



***EDUCATION, SKILLS AND CULTURE CABINET BOARD***

***IMMEDIATELY FOLLOWING EDUCATION, SKILLS AND CULTURE  
SCRUTINY COMMITTEE***

***THURSDAY, 14 OCTOBER 2021***

***REMOTELY VIA TEAMS***

**ALL MOBILE TELEPHONES TO BE SWITCHED TO SILENT FOR THE  
DURATION OF THE MEETING**

1. Appointment of Chairperson
2. Welcome and Roll Call
3. Chair's Announcements
4. Declarations of Interest
5. Minutes of Previous Meeting *(Pages 3 - 4)*
6. Forward Work Programme 2021/2022 *(Pages 5 - 6)*
7. Quarter 1 2021/22 Quarterly Performance Report *(Pages 7 - 18)*
8. Christmas and New Year Opening Times 2021 *(Pages 19 - 32)*
9. Welsh Medium Grant - Outline Plan *(Pages 33 - 50)*
10. Estyn's Five Recommendations in Response to Covid 19  
*(Pages 51 - 62)*
11. Adult Community Learning Update *(Pages 63 - 68)*

12. Youth Service Update (*Pages 69 - 100*)
13. Employability and Skills Programmes within Education Leisure and Life Long Learning (*Pages 101 - 110*)
14. Urgent Items  
Any urgent items (whether public or exempt) at the discretion of the Chairperson pursuant to Statutory Instrument 2001 No. 2290 (as amended).

**K.Jones**  
**Chief Executive**

**Civic Centre**  
**Port Talbot**

**7 October 2021**

**Education, Skills and Culture Cabinet Board Members:**

Councillors. A.R.Lockyer and P.A.Rees

**EXECUTIVE DECISION RECORD**

**2 SEPTEMBER 2021**

**EDUCATION, SKILLS AND CULTURE CABINET BOARD**

**Cabinet Members:**

Councillors: A.R.Lockyer (Chairperson) and L.Jones

**Invitees:** Councillors S.Reynolds and R.Mizen (Scrutiny Chair and Vice Chair)

**Officers in Attendance:**

C.Millis, I.Guy, R.Crowhurst, J.Burge, J.Merrifield, K.Gilbert, C.Davies and T.Davies

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1. **APPOINTMENT OF CHAIRPERSON**

Agreed that Councillor A.R.Lockyer be appointed Chairperson for the meeting.

2. **MINUTES OF PREVIOUS MEETING**

That the minutes of the meeting held on 27 July 2021, be approved.

3. **FORWARD WORK PROGRAMME 2021/2022**

That the Forward Work Programme be noted.

4. **APPOINTMENT OF LOCAL AUTHORITY GOVERNOR REPRESENTATIVE**

That, in line with the approved policy, the following Local Authority Governor Representative be re-appointed to the existing vacancy, and as detailed in appendix 1 to the circulated report:

<b>School</b>	<b>Date of Vacancy</b>	<b>Decision</b>
Crynallt Primary School	01/09/2021	Re-appoint Cllr. Peter Rees

**Reason for Decision:**

To enable the Authority to contribute to effective school governance through representation on school governing bodies.

**Implementation of Decision:**

The decision will be implemented after the three day call in period.

**CHAIRPERSON**

## Education, Skills and Culture Cabinet Board

### Immediately following Scrutiny Committee starting at 2pm

Meeting Date	Agenda Item	Type	Contact Officer
Special – 1 November	10 Year WESP (Consultation)	Decision	Rhiannon Crowhurst
25 November	Quarter 2 2021/22 Quarterly Performance Report	Monitor	Shaun Davies
	ELLL Structure Overview	Information	Andrew Thomas
<b>19 Jan 2022</b> <i>(Moved from 6 Jan to fit in with WESP timescales)</i>	Annual Pupil Attendance Update Report	Information	Chris Millis/ John Burge
	Library Performance Report	Information	Wayne John/ Rhiannon Crowhurst
	WESP (Following Consultation)	Decision	Rhiannon Crowhurst
	Additional Learning Needs Reform	Information	Hayley Lervey
	Update on the Emotional Literacy Support Assistants (ELSA) Programme	Information	Hayley Lervey/ Carys John/ Zoe Ashton Thomas

	Regional Support for Schools	Information	Chris Millis
	Think Family Partnership Update	Information	Hayley Lurvey
17 <sup>th</sup> February	Quarter 3 2021/22 Quarterly Performance Report	Monitor	Shaun Davies
	Annual Pupil Performance Update Report	Information	Chris Millis
31 March			



Cyngor Castell-nedd Port Talbot  
Neath Port Talbot Council

**NEATH PORT TALBOT COUNTY BOROUGH COUNCIL /  
CYNGOR BWRDEISTREF SIROL CASTELL-NEDD PORT  
TALBOT**

**Education, Skills and Culture Cabinet Board / Bwrdd Cabinet  
Addysg, Sgiliau a Diwylliant**

14 October 2021

**Report of the Head of Education Development / Adroddiad y  
Pennaeth Datblygu Addysg**

Chris Millis

**Matter for Monitoring**

**Wards Affected: All Wards**

**Report Title**

Quarterly Performance Management Data 2021-2022 –  
Quarter 1 Performance (1st April 2021– 30th June 2022)

**Purpose of the Report:**

To provide members with quarter 1 performance management data, complaints and compliments for the period 1st April 2021 to 30th June 2022 for Education, Leisure and Lifelong Learning Directorate. This will enable the ESC Cabinet Board to discharge their functions in relation to performance management.

### **Executive Summary:**

The report provides education results and assessments at KS4. Attendance and exclusion data over the secondary and primary sectors. Data relating to the Statutory Assessment Process, the Youth Service and childcare. Data relating to the Library Service concerning the number of visitors and a summary of the number of people participating in a sporting activity at the council facilities.

### **Background:**

Members are presented with a full suite of Education, Leisure and Lifelong Learning KPI's (Corporate Plan and Local KPI's). A list of quarter 1 key performance KPI's with progress comments on each indicator are attached as appendix 1.

KPI status:

- GREEN (green traffic light) - KPI's that have improved on or achieved target
- AMBER (amber traffic light) - KPI's that have not achieved target but performance is within 5%
- RED (red traffic light) - KPI's that are 5% or more below target

Where available, appendix 1 provides performance data for quarter 1 performance for 2019/20, 2020/21 & 2021/22. The target provided is for the corresponding period.

Appendix 2 provides quarter 1 information for Compliments and Complaints data, collected in line with the Council's Comments, Compliments & Complaints Policy for Cabinet.

### **Financial Impacts:**

The performance described in the report is being delivered against a challenging financial backdrop and reduced budget.

### **Integrated Impact Assessment:**



There is no requirement to undertake an Integrated Impact Assessment as this report is for monitoring / information purposes.

**Valleys Communities Impacts:**

No implications.

**Workforce Impacts:**

The Council's workforce continues to contract as financial resources continue to reduce. In recognition of the scale of change affecting the workforce, a new Corporate Workforce Plan has been developed to support the workforce to adapt to the changes that are taking place.

**Legal Impacts:**

This Report is prepared under:

The Local Government (Wales) Measure 2009 and discharges the Council's duties to "make arrangements to secure continuous improvement in the exercise of its functions".

The Well-being of Future Generations (Wales) Act 2015

The Neath Port Talbot County Borough Council Constitution requires each cabinet committee to monitor quarterly budgets and performance in securing continuous improvement of all the functions within its purview.

**Risk Management Impacts:**

Failure to provide a suitable monitoring report within the timescales could lead to non-compliance with our Constitution. Also, failure to have robust performance monitoring arrangements in place could result in poor performance going undetected.

**Consultation:**

There is no requirement under the Constitution for external consultation on this item.

**Recommendations:**

Members monitor performance contained within this report.

**Reasons for Proposed Decision:**

Matter for monitoring. No decision required.

**Implementation of Decision:**

Matter for monitoring. No decision required.

**Appendices:**

Appendix 1: Key Performance Management Data - Quarterly.

Appendix 2: Compliments and Complaints Data

**List of Background Papers:**

The Neath Port Talbot Corporate Improvement Plan - 2019-2022

Monitoring forms/spreadsheets

Welsh Government Statistical Releases

**Officer Contact:**

Neal Place, Performance Management Officer.

E-mail [n.place@npt.gov.uk](mailto:n.place@npt.gov.uk). Tel. 01639 763619



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Neath Port Talbot Council

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# Performance Indicators







Neath Port Talbot Council







Appendix 1 - Education, Skills and Culture Cabinet Board - Key Performance Indicators - Quarter1 ( 1st April - 30th June) - 2021/22








*Print Date: 07-Oct-2021*

## How will we know we are making a difference (01/04/2021 to 30/06/2021)?

PI Title	Actual 19/20	Actual 20/21	Actual 21/22	Target 21/22	Perf. RAG
<b>Organisation</b>					
CP/002 - Number of full day childcare places provided	2996.00	2276.00	2287.00	2400.00	 Amber
The number of places has decreased since the end of 2020/21 (2335), although the number of settings has increased by one. Registered numbers fluctuate through the year as settings change or vary their registered numbers. The sector is still reacting and responding to the impacts of COVID which continues to affect how they operate.					
CP/005 - PAM/007 - Percentage of pupil attendance in primary schools				0.00	 NA
Data reported in quarter 2 2021/22 - No target set in the 2021/23 Corporate Plan due to COVID-19.					
CP/006 - PAM/008 - Percentage of pupil attendance in secondary schools				0.00	 NA
Data reported in quarter 2 2021/22 - No target set in the 2021/23 Corporate Plan due to COVID-19.					
CP/007 - PAM/033 - Percentage of pupils assessed in Welsh at the end of Foundation phase	16.63			15.80	 NA
Data for the 2020/21 academic year reported in quarter 2 2021/22					
Foundation Phase assessments were not undertaken for 2020/21 (2019/20 academic year) due to COVID-19.					
Data for 2019/20 (16.63%) relates to 2018/19 academic year.					
CP/008 - PAM/034 - Percentage of year 11 pupils studying Welsh first language				11.70	 NA
Data for the 2020/21 academic year reported in quarter 2 2021/22					
CP/014 - Percentage of 11 - 19 year olds in contact with the Youth Service (measured cumulatively over the financial year - quarterly)	12.54	2.39	10.57	7.00	 Green
The number of 11-19 year olds who have had contact with the Youth Service is starting to return to normal levels but is still down on pre pandemic levels. During quarter1 2021/22, 1587 young people have engaged with the youth service whilst in quarter 1 of 2019/20 (pre pandemic) this figure was 1855. During quarter 1 2020/21 we had contact with 352 young people. Figures should rise over the second quarter 2 2021/22 when the schools and youth clubs start back.					

PI Title	Actual 19/20	Actual 20/21	Actual 21/22	Target 21/22	Perf. RAG
CP/072 - Number of visits to our theatres	65045.00			0.00	 NA
All theatres have been closed due to COVID-19. No target set in the 2021/23 Corporate Plan due to COVID-19.					
CP/073 - PAM/040 - Percentage of quality Indicators achieved by the Library Service				0.00	 NA
Data reported in quarter 3 2021/22 - No target set in the 2021/23 Corporate Plan due to COVID-19.					
CP/074 - PAM/017 - Number of visits to leisure centres per 1,000 population	1896.30		543.59	0.00	 Green
There has been a fall in visitor numbers to leisure centres per 1,000 population compared to quarter 1 2019/20 figure due to COVID-19. No data available for quarter 1 2020/21 and no target set in the 2021/23 Corporate Plan due to COVID-19.					
CP/108- PAM/032 - Capped 9 score				345.00	 NA
Data for the 2020/21 academic year reported in quarter 2 2021/22.					
CP/116 - Communities for Work – priority 1 (age 25+): number of people helped to gain training, volunteering, work experience or sustainable employment			17.00	21.00	 Red
New indicator for 21/22 Staff continue to work from home, although starting to see those who are vulnerable at Tir Morfa Centre. Priority1 participants throughout Wales are slow to engage or having the most complex barriers to move into employment.					
CP/117 - Communities for Work – Priority 3 (age 16-24): number of people helped to gain training, volunteering, work experience, full time education or sustainable employment			31.00	11.00	 Green

PI Title	Actual 19/20	Actual 20/21	Actual 21/22	Target 21/22	Perf. RAG
New indicator for 2021/22.					
Priority 3 (age 16-24) have been the most proactive group engaging with the programme and seeing good results. Working with the Tier lists (see below) with our Youth Service has had a positive start to the new financial year. There are 5 categories in the Tier list which are:					
<ul style="list-style-type: none"> <li>• Tier 1 Unknown status on leaving Careers Wales services</li> <li>• Tier 2 Unemployed 16 and 17 year olds, known to Careers Wales, who are not available for EET (Employment, Education or Training)</li> <li>• Tier 3 Unemployed 16 and 17 year olds known to Careers Wales</li> <li>• Tier 4 Young People at risk of dropping out of EET</li> <li>• Tier 5 Young People in Further Education, Employment or Training (EET)</li> </ul>					
CP/118 - Communities for Work Plus – Programme for age 16+: number of people helped to gain training, volunteering, work experience, sustainable employment or those who are in "in work poverty			73.00	75.00	 Amber
New indicator for 2021/22.					
Staff continue to work from home, although starting to see those who are most vulnerable face to face at Tir Morfa Centre. CfW+ (Communities for Work Plus) remains an active programme, and Welsh Government are happy with the conversion rate from engagements into employment.					
ELLL - EDU/015a - The percentage of final statements of special education needs issued within 26 weeks including exceptions. (measured over the calendar year - quarterly)	60.56	50.00	27.85	50.00	 Red
27.85% - 22 statements issued within the 26 week timescale (including exceptions) out of a total of 79 possible statements. A significant number of assessments were completed outside of the 26 week timescale due to the backlog of Medical reports being received from the Community Paediatrician. Although some parents/carers were happy to proceed without these reports, many exercised their right to wait.					
ELLL - EDU/015b - The percentage of final statements of special education needs issued within 26 weeks excluding exceptions. (measured over the calendar year - quarterly)	100.00	100.00	100.00	100.00	 Green
100% - 22 statements issued within the 26 week timescale (excluding exceptions) out of a total of 22 possible statements. This figure exemplifies that when there are no delayed advices from professionals, the team is able to effectively meet the 26 weeks statutory timescale.					
ELLL - LCL001 - The number of visits to public libraries during the year, per 1,000 population (measured cumulatively over the financial year - quarterly)	1300.86		351.67	1300.00	 Red

PI Title	Actual 19/20	Actual 20/21	Actual 21/22	Target 21/22	Perf. RAG
<p>Restrictions placed upon public libraries are still impacting on visitor figures. Presently libraries are unable to offer their full range of activities and events. There has been a gradual increase of 5% each month since April. A return to full time opening hours on June 1st has contributed to this.</p>					
<p>ELLL - PI/444 - Percentage of Year 11 pupils achieving 5 GCSEs at grades A*-C, or equivalent, including English or Welsh first language and Maths</p>				50.00	 NA
<p>Data reported Q2</p>					

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# Performance Indicators

Neath Port Talbot Council

Appendix 2 - Education, Leisure and Lifelong Learning - Compliments & Complaints - Quarter 1 - (1st April - 30th June) - 2021/22



*Print Date: 06-Oct-2021*

## How will we know we are making a difference (01/04/2021 to 30/06/2021)?

PI Title	Actual 19/20	Actual 20/21	Actual 21/22	Target 21/22	Perf. RAG
<b>Organisation</b>					
PI/256 - Education, Leisure & Lifelong Learning Directorate-- % of complaints at stage 1 that were upheld			0.00		
Two complaints in the period, one for the School Transport Service and one for the Strategic School Improvement Programme (SSIP) Service. Both complaints were not upheld.					
PI/257 -Education, Leisure & Lifelong Learning Directorate - % of complaints at stage 2 that were upheld/partially upheld		0.00			
There have been no stage 2 complaints for Quarter 1 - 21/22 or Q1 – 19/20.					
PI/258 -Education, Leisure & Lifelong Learning Directorate - % of complaints dealt with by the Public Services Ombudsman that were upheld/partially upheld					
There have been no complaints referred to the Ombudsman for Quarter 1 - 21/22, 20/21 or 19/20					
PI/259 - Education, Leisure & Lifelong Learning Directorate - Number of compliments received from the public	71.00		0.00		
There were no compliments in Q1 - many services were still affected by COVID					

## NEATH PORT TALBOT COUNTY BOROUGH COUNCIL EDUCATION SKILLS AND CULTURE CABINET BOARD

14 October 2021

**Head of Support Services and Transformation  
- R.Crowhurst**

**Matter for: Decision**

**Wards Affected: All**

**Christmas and New Year Opening Times 2021.**

**Libraries, Theatres, Community Centres, Margam Country Park, Leisure Centres and Swimming Pools**

### **Purpose of the Report**

1. The purpose of this report is for Members to agree the proposed opening times for the Christmas and New Year period 2021.

### **Executive Summary**

2. Proposed Opening and Closure of facilities over the Christmas Holiday period 2021

### **Background**

3. Members will be aware that traditionally over the Christmas and New Year period the opening times of the above facilities are amended to reflect patterns of demand and to accommodate statutory Bank Holidays.

The proposals for opening and closing have a direct effect on front line staff and the arrangements for their annual leave over this period.

The following proposals have been prepared by taking into consideration historical levels of usage of the facilities.

Appendix 1 - Proposed Opening Hours Leisure Centres and Swimming Pools

Appendix 2 - Proposed Opening Hours – Margam Country Park, Libraries, Museums, Theatres and Community Centres.

### **Financial Impact**

4. There are no financial impacts associated with this report.

### **Integrated Impact Assessment**

5. A first stage impact assessment has been undertaken and is appended as (Appendix 3) to assist the Council in discharging its legislative duties (under the Equality Act 2010, the Welsh Language Standards (No.1) Regulations 2015, the Well-being of Future Generations (Wales) Act 2015 and the Environment (Wales) Act 2016.

The first stage assessment has indicated that a more in-depth assessment is not required.

### **Valleys Communities Impacts**

6. There are no Valleys Communities Impacts associated with this report.

### **Workforce Impacts**

7. There are no workforce impacts associated with this report.

### **Legal Impacts**

8. There are no legal impacts associated with this report

### **Risk Management**

There is no Risk impacts associated with this report

### **Consultation**

9. There is no requirement under the Constitution for external consultation on this item.

## **Recommendations**

10. That Members agree the proposals for Christmas and New Year opening and closure for the above facilities as detailed within Appendices 1 – 2.

## **Reasons for Proposed Decision**

11. To ensure that the Council's facilities are available to the public when there is a demand for them to be open and to enable managers to make appropriate arrangements with front line staff over their annual leave.

## **Implementation of Decision**

12. The decision is proposed for implementation after the three day call in period.

## **Appendices**

13. Appendix 1 - Proposed Opening Hours Leisure Centres and Swimming Pools

Appendix 2 - Proposed Opening Hours – Margam Country Park, Libraries, Museums, Theatres and Community Centres.

Appendix 3 - First stage impact assessment.

## **List of Background Papers**

14. None.

## **Officer Contact**

Paul Walker Operations Coordinator . [p.walker@npt.gov.uk](mailto:p.walker@npt.gov.uk)

Tel: 07899923478

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## PROPOSED OPENING HOURS LEISURE CENTRES AND GWYN HALL 2021

		24.12.21	25.12.21	26.12.21	27.12.21	28.12.21	29.12.21	30.12.21	31.12.21	01.01.22	02.01.22	03.1.22
		Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon
ALFC	GYM	6.00-12.00	Closed	9.00-13.00	9.00 - 19.00	9.00-19.00	9.00-19.00	9.00-19.00	6.00-12.00	Closed	Open	9.00 - 19.00
ALFC	Lane Swim	6.30-12.00	Closed	Closed	9.00-19.00	9.00 - 19.00	9.00 - 19.00	9.00 - 19.00	6.30 - 12.00	Closed	Open	9.00-19.00
NLC	Gym/Squash	Closed	Closed	Closed	9.00 - 16.00	9.00-16.00	9.00 - 16.00	9.00-16.00	Closed	Closed	Open	9.00 - 16.00
NLC	Pool	Closed	Closed	Closed	9.00 - 16.00	9.00 - 16.00	9.00 - 16.00	9.00-16.00	Closed	Closed	Open	9.00 - 16.00
NSB	Bar	16.00-22.00	11.00-15.00	12.00-22.00	12.00 - 22.00	16.00-22.00	16.00-22.00	16.00-22.00	16.00-10.00	Closed	Open	12.00 - 22.00
NSC	Gym	8.00 - 13.00	Closed	Closed	10.00-15.00	10.00-15.00	10.00-15.00	10.00-15.00	10.00-15.00	Closed	Open	10.00-15.00
NSC	Sports Hall	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Open	Closed
PLC	Gym/sports hall	Closed	Closed	9.00-13.30	9.00-16.30	9.00-16.30	9.00-16.30	9.00-16.30	Closed	Closed	Open	9.00-16.30
PSP	Pool	Closed	Closed	Closed	8.30 - 16.00	8.30 - 16.00	8.30 - 16.00	8.30 - 16.00	Closed	Closed	Open	8.30 - 16.00
VON	Gym	Closed	Closed	Closed	8.00-13.00	8.00-15.00	9.00-15.00	9.00-15.00	Closed	Closed	Open	8.00-13.00
VON	Pool	Closed	Closed	Closed	Closed	Closed	9.00 - 15.00	9.00-15.00	Closed	Closed	Open	Closed
Gwyn Hall		10.00-17.00	Closed	Closed	10.00-20.00	10.00-20.00	10.00-20.00	10.00-20.00	10.00-17.00	Closed	10.00-17.00	10.00-20.00

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## Appendix Two

### **PROPOSED OPENING HOURS – MARGAM COUNTRY PARK**

The proposal for Margam Country Park is to close at 1.00pm on Friday 24th December 2021.

From Sunday 26<sup>th</sup> December 2021 to Friday 31st December 2021; the Park will be open 10am-4 pm, this will include Charlottes Pantry (Takeaway service only)

The Park will be closed on the 1<sup>st</sup> January 2022 and reopen as normal on Sunday 2nd January 2022.

#### **Margam Orangery.**

The Orangery will be closed during the Christmas New Year period.

#### **Libraries.**

Friday 24th December 2021 Libraries close at 12-00pm

Monday 3rd January, 2022 – Libraries open as normal

#### **Theatres:**

Princess Royal Theatre and Pontardawe Arts Centre will close at 12.30pm on 24th December 21 and reopening at 10am on 4th January 22.

#### **Community Centres.**

The proposal for Croeserw Community Education Centre is to close from 1pm Friday 24<sup>th</sup> December 2021 and reopen Monday 3rd January 2022

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## Impact Assessment - First Stage

### 1. Details of the initiative

<b>Initiative description and summary:</b> Christmas and New Year Opening Times. Libraries, Theatres, Community Centres, Margam Country Park, Leisure Centres and Swimming Pools 2021
<b>Service Area:</b> Community
<b>Directorate:</b> DELL

### 2. Does the initiative affect:

	Yes	No
Service users	✓	
Staff	✓	
Wider community	✓	
Internal administrative process only		✓

### 3. Does the initiative impact on people because of their:

	Yes	No	None/ Negligible	Don't Know	Impact H/M/L	Reasons for your decision (including evidence)/How might it impact?
Age		✓				
Disability		✓				
Gender Reassignment		✓				
Marriage/Civil Partnership		✓				
Pregnancy/Maternity		✓				
Race		✓				

Religion/Belief		✓				
Sex		✓				
Sexual orientation		✓				

**4. Does the initiative impact on:**

	Yes	No	None/ Negligible	Don't know	Impact H/M/L	Reasons for your decision (including evidence used) / How might it impact?
People's opportunities to use the Welsh language		✓				
Treating the Welsh language no less favourably than English		✓				

**5. Does the initiative impact on biodiversity:**

	Yes	No	None/ Negligible	Don't know	Impact H/M/L	Reasons for your decision (including evidence) / How might it impact?
To maintain and enhance biodiversity		✓				
To promote the resilience of ecosystems, i.e. supporting protection of the wider environment, such as air quality, flood alleviation, etc.		✓				

**6. Does the initiative embrace the sustainable development principle (5 ways of working):**

	Yes	No	Details
<b>Long term</b> - how the initiative supports the long term well-being of people	✓		
<b>Integration</b> - how the initiative impacts upon our wellbeing objectives	✓		
<b>Involvement</b> - how people have been involved in developing the initiative	✓		
<b>Collaboration</b> - how we have worked with other services/organisations to find shared sustainable solutions	✓		
<b>Prevention</b> - how the initiative will prevent problems occurring or getting worse	✓		

**7. Declaration - based on above assessment (tick as appropriate):**

A full impact assessment (second stage) <b>is not</b> required	✓
Reasons for this conclusion	
<p>The proposal is non-discriminatory.</p> <p>The proposal has no impact on Welsh Language</p> <p>The Proposal has no impact on biodiversity</p>	

A full impact assessment (second stage) <b>is</b> required	
Reasons for this conclusion	

	<b>Name</b>	<b>Position</b>	<b>Signature</b>	<b>Date</b>
Completed by	Paul Walker	Operations Coordinator		6 <sup>th</sup> Sept 21
Signed off by	Rhiannon Crowhurst	Head of Support Services and Transformation		6 <sup>th</sup> Sept 21

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## NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

### Education, Skills and Culture Cabinet Board

14 October 2021

**DIRECTOR OF EDUCATION,  
LEISURE AND LIFELONG LEARNING  
- ANDREW THOMAS**

#### **MATTER FOR DECISION**

**WARDS AFFECTED:** All

#### **STRATEGIC SCHOOL IMPROVEMENT PROGRAMME: PROPOSED PROJECTS FOR THE COUNCIL'S INCREASING WELSH MEDIUM PROVISION CAPITAL GRANT SUBMISSION 2021**

#### **Purpose of report**

1. To obtain approval to submit an expression of interest application to Welsh Government for Increasing Welsh Medium Provision Capital Grant funding (2022 – 2026).

#### **Executive summary**

2. In 2019 Welsh Government awarded Neath Port Talbot £3.4m of Welsh Medium Education Capital Grant and Capital Funding of Early Years Provision, to develop 3 projects aimed at increasing Welsh medium childcare provision and foundation phase pupil places in schools
3. On 11 March 2021 an additional £30 million was announced by Welsh Government to develop Welsh medium education. The funding is a second tranche of investment from the Welsh Medium Capital Grant, established in 2018 to support capital projects dedicated to supporting and growing the use of the Welsh language in education.

4. The grant funding will support investments that facilitate growth in Welsh medium education and use of the Welsh language. The grant funding is aimed specifically at projects that will demonstrably contribute to meeting the Welsh Government's aim of one million Welsh speakers by 2050. Welsh Government are providing 100% funding for the Capital Grant.
5. Approval is sought for officers to submit an expression of interest application to Welsh Government Officials with the aim of increasing and enhancing Welsh-medium provision within the county borough.

## **Background**

6. In 2019 Welsh Government awarded Neath Port Talbot £3.4m of Welsh Medium Education Capital Grant and Capital Funding of Early Years Provision to develop 3 projects aimed at increasing Welsh medium childcare provision and foundation phase pupil places in schools.
7. At Ysgol Gynradd Gymraeg Cwmllynfell £640k was awarded to provide 1 extra classroom space and a childcare setting, with the aim of increasing the capacity of the school, improve Foundation Phase provision and provide space to develop pre-school Welsh-medium provision.
8. The scheme aimed to prevent drift to other schools in neighbouring authorities, strengthening the development of Welsh language in the area and impacting positively on the Council's Band B proposal at YG Ystalyfera – Bro Dur (north campus) by increasing the number of children from the area choosing secondary education through the medium of Welsh.
9. The project has been successfully completed and both the new classroom and childcare provision are ready for use.

10. At Ysgol Gynradd Gymraeg Tyle'r Ynn £1.14m of funding was awarded which enabled the provision of 2 extra classroom spaces and a new Welsh medium childcare provision.
11. The aim of this project was to create a more attractive and stimulating learning environment with high quality welsh medium childcare on site. In the longer term it was anticipated that this would ease accommodation pressures in the area, with demand for Welsh medium pupil places increasing year on year.
12. The project has been successfully completed and is a very welcome and timely addition to the school. Pupil numbers have already shown an increase with both nursery and reception classes full in September 2021.
13. The third and most challenging project initially involved creating 3 extra classroom and childcare provision at Ysgol Gynradd Gymraeg Pontardawe. This project was awarded £1.6m grant funding.
14. Following more detailed discussion with the school the scheme was amended. At the schools request the current childcare provision and nursery/reception classes were relocated within the school to allow for work to take place without interruption, which necessitated remodelling 2 classrooms, providing extra toilet facilities and outdoor play area, converting the staffroom and office to provide childcare facilities and converting a reception area for storage.
15. The completed scheme will provide remodelled and extended childcare and nursery facilities along with 2 new build FP classrooms, a new entrance way, staffroom, meeting room and office and additional play areas, fencing and pathways, along with medium refurbishment of the hall.
16. The scheme has suffered from a number of setbacks, including some delays due to Covid19. In July 2021 the contractor working on the scheme went into receivership and all works on site were stopped. Following weeks of negotiation a new company is expected to take over

the project and it is now expected that the school and childcare will be able to occupy the new facilities by the end of the year, with further works taking place on the grounds and outdoor facilities in the spring term.

17. On 11 March 2021 an additional £30 million was announced by Welsh Government to develop Welsh medium education. The funding is a second tranche of investment from the Welsh Medium Capital Grant, established in 2018 to support capital projects dedicated to supporting and growing the use of the Welsh language in education.
18. The key criteria is that any proposals must demonstrably contribute to meeting the Welsh Government's aim of one million Welsh speakers by 2050.
19. As in the first tranche of investment the capital funding will be allocated at a 100% rate. If the total value of the bids received exceeds the funding available, they will be prioritised according to those which provide the most support for the Cymraeg 2050 target.
20. Any bids which meet the criteria but which are not prioritised for funding on this occasion may be considered in future if further funding becomes available.

## **Grant Information**

21. The grant funding will support investments that facilitate growth in Welsh medium education and use of the Welsh language. The grant funding is aimed specifically at projects that will demonstrably contribute to meeting the Welsh Government's aim of one million Welsh speakers by 2050. This national ambition includes projects which:
  - provide additional Welsh medium provision;
  - move schools along the linguistic continuum;
  - help to attract pupils to the Welsh medium sector e.g. Welsh medium childcare or nursery provision;

- improve transition rates within Welsh medium sector e.g. between pre-school facilities and Foundation Phase provision, also between primary and secondary provision;
  - support retention or sustainability of Welsh medium provision e.g. latecomer centres/Welsh language immersion; and,
  - provide infrastructure support such as video conferencing facilities or other technologies.
22. The funding cannot be used to support projects already planned for Band B of the 21st Century Schools and Education programme. The proposals, will therefore, need to be new capital developments (or extensions/additions to existing provision) which will be in addition to the Strategic Outline Programme (SOP) for Band B.
23. Welsh Government are providing 100% funding for the Capital Grant. The budget for the Welsh Medium Grant is fixed and prioritisation of projects will take place should applications for funding exceed the resources available. The key criteria for assessing, and if necessary, prioritising projects will be as follows:
- Increased Welsh Medium places;
  - Ability to deliver proposal within the timeframe.
  - Sustainability of provision.
  - Cost per additional place
  - Sustainability of build
  - Alignment with WESP targets
  - Alignment with WG targets
  - How the investment will support the Welsh Government's decarbonisation commitments, including net zero carbon schools.
24. Following the assessment process the successful projects will go on to the next business case stage. A Business Justification Case (BJC) will be completed for projects with a value of over £1m. With projects with a value of less than £1m, a basic Business Case will be required.
25. During this second tranche of investment, applications will also be considered for potential revenue funding (of up to 2 years) to support

the capital projects, however, this is yet to be confirmed and will be reviewed on a case by case basis.

## **Proposed projects**

### **New build Ysgol Gynradd Gymraeg Rhosafan**

26. This scheme was submitted in the in the first round of grant funding, but was unsuccessful. A new build four classroom extension with childcare provision has recently been created, with capital grant funding received through a successful bid for Welsh Government Infant Class Size grant, which recognised the accommodation pressures being faced by the school due to increased pupil numbers.
27. As noted previously schemes that were unsuccessful in the first round can be resubmitted. The resubmitted scheme would seek to build a new 420 place primary +90 place nursery school and could cost in the region of £8m based on Welsh Government's benchmark construction costs and Building Bulletin 99: building framework for primary school projects. Actual costs will be dependent on the agreed final scope of works and prevailing market conditions.
28. The scheme would seek to provide room for the anticipated growth in the Welsh-medium primary sector in the south of the county borough. Ysgol Gynradd Gymraeg Rhos Afan currently has 314 full time and 78 part time nursery pupils on roll (2021 PLASC). With the completion of YG Ystalyfera- Bro Dur (South), primary numbers have risen in the south with all three Welsh-medium schools now experiencing significant accommodation pressures.
29. With the addition of the recently completed new extension (funded through the Welsh Government Infant Class Size capital grant) Ysgol Gynradd Gymraeg Rhosafan has gained some 'breathing space' but if Foundation Phase numbers continue to grow then the school will need to expand further.

## **Starter School provision at Skewen**

30. As noted previously WM pupil numbers in the south are rising year on year. Ysgol Gynradd Gymraeg Castell-nedd and Ysgol Gynradd Gymraeg Tyle'r Ynn cannot accommodate any extra pupils in nursery or reception, classes at both schools are already full. Modelling work on expanding WM provision suggests that the Skewen area is a good location for creating a new WM school. 123 pupils in both schools currently attend from the catchment areas of Abbey, Coedffranc and Crymlyn – the largest numbers outside of the local area of each school.
31. This scheme would see the current Abbey Primary School junior site refurbished and adapted to accommodate a new Welsh-medium starter school and Welsh–medium childcare provision. Abbey Primary pupils and staff are due to move into a new 21<sup>st</sup> century school building in May 2022, ideally this new Welsh- medium starter school provision would open in September 2022 to avoid leaving the vacated building empty for a lengthy period of time. This would allow nursery and reception aged children in the Skewen area to access Welsh- medium education in their local area.
32. The starter school could transition into the proposed new build school planned as part of a Section 106 planning agreement at Coed Darcy, however to date there has been no confirmation from developers of when the new build will be delivered, and clearly the school will not open in time to alleviate the current pressures in the area due to increased pupil numbers.
33. Based on Welsh Government’s standardised costs for a “medium” refurbishment, an initial budget calculation of up to £1.8M has been identified for necessary works with the cost of an additional childcare setting being estimated in the region of £500k. Actual costs will of course be dependent on the agreed final scope of works and prevailing market conditions.
34. Statutory processes are necessary to establish a new school. While a detailed proposal is yet to be developed it is expected that the proposal

would see nursery and reception pupils occupying the school (ideally in September 2022) with additional year groups being added year on year until the school is either full or Coed Darcy new build is available, in which case it is probable that the school will then transfer to that site.

35. Additional revenue costs for the proposed school would be needed; it is anticipated that approx. £300k in the first year will be required to staff and operate the school. An application for this additional revenue funding (for 2 years) will be submitted along with the capital grant funding bid.
36. It is anticipated that all pupils would be within walking distance of the new school with some exceptions for pupils from the Coed Darcy/Crymlyn area. This will be explored further should the application be successful.

### **Remodelling of Additional Learning Needs Provision at Ysgol Gynradd Gymraeg Trebannws**

37. Ysgol Gynradd Gymraeg Trebannws is situated in the Swansea Valley and currently has 84 full-time and (18 part-time nursery) pupils on roll. The school also has a Learning Support Centre (LSC) with places for 8 pupils
38. The LSC supports pupils with statements of Moderate Learning Difficulties (MLD) and is currently accessed mainly by pupils from the English -medium sector.
39. This scheme involves improvement works to the school to facilitate the development of a new Welsh-medium LSC. Additionally it would seek to create a new Welsh-medium childcare provision and improved foundation phase facilities
40. Based on Welsh Government's standardised costs for a "medium" refurbishment, an initial budget calculation of up to £1.5M has been identified for necessary works. Actual costs will be dependent on the agreed final scope of works and prevailing market conditions.



41. Statutory processes are required to establish a new LSC provision. A detailed proposal is yet to be fully developed but it is expected that the establishment of the proposed new LSC will be a gradual process, ensuring steady transition from an English-medium provision, to a bilingual provision and eventually to a fully Welsh-medium provision.
42. The proposed scheme will ensure that the buildings are fit for purpose and will be able to facilitate good teaching and learning opportunities to meet the needs of the children who will eventually be placed there.

### **Welsh in Education Strategic Plan**

43. The above proposals contribute towards the Neath Port Talbot Welsh in Education Strategic Plan 2022-2032 (WESP) which sets a clear strategic direction for the development of Welsh medium education and provision within the local authority. It includes strategic aims, objectives and targets for the various phases in education and training in Wales, and emphasises the importance of improving effective planning for Welsh-medium education. The above proposals directly impact the targets and aims set out in Outcome 1, 2 and 6 and will contribute towards achieving all other targets set out in the WESP.
44. The proposals will also play a critical role in achieving the targets set out in the Neath Port Talbot Welsh Language Promotion Strategy and will directly impact Strategic Priority 1 by significantly increasing the number of young people educated through the medium of Welsh or bilingually, in order to create more Welsh speakers.

### **Financial Impact**

45. Successful bids will be 100% funded by the Welsh Government Capital Grant.
46. The combined total of capital funding to be requested is estimated to be £11.3m for the three proposed schemes.

47. Additional revenue costs will be incurred if a new starter school is to be established. It is estimated that this will amount to £300k per annum and an application for this additional revenue funding (for 2 years) will be submitted along with the capital grant funding bid.
48. All schemes will involve statutory processes, requiring further Cabinet board reports, with consultation and objection periods. Should the grant funding applications be successful then more detailed work will be undertaken on each scheme and Member approval sought before any commitment to creating the additional provision is made.

### **Integrated Impact Assessment**

49. A first stage integrated impact assessment has been undertaken to assist the Council in discharging its legislative duties (under the Equality Act 2010, the Welsh Language Standards (No.1) Regulations 2015, the Well-being of Future Generations (Wales) Act 2015 and the Environment (Wales) Act 2016.
50. The first stage assessment has indicated that a more in-depth assessment is not required. A summary is included below.
51. This report seeks approval to submit a bid for grant funding. The submission outlines possible schemes for consideration and following the application a decision will be made on which schemes will be successful. Further details will then be required by Welsh Government in order to make a final decision on whether to award grant funding or not.
52. If an award is made for any or all of the proposed projects then more detailed work on each of the successful schemes will be needed. It may be necessary to undergo statutory processes which will be more specific to the individual scheme and which will require member approval. At this point further screening for possible impacts will be needed

## **Valley Communities Impacts**

53. There are no impacts on valley communities as result of this report.

## **Workforce impacts**

54. There are no workforce impacts as a result of this report. Successful applications that require statutory processes will undergo further assessment and any impact will be reported to Members as part of the process.

## **Legal impacts**

55. Welsh Government's Welsh Medium Capital Grant Funding is granted subject to specific conditions.

56. Where required statutory processes will be undertaken in line with the School Organisation Code 2018.

57. Procurement of contractors will be in line with the South West Wales Regional Contractors Framework.

## **Risk Management Impacts**

58. Failure to submit an expression of interest will mean that the opportunity to benefit from the grant funding will be lost. This will have a detrimental effect on the Council's plans to develop the Welsh language and risk failure in achieving the aims of the WESP.

## **Consultation**

59. There is no requirement for external consultation on this item. Successful applications that require statutory processes will be subject to external consultation in line with the requirements of the School Organisation Code 2018.

## **Recommendation**

60. It is recommended that Members approve the submission of an expression of interest application to Welsh Government for Increasing Welsh Medium Provision Capital Grant funding (2022 – 2026).

## **Reasons for proposed decision**

61. This decision is necessary to ensure that the Council has the opportunity to benefit from the available Welsh- medium capital grant funding to increase and enhance Welsh-medium provision in the county borough.

## **Implementation of the decision**

62. The decision is proposed for implementation after the three day call in period.

## **Appendices**

Appendix A: First Stage Integrated Impact Assessment

### **Officer Contact:**

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Rhiannon Crowhurst

Head of Support Services and Transformation

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## Impact Assessment - First Stage

### 1. Details of the initiative

<b>Initiative description and summary:</b> Approval to submit expression of interest application for Welsh-medium capital grant funding
<b>Service Area:</b> Strategic School Improvement Programme
<b>Directorate:</b> Education, Leisure and Lifelong Learning

### 2. Does the initiative affect:

	Yes	No
Service users	x	
Staff	x	
Wider community	x	
Internal administrative process only		x

### 3. Does the initiative impact on people because of their:

	Yes	No	None/ Negligible	Don't Know	Impact H/M/L	Reasons for your decision (including evidence)/How might it impact?
Age	x				H	If the application is successful then all schemes will seek to increase and improve provision for primary school aged children. In addition there may be a positive impact on adults and older children if the Welsh language is learnt by younger children and spoken within the home setting. The Neath Port Talbot Welsh Education Strategic Plan (WESP) aims to increase the numbers of learners accessing Welsh-medium (WM) education from birth to post 18. Outcome 1 in the WESP specifically promotes key agencies, including education, working in partnership with the wider community to promote the

						benefits of bilingualism. Outcome 5 also promotes the use of Welsh outside of the classroom and in the community. This aims to have a significant effect on parents and the wider community. The Neath Port Talbot Welsh Language Strategy, Priority 2, also promotes the use of Welsh with families and the wider community leading to a potential increase in Welsh speakers within the Local Authority.
Disability	x				H	If the application is successful then one scheme would seek to further develop provision for pupils with Additional Learning Needs (ALN)
Gender Reassignment		x				This is not a criterion considered in terms of the Council's education arrangements either for pupils or school staff.
Marriage/Civil Partnership		x				This is not a criterion that will be impacted upon by this proposal
Pregnancy/Maternity		x				This is not a criterion that will be impacted upon by this proposal
Race	x				M	It is evident from WM school data that families from different ethnic backgrounds choose WM education, with many English families moving to the area and making the informed decision to educate their children in WM schools. Both the WESP and the Neath Port Talbot Welsh Language Strategy aim to inform and support these families when making the decision about choosing WM education. These aims significantly alleviate concerns and it is anticipated that this will lead to an increase in the number of pupils from ethnic backgrounds attending WM education.
Religion/Belief		x				This is not a criterion that will be impacted upon by this proposal, however, it is expected that the Council's educational arrangements will meet the needs of pupils

						or staff members of different religions or with different beliefs.
Sex		x				Both the WESP and the Neath Port Talbot Welsh Language Strategy aim to provide a plethora of opportunities for both boys and girls to develop and use Welsh outside of the classroom through cultural and sporting activities within school and in the wider community. These opportunities ensure that learners, both boys and girls, have access to the Welsh language both formally and informally, which could lead to an increase in the use of Welsh in the wider community.
Sexual orientation		x				This is not a criterion that will be impacted upon by this proposal

**4. Does the initiative impact on:**

	Yes	No	None/ Negligible	Don't know	Impact H/M/L	Reasons for your decision (including evidence used) / How might it impact?
People's opportunities to use the Welsh language	<b>X</b>				<b>H</b>	If the application is successful then the grant funding will be used to increase and enhance Welsh-medium provision for primary school aged pupils
Treating the Welsh language no less favourably than English	<b>X</b>				<b>H</b>	Additional provision will provide opportunities to increase the number of pupils accessing Welsh-medium schools and increase the development of the Welsh language.

**5. Does the initiative impact on biodiversity:**

	Yes	No	None/ Negligible	Don't know	Impact H/M/L	Reasons for your decision (including evidence) / How might it impact?
To maintain and enhance biodiversity			x			As all proposed schemes will be undertaken on already occupied school sites, it is unlikely that there will be any new impact on biodiversity
To promote the resilience of ecosystems, i.e. supporting protection of the wider environment, such as air quality, flood alleviation, etc.			x			

**6. Does the initiative embrace the sustainable development principle (5 ways of working):**

	Yes	No	Details
<b>Long term</b> - how the initiative supports the long term well-being of people	x		The proposals if implemented is expected to positively impact on pupils aged 3-11 and on older children and adult users including parents, staff, Governors and members of the local communities. The enhanced education facilities will improve wellbeing, and will aim to promote the development of the Welsh language leading to increased opportunities to participate in the language and culture of Wales
<b>Integration</b> - how the initiative impacts upon our wellbeing objectives	x		The Strategic School Improvement Programme and its related projects are included in the Directorate's plans which link to the Council's wellbeing objectives. The proposal directly supports wellbeing objective 1 – 'to improve the wellbeing of children and young people' through the provision of enhanced facilities and provision for current and future generations of primary aged pupils. Through creating facilities that can be used by the community the proposal also supports wellbeing objective 2 – 'to improve the wellbeing of all adults who live in the county borough' and wellbeing



			objective 3 'to develop the local economy and environment so that the wellbeing of people can be improved', through the creation of jobs during the construction phase and beyond.
<b>Involvement</b> - how people have been involved in developing the initiative	x		Informal consultation has taken place with schools named in the report, and with colleagues across the council.
<b>Collaboration</b> - how we have worked with other services/organisations to find shared sustainable solutions	x		The proposed schemes support the WESP objectives which have been developed in conjunction with and supported by Welsh language stakeholder groups
<b>Prevention</b> - how the initiative will prevent problems occurring or getting worse	x		If implemented the proposal will provide improved teaching and learning facilities for primary aged pupils and preschool children accessing Welsh-medium provision now and in the future.

**7. Declaration - based on above assessment (tick as appropriate):**

A full impact assessment (second stage) <b>is not</b> required	X
Reasons for this conclusion	
<p>At this stage approval is sought to submit a bid for grant funding. The submission outlines possible schemes for consideration and following the application a decision will be made on which schemes will be successful. Further details will then be required by Welsh Government in order to make a final decision on whether to award grant funding or not.</p> <p>If an award is made for any or all of the proposed projects are eligible for funding then more detailed work on each of the successful schemes will be needed. It may be necessary to undergo statutory processes which will be more specific to the individual scheme and which will require member approval. At this point further screening for possible impacts will be needed</p>	
A full impact assessment (second stage) <b>is</b> required	
Reasons for this conclusion	

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	<b>Name</b>	<b>Position</b>	<b>Signature</b>	<b>Date</b>
Completed by	R.R. Crowhurst	Head of Service		30.9.21
Signed off by	A.D. Thomas	Director ELLL		6.10.21

## NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

### Education Skills and Culture Scrutiny Committee

14 October 2021

#### Report of the Director of Education Leisure and Lifelong Learning

#### Matter for Information

#### Wards Affected: All Wards

#### Estyn's Five Recommendations in response to Covid 19

#### Purpose of the Report

The purpose of the report is to inform Members on progress through Estyn's Thematic Report - "Local authority and regional consortia support for schools and Public Referral Units (PRUs) in response to COVID-19"

#### 1. Executive Summary

This report is to give an update on the progress against the five recommendations set by Estyn following their thematic report on Local authority and regional consortia support for schools and PRUs in response to COVID-19". In line with Estyn's new approach for thematic reports, they will be writing to the Welsh Government in early 2022 to seek feedback on the work they have done to address the recommendations made to them.

#### 2. The five recommendations are;

R1 - Urgently address barriers to learning at home, particularly where this is due to a lack of access to suitable computers or adequate connectivity

R2 - Improve the quality of the distance and blended learning experiences for pupils by supporting more effective teaching across and within schools and PRUs

R3- Develop a coherent approach to improve progress in literacy, numeracy and personal and social skills of vulnerable pupils disproportionately affected by the pandemic, for example pupils eligible for free school meals

R4 - Establish strategies to monitor and address the long-term impact of the pandemic on the physical and mental health of pupils

R5 - Create opportunities to take stock and evaluate the impact of policies and practices developed since the start of the pandemic to inform future ways of working and curriculum design

## **Background**

The original report was written in response to a request for advice from the Minister for Education in July 2020. It provides an overview of how local authorities and regional consortia have worked with schools and pupils referral units (PRUs) to promote learning and support vulnerable pupils during the COVID-19 period between June and November 2020 that is the period after the initial lockdown when schools were reopening. It captures the ways local authorities and regional consortia have adapted their work to respond to the challenges resulting from COVID-19.

In late June 2020, nearly all schools reopened to pupils to provide an opportunity for them to 'Check in, catch up and prepare for summer, and September'. In July and August 2020, the Welsh Government published guidance to support schools to reopen to all pupils, on supporting learning and on supporting vulnerable learners (Welsh Government 2020a, 2020b, 2020c). Schools and PRUs reopened to pupils in September 2020, with a transition period leading up to all pupils attending by 14 September 2020. Almost immediately, schools began to experience their first positive COVID-19 cases among pupils and staff, reflecting the situation in their communities, and the first of a series of local restrictions to reduce transmission was announced. During September and October 2020, individual pupils, classes or whole year groups were required at times to

self-isolate, leading to the need for remote learning provision. The length of self-isolation periods varied from one day to 14 days depending on the reason and personal circumstances<sup>1</sup>.

Positive COVID-19 cases continued to rise and the Welsh Government announced a two-week firebreak lockdown from 23 October 2020. Schools and PRUs were closed for half-term during the first week of the firebreak. During the second week primary schools re-opened for face-to-face learning while many secondary-aged pupils reverted to distance learning from home.

**R1 Urgently address barriers to learning at home, particularly where this is due to a lack of access to suitable computers or adequate connectivity**

During spring 2021, local authority officers in NPT continued to meet regularly with headteachers. This consistent communication, in addition to the information gathered from the Neath Port Talbot stakeholder survey, provided all partners with an opportunity to collaborate and act promptly to overcome challenges such as providing devices to an increased number of pupils.

Local authority officers used local funding of £303,000, in addition to the Welsh Government grant, to purchase more devices for pupils to engage in learning. Through revising the vulnerable learners register fortnightly and scrutinising the audit of devices across the local authority regularly to identify needs, officers purchased 9500 Chromebooks and 300 laptops to support pupils' learning. This resulted in all pupils in key stages 3 and 4 having individual access to a device and a shared access for younger pupils, in addition to newly purchased tablets and MiFi connectivity routers. As a result, pupils and their families had direct access to devices to facilitate wellbeing support and engagement in learning.

Officers also purchased 940 laptops for teachers to develop blended and distance practices further and supported them to provide pupils with live or recorded sessions.

This revised virtual pedagogy, alongside a range of resources and applications, for example through Hwb, resulted in stronger home-school collaboration and partnership.

Local authority officers focused support for school-based staff on developing their information, communication and technology (ICT) skills further. Overtime, officers promoted the importance of meaningful and quality distance learning sessions to develop pupils' skill development and progression in learning. For example, officers developed staff's ICT skills beneficially to provide pupils with more regular live or recorded sessions. This support, in addition to pupils having increased access to devices, proved to be beneficial as pupils engaged in more challenging activities.

Prompted by the local authority, school staff continued to develop their skills to be able to respond to pupils' work using varied techniques such as feedback apps. This contributed to both pupils and their families understanding more clearly the importance of engaging and making progress in developing their skills. Leaders held virtual assemblies to celebrate pupils' good work by presenting awards and certificates to further encourage a high level of engagement.

In addition, officers and school-based staff supported pupils in Nursery and Reception, Year 6 and examination pupils by providing targeted distance learning provision. Officers and specialist support agencies worked collaboratively to support pupils identified as having additional learning needs by providing specific guidance and beneficial ICT resources to best meet their individual needs.

Leaders specifically supported vulnerable pupils by providing a direct point of contact with specific school staff and regular phone calls or garden visits, adhering to risk assessments. They also provided opportunities for vulnerable pupils to engage in blended and face-to-face learning by attending school-based provision on selected sessions or days. The very few pupils who continued not to engage in learning were referred to the Education Welfare Officers (EWOs).

**R2 Improve the quality of the distance and blended learning experiences for pupils by supporting more effective teaching across and within schools and PRUs**

Local authority officers continued to support leaders and staff in the spring term to monitor, develop and refine distance and blended learning approaches in order to encourage pupil engagement in learning and support for families. Headteachers used the blended learning guidance and valued the regular meetings with officers to share strong practice and raise challenges in delivering learning remotely. For example, headteachers and staff benefited from guidance on the best use of platforms and apps to further enhance provision and facilitate learning. In addition, officers provided guidance on how best to keep both pupils and staff safe whilst engaging in synchronous and asynchronous approaches to learning.

Officers report that opportunities for staff to discuss and collaborate within schools and clusters were beneficial in developing different techniques and using new resources. These discussions also helped to set shared expectations of the quality and consistency of approaches for distance and blended learning. These formal and informal opportunities were beneficial in sharing expertise and ideas to best meet the needs of all pupils across the local authority. Officers shared local effective practice by regular communication with headteachers and staff. The effective practice was promoted further to schools across Wales by Welsh Government.

Collaboration and multi-agency working between officers and school-based staff has continued to be a strength to support pupils' wellbeing as a foundation for the continuation for learning. For example, Cynnydd staff facilitated learning with the support provided by the Wellbeing and Behaviour Service (WBS) for pupils with social, emotional and behavioural difficulties in mainstream secondary schools. Pupils benefited from supportive and personalised provision due to increased staff collaboration.

Transport arrangements were amended to allow individual pupils to engage in a bespoke blended learning approach.

**R3 Develop a coherent approach to improve progress in literacy, numeracy and personal and social skills of vulnerable pupils disproportionately affected by the pandemic, for example pupils eligible for free school meals**

Local authority officers supported and scrutinised schools' individual Recruit, Recover and Raise Standards grant plans to ensure consistency in

provision to develop pupils' literacy and numeracy skills in addition to their wellbeing needs. Education Support Officers (ESO) consulted with headteachers to prioritise areas of learning and plan for pupils' next steps in learning. Officers provided leaders with guidance, resources and professional learning to develop a range of approaches. Officers provided training, relevant resources and consultation clinics for staff in priority areas such as literacy, numeracy and outdoor learning. This supported staff to adapt their teaching and learning practice, for example to develop pupils' numeracy skills in Science, Technology, Engineering and Mathematics or to plan forest schools' activities in the outside area.

As sited in the report to Cabinet on 18 March 2021, officers continued to communicate additional guidance and support available for school-based staff from counsellors, EWOs, youth workers, WBS workers and Cynnydd staff. For example, this support provided staff in both special schools with shared behaviour management approaches to support individual pupils with their personal and social needs.

During our engagement with headteachers, they stated that many pupils' listening and speaking skills had regressed during the lockdown periods. Local authority officers guided schools to address this concern, such as by providing focused listening and speaking activities and relevant resources to support pupils' confidence in developing their oracy skills. In particular, officers suggested a range of approaches for pupils attending Welsh-medium schools who speak some or no Welsh at home. Speech and Language Therapy and Occupational Therapy training and resources were also provided to staff to develop and enhance pupils' language and literacy skills or their motor and co-ordination development.

Inclusion, Social and Children's Services, along with outside agencies such as NSPCC and Barnardo's, continued to revisit the vulnerable learners register on a fortnightly basis to identify those pupils most at risk. Key officers met weekly to discuss the actions required to support the most vulnerable families, for example pupils with autistic spectrum condition and those with profound and multiple learning difficulties. As a result, officers continued to develop a coherent approach to meet the needs of all learners in an inclusive and supportive schools' community.

Local authority officers and school-based staff identified pupils from specific groups that were disproportionately affected by the pandemic, for



example pupils from the Gypsy, Roma and Travellers community. The Gypsy, Roma and Traveller liaison officers communicated with and supported these families consistently over time. This work promoted mutual trust and respect between families and school staff. Officers provided pupils with bespoke literacy and numeracy activities in paper-based packs and supported families with the use of digital platforms as part of the distance and blended learning provision.

During the lockdown in the spring term, officers and teachers also provided children from this community with the opportunity to attend face-to-face provision in school to encourage them to engage in learning and make progress in their literacy and numeracy skills.

Local authority officers state that the percentage of pupils who are not in education, employment or training (NEET) is at its lowest ever at 2.1% due to effective partnership working. For example, officers continue to participate in quarterly meetings of the Engagement Progression Co-ordinators Group to discuss the Youth Engagement and Progression Framework and consider how to further develop the basic skills of this group of learners.

#### **R4 Establish strategies to monitor and address the long-term impact of the pandemic on the physical and mental health of pupils**

Local authority officers offered consistent support and guidance to school-based staff to respond to the increasing concerns about pupils' physical health, especially following the second lockdown in the spring term. For example, officers supported staff to plan and deliver learning activities such as problem-solving challenges in the outside area to facilitate frequent opportunities for exercise. In addition, officers supported the Physical Education and School Sports team to promote physical activities and encouraged pupils to participate in events delivered by the Ospreys project initiative and Swans Community Trust. Cynnydd staff also supported pupils with physical wellbeing through bike rides and socially distanced walks. Planning is underway to enhance provision to further promote pupils' physical activities through the School Holiday Enrichment Programme.

Since the beginning of the first lockdown, officers continued to actively support the growing concern around pupils' mental wellbeing, for example

through the newly established Primary Therapy Service. Officers in this team ensured that wellbeing provision was a priority to support pupils from Year 1 onwards through a holistic and accessible approach. Officers also facilitated collaboration between different departments and school-based staff as an integral part of the support. For example, officers from the WBS trained one member of staff from every secondary school in Youth Mental Health First Aid to support pupils' emotional wellbeing on their return to school.

Officers engaged with a variety of forums and agencies to gather information from pupils such as the Young People's Mental Health Forum and the School Based Counselling Service. In response to detailed analyses and feedback from pupils, officers planned and delivered support through specific programmes and interventions. For example, Cynnydd using the 'social and emotional capabilities assessment tool' monitored interventions regularly to evaluate the impact of the adapted provision on pupils' wellbeing. Officers also prioritised training in trauma-informed approaches for staff to support pupils identified as having adverse childhood experiences with their emotional wellbeing on their return to school.

In our engagement phone calls and informal visits to schools, headteachers reported that the wellbeing support provided by the inclusion officers had been invaluable for staff in order to enhance provision available for pupils. Staff acted on detailed local authority guidance and adapted provision to ensure consistent support for pupils across all age ranges. Following professional learning provided by officers across the service, school staff have a broader range of skills to best meet the diverse needs of pupils' wellbeing.

### **R5 Create opportunities to take stock and evaluate the impact of policies and practices developed since the start of the pandemic to inform future ways of working and curriculum design**

During our virtual meetings with officers, they reported that they have continued to listen and support school-based staff in frank conversations and share valuable information and ideas with all stakeholders. During our discussions, headteachers identified that they valued this collaboration. This support provided all partners with the on-going opportunity to reflect and evaluate practices and then refine and develop provision further in line with evolving health and safety circumstances. The relevant intelligence

gathered has informed the Corporate Recovery Plans as part of the local authority's strategy to move forward in all aspects of their work. Officers state that education is a fundamental element of the Corporate Recovery Plans and that it is at the core of providing effective support and guidance for pupils and their families, and school-based staff. The newly appointed Director for Education, Leisure and Lifelong Learning, who took up his post in April 2021, has a clear vision to continue to work collaboratively with officers, outside agencies and schools to support pupils' wellbeing so they can engage confidently in learning.

Local authority officers continue to support school leaders and staff to develop their approaches to Curriculum for Wales. The local authority has created three additional posts within the Education Support Officers team to support this work and has seconded one practitioner in the primary sector and two in the secondary sector. As the local authority no longer formally accesses support from the regional consortium, although engagement around the delivery of the National Leadership programmes continues, the creation of these seconded posts is essential to provide ongoing professional learning and training for school leaders and staff. The partnership working between the local authority and schools aims to provide staff and governors with support to identify strengths and areas for improvement through half termly visits to schools. This is an integral part of the local authority's vision to develop schools as innovative and highly effective self-improving providers.

Many headteachers reported that the support offered by officers in the Inclusion and Education Psychology teams has been effective in supporting leaders and additional needs co-ordinators to familiarise themselves with forthcoming changes to additional learning needs provision in Wales. The comprehensive training menu supports staff to review and revise provision to respond coherently to best meet the additional learning needs of pupils. Additional online support for Governors has been delivered through a comprehensive training package.

### **Financial Impact**

3. No implications.

## **Integrated Impact Assessment**

4. There is no requirement to undertake an Integrated Impact Assessment as this report is for information purposes.

5. **Valleys Communities Impact:**

Valley schools have been considered as part of Neath Port Talbot County Borough whole response to Estyn.

## **Workforce Impacts**

6. No implications.

## **Legal Impacts**

7. No implications.

## **Risk Management**

8. The Directorate of Education Leisure and Lifelong Learning and key officers meet with two designated Estyn inspectors each term through the Local Authority Lead Inspector meetings (LALI). All strengths, risks and areas for development are discussed.

## **Consultation**

9. There is no requirement for external consultation on this item.

## **Recommendations**

10. That the report is noted for information

## **Reasons for Proposed Decision**

11. This is a matter for information therefore no decision is required.

## **Implementation of Decision**

12. This is a matter for information therefore no decision is required.

## **Appendices**

13. None

### **List of Background Papers**

14. Local authority and regional consortia support for schools and PRUs in response to COVID-19. Update report from June to November 2020 - January 2021

### **Officer Contact**

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## NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

### Education, Skills and Culture Cabinet Board

14 October 2021

### Report of the Head of Head of Education Development – Chris Millis

#### Matter for Information

#### Wards Affected:

All wards

### Adult Community Learning Update (Diweddariad Dysgu Oedolion yn y Gymuned)

#### Purpose of the Report

To inform Member of the progress of Adult Community Learning Service in Neath Port Talbot.

#### Executive Summary

This report contains an update of the work carried out by Adult Community Learning:

The number of learners enrolled onto courses has started to increase despite the pandemic. In 2020-21 numbers were up by 5% on 2019-20 figures. ACL is on track to maintain and may improve slightly, on the number of enrolments for 2021-22.

During the COVID outbreak, tutors quickly adapted their teaching and kept in contact with as many learners as possible using google classroom, google hangout, skype, emails, you tube, phoning. Not only

was this for learners to continue their learning journeys but also to support people during that difficult time.

Learner's attitudes to digital literacy has changed due to COVID. ACL has supported learners to be able to 'get online' with more learners now engaging in the use technology to allow them to continue their learning journey. Also, ACL developed online courses for the first time because of the epidemic to be able to continue to offer courses to the community.

Adult Community Learning was successful in securing Welsh Government funding from the Adult Learning Support Fund 2020-21. This funding was used for staff to support their mental health and well-being and professional development.

Funding from the Digital Inclusion Grant was also secured in 2020-2021. This funding allowed ACL to purchase equipment which is loaned out to learners to support their learning.

## **Background**

Adult Community Learning (ACL) continues to deliver a range of learning activities for post 16 year olds in Neath Port Talbot. It is non-statutory and approximately 60% of adult community learning courses provided in Neath Port Talbot County are delivered by Adult Community Learning (ACL).

Adult Community Learning is externally funded through a grant from the Welsh Government and a franchise agreement with NPTC Group. Both contracts amount to approximately £500K. The ACL direct funding grant from the Welsh Government remained the same for 20/21. Funding from the college covers the academic year – August - July and the service is on track to deliver the appropriate amount of learning to ensure the funding allocation for 20/21.

ACL is one of the lead partners of the NPT Learning and Skills Network partnership. The partnership, was set up in 2000 under the New Learning Network, is now well established and involves a range of public and voluntary-sector organisations in Neath Port Talbot County Borough including: NPTC Group; Neath Port Talbot Council for Voluntary Service; Adult Learning Wales; Swansea University Department of Adult Continuing Education and Tai Tarian.



The Network is committed to the continuous development of quality, curriculum and learner support across the county. Welsh Government continues to look at ways it funds Adult Community Learning with options being put forward to the minister for approval. The ACL Manager has attended regular meetings to ensure that the service is kept up to date with current information on funding.

ACL continues to deliver courses in line with Welsh Government priorities as set in the Adult Learning in Wales policy, developing soft skills (including their confidence to learn) improving literacy/numeracy/digital literacy skills, employability skills, engagement activities and ensures progression into more formal learning and/or employment.

For example the service continues to have a large number of learners on Childcare course and aims to give people the knowledge and understanding to achieve a professional qualification which may lead to employment in the sector. The service is also delivering, the new Children's Care, Learning, Play and Development qualification with progression opportunities from the Introduction to Childcare which helps to improve their skills in preparation for more formal training onto the QCF level 2 and 3 qualifications. Other courses relevant to childcare learners are: autism awareness, phonics, dyslexia awareness, classroom Welsh.

Other courses delivered by ACL are literacy, numeracy, study skills, confidence building, IT and employability skills. Our GCSE and A-Level programme remains highly attended. New courses delivered by the service this year have been Introduction to Mental Health, Interview Skills with a difference, Award in Health and Social Care and GCSE Psychology.

Adult Community Learning ensures that costs are kept to a minimum with numerous classes being free e.g. literacy, numeracy, study skills, employability, retail, hospitality etc. to enable all residents in NPT to be able to access learning to their improve skills.

ACL continues to have good links with Department of Work and Pensions; Communities for Work+; DOVE; Glynneath Training Centre; Skills and Training (part of the Skills Academy); Mental Health Co-ordinators.

ACL delivers a variety of courses in schools throughout NPT. The Family Learning delivery has given parents opportunities to increase their Literacy and Numeracy skills and support their children's learning. The majority of learners ask for progression courses after attending the Family Learning course and then go onto course such as Introduction to Childcare, BSL, Child Psychology that are being offered in schools etc. ACL has provided Family Learning in a number of different schools within NPT in 19/20.

The learning programmes in schools are planned to provide as many free courses as possible to encourage parents back into education these include Popat, Child Psychology, Food Hygiene, British Sign Language etc. Due to Covid ACL have been unable to deliver in schools; now restrictions are easing ACL will look at returning to schools to continue to deliver their Family Learning programme.

Staffing levels this year - 4 full time, 2 part time and 8 adult tutors. Will be monitoring delivery to see if there is a possibility to employ more adult tutors if demand increases.

ACL has always worked within budget and our sickness records indicate the commitment by staff to provide a high quality of service.

The number of learners enrolled onto courses despite of Covid remain very good. In 2020-21 numbers were up by 5% on 2019-20 figures. ACL is on track to maintain and may improve slightly, on the number of enrolments for 2021-22.

One of the reasons for maintaining good enrolments figures is the partnership working that the service has with organisations. ACL attends regular events arranged by different organisations e.g. DWP, Crisis, Communities for Work+ etc. These raise ACL's profile and generate many referrals for work skills courses such as Hospitality, Retail, Admin and other provision e.g. literacy, numeracy, Childcare. It also allows ACL to anticipate changes such as the introduction of universal credit, monthly employment themes.

Our aim is to deliver throughout NPT in outreach community venues. ACL are currently working with local libraries such as Cymer and Pontardawe to develop a learning programme to suit the needs of the community.

## Data

2018/19 (Due to COVID no data published for 2019/20)

### Direct Delivery

Data set by DfES for ACL local authority direct delivery for 2018/19 is:

Completion – 99.1% Attainment – 98.5% Success – 97.1%

### Franchise Delivery

Completion - 97.9% Attainment - 95.7% Success - 93.7%

Adult Community Learning will continue to look at ways to improve the service. This is evidenced by the learner survey and the steps taken to implement feedback. ACL will also be sending out a survey to organisations who refer learners onto courses, to gain information regarding our service.

## **Financial Impact**

There are no financial impacts in relation to this report.

## **Integrated Impact Assessment**

The report is for information purposes only.

## **Workforce Impacts**

There are no direct workforce or staffing issues in relation to this report.

## **Legal Impacts**

There is no legal impact in relation to this report.

## **Risk Management**

There is no identified risk to this report.

## **Consultation**

Not applicable.

## **Recommendations**

The report is for information purposes only.

## **Appendices**

None

## **List of Background Papers**

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Cyngor Castell-nedd Port Talbot  
Neath Port Talbot Council

## **NEATH Port Talbot COUNTY BOROUGH COUNCIL**

### **Education Skills and Culture Cabinet Board**

**14 October 2021**

#### **Report of the Head of Head of Education Development - Chris Millis**

##### **Matter for Information**

##### **Wards Affected:**

All Wards

**Report Title:** Youth Service Update

##### **Purpose of the Report:**

To provide Members with an update on the Local Authority Youth Service.

##### **Executive Summary:**

Neath Port Talbot Youth Service provides Youth Work support to young people within Neath Port Talbot. This is carried out by 35 full time and 54 part time staff using a range of provision.

The service is heavily dependent on external grants with 73% of its funding coming in from a range of sources, this has led to a shift away from open access services to a more targeted youth work offer.

Covid 19 has had a substantial negative impact on young people and the Youth Service. The lockdown period in particular stopped almost

all face to face youth work and closed the majority of the services to young people whilst we developed and adopted a virtual offer for young people. This new way of engaging and supporting young people has significantly reduced the number of young people who we have worked with during this period.

The Youth Service was very heavily involved in the humanitarian response to Covid 19 with the majority of the Community Lead positions being filled with Youth Workers. The Service also played roles in delivering food parcels, recruiting and training volunteers and setting up the volunteering database.

Community based youth clubs were closed during lockdown and were not set up to deliver a virtual offer to young people initially. This took longer than expected due to the demands on the IT section. During the 2020/21 period youth clubs were able to offer an online service to young people and supported 137 young people during 2020/21 through 12 youth clubs. These clubs provide young people with educational, social and recreational activities as well as giving young people access to youth work advice and support.

The more targeted youth work offer focuses on vulnerable young people and youth workers engage with these young people on a one to one basis and also using group work. This work was also affected by the pandemic and some of this also moved to a virtual youth work offer. The most vulnerable young people were still contacted on a regular basis and face to face support continued wherever possible.

Targeted youth work support is offered to Young Carers, LGBT young people, young people with speech, language and communication needs, Caseload young people from Early Intervention Panel, young people Not in Education, Employment or Training (NEET), Young people who are struggling in schools, young people with emerging mental health issues such as loneliness and social isolation, young parents, care experienced young people and young people who are at risk of homelessness.

The Duke of Edinburgh Award Scheme stopped during the pandemic and with the closure of schools, young people awaiting the expedition to complete their award are currently being identified with an offer being made to help them complete.

The youth service also offers young people relationship and sexuality advice both within schools and in their communities. This is delivered through youth workers who are also trained in sexual health.

The youth service has had a good year during 2019/20 with helping young people gain outcomes with 717 young people gaining a nationally recognised award. This equates to 11% of young people who have accessed the service which is above the Welsh average of 10%. The pandemic significantly reduced this figure for 2020/21

The Youth Council who provide opportunities for young people to have a say a matters and issues that impact on their lives have been very active during this year. The young people won a mock election event held virtually and they have been meeting regularly online to help promote children's rights. They are currently working on a number of issues including Free Fruit Trees for Schools, Reducing the use of single use plastics and Period Dignity.

The Youth Service continues to develop and respond to new challenges. This year we have coordinated the School Holiday Enrichment Programme, delivered Summer of Fun provision, successfully open our first ever Welsh Language Youth Club and responded to young people during a very challenging time.

**Background:**

Neath Port Talbot Youth Service currently employs 35 full time staff and 54 part time staff and 9 volunteers to deliver a range of supportive and educational activities to young people aged 11 -25. Please see the Youth Service Structure attached (Appendix 1).

Neath Port Talbot Youth Service sets out in its Vision to encourage and enable young people to have fun, participate in all opportunities available to them and to gain the skills needed to become happy, confident and fulfilled adults and members of their communities. This is backed up by the service Mission Statement to deliver good quality learning, social and recreational opportunities and activities through highly motivated, well trained and enthusiastic youth workers in safe and friendly places accessible to all young people.

In recent years there has been a shift towards more targeted Youth Work across Wales and within Neath Port Talbot which has come from external funding sources. During 2018/19 grant funding equated to 65% of the Youth Service budget and this has increased again for the 2020/21 financial year with 73% of the Youth Service budget coming from external grants.

### **Youth Service Provision**

The Youth Service contact with young people has dropped from 28% (6,786 young people) in 2019/20 to 6% of 11-25 year olds (1,597 young people) for 2020/21. The Youth Service continues to provide a mix of universal, targeted and specialist provision. In 2019/20 this is above the Welsh average of 15%. Within the 11-19 year olds the greatest increase across Wales was seen in Neath Port Talbot, from 34% of the 11-19 population being a registered member in 2018-19 to 44% in 2019-20 and that placed us with the 6<sup>th</sup> highest percentage of members in Wales. The figures for youth work during the pandemic are not published yet so there are no comparisons to be made with the rest of Wales at this time.

### **Youth Clubs:**

Neath Port Talbot Youth Service still delivers youth work to young people aged 11-18 via 12 community based youth clubs. These clubs are situated in *Blaengwynfi, Bryn, Croeserw, Cymmer, Sandfields, Taibach, Bryncoch, Cimla, Crynant, Cwmllynfell, Glynneath and Seven Sisters.*



Youth club provision is mainly located in areas of high deprivation but not always in those areas that have the highest numbers of young people or those with the greatest concentration of young people.

There are currently 12 community based youth clubs geographically spread throughout the local authority in a number of community settings for example; schools, community centres and or buildings (See Appendix 2). They each vary in relation to the number of nightly sessions and opening times offered to young people. Our Community Based Youth Clubs closed during the pandemic and were due to reopen just before the last lockdown was announced at the end of 2020. Clubs were set up to offer young people a virtual offer but this was difficult to get up and running due to the clubs lack of IT equipment. It was also very difficult to get young people to engage with some clubs in the virtual world as they were telling us they had spent all day on their screens for school and didn't really want to attend a virtual youth club. Our Community based Youth Clubs have also been hit by a large number of the part time staff leaving during the pandemic and they are finding it difficult to recruit to fill these vacancies.

One of the Volunteers within our Youth Clubs won the National Youth Excellence Award for Volunteering becoming our first ever winner of the Volunteer of the Year Award in Youth Work for 2019/20.

When fully staffed there are at least 4 youth workers in attendance in each night with, one worker in charge who is responsible for the operational, supervision and management of the youth club. The others staff work with young people to provide and develop opportunities and activities that foster learning and that respond to young people's needs. Youth clubs plan deliver and evaluate their work systematically, measure outcomes achieved with young people.

Outcomes include accreditation programmes, Junior Leaderships Awards and certification of achievements that provide recognition of young people's learning in relation to our curriculum framework.

Young people are also offered an opportunity to engage in a number of trips and events throughout the year that not only celebrate their achievements but encourage new cultural learning.

Other issues impacting on our community based youth clubs range from as discussed the reduction in numbers/footfall, staffing pressures due to recruitment issues. Club staff have also told us that there is added pressure on practitioners who are now having to work with young people who present complex health issues although not exhaustive they include; self-harm, sexuality and relationships issues.

***Targeted provision:***

Targeted provision is much more focused and can be aimed at specific groups of young people with particular needs such as NEETs or targeted due to certain characteristics such as young carers, LGBT or Speech and Language. This provision is funded through a variety of external sources including, WG Youth Support Grant, Families First, ESF Grant and Communities First Legacy Grant. Each funding stream has its own requirements and is subject to change dependent on the direction of the funding provider:

**Families First:**

Focuses on 3 main areas:

- Caseloads.
- Vulnerable Groups
- Young Carers

Youth workers focus on early intervention and prevention activities for young people. Caseloads are allocated via the Early Intervention and Prevention Panel. Vulnerable groups supported at present are the LGBT group, Speech, Language & Communication group and finally the Young Carers Club. Through Families First youth work interventions:

16 young people demonstrated and improvement in their speech, language and communication skills. = 100%

59 Young people demonstrate an improvement in emotional/mental wellbeing. = 83%

54 Young people report an improvement in own resilience = 76%

57 families have report an improvement in family resilience = 80%

58 young people have stated that their family relationships have improved. = 82%

### **Welsh Government Youth Support Grant:**

Focus on 3 main areas:

NEET young people aged 16-25;

Youth Mental Health & Wellbeing;

Youth Work support for at risk of Homelessness young people.

### **NEET Support:**

The NEET aspect of this grant has been provided to enable the authority to implement the Youth Engagement and Progression Framework along with employing The Engagement and Progression Co-ordinator post who oversees the development of systems and procedures to ensure young people are able to make an effective transition to post 16 employment, education and training. Working with schools, Careers Wales and post 16 education and training providers the co-ordinator focuses on early identification of young people at risk of becoming NEET and reengaging those that are NEET into employment, education and training.

During 2020/21 this work resulted in 135 young people having a positive outcome such as entering employment, gaining a qualification or engaging with other services from a referral.

Using the Careers Wales 5 Tier Model we have seen over the last 2 years a slight increase in the number of NEET young people aged 16 – 18. The Keeping in Touch team have helped over the last year identify tier one young people whose status is unknown to Careers Wales and move them into appropriate tiers. The KIT workers successfully moved 108 young people into a more appropriate Tier which equates to 71% - target was 70%

The team also helped NEET young people achieve successful outcomes. 201 young people received support target was 150 135 young people have achieved a successful outcome which equates to 67% - target was 60%

Some of these outcomes included 6 young people entered further learning, 52 young people entered paid employment, 11 young people entered work based learning, 66 young people received a recognised qualification and 25 young people engaged with a specialist service as a result of referral.

### **Youth Mental Health & Wellbeing;**

The Youth Service has continued to deliver the Welsh Government funded Youth Support Grant aimed at the early identification and support of young people with emerging mental health, emotional or wellbeing issues and young people who are lonely and socially isolated.

This funding has also provided training for the Youth Service and partners on Youth Mental Health 1<sup>st</sup> Aid, Trauma Recovery Model (TRM) Training and Drawing and Talking training. This has resulted in all of the full time youth workers being qualified youth mental health first aiders and TRM trained. The 2020/21 Youth Health and Wellbeing team focused the following targeted groups:

- Electively Home Educated pupils in Years 7-11
- Young Parents
- Young Carers
- LGBT young people
- Care experienced young people

### **Youth Work support for at risk of Homelessness young people;**

Welsh Government provide funding to support young people aged 14-24 who are at risk of homelessness through targeted youth work. This funding is used to support young people using a 3 tier approach,

- Awareness raising workshops for schools & youth groups, developed in partnership between the statutory and voluntary sectors and young people.

- One-to one or structured group work support for young people identified as being at high risk of youth homelessness.
- Joint project work with housing providers, which will take a youth work offer into current housing provision to young people in supported housing at Clairewood, Port Talbot YMCA and also Lewis Road.

### **European Social Fund:**

The ESF Cam Nesa provision finished its delivery in August. This provision supported young people who were NEET and made a significant reduction in the number of 16-24 year old young people who are NEET through improved engagement specific to individual needs. This provision will be missed and has left a gap in the support for those young people furthest away from the labour market.

Cam Nesa achieved the following results:

Supported 243 NEET Participants into gaining employment upon leaving.

Supported 58 NEET Participants in education or training upon leaving

Supported 40 NEET Participants gaining qualification upon leaving.

### **Communities First Legacy Grant:**

This grant provides School based youth Work support for young people aged 14-16 in years 9-11 of all secondary schools within Neath Port Talbot. The Legacy Youth Workers support young people identified by their schools, using the Vulnerability Assessment Profile and discussions both within and outside of the school environment. The Legacy team also transition with the young people at the end of year 11 to best support them into a positive Education, Employment or Training destination.

Year 11 destination statistics collated by Careers Wales indicate that the number young people transitioning from school into Not in Education, Employment or Training (NEET) has reduced steadily from 7.1% in 2009 to 2.2% in 2019. The latest information from Careers Wales shows Neath Port Talbot's lowest ever figure of 2.1% was achieved last year 2020 (See Appendix 3). We are very proud of

this result and the Legacy Youth Workers and partners were able to support young people during the Pandemic and lockdowns.

We are expecting a difficult time with transitions this year due to the knock on effects of the pandemic on school leavers.

### **Duke of Edinburgh Award Scheme**

The Duke of Edinburgh Award Scheme has been hit particularly badly by the pandemic. With the closure of schools and activities resulting in a backlog of young people awaiting to finish the award this year. This has been made more complicated with the Duke of Edinburgh Award Officer leaving this post and creating a vacancy.

We are currently working with all Schools, young people, external providers and the Duke of Edinburgh Award Head Office to address this matter as soon as possible. The post is currently out to advertisement.

### **Relationship and Sex Education [SRE]**

The Youth Service make a significant contribution to the delivery of RSE within the local authority and support the lessons in the locally devised SRE Key Stage 3 SRE pack. The pack enables partners and professionals [Teachers, Youth and Nurse Practitioners] to deliver SRE in secondary educational schools across NPT to provide a cohesive approach to SRE. The approach provides a consistent educational experience for all young people within the county borough, adhering to relevant Welsh Government SRE recommendations. In addition a Senior Officer within the core Youth Service team manages the NPT SRE group which brings together all relevant partners involved in SRE reporting to the VAWDASV Leadership Group.

### **Relationships Advise Drop in Service [RADS]**

Is a free, confidential, non-judgemental service accessible in a number of our community venues [youth clubs/schools/colleges and mobile provisions] at convenient times for young people and

delivered by highly trained youth practitioners in the field of sexual health and young people. RADS practitioners deal with a range of issues including; safe relationships, contraception, pregnancy, abortion, sexually transmitted infections [STI's], LGBT and many other health issues. Additionally, they provide barrier contraception, pregnancy testing, advice and support to access secondary sexual health and other health service to address; substance misuse, eating disorders, smoking cessation, sexual exploiting, abusive relationships, self-esteem and mental health issues. The Youth Services RADS manager provides a daily on-call emergency service for RADS. Issues regarding this service relate to the withdrawal of funding from the LHB [RADS was funded by the LHB from 2001 - until 2017].

### **Outcomes for Young People**

During 2020/21 period the number of young people achieving a nationally accredited outcome from the Youth Service dropped significantly due to the pandemic with 129 individuals gaining awards. During the 219/20 period this figure raised from previous years with 717 individuals being awarded either a Duke of Edinburgh Award or a Qualification ranging from entry level to level 3. This is above the Welsh average which was 10%.

During 2018 the Youth Service Received a Youth Excellence Award for its work with the Youth Council and also received the Bronze Quality Mark. During 2019 the Youth Service received the National Participation Kite Mark. During 2020 the Youth Service was successful in reapplying for the Bronze Quality Mark and also one of the Volunteers won the Youth Excellence Award for the Volunteer of the year and the Youth Council won the Senedd Mock Elections.

### **Quality Mark:**

In January 2020 the Youth Service was once again successful in achieving the Bronze Quality Mark for Youth Work. This was achieved at the highest possible level with no recommendations. The

Quality Mark Self-Assessment was held in particularly high regard by the Assessors.

### **Youth Council:**

The Youth Council is supported by the Youth Service who fund a dedicated worker, venue and travel costs to projects and events which include reward activities. The local authority cabinet members are also considered partners along with the young people resident in NPT.

We are currently recruiting for the new Youth Council through all secondary schools, partners and young people. The new Youth Council will increase the number of seats available to young people and will consist of young people aged 11+ who were elected through a democratic process. The Youth Council is the representative voice of young people aged 11-25 in Neath Port Talbot and has been recognised as the first point of contact for youth engagement in decision making by the Local Service Board and County Councillors.

The members come from schools and a range of targeted groups such as, LGBT young people, Young Carers, Sixth Form pupils, College and University, Families First young people and also Looked After Children. The new seats on the Youth Council will be held by young people from the Vulnerable Learners Service, a Welsh Language Representative, Youth Homelessness Rep, a BAME Rep, a Rep from the YOLO (children's services youth forum) and also a Rep for Mental health.

### **Other roles within the Youth Council**

The Youth Council have representatives on the British Youth Council, Children's Commissioner Advisory Panel, and Abertawe Bro Morgannwg Youth Health Board and also on the advisory group for ongoing health related projects. This work involves members attending meetings to feed in to national participation events and



campaigns/promote youth council work locally to raise the profile of NPT Youth Service and local authority.

### **Youth Mayor and Deputy Mayor:**

The Youth Service continues to support the elected Youth Mayor and Deputy Youth Mayor. Both act as the voice for all young people across the local authority and will shadow the Mayor of Neath Port Talbot. We are hoping to build on the Calendar of events during this year as previous years have been disrupted by the pandemic. The Calendar will be managed in partnership between the Mayor office and the Youth Service.

### **Have your say campaign:**

The Youth Service have helped promote the Have Your Say Campaign to Young people from Neath Port Talbot. To date over 300 paper copies of the survey have been submitted and the number of online surveys is unknown at this time. The take up of young people completing this survey is very encouraging and the views of young people will be well represented.

### **SHEP and Summer of Fun:**

This year was the first year for the Youth Service to coordinate the School Holiday Enrichment Programme (SHEP). More than 300 schoolchildren across Neath Port Talbot attended a 'Food and Fun' scheme during the summer holidays to encourage them to keep healthy and active.

Pupils from Melin Primary School, Awel Y Mor Primary School, Upper Afan Federation Cymmer Afan, Ysgol Cwm Brombil and Ysgol Bae Baglan attended the scheme which was organised by Neath Port Talbot Council's Youth Service.

Everyone who attended had the opportunity to enjoy a wide variety of physical and fun activities as well as learning about the importance of

healthy eating. Plus, each day everyone got a healthy breakfast and lunch.

Run over a three week period, the Youth Service also linked up with Swansea University, University of Wales Trinity St David, Andrew Scott LTD, Arts & Crafts, Play Work and Cricket Wales to deliver different themed sessions for the children.

The Youth Service also receive additional funding to provide Summer of Fun activities to children and young people. 38 young people enjoyed activities such as Summer Youth Clubs, A day at Folly Farm for Young parents, the LGBTQ+ group and others, Young Parents Pamper Day, Family Beach Days and Tir Morfa Activity Days, Dance Project, trips to Heatherton Park and Oakwood Park and a range of activities in partnership with Pontardawe Arts Centre.

### **Youth Service During the Pandemic:**

The Youth Service responded to the pandemic by working from home along with the majority of Local Authority staff. We could access young people via schools or community based provisions such as youth clubs. Other provisions were also closed to the public and young people such as the Job Centres, Community Buildings etc.

Staff were redeployed to help support the humanitarian response to the Pandemic by taking role within the Safe and Well service as Community Leads and also helping with the development, recruitment, safeguarding and training of community volunteers. Staff also helped in the Food Hub and with the delivery of food parcels. Youth Workers were also helping schools deliver free school meals to young people, and also supporting young people who were particularly vulnerable such as young carers.

Youth Work did not stop but our offer became more flexible and online. An example of how each section responded to the pandemic can be found in Appendix 4.

**Additional Grants.**

This year the youth service was successful in applying for Leadership funding to develop its first ever Welsh Language Youth Club and also to expand the Cook Slow Learn Fast Project which teaches young people how to cook healthy meals on a budget.

**Case Studies.**

Please see Appendix 5 for examples of the case studies showing the impact that Youth Work and Neath Port Talbot Youth Service has had for young people during the last year.

**Financial Impacts:**

There are no implications linked to the report but Members should note that the Youth Service is now 73% externally funded through external grants all of which are currently annual funding streams.

**Integrated Impact Assessment:**

There is no requirement to undertake an Integrated Impact Assessment as this report is for information.

**Valleys Communities Impacts:**

No implications.

**Workforce Impacts:**

No implications.

**Legal Impacts:**

No implications.

**Risk Management Impacts:**

Funding streams associated with Neath Port Talbot Youth Services work is currently funded through external grants which currently expire on the 31<sup>st</sup> March 2022. There is ongoing work seeking extensions on the Communities First Legacy and a CRF bid to help fill the gap left by the closure of the ESF Cam Nesa Grant. The

Youth Support Grant is Welsh Government funded and reviewed on an annual basis.

**Consultation:**

There is no requirement for external consultation on this item.

**Recommendations:**

This report is for information only.

**Reasons for Proposed Decision:**

This report is for information only.

**Implementation of Decision:**

This report is for information only.

**Appendices:**

Appendix 1 – Youth Service Structure

Appendix 2 – Youth Clubs Info

Appendix 3 – Destination figures

Appendix 4 – Youth Service during the pandemic

Appendix 5 – Case Studies

**List of Background Papers:**

N/A

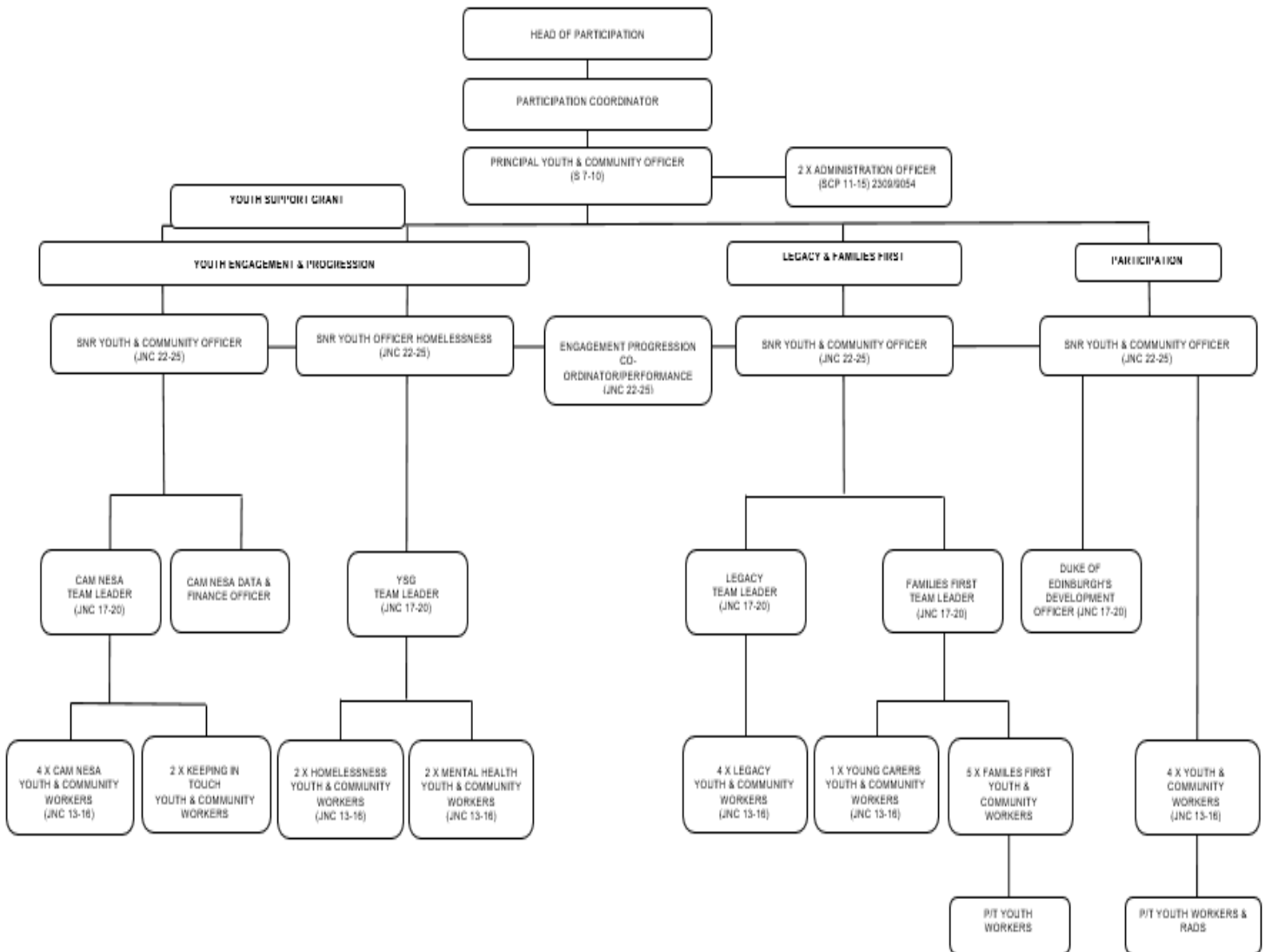
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Angeline Spooner-Cleverly, Participation Co-Ordinator, Telephone 01639 686044 e-mail [a.spooner@npt.gov.uk](mailto:a.spooner@npt.gov.uk)

# Appendix 1


STRUCTURE 2020



## Appendix 2

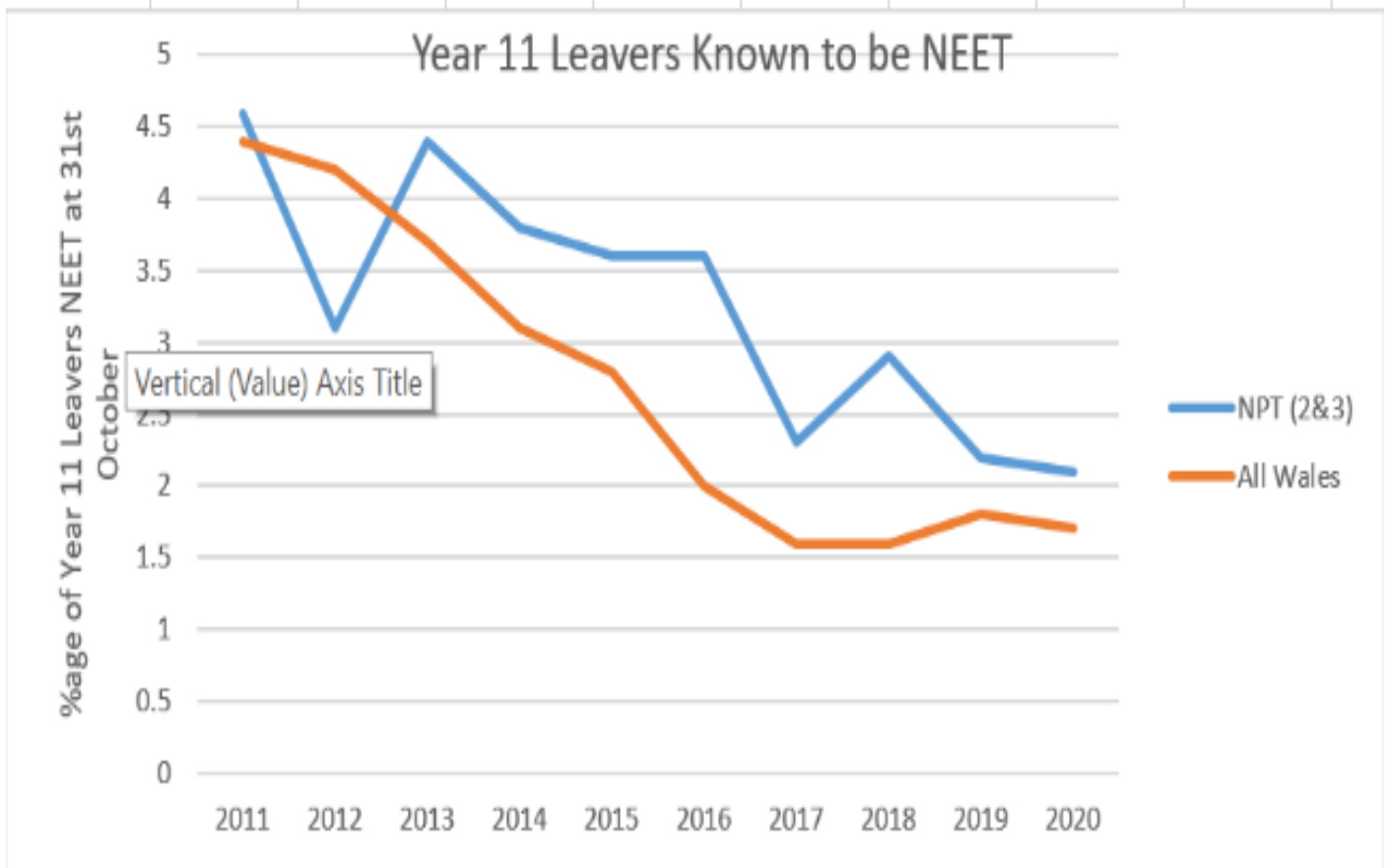
# Youth Clubs In Your Area

Youth Club	Location	Operating Hours
Cwmlllynfell Youth Club	The Welfare Hall	Tues 6:30pm-8:30pm Weds 6:30pm-8:30pm
Bryn Youth Club	The Community Centre	Fri 6:00pm-8:00pm
Blaengwynfi Youth Club	The Library and Public Hall	Wed 5:45pm-7:45pm
Glynneath Youth Club	The Training Centre	Thurs 6:30pm-8:30pm
Seven Sisters Youth Club	The Community Centre	Thurs 6:00pm-8:00pm
Bryncoch Youth Club	The Community Centre	Thurs 7:00pm-9:00pm
Crynant Youth Club	The Community Centre	Tues 6:00pm-8:00pm Fri 6:00pm-8:00pm
Cymmer Youth Club	Afan Valley Swimming Pool	Thurs 6:30pm-8:30pm
Taibach Youth Club	The Community Education Centre	Tues 7:00pm-9:00pm Thurs 7:00pm-9:00pm
Cimla Youth Club	The Community Centre	Mon 6:00pm-8:00pm
Sandfields Youth Club	YSGOL BAE BAGLAN	Tue 7:00pm-9:00pm Thurs 7:00pm-9:00pm
Croeserw Youth Club	The Community Enterprise Centre	Mon 6:00pm-8:00pm

 **Youth Service**  
South Port Talbot Youth Service

For more information contact the Youth Service on 01639 763030

### Appendix 3



### Neath Port Talbot Youth Service Summary During Covid 19

Kit Cam Nesa are providing the following services to young people aged 16-25:

- Weekly contact with a Youth Worker via, phone call, text, email, Zoom or MS Teams
- Online quiz for Young People via, Youth Service social media accounts
- Wellbeing discussion sessions via Zoom
- Various accredited online courses, organised by a Youth Worker, such as food hygiene, customer service, LGBTQ+ awareness, CSCS practice sessions, COSHH, Manual Handling, Fire Warden and health and Safety.

Youth Workers are also offering help with C/V creation or updating, job search, job applications, interview skills, work based learning opportunities and enrolments in Colleges.

There is also the facility for Young People to utilise the “Ask a Youth Worker” facility, which is accessed through the admin mobile number and then through whatever platform is best suited to the Young Person.

The KIT Cam Nesa team have run open online competitions for Young People, such as “What Does Lockdown Look Like to You” this is accessed through the Youth Service social media accounts.

Youth Service Core & Youth Support Grant Teams:

The Core & Youth Support Grant teams are providing the following support/services to young people:



- Weekly keeping in touch and wellbeing contact - [phone calls/text/email/ Zoom/Skype/MS Teams and virtual youth clubs],
- Cook Slow Learn Fast project where young people learn how to cook healthy food via slow cookers
- Delivering emergency resources to young people [i.e. food parcels/baby nappies baby food/formal]
- Supporting and delivering IT resource to young people [i.e. to keep in touch and enable them to finish their coursework in college]
- Signposting young people to additional support services [i.e. food banks/substances/mental health homelessness services]
- Online quiz for Young People [through Youth Service staff contact emails and social media]
- Supporting the Ask a Youth Worker provision.
- Providing a Relationship Advice Drop-in Service (RADS) telephone advice service
- Accredited online courses - food hygiene.
- Uploading various resources to social media [i.e. recipes and word searches etc. ]
- Supporting young people with safeguarding issues and related services

The Youth Council are having regular support from the Youth Worker and meeting to discuss various issues. They have written letters to Welsh Government expressing their concerns over Covid 19 and the lockdown.

### Families First & Legacy

The Families First & Communities First Legacy teams are providing the following to young people:

- Using Zoom online to provide a weekly virtual youth club for;
  - Young carers
  - Young people with speech, language and communication needs

- Young people from the LGBTQ+ community
- Using Kahoot to design online quizzes to engage young people;
- Walk & Talk one to one sessions with young carers, LGBTQ+ and caseloads;
- Garden sessions with young people which are one to one meetings with the young people often held in their front or back gardens,
- Meeting young people outside, in public area such as parks, beach fronts etc
- Emergency responses for young people who have been in crisis including bereavement support with other agencies and supporting young people to access CAMHS and crisis teams; supporting young people who had phoned youth workers stating that they had been feeling suicidal.
- Emailing young people worksheets, and information sheets such as self care, routine planners, “I statements” to help discuss feelings, anger management worksheets etc;
- Giving young people details of a range of online resources and apps that might be helpful;
- Food Parcel Support to young carers, and young people and their families who were struggling and the LGBTQ+ who needed support;
- Providing regular telephone support to vulnerable young people and their parents who have been referred for Families First youth work support, including referring to other agencies to access additional support such as the NPT Safe and Well scheme, to help with collecting prescriptions, shopping etc;
- Attending the weekly Early Intervention and Prevention Panel in order to continue to allocate vulnerable young people to a range of support services, including domestic violence, counselling, parenting and youth work;
- Liaising with the Schools Based Careers Workers to ensure Year 11 leavers are given the right advice on their options when leaving school, a

- providing regular telephone support to Year 11 leavers that have been identified as needing additional support to transition into a positive post 16 destination
- Other interventions included - Telephone calls to young people, parents, Careers Officers and other agencies. Staff provided links between Work Based Learning Provisions and young people including access to summer programmes, helping with young people with Online applications for work based learning provisions and Colleges.
- Home visits to young people to carry out welfare checks,
- Sexual health support for young people
- Online training for staff and young people this included E learning on topics such as VAWDASV and GDPR & Cyber Awareness. Online food hygiene courses for young people at level 1 and 2; Email CSCS training practice links to young people, helping young people online with IOSH certification etc
- Helping young people apply for bank accounts online and supporting them to access credit union and food banks
- Working with the Traveller Community on the Traveller site completing application forms for post 16
- Meeting young people in schools to help with transitions
- Working with housing options and Llamau with young people in year 11
- GCSE results day support with youth workers in attendance at schools;
- Liaising with NPT College to help support young people transitioning;
- Face to face work with young people to help support them transition
- Emailing colleges to ensure the young people have accepted the link for interviews and places for colleges;
- Supporting parents and young people to have assessments to see if they can access additional support when they attend college;
- Contacting colleges wellbeing support officers to ensure young people get the right support for their wellbeing and gender identity;
- Care and support reviews with social service and families;

- Referrals to Childrens Services and the Team around the Family
- Support for families who have struggled during the pandemic, this has also included supporting families whose English is their second language
- Medication support for families;
- Helping families whose financial situations changed due to the young person becoming post 16,
- Helping young people get their NI numbers;
- Being a friendly and supportive voice at the other end of the phone has helped families and that have often been in crisis;

### YOUTH HOMLESSNESS PREVENTION TEAM

#### CASE STUDY

Referral received asking for additional support for one young resident. A breakdown in family relationships led to the young person becoming homeless and he was subsequently offered temporary supported accommodation by one of the NPT providers.

At the temporary accommodation the young person presented with challenging behaviour reflected by incidents of him smashing up his room and being confrontational with staff. During our first meeting staff from the provision attended to support. The young person was previously a member of one of our youth clubs where I was the worker in charge and this history broke down any barriers to him engaging with us.

Initial support for the young person included changing his doctors' surgery to a local provision and transporting him to and from the surgery. Walking any distance was an issue due to his disability along with keeping any appointments. The young person had not been to the GP since his move to the accommodation. Due to anxiety the young person also asked for support attending the GP consultation. The young person was referred for counselling and due to his low mood also prescribed anti-depressants.

Prior to the pandemic the young person had weekly face to face support along with weekly phone calls during lockdown. This included budgeting healthy eating and anger management. The young person often rang during working hours if something was bothering him or he needed support with anything. One example was the heating going off at the provision which had a negative impact on his condition especially his mobility. Following a phone call the providers sorted this out immediately.

Over the past three years the young person has engaged well in all projects and activities on offer – one example below:

The young person was supported to complete an Introduction to Energy workshop. We took this approach as the young person was waiting for a date to move into his own disabled active home accommodation and had anxiety and concerns relating to the bills and choices he needed to make. The workshop included comprehensive information in an age appropriate format covering: What is energy? Heating and water systems Affording bills, Budgeting, Types of payment, Understanding bills, Green energy, energy efficiency, energy saving tips, making the right choice, choosing an energy supplier and smart meters.

The young person was also signposted to U switch to find the cheapest energy supplier as he particularly wanted to choose a green supplier. He then identified a green supplier from the list and signed up with support from his youth worker who checked his choices to ensure he was getting good value for monies. The young person received support to discuss and identifying which bills he would likely to be paying – how to contact the providers and encouraging the young person to complete the ‘tasks’ and feedback to the youth worker – this way the young person would upskill his independent living skills/knowledge and be more likely to maintain his accommodation.

This approach enabled the young person to have a voice in all matters and decisions concerning him and his future.

The young person also gained the confidence to volunteer at the NPT Youth Service’s Youth Homeless Conference which was massive for him and demonstrated distance travelled in relation to his mental health and well-being confidence and self-esteem.

Prior to the Youth Homelessness Conference the young person had volunteered to tell his story for the benefit of other young people by taking part in a film project. Other young people who had experienced homelessness were also involved. Although the young person did not want to appear on film he sat with youth work staff to write his experiences down and we arranged for an actor to play his part. The young person was fully involved in the project and fed back ways we could improve which was brilliant. The film was then shown

at the conference and is a valuable resource for early intervention use.

When the young person received his moving date the youth support team provided assistance with new pots and pans and a coffee table which was also donated. The young person also signed up to the Cook Slow Learn Fast project with the youth support team as he was living on processed food and not cooking.

A successful PIP application and subsequent back payment enabled this young person to save these monies for his upcoming move.

Encouraging and motivating the young person to make to do lists then ring and arrange bills/payments with the providers was a learning curve and while initially nervous he quickly gained confidence and kept his youth worker up to date with every choice action. This confidence will serve him well in managing his bills and as mentioned maintaining his tenancy.

We also liaised with the providers who managed the new accommodation throughout the waiting and moving in period for example recently providing the young person with the contact number for repairs when he had initial problems with his washing machine – the young person then rang the youth worker and said he had reported his windows and was waiting for the team to arrive and fix which was a good step forward for the young person who was becoming less reliant on the support needed. We were currently his only support. The young person was also supported to budget for all bills and he then arranged direct debit for council tax, water rates, tv licence, electric as above and broadband.

To date the young person has been supported to reach out to his siblings and has re-established contact with both. However, no contact to date with mum or step dad. The young person is now independent and no longer needs our support – the evaluation was positive. We are very proud of him

# CAM NESA

## Participant Case Study

<b>Participants Initials:</b>	OH
<b>Cam Nesa Participant Number:</b>	NPT473
<b>Cam Nesa Worker Name:</b>	Jayne
<b>Partner:</b>	JCP

### **Briefly, describe why this young person is NEET, and referred to the Cam Nesa?**

Olivia is NEET and claiming Universal Credit. She was referred by her Jobcentre Plus Work Coach for employability support.

### **How were the needs of the young person identified?**

After initial discussion with Olivia, her career goal of becoming an animal groomer were identified. We discussed possible routes for this, however the course fees and equipment were too expensive for Olivia to purchase.

### **What support has the young person received / taken part in? *(If external provision was sourced for this young person, please name the organisation)***

We sent a query to Pembroke (Regional Operational Group) to see if the project would fund the course Olivia needed to reach her career goal. As a result of the funding being approved, a work experience placement was arranged working in partnership with JCP so Olivia would still be eligible for Universal Credit which completing her qualification.

### **How has this young person progressed? What have they achieved?**

Olivia has now completed her Level 2 (passed) and Level 3 (final practical assessment delayed due to Covid, course work passed). Feedback from Olivia and the employer is very positive.

### **What is the next step for this young person?**



As a result of the funding, work experience placement and support offered to Olivia and the employer, the employer has now applied for Kickstart funding to employer Olivia for 6 months placement. The application has gone through and Olivia's start date is imminent.

**What does the young person feel or say about their progress? (*Please supply a quote/comment if possible from young person*)**

Olivia's long term career goal is to open her own dog grooming business and is now on the way to fulfilling this career choice. Olivia is more than happy with the support she has received along her journey and states "if it wasn't for Cam Nesa funding my course, I would not be where I am today. The support I have received has been amazing and I am truly thankful".



## Legacy Case study

We supported a young person from Ysgol Bae Baglan throughout her time in year 11. The support we provided was varied and delivered in many different ways.

The young person was brought to our attention by the school for very low attendance and suffering with anxiety. This young person also had no support from home and their parent was willing for them to stay off school. We made a plan to pick up the young person and take them into school to try and get them back into a normal routine. This process went on for many months. The young person also suffered from mental health issues and was under CAMHS and local GP. Due to the anxiety issues the young person would miss appointments on a regular basis and forget to take the medication. We then had to liaise with CAMHS and GP practice in order for the young person to receive medication regular, which we also had to collect from the pharmacists. We would also have to make regular GP appointments and accompany the young person to attend. Sometimes the CAMHS appointments would fall during the school day so with permission from the school we then took the young person to these appointments as well.

The young person also had confidence issues, so we support them to make new friends with other young people in the borough by running engagement activities and coffee mornings. This helped the young person to develop better communication skills with their peers. We regularly liaised with social workers and TAF in order to get the best support possible for the young person and their parent. Due to there being limited funds in the household we also supported the family to access supplies from a local food bank on a few occasions. From this we identified that the young person was entitled to free school meals and was unaware of it. We then liaised with the school and FSM was arranged but because of the young person's anxiety and would not mix with large groups the school allowed them to access the canteen before other pupils.

The main aim was to support this young person to transition from secondary education but they still had many barriers in order to do so. One of the main barriers to transition was that they did not have the right documentation to open a bank account and to also sign up with college or work based learning. In order to get the correct documentation in place we worked in partnership with TAFF, which was achieved after a lengthy process. Once the correct documentation was in place we then accompanied the young person to the local Credit Union where they opened up an account. Due to fears that the parent would take the first pay from them we again accompanied them to the credit Union to withdraw the funds.

During the pandemic we kept in touch with this young person every weekly. Then in order to transition the young person was supported to attend interviews with work based learning providers and chose to sign up with Skills and Training. Once they had started we then kept in touch with them and the Skills and Training to make sure that everything was going ok.

After full year of support the young person transitioned when there were multiple barriers to do so.



**What young people are saying about engaging with the Youth Support Team..**

- I love the cooking, it's such a sense of achievement when we are all sitting down together eating a meal that I have made.
- *I tend to get really anxious but spending time doing the cooking helps me to keep this to a minimum.*
- I've started English and Maths classes, and have a more positive outlook for my future.
- *When I first had my baby I felt like everyone was against me, then a Youth Worker got in touch and I feel like I can talk to her and I know she isn't judging me.*
- I have a good relationship with my Youth Worker and I can talk to her about anything. I am having another baby and I feel less anxious because I know my Youth Worker is there for me.
- *I can cope better, manage my moods and temper, tell people how I feel helped me look forward to moving on and living independently.*

The Youth Support Team have been working with young people with the aim of preventing them from experiencing youth homelessness.

In 2020/2021, **100%** of young people asked said they had improved knowledge of the support services available to them.

**91%** of young people asked had accessed a specialist service.

**81%** of young people asked said their financial literacy had improved.

**36** young people who have experienced homelessness have received support with the aim of preventing a reoccurrence of homelessness. **90%** of those asked reported feeling more positive about the future following engagement with the Youth Support Team.

The Youth Support team and Flying Start have been providing Young Mum's with a range of support and opportunities. In 2020/2021 a total of **17** Young Mum's have benefitted from virtual projects, walk and talk sessions, garden visits, welfare phone calls and play sessions.

The Youth Support Team have adapted the way they engage with young people during 2020/2021, delivering a 10 week virtual slow cooker project, 'Cook Slow, Learn Fast'. **41** young people took part, learning how to cook a range of healthy meals for themselves and their families.

In 2020/2021 the Youth Support Team have engaged with groups of young people with the aim of reducing isolation and loneliness. **97%** of young people who took part stated that the project gave them the opportunity to make new friends or stay in touch with friends.

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Cyngor Castell-nedd Port Talbot  
Neath Port Talbot Council

## **NEATH PORT TALBOT COUNTY BOROUGH COUNCIL**

### **Education, Skills and Culture Cabinet Board**

**14 October 2021**

#### **Report of the Head of Education Development – Chris Millis**

##### **Matter for Information**

**Wards Affected:** All

##### **Employability and Skills Programmes within Education Leisure and Life Long Learning Directorate**

##### **Purpose of the Report:**

To update Members regarding the Employability and Skills Programmes within Neath Port Talbot.

##### **Executive Summary:**

The Employability Manager manages the delivery of Employability and Skills themed projects namely Communities for Work, Communities for Work Plus, Communities for Work Plus Additional Funding, Skills and Training, Legacy Fund and Rural Development Programme.

Communities for Work (CfW), is funded by the European Social Fund and is in partnership with DWP. From the beginning of the programme (July 2016) to date we have had 1905 engagements and

662 job entries over the 4 delivery areas being Neath, Afan Western and Sandfields.

Communities for Work Plus (CfW+) is a 16+ employability programme which focuses on bridging the gaps of current ESF provision. CfW+ programme enabled those who were unemployed, not eligible for ESF employability programmes to provide one-to-one intensive support, advice and guidance, taking away restrictions of postcodes and being able to work with anyone of 16+. To date, both programmes are running seamlessly. Referrals continue to be a steady flow with 1545 engagements and 683 job entries.

Skills and Training helps and supports young people aged 16 plus providing traineeship and apprenticeship programmes. We had over 110 learners on the programme last year. An Alternative Curriculum programme is also offered to NPT schools. There are currently 55 young people on this element of the programme.

Commercial courses and training internally and externally generate income, qualifying over 1,800 people in First Aid, Paediatric First Aid, Manual Handling, Site Safety Plus, CSCS, Food Hygiene, Health and Safety last year.

The Legacy Fund continues to provide Welfare Rights support, school based counselling and Legacy Youth Workers, working with Partners.

Rural Development Programme has currently approved 33 projects via the LAG. The programme will run until 31st March 2022.

**Background:**

## **Communities for Work**

Communities for Work (CfW), is funded by the European Social Fund and is in partnership with DWP. Funding for this programme will end in 2023.

This programme has two priority age categories, Priority 1 25+ and older and Priority 3 16-24 years old. Both provide an intensive mentoring one-to-one provision for those who are furthest away from the labour market with individuals either being long term unemployed, economically inactive or NEET (Not in Education Employment or Training).

From the beginning of the programme (July 2016) to date we have had 1905 engagements and 662 job entries over the 4 delivery areas being Neath, Afan Western and Sandfields. Mentors from NPT LA and Advisors from DWP work as one team to ensure the best results for their individuals.

## **Communities for Work Plus**

Communities for Work Plus (CfW+) is a 16+ employability programme which focuses on bridging the gaps of current ESF provision. CfW+ programme enabled those who were unemployed, not eligible for ESF employability programmes to provide one-to-one intensive support, advice and guidance, taking away restrictions of postcodes and being able to work with anyone of 16+. This includes those who are in employment, looking to seek career progression, or have extra hours to increase their monthly earnings. Welsh Government recognise that In Work Poverty is increasing and this programme will help to provide support for those who are barely surviving on their monthly earnings. To date, both programmes are running seamlessly. Referrals continue to be a steady flow with 1545 engagements and 683 job entries.

## **Communities for Work Plus Additional Funding**



Due to the Covid Pandemic, Welsh Government recognised that extra resources needed to be implemented to ensure that employment would be at the forefront of getting people back into work. NPT were fortunate to have an additional 6 members to join our team and will remain until March 2022. Discussions are underway with Welsh Government to ascertain the financial proposals going forward.

## **Skills and Training**

Skills and Training (S&T) aims is to provide the best possible service within work based learning contracts which are run in partnership with Pathways Training (NPT College Group), helping and supporting young people aged 16-19 years on a Traineeship programme and aged 16+ on an Apprenticeships programme, within the community of Neath Port Talbot and surrounding areas.

Traineeships and Apprenticeships have a long and successful history of providing young people with highly effective work-integrated learning to secure employment pathways. It is also a route to progression, and we have seen learners with low self-esteem and confidence being able to sustain work placements and going onto our Apprenticeship programmes becoming qualified Hair Dressers, Health and Social Care Advisors and Childcare Supervisors. Our learners thrive on off the job training, applying their skills, being empowered in paid employment. We had over 110 learners on the programme last year.

Similarly, S&T offer an Alternative Curriculum programme to NPT schools working with Ysgol Bae Baglan to upskill and qualify learners in Hairdressing and Barbering. Currently S&T have 55 young people on programme. Others such as Ysgol Hendre Felin and Cefn Saeson opt for Construction work, ground works and Health and Safety where they train at Tir Morfa testing centre in Sandfields.

Commercial courses and training internally and externally (outside the local authority), generating additional income for the department, whilst developing a reputation for providing good quality, effective industry recognised training, meeting the needs of businesses locally and supporting individuals to maintain or develop their skills and knowledge. Last year alone we qualified over 1,800 people in First Aid, Paediatric First Aid, Manual Handling, Site Safety Plus, CSCS, Food Hygiene, Health and Safety.

Tir Morfa Centre has successfully been refurbished into a place where young people feel comfortable. Defined spaces have been reallocated to community groups to ensure that allotment space is used to its full potential.

### **Legacy Fund**

The Legacy Fund was created to allow Lead Delivery Bodies to keep the "Best Bits" of the old Communities First programme. It was approved that NPT continue with the provision of a Welfare Rights Team now called Legacy Welfare Rights Team, and also keeping the Post 16 Transition Team, now called Legacy Youth Workers, within the Youth Service.

We were also successful in employing a Digital Inclusion Ambassador and Legacy Community Counsellor who have been integral to the success of providing digital platforms in our community, and counselling support for our young people especially during such difficult times.

The teams are currently working from home, but gradually are seeing vulnerable people who need face to face contact.

### **Rural Development Plan**

In May 2015, following the submission of the Local Development Strategy, the Local Authority were successful in applying for

£2,156,000 of LEADER funding. The new Programme officially started on 1st July 2015 and will run until 31st March 2022.

Achieving value for money is fundamental to the LAG's approach, to maximise benefit for the community. To support this, when invited to re-profile in June 2020 a request was made to increase the value allocated to projects in NPT, and extend the LEADER programme by 3 months to March 22. This was achieved by moving funds to utilise underspend, to increase available funds to support more/new projects, post COVID 19 recovery. This increase acknowledged a reduction in staff costs and less travel than anticipated due to 'lockdown restrictions' and is an example of how the LAG and Rural Community Development team are working to ensure the best use of available funds.

LEADER projects are funded on a minimum 80/20 basis whereby applicants must have secured at least 20% of the total project cost in order to apply for up to 80%.

Since the previous report in July 2020 the LAG has approved 14 new projects, taking the total projects to date to 33. Two of the 33 projects are 'Co-operation' projects working across Wales RDP regions to deliver specific projects e.g. the most recently approved Co-operation project is '*Prescribing Woodlands for Wellbeing*' delivered by Coed Lleol (Small Woods Association).

To date, total project costs committed to the 33 projects is £1,307,685 (80% RDP & 20% Match).

Welsh Government has announced it will be launching a successor RDP programme post Brexit in 2024, with a value of £106 million pounds. However, to date the allocated spend does not include LEADER. RDP teams across Wales are lobbying for a review of the announced spending package.

The Shared prosperity & Levelling up fund expected to launch in 2022 is being published in autumn 2021 and may hold opportunities

for NPT to continue to support 'LEADER' activity in the interim period, with direct funds from UK replacing EU funds.

**Financial Impacts:**

There are financial implications within Rural Development Plan as this programme is ending on the 31<sup>st</sup> March 2022. All other budgets are being monitored at present.

**Integrated Impact Assessment:**

There is no requirement to undertake an Integrated Impact Assessment as this report is for information purposes.

**Valleys Communities Impacts:**

There are no Valleys Communities implications associated with this report.

**Workforce Impacts:**

There are no Workforce implications associated with this report.

**Legal Impacts:**

There no Legal implications associated with this report.

**Risk Management Impacts:**

There are no Risk Management implications associated with this report.

**Consultation:**

There is no requirement for external consultation on this item.

**Recommendations:**

For information

**Reasons for Proposed Decision:**

N/A

**Implementation of Decision:**

N/A

**Appendices:**

N/A

**List of Background Papers:**

N/A

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