and communities and I know, from speaking them, that they are behind this delivery plan every step of the way. Together we will ensure that the young people and families of Fenland and East Cambridgeshire can take advantage of an exceptional, high quality education. I believe that improving social mobility is not just essential for an effective and high performing economy, it is a moral imperative. I look forward to seeing this delivery plan in action over the coming years.

The Rt Hon Damian Hinds MP

Secretary of State for Education



I am delighted to be the Chair of the partnership board for the Fenland and East Cambridgeshire Opportunity Area, where the formulation of a strategy to promote equal access to a high quality education and

a range of career choices for all pupils has driven the board's agenda and underpinned the development of this plan.

The board is very grateful for the commitment shown by the many people who have shared their expertise and knowledge of the area, and their wisdom to inform the plan. Agreement on the priorities was achieved after extensive debate and discussion of the main challenges and key issues affecting the quality of education and life chances of the children and young people in the Opportunity Area. The plan is a working document and we want the debate to continue.

I recently came across this African proverb: "If you want to travel fast, go alone; if you want to travel far, go together." We want this plan to provide the route for travelling far and for ensuring that the Fenland and East Cambridgeshire Opportunity Area becomes a beacon of excellence for promoting greater social mobility and transforming the life chances of every pupil.

Patricia Pritchard

Independent Chair of Fenland and East Cambridgeshire Opportunity Area partnership board

Vision

We want to improve social mobility by ensuring that all children and young people in Fenland and East Cambridgeshire have access to high quality education, training and employment. Access should be regardless of ability, background or where they live and go to school. We want to ensure that this education provides children and young people with equal opportunities to achieve and opens the door to a wide range of career choices and career routes.

Strategy

We shall involve national and local government, education leaders and teachers, voluntary organisations and employers in planning and delivering a programme which gives children and young people across the region the opportunities and support they deserve.

We have a Department for Education team on the ground, based locally, who have been working closely with local partners, school leaders and young people to identify the biggest barriers to social mobility in Fenland and East Cambridgeshire. We have looked in depth at the data on educational performance and discussed this with the local partnership board to identify four priorities for the Opportunity Area programme. To support each of these priorities we have established a working group of local partners and experts who will identify the actions and projects that can drive change and improve outcomes for children and young people.

Disadvantaged pupils

Throughout this plan, we have focussed on the pupils that are most likely to encounter the barriers to social mobility. This includes pupils eligible for the pupil premium, who are approximately a third of pupils, looked-after children (LAC), young carers, Gypsy, Roma and Traveller children, children facing challenges to their mental health, those with Special Educational Needs and Disabilities (SEND) and children with behavioural issues.

Within this plan, the ‘disadvantaged’ group varies depending on the Department for Education data source. However, they all include the number of pupils who were eligible for free school meals at any point in the previous six years (the pupil premium eligibility criteria). For further details about the specific definition of ‘disadvantage’ for each Department for Education data source, see the “Education statistics by local authority, district and pupil disadvantage” release found on the [Department for Education Statistics page](#).

“In the future I’m not worried about being rich, I just want to follow my dreams.”

Participant, November 2017, youth engagement event

In collaboration with local partners across early years, schools, and further and higher education settings we have identified four specific priorities for the Opportunity Area. These priorities will allow us to establish short and long term objectives, building on existing strengths and good practice, with a strong focus on ensuring improvements are sustainable.

Our priorities are to:

Priority 1: Accelerate the progress of disadvantaged children and young people in the acquisition and development of communication, language and reading.

Priority 2: Strengthen the effectiveness of support for children and young people with mental health concerns and those with Special Educational Needs.

Priority 3: Raise aspiration and increase access for young people to a wide range of career choices and post-16 routes.

Priority 4: Recruit, develop and retain the best leaders and teachers in Fenland and East Cambridgeshire.

This plan confirms the activities under each priority that we want to focus our funding and support on this year, how we will develop the plan in future years, and what we hope to achieve by 2021.

Across every priority we have highlighted where we will work closely with parents to ensure they are also able to participate and contribute to the development of their children and their children's education. Every parent of a child or young person in Fenland and East Cambridgeshire is invited to engage in these priorities, to build a recognition and appreciation of the long-term value of education.

"We need an offer for Teachers to encourage them to come into the area, a full package which includes strong networks."

School leader, Fenland & East Cambridgeshire

DELIVERING OPPORTUNITIES FOR CHILDREN AND YOUNG PEOPLE



Why Fenland and East Cambridgeshire?

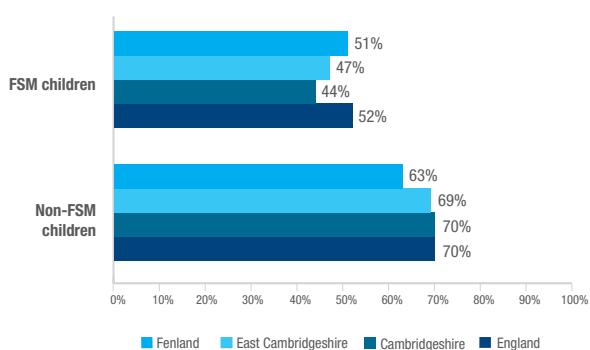
The 2016 Social Mobility Index (SMI)¹ set out the differences between where children grow up and the chances they have of doing well in adult life. Out of 324 Local Authority Districts (LAD) nationally, the SMI ranked Fenland 319th and East Cambridgeshire 311th out of the 324. By bringing the two areas together we can draw on best practice found in both districts to maximise the impact of the programme.

Since being identified as an Opportunity Area, the hard work and dedication of schools has seen some improvement in attainment and progress measures but the gap between non-disadvantaged and disadvantaged pupils remains’.

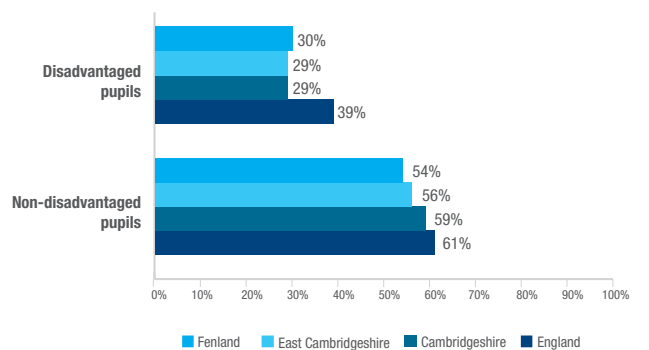
In the early years, the percentage of pupils eligible for free school meals (FSM) who achieve at least the expected level across all seventeen early learning goals is below the national average in East Cambridgeshire but is around the national average in Fenland. Conversely, for all other pupils, those in East Cambridgeshire are performing slightly better on average than their peers nationally, but those in Fenland are performing worse than the national average.

At key stage 2 and key stage 4 there is a large gap between the attainment of disadvantaged pupils and their peers in both districts. At age nineteen the percentage of young people achieving a level 3 qualification is lower for disadvantaged pupils compared to non-disadvantaged pupils.

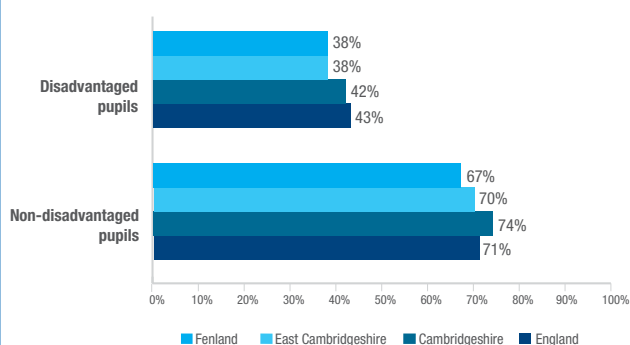
Percentage of children achieving at least the expected level across all 17 early learning goals (2016)



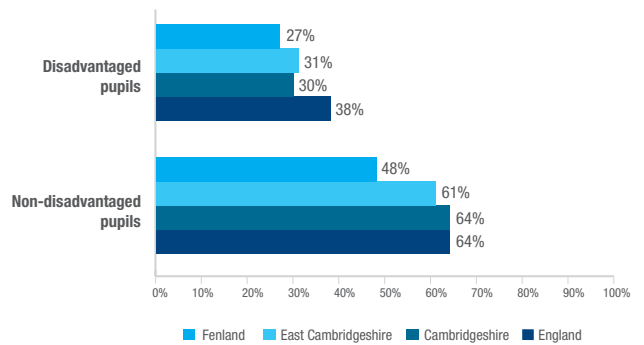
Percentage of pupils achieving the expected standard in reading, writing and maths at the end of key stage 2 (2016)



Percentage of pupils at the end of key stage 4 achieving A*-C in both English and maths GCSEs (2016)



Percentage of 19 year olds qualified to Level 3 (cohort aged 19 in 2016)



¹ <https://www.gov.uk/government/publications/social-mobility-index>

Building on strong foundations – strengths and opportunities

In Fenland and East Cambridgeshire there are a number of existing strengths and opportunities for us to build on.

- Schools where attainment and progress is well above the national average are already sharing best practice through networks and clusters.
- There has been recent improvements in Ofsted outcomes. Of the schools with an Ofsted judgement, only two are rated inadequate. However, not enough schools overall are outstanding or good.
- A greater proportion of two year olds from disadvantaged backgrounds in Fenland and East Cambridgeshire are accessing childcare through the free childcare entitlement for disadvantaged two year olds than nationally.
- A number of our schools are providing additional revision sessions outside of the school day to help pupils make the most of their talent. To ensure access for all, some schools are providing transport to those revision sessions to enable every child to participate, regardless of distance or cost.
- Apprenticeships are popular: a higher proportion of young people aged nineteen and above are moving into an apprenticeship than the average nationally.
- Recognising the important role of parents in education, the local Adult Learning Service has been supporting family learning with courses such as functional maths, family English and Information Computer Technology (ICT).
- The Cambridge Maths Hub and Science Learning Partnership are providing advice and guidance to schools.
- The popular Summer Reading programme has been successful in engaging young people in reading over the summer holidays.
- Between 2014 and 2016 Cambridgeshire secondary schools have been working with the Regional Schools Commissioner and system leaders to benefit from the Cambridgeshire Secondary School Improvement board. Secondary schools in Fenland and East Cambridgeshire continue to work together with attainment at key stage 4 improving in 2017.



Work already underway

There is a great deal of enthusiasm and energy for change and improvement across the Opportunity Area, with a strong focus on working in partnership and promoting collaboration to deliver changes that will make the biggest difference to our children and young people.

- The Cambridge Maths Hub has been providing support in Cambridgeshire, training maths specialists to provide training sessions for teachers. In 2018, their successful bid to the Strategic School Improvement Fund will see more focussed, tailored support for schools in Fenland and East Cambridgeshire. We will continue to embed teaching for mastery approaches to teaching mathematics amongst local schools. Another successful Strategic School Improvement Fund bid from Swavesey Village College will provide support to a cluster of schools who will develop a common core curriculum in languages and science.
- Working together, local teaching schools and Cambridgeshire County Council have been supporting the development of further bids for the Strategic School Improvement Fund.
- The EEF Research School² for Fenland and East Cambridgeshire, Littleport Community Primary School, is already working with local partners. They will be supporting colleagues in the Opportunity Area to engage in action based projects and to gather evidence on the effectiveness and impact of initiatives designed to promote high quality outcomes.
- The Wisbech 2020 vision is a plan to regenerate the town of Wisbech and the surrounding area whilst looking to address some of the barriers to social mobility. Included in the vision are ideas to support teacher recruitment which local partners are keen to share across the Opportunity Area.



The Network for East Anglian Collaborative Outreach (NEACO) is working with schools in Fenland and East Cambridgeshire which serve the wards with the lowest participation in Higher Education. Working with their dedicated Higher Education Champion, schools will be able to provide tailored support and guidance for their pupils.



² The Research Schools Network is a collaboration between the Education Endowment Foundation (EEF) and the Institute for Effective Education (IEE) to fund a network of schools which will support the use of evidence to improve teaching practice. www.educationendowmentfoundation.org.uk/our-work/research-schools.

STRENGTH THROUGH PARTNERSHIP



Fenland and East Cambridgeshire partnership board

The Fenland and East Cambridgeshire partnership board, chaired by Patricia Pritchard, has a critical role to play in ensuring that this plan delivers positive change for the children and young people of Fenland and East Cambridgeshire. Their experience, expertise, knowledge and local insight and, above all, passion and commitment to deliver improvement, will drive the success of this plan.

The board will:

- Meet monthly to advise and lend their expertise as the strands of work develop.
- Champion the Opportunity Area programme and work alongside the Department for Education and national partners.
- Ensure that this plan is coherent, effective and represents value for money.
- Challenge local stakeholders and those responsible for delivery.
- Recommend interventions to procure which will support the aims of the plan.

Fenland and East Cambridgeshire Opportunity Area partnership board membership

Independent Chair, Patricia Pritchard

Patricia Pritchard has over 40 years' experience in the education sector as a former class teacher, headteacher and Her Majesty's Inspector (HMI). As a member of the Ofsted senior management team, Patricia was the national policy lead for the inspection of Initial Teacher Education. Patricia has supported many schools, offering advice and guidance on school improvement, leadership and governance. Patricia has strong links to Fenland and East Cambridgeshire, previously working closely with schools as the Director of Education for the Diocese of Ely and Chief Executive of the Diocese of Ely Multi Academy Trust. She lives in the Ely area.

Board Members

- **Stella Cockerill:** Head of Skills for the Greater Cambridge Greater Peterborough Local Enterprise Partnership
- **Kate Evans:** National Leader of Education and Chief Executive Officer of Anglian Learning
- **Aimee Higgins:** Director of Stakeholders, The Careers & Enterprise Company
- **Jacqueline McPherson:** Headteacher, Meadowgate Academy
- **Wendi Ogle-Welbourn:** Executive Director of People and Communities, Cambridgeshire County Council
- **David Pomfret:** Chief Executive and Principal, The College of West Anglia
- **Andrew Read:** Director of Education, Diocese of Ely and Chief Executive Officer, Diocese of Ely Multi Academy Trust
- **Stephen Rosevear:** Interim Skills Director, Cambridgeshire and Peterborough Combined Authority
- **Gill Thomas:** Headteacher, Westwood Primary School
- **Jason Wing:** National Leader of Education and Executive Principal, Neale-Wade Academy and Littleport Academy
- **Mark Woods:** Chief Executive Officer of Cambridge Meridian Academy Trust and trustee of the Cambridge Primary Education Trust.

The meetings are also attended by the Regional Schools Commissioner or their representative and by the Department for Education Head of Delivery and Area Lead, who provide advice and support to the partnership board.

“As a former pupil from Fenland, I decided to return to the area to teach and make a difference to the children and young people here. I am delighted to be part of the partnership board and Opportunity Area. The success of this programme will ensure that all children across Fenland and East Cambridgeshire achieve more and realise their ambitions.”

Jason Wing, Neale-Wade Academy

Our partners

Alongside our local and regional partners, children, young people and schools across Fenland and East Cambridgeshire will benefit from a comprehensive package of support from our national partner organisations:

The Careers & Enterprise Company (CEC)

is a national organisation, connecting schools and colleges to employers and careers advice organisations. The CEC's aim is to help young people understand the world of work, and inspire them to set and achieve challenging and exciting career goals.



Working with the Greater Cambridge, Greater Peterborough Enterprise Partnership

the CEC has established a community of local and national 'cornerstone employers' who are committed to supporting young people in the Fenland and East Cambridgeshire Opportunity Area. In Fenland and East Cambridgeshire, these employers include:



- **Anglian Water**
- **Stainless Metalcraft**
- **Whizzle Ltd**
- **Morgan Sindall**
- **KPMG**

Working with the CEC and our local partners, these cornerstone employers are helping to recruit more businesses to support our work in Fenland and East Cambridgeshire, including through volunteers from local businesses, who will act as 'Enterprise Advisers', tasked with supporting Fenland and East Cambridgeshire's schools and colleges to develop strong careers and enterprise plans and build connections with local businesses.

Every 11-18 year old in Fenland and East Cambridgeshire will benefit from at least four meaningful encounters with the world of work. This equates to more than 45,000 encounters for over 9,500 young people in Fenland and East Cambridgeshire over the life of this plan. Business mentors will also be available to support young people at risk of disengaging from education, employment and training.

"We will be working to build employability skills for young people through our Work Ready roadshows, and convene local clients to take sustained and collaborative action in supporting schools and colleges across Fenland & East Cambridgeshire."

KPMG

"We will be working with our local schools and college to promote engineering and the apprenticeship route. We want to engage with both primary and secondary schools in our area to inspire and encourage our next generations of engineers."

Stainless Metalcraft

National Citizen Service –

are working to increase the number of Fenland and East Cambridgeshire's young people, aged 16-17, who will experience and benefit from the National Citizen Service four week programme of personal development and volunteering. The programme boosts young people's confidence and leadership as well as their well-being. By working locally, the programme brings together young people from across the community to work together. Last year 11,640 hours of volunteering was made possible by the National Citizen Service in Fenland and East Cambridgeshire. 388 young people participated in the programme in 2016 and the National Citizen Service are intending to build on this further every year.



The East Cambridgeshire and Fenland EEF

Research School – will provide school-led support for the use of evidence to improve teaching practice. The Research School will work with the partnership board and local partners to align its work with the priorities outlined in this delivery plan³.



The Education Endowment Foundation (EEF) –

is a charity dedicated to breaking the link between family income and educational achievement, by generating evidence of what works in improving teaching and learning, and supporting schools to apply effective practice in the classroom. As part of their commitment to improving social mobility in Fenland and East Cambridgeshire, EEF have designated Littleport CP School as the dedicated EEF Research School for Fenland and East Cambridgeshire.



³ The Research Schools Network is a collaboration between the Education Endowment Foundation (EEF) and the Institute for Effective Education (IEE) to fund a network of schools which will support the use of evidence to improve teaching practice. www.educationendowmentfoundation.org.uk/our-work/research-schools

Engaging with children and young people

To ensure the Opportunity Area represents the views and experiences of young people, we have begun to consult with them through focus groups to understand what it is like to live in Fenland and East Cambridgeshire. We asked children and young people about their experiences of growing up in the area. They told us:

What's good about growing up here?

It's peaceful; everyone is friendly; it's very safe; there's a lot to do – different sports, different clubs.

What is your experience of school?

There is support to achieve my ambitions; I get very nervous about exams and there's a lot of pressure; there's not always motivation to achieve as the focus is more on the minority who are badly behaved.

What are your hopes for the future?

I've visited universities with my school, it's scary but I want to go; my school supports me with careers advice and people believe in me.

What would you like to change about your area?

There should be more communal activities bringing together everyone who lives here; there should be more community give-back; there's a negative perception in the community of young people in Cambridgeshire which is based on a small minority.

To ensure that children and young people can contribute to the development of the priorities and projects we will develop a youth engagement strategy which will include opportunities for young people to get together, design and build the tools which we will use to address the barriers to social mobility. We will form a Virtual Youth Board and regularly hold focus groups in different locations, giving all young people the opportunity to have a voice through a project that recognises the rural nature of the area. Through these structures, young people will have direct involvement in the design and delivery of projects across all of our priorities.

"Growing up in Fenland and East Cambs is good because anyone can fit in, no matter who you are or what you look like."

**Participant, November 2017
youth engagement event**



OUR PRIORITIES





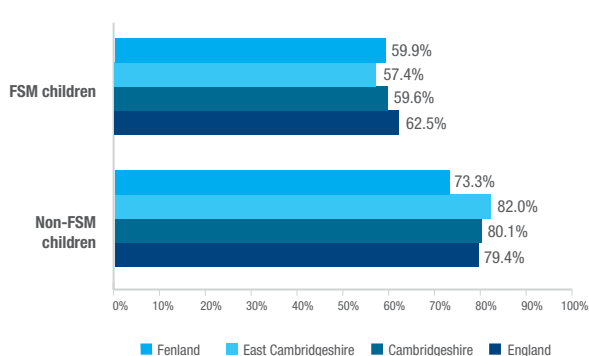
Priority 1: Accelerate the progress of disadvantaged children and young people in the acquisition and development of communication, language and reading

Why this is an issue

There is a clear attainment gap between children from disadvantaged backgrounds and all pupils across all Early Years Learning Goals (ELG), all key stage 1 expected standards and key stage 2 reading, writing and maths. Disadvantaged children in Fenland and East Cambridgeshire have lower attainment than disadvantaged children nationally, with particular challenges around reading, writing and communication.

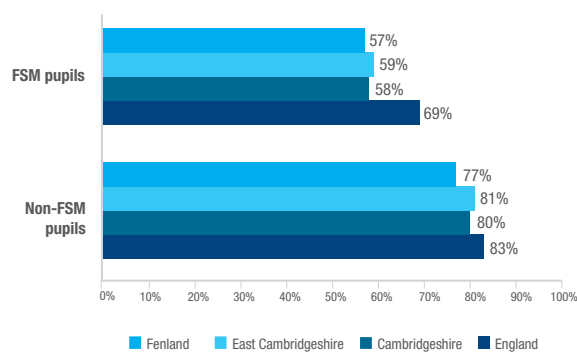
School leaders from Fenland and East Cambridgeshire recognise the gap between pupils in the attainment of communication and language skills as a key barrier to social mobility. For those children who are behind during the early years, many remain behind in their primary and secondary education.

Percentage of children achieving at least the expected level in early learning goal: reading (2016)



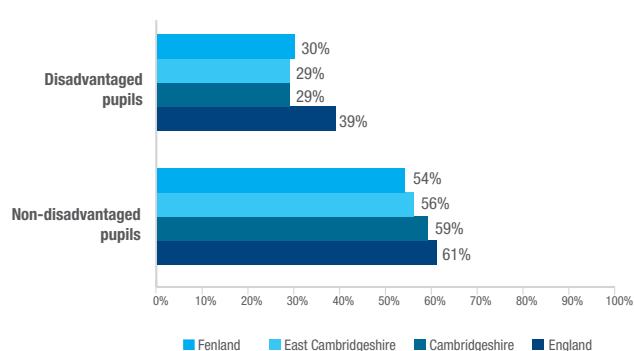
Source: National Pupil Database

Percentage of pupils reaching the expected standard in phonics at the end of year one (2016)



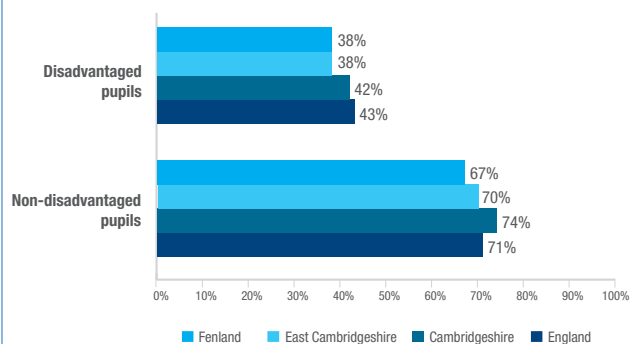
Source: National Pupil Database

Percentage of pupils achieving the expected standard in reading, writing and maths at the end of key stage 2 (2016)



Source: Revised KS 2 assessment data

Percentage of pupils at the end of key stage 4 achieving A*-C in both English and maths GCSEs (2016)



Source: Revised KS4 attainment data

Priority 1: Accelerate the progress of disadvantaged children and young people in the acquisition and development of communication, language and reading

What we will do

Across Fenland and East Cambridgeshire there are early years settings and schools which have been recognised as outstanding and good by Ofsted. We want to share the good practice that exists in the area by accelerating a new, collaborative approach to ensure every child, regardless of location, is benefitting from our shared knowledge, experience and best practice. This includes:

- A focus on improving attainment in communication and language in the early years and at primary level, creating networks to bring together early years and schools to reduce the gap for disadvantaged pupils, with progress sustained into secondary school and beyond.
- Working with early years leaders to develop a new package of training and support to improve transition between the Early Years Foundation Stage (EYFS) and key stage 1.

This will include training for teachers, teaching assistants and early years' professionals to support children to develop listening and attention, understanding, speaking, phonics, reading and oral skills.

- Increasing reading in the community, from reading at home to working with libraries to provide more, high quality opportunities for children to engage with books. At the same time, we will work with parents to engage them in reading and improving access to books.
- The Regional Schools Commissioner's office are involving approximately fifteen primary schools in Cambridgeshire, including a number in Fenland and East Cambridgeshire, in their Disadvantage Pilot. The voluntary pilot aims to narrow the disadvantage gap by facilitating schools working together and sharing best practice.

Parental engagement

Working through primary schools, we are delivering events and information for parents to learn about their children's communication and language development, and what they can do to support it at home. This will have a particular focus on transition from early years to key stage 1.



Priority 1: Accelerate the progress of disadvantaged children and young people in the acquisition and development of communication, language and reading

In 2018 our activities will include:

In 2018 we are focussed on improving collaboration and providing the right level of support and training for early years' settings, key stage 1 and key stage 2.

- From now (January 2018), we will continue to support and promote the projects funded through the Strategic School Improvement Fund and the Teaching and Leadership Innovation Fund to improve the teaching of phonics and reading amongst key stage 1 children.
- In February 2018, we will start inviting applications from all primary, secondary and special schools to apply for up to £25,000 to deliver small-scale evidence based practice improvements targeted at raising the attainment of disadvantaged pupils.
- During the summer term 2018, we will procure new training for teaching assistants to raise attainment in reading and writing in key stage 2, working with the EEF Research Schools Network.
- During the summer term 2018, we will procure a tiered training package for early years' professionals with a focus on early speech, language and reading. This will include level 6 training for at least twenty early years' professionals to be delivered from September 2018.
- From now (January 2018), a contractor will be appointed to provide support to schools in establishing breakfast clubs to allow all children the best possible start to their school day, improving concentration and higher outcomes. This will include at least five new breakfast clubs opening in September 2018.
- We will build on the success of local and national reading schemes, by launching in June 2018 an extended scheme to encourage children to read during the summer holidays, reaching into all schools in the Opportunity Area.



Priority 1: Accelerate the progress of disadvantaged children and young people in the acquisition and development of communication, language and reading

Our targets for 2020/21 are:

- By 2021, both the percentage of free school meals eligible children achieving at least the expected standard in the Early Years Foundation Stage (EYFS) Reading Goal and the percentage of children eligible for free school meals achieving at least the expected standard in the EYFS Speaking Goal will exceed the national average.
- By 2021, the attainment of all pupils in reading at key stage 2 will be in the top half of all local authority districts in England.
- By 2021, the gap between the attainment of disadvantaged pupils and all pupils at key stage 2 will be half of what it was in September 2017.





Priority 2: Strengthen the effectiveness of support for children and young people with mental health concerns and those with Special Educational Needs

Why this is an issue

Almost 1,000 pupils in Fenland and East Cambridgeshire have an Education, Health and Care Plan (EHCP), reflecting their special educational needs and/or disabilities. The Cambridgeshire and Peterborough Foundation Trust estimate that there are almost 4,400 children in Fenland and East Cambridgeshire with emerging to moderate mental health needs. The additional needs of some of these children and young people are not yet being fully met, restricting their ability to grasp opportunities and meet their full potential.

Schools in Fenland and East Cambridgeshire are providing additional support in the classroom to considerably more pupils who do not meet the threshold for an EHCP, through teachers and teaching assistants. Many schools have identified that late diagnosis or a lack of support creates distance between the pupil, their parents and engagement in education which lasts throughout their life. Teachers and school leaders are clear that this distance has a direct impact on future attainment and progress but are unclear where they or parents and carers can access the right advice and guidance needed to help these children fully participate in education.

In Fenland and East Cambridgeshire there is an eight month waiting list for mental health service support and confusion about where it is and how to access it. The Cambridgeshire

and Peterborough Foundation Trust have said that the rate of mental health concerns for young people in the area is increasing, in addition to a growing population. Schools have voiced similar concerns for young people in Fenland and East Cambridgeshire, highlighting the rise in cases of self-harm and anxiety disorders.

Schools are often the first port of call for parents seeking advice and guidance and school leaders are unclear on how to strengthen this process. Primary schools in Fenland and East Cambridgeshire have raised concerns that they are often the point of contact for pastoral care for children, however they do not currently have the right knowledge or expertise to provide support for the broad range of mental health conditions and special educational needs of their pupils.



Priority 2: Strengthen the effectiveness of support for children and young people with mental health concerns and those with Special Educational Needs.

What we will do

We are building a comprehensive package of advice and guidance that all schools and colleges can use to support children and young people with mental health needs, which will be fully implemented by September 2018. This includes:

- Bringing together schools, colleges and mental health services to review and improve provision, with a focus on improving the identification of needs, working with Cambridgeshire County Council and experts from the Anna Freud Centre.
- Strengthening early support in schools, building capacity in provision through specialised training for schools in mental health issues, and ensuring support is consistent and provided at the earliest opportunity.

We are working closely with Cambridgeshire County Council to:

- Ensure that processes around Special Education Needs (SEN) services are transparent and clear for parents and children so that pupils are directed to the right provision as soon as possible. This will mean better information for parents and new guidance for health visitors on early speech and language delivered in 2018.
- Ensure SEN provision and support is available to those who need it most by strengthening the capacity of schools and other providers to continually review and improve their provision through a new peer-review pilot involving 20 schools and early years providers and needs-specific training for 20 school and early years staff.
- Begin this year to embed Special Educational Needs and Disability (SEND) reviews and greater capacity for school-to-school support to review and improve provision for pupils with SEND, with six SEND reviewers for the area supported by a regional leader.

Parental engagement

We are increasing the support for parents of children with additional needs to empower them to engage with local processes to shape their local offer and provide support for continued learning at home. Parents will receive better information about their child's needs and the support available to them, including through new support centres where they can access help and advice. We are working alongside the Emotional Wellbeing Practitioners available through Cambridgeshire County Council, ensuring schools can access the right support for their young people.

Priority 2: Strengthen the effectiveness of support for children and young people with mental health concerns and those with Special Educational Needs.

In 2018 our activities will include:

To support schools and colleges with meeting mental health challenges:

- From now (January 2018), a new demand-led service, CHUMS (the mental health and emotional wellbeing service for children and young people), will be available providing short-term evidence-based support for mild to moderate emotional and mental health difficulties to children and young people through Cambridgeshire County Council.
- By April 2018, we will have appointed a contractor to deliver mental health first aid training for at least one member of staff in all secondary schools in Fenland and East Cambridgeshire in partnership with Cambridgeshire County Council. The training will be delivered from September 2018.
- In the spring term, we will work with the Anna Freud Centre in delivering their successful Mental Health Services and Schools Link Programme. This will bring together 60 schools and colleges with Cambridgeshire Mental Health Service providers to develop a shared view of current provision, increase knowledge of and access to existing resources and improve joint working between education and mental health professionals.

To build capacity and share expertise in supporting children and young people with SEND:

- By March 2018, we will train one SEND regional leader and six SEND reviewers, with the training being offered to experienced practitioners already working in the Opportunity Area. These reviewers will work as a network to strengthen provision across all of the schools in the Opportunity Area.
- By May 2018, we will work with a consortium of schools and early years' settings to launch a pilot peer review process for reviewing current practice and strategies for identification of SEN needs, involving 20 schools and early years providers.
- From September 2018, we will begin to deliver a first tranche of needs-specific training for school and early years staff. The training will be based on local improvement needs and health conditions agreed with local leaders based on the outputs of the peer reviews. 20 school and early years staff will complete the training in the first year.

Priority 2: Strengthen the effectiveness of support for children and young people with mental health concerns and those with Special Educational Needs.

In 2018 our activities will include: (continued)

To better support parents:

- In June 2018, we will work with Cambridgeshire County Council to deliver information sessions for parents with concerns about their child's mental health or special educational needs.
- By September 2018, we will commission an expert body to develop guidance for health visitors on early speech and language, collaborating with early years' settings and schools to provide a focus on 'school readiness'.

Our targets for 2020/21 are:

- By 2021, we will reduce the waiting time for child and adolescent mental health services support to twelve weeks, with clear referral routes for schools and colleges.
- By 2021, we will establish at least four support centres in Fenland and East Cambridgeshire for parents with children who have an Education, Health and Care Plan, which will provide access to educational resources and tailored support for their child.

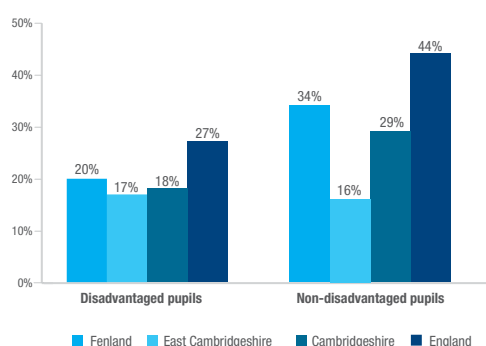




Priority 3: Raise aspiration and increase access for young people to a wide range of career choices and post-16 routes

Why this is an issue

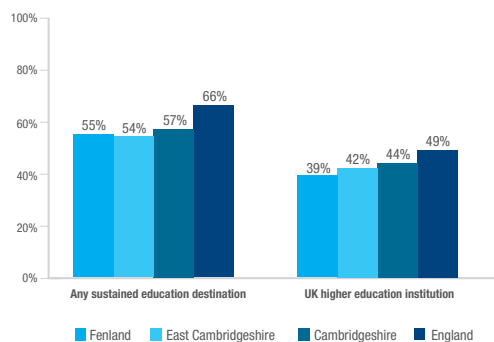
Percentage of pupils at the end of key stage 4 in 2014 who were in a state funded school sixth form in 2015



Due to the rural nature of the area, travel cost and time can be a considerable barrier to educational choice. Local professionals are concerned that pupils in Fenland and East Cambridgeshire attend the provision that is nearest to them rather than where they are most likely to reach their potential.

Across the Opportunity Area our stakeholders have raised concerns about the availability and access to post-16 provision. Although many young people choose to go on to further education, many are travelling for a number of hours to access colleges in Cambridge and Peterborough.

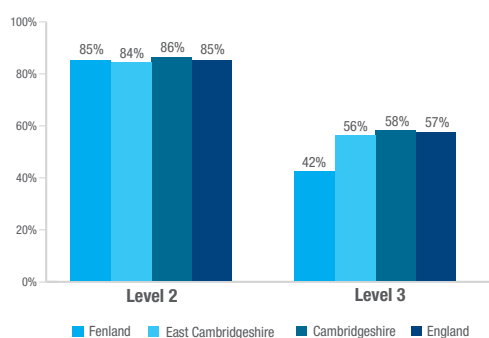
Percentage of pupils at the end of key stage 5 in 2014 who were in selected destination in 2015



The percentage of young adults starting and achieving an apprenticeship in Fenland and East Cambridgeshire is above the national average in both districts. Teachers and employers are positive about the take-up of apprenticeships by young people, which combines practical training with paid employment. The majority of apprenticeships locally are at level 2 and 3. As of November 2017 there were no degree apprenticeships offered within the Opportunity Area and a limited number offered in the vicinity.

After key stage 5 the proportion of pupils going on to a UK Higher Education Institution (HEI) is lower than the national average **by 7 percentage points in East Cambridgeshire and 10 percentage points in Fenland.**

Percentage of 19 year olds qualified to selected level (cohort aged 19 in 2016)



Priority 3: Raise aspiration and increase access for young people to a wide range of career choices and post-16 routes

What we will do

In common with other Opportunity Areas, we are working with the Careers & Enterprise Company (CEC), the Network for East Anglian Collaborative Outreach (NEACO) and National Citizen Service (NCS) to build the skills of young people to engage with employers, decide on further and higher education options and apply for jobs:

- The **CEC**, in partnership with the Greater Cambridge, Greater Peterborough Enterprise Partnership are engaging with schools to give young people multiple opportunities to experience the world of work, understand what work is, explore their options and build real confidence about their future. A dedicated Enterprise Coordinator will begin work in January 2018 to bring together employers, all secondary schools and colleges to create strong connections and relationships that prioritise young people and their future. A share of the CEC £2million investment fund will be used to deliver these employer encounters through a range of innovative careers activities from local and national careers organisations.
- **NEACO** are using dedicated funding from the Higher Education Funding Council for England to encourage and support more young people to apply to higher education or higher level apprenticeships. We will also work with NEACO to adapt their existing materials to support year eight pupils in Fenland and East Cambridgeshire to develop realistic and ambitious plans

for success in education and careers, with the ambition that every secondary school pupil will have an individual, tailored 'pathway' based on their personal goals and ambitions. This will begin with a pilot in two schools in the summer term 2018.

- The **NCS** are trialling new approaches to encourage and support more young people to graduate from the National Citizen Service, and to strengthen the benefits for those that do, so that greater numbers of young people are developing the broader skill set they need to complement their academic qualifications.

We will continue to work with schools and colleges to build the knowledge, skills and capacity of their staff to support pupils with making decisions about their education and careers. This will include providing professional training for up to 60 school staff and access to information, with the ambition that schools and colleges can work towards externally recognised quality awards for careers education and information, advice and guidance.

Building on the existing strengths of the area in recruiting young people on to apprenticeships, we will work with the Cambridgeshire and Peterborough Combined Authority and Cambridgeshire County Council to encourage and support more employers to offer apprenticeships, with events for parents and pupils to encourage take-up.

Priority 3: Raise aspiration and increase access for young people to a wide range of career choices and post-16 routes

Parental engagement

We are developing key messages and materials about local employers and pathways that schools can share with parents from 2018. We will work with the Local Enterprise Partnership, the Careers & Enterprise Company and NEACO to invite employers, further and higher education establishments and apprentices to school based events such as parents' evenings, so that they can receive information to support their children's decision making.



Priority 3: Raise aspiration and increase access for young people to a wide range of career choices and post-16 routes

In 2018 our activities will include:

- We are working with Cambridgeshire County Council to bring together the post-16 providers in the Opportunity Area in January 2018 to review barriers to engagement in post-16 education and consider actions to improve accessibility and choices for young people.
- From January 2018 the Enterprise Coordinator will establish the Enterprise Adviser Network in all nine Fenland and East Cambridgeshire secondary schools and colleges, matching each with an Enterprise Adviser, who is a senior business volunteer. The Enterprise Coordinator will work with the school or college's senior team to develop a careers and enterprise and employer engagement plan and help to unlock relationships with other local employers.
- To support young people to strengthen their broader skill set we will use £1.4 million of funding from the Essential Life Skills (ELS) programme to provide a targeted group of pupils with a range of opportunities to build their leadership skills, and to explore, develop and evidence their potential and aspirations. The proposal aims to reach up to 1,500 children in total, with different extra-curricular activities tailored to different groups of participants. In 2018, the first wave of pupils will begin to work with local youth groups, participating in structured, regular activities that build skills such as team-working and personal resilience. Early activities will include sessions that will lead to qualifications such as the bronze level of the National Arts Award and the Red Cross certificate in first aid. Other activities will include the Aim Higher programme which offers young people the opportunity to participate in after school activities, team days, a residential visit and a social action project.
- In February 2018, we will work with all nine secondary schools and special schools with secondary provision to complete an audit of their current Careers Education and Information Advice and Guidance (CEIAG) activity against the Gatsby Benchmarks using the Careers & Enterprise Company's Compass benchmarking tool.
- By March 2018, we will invite all nine secondary schools, including special schools with secondary provision, to nominate up to four staff to receive training in providing CEIAG. This will mean at least 45 staff receiving training by September 2018.

Priority 3: Raise aspiration and increase access for young people to a wide range of career choices and post-16 routes

In 2018 our activities will include: (continued)

- In April 2018, we will go out to tender for two contracts – one to offer fully funded training for two staff in every secondary school, including special schools, to achieve a level 6 qualification in CEIAG and one to offer a shorter, less intensive training in CEIAG to a further two staff in every secondary school who will act as ‘careers champions’.
- In summer term 2018, we will trial a pathway programme for at least 150 Year 8 students based on the model pathway programme developed by NEACO. The trial will take place in two secondary schools and will be evaluated to determine the extent to which it supports young people to understand their options for future education and careers.

Our targets for 2020/21 are:

- By 2021, all secondary schools in Fenland and East Cambridgeshire will have achieved at least six of the eight Gatsby Benchmarks.
- By 2021, 60% of young people in Fenland and East Cambridgeshire will go on to an apprenticeship or UK higher education institution.
- By 2021, 90% of disadvantaged young people will be in a sustained positive destination for at least the first two terms after finishing key stage 5.





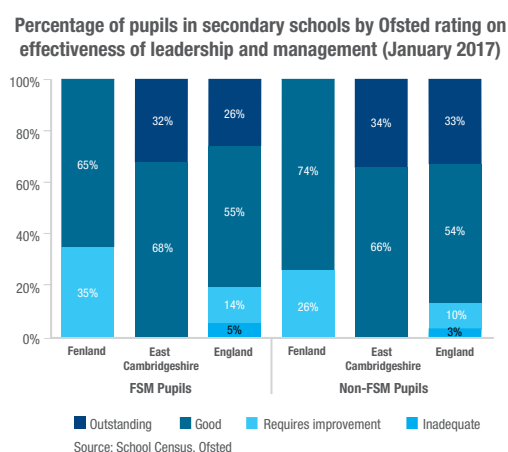
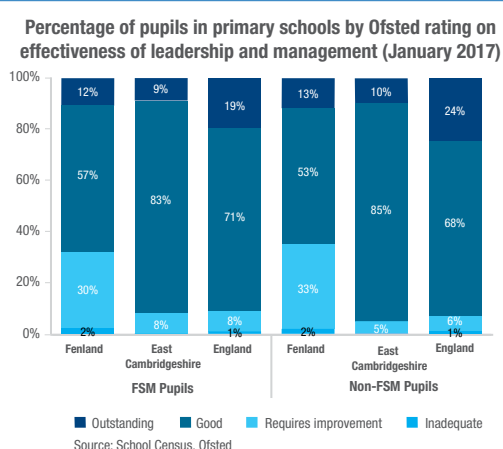
Priority 4: Recruit, develop and retain the best leaders and teachers in Fenland and East Cambridgeshire

Why this is an issue

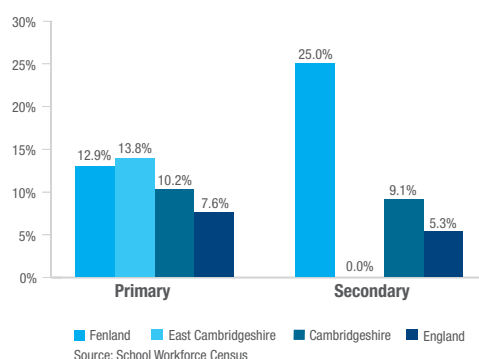
The percentage of pupils in Fenland attending a primary school rated outstanding or good by Ofsted for leadership and management is lower than for all schools nationally.

The proportion of schools with a vacancy rate of more than 5% is high for both primary and secondary schools across Fenland and East Cambridgeshire.

Despite having looked at new ways to recruit teachers, including recruiting from abroad, headteachers are reporting that the number of candidates applying for each job is very low.



Percentage of state funded schools with a vacancy rate over 5% (2016)



Priority 4: Recruit, develop and retain the best leaders and teachers in Fenland and East Cambridgeshire

What we will do

In Fenland and East Cambridgeshire our aim is threefold: recruit more, high quality teachers; support our existing teachers, further building their capacity; and provide ongoing progression and development to support all teachers in their long term teaching careers.

Local headteachers have seen the number of applicants for teaching posts reduced to single figures in the last decade and our aim now is to make Fenland and East Cambridgeshire one of the best places to teach and to encourage more teachers to live and work here. In addition to working with our teaching schools, we will make better links to Initial Teacher Training (ITT) providers and increase our opportunities to engage with new teachers.

We will develop a recruitment package, including new incentives, to advertise teaching in Fenland and East Cambridgeshire nationally and internationally to get the very best teachers for our young people. We will work with our leading partners, including 'TeachinCambridgeshire' and Teach First, to bring new, innovative teaching to those areas of Fenland and East Cambridgeshire which need it most. We will provide support to local students considering a teaching career to give them the opportunity to experience work as a teacher and give them the right skills to prepare them for their career. We will build on the success and expertise of the TeachinCambridgeshire internship programme, which already has

five interns placed in local schools training to be teachers.

Working with our schools and headteachers, we will identify the support, networks and Continuous Professional Development (CPD) which is needed to drive improvement in Fenland and East Cambridgeshire, with a focus on evidence based practice. All teachers in Fenland and East Cambridgeshire will be able to benefit from additional professional qualifications, training and advice.

We will recognise the exceptional skills and support provided by our teaching assistants and provide them with additional training and support to enable them to progress on to teacher training.



Priority 4: Recruit, develop and retain the best leaders and teachers in Fenland and East Cambridgeshire

In 2018 our activities will include:

Strengthening recruitment by:

- By February 2018, we will commission a campaign using an online and social media presence to market teaching careers in Fenland & East Cambridgeshire. The campaign will include the development of a virtual hub for new teachers, a website and incentives, including a comprehensive CPD package. The campaign will be targeted at teaching assistants, ex-teachers who live locally and local young people considering a teaching career and will result in more high quality teachers for schools in Fenland and East Cambridgeshire.
- In February and April 2018, working alongside TeachinCambridgeshire and local academy trusts, we will hold the first two local recruitment events for potential teachers, where they can meet local headteachers, ITT providers and hear first-hand about the support available. These events will help to identify the barriers for potential teachers in Fenland and East Cambridgeshire, providing evidence for the development of further incentives.
- By July 2018, we will have offered and filled twenty new foundation teacher training places for Fenland and East Cambridgeshire through Cambridgeshire County Council. Each participant will experience life in local schools to build up their knowledge and expertise before progressing on to full teacher training.
- Working closely with Teach First to offer more new placements in Fenland and East Cambridgeshire schools, with the target of recruiting up to ten new teachers for September 2018.

In order to provide the best development opportunities for teachers:

- We will recruit 70-100 aspiring and existing school leaders in Fenland and East Cambridgeshire on to fully funded National Professional Qualifications.

Priority 4: Recruit, develop and retain the best leaders and teachers in Fenland and East Cambridgeshire

In 2018 our activities will include: (continued)

- From January 2018, we are working with the East Cambridgeshire and Fenland EEF Research School to:
 - i. Run a series of events that encourage schools to make use of evidence-based practice.
 - ii. Provide a range of training and professional development for teachers.
 - iii. Support schools to develop innovative practice and establish measurement systems so they know whether new approaches have worked.
- From January 2018, we are also delivering new training through the Teaching and Leadership Innovation Programme, including:
 - i. Support for science teaching from STEM Learning Ltd and the Institute of Physics.
 - ii. Behaviour management training from Anvil Education and Tom Bennett Training.
 - iii. The Edison and NAHT Aspire Innovation in Leadership and Teaching (NAHT Aspire ILT) programme.

Our targets for 2020/21 are:

- By 2021, the full time teacher vacancy rates in primary and secondary schools will have reduced and will be below national average.
- We will increase the percentage of all pupils attending a primary school rated outstanding or good for leadership and management to at least 86% from 76% in August 2017.
- We will increase the percentage of all pupils attending a secondary school rated outstanding or good for leadership and management to at least 95% from 85% in August 2017.



Fenland and East Cambridgeshire 2020/21

By setting ourselves ambitious and stretching targets we will deliver improved attainment and life chances for the children and young people of Fenland and East Cambridgeshire.

Priority	Our targets for 2020/21
Priority 1: Accelerate the progress of disadvantaged children and young people in the acquisition and development of communication, language and reading.	<ul style="list-style-type: none"> • By 2021, both the percentage of FSM eligible children achieving at least the expected standard in the EYFS Reading Goal and the percentage of FSM eligible children achieving at least the expected standard in the EYFS Speaking Goal will exceed the national average. • By 2021, the attainment of all pupils in reading at key stage 2 will be in the top half of all local authority districts in England. • By 2021, the gap between the attainment of disadvantaged pupils and all pupils at key stage 2 will be half of what it was in September 2017.
Priority 2: Strengthen the effectiveness of support for children and young people with mental health concerns and those with Special Educational Needs.	<ul style="list-style-type: none"> • By 2021, we will reduce the waiting time for child and adolescent mental health services support to 12 weeks, with clear referral routes for schools and colleges. • By 2021, we will establish at least four support centres in Fenland and East Cambridgeshire for parents with children who have an EHCP, which will provide access to educational resources and tailored support for their child.
Priority 3: Raise aspiration and increase access for young people to a wide range of career choices and post-16 routes.	<ul style="list-style-type: none"> • By 2021, all secondary schools in Fenland and East Cambridgeshire will have achieved at least six of the eight Gatsby Benchmarks. • By 2021, 60% of young people in Fenland and East Cambridgeshire will go on to an apprenticeship or UK higher education institution. • By 2021, 90% of disadvantaged young people will be in a sustained positive destination for at least the first two terms after finishing key stage 5.

(continued)	
Priority	Our targets for 2020/21
Priority 4: Recruit, develop and retain the best leaders and teachers in Fenland and East Cambridgeshire.	<ul style="list-style-type: none"> • By 2021, the full time teacher vacancy rates in primary and secondary schools will have reduced and will be below national average. • We will increase the percentage of all pupils attending a primary school rated outstanding or good for leadership and management to at least 86% from 76% in August 2017. • We will increase the percentage of all pupils attending a secondary school rated outstanding or good for leadership and management to at least 95% from 85% in August 2017.





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A white outline map of the Fenland and East Cambridgeshire area, showing the coastline and internal boundaries.

**Fenland and
East Cambridgeshire**