

# SL Social Impact Fund – Progress Update



Objective:		Report Date:		
<b>Project: Western Excellence in Learning and Leadership (WELL)</b>				
<b>Organisation: Cumbria County Council</b>	Cumbria County Council			
<b>Organisational contact: Dan Barton, Assistant Director, Education and Skills</b>	Dan Barton, Assistant Director, Education and Skills <a href="mailto:daniel.barton@cumbria.gov.uk">daniel.barton@cumbria.gov.uk</a> 07774 337248			
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<b>Project Manager:</b>	Vicki Clarke			
<b>Project Director contact details</b>	<a href="mailto:dale.hill@cumbria.gov.uk">dale.hill@cumbria.gov.uk</a>	Tel: 07900085219		
<b>Project Manager contact details:</b>	<a href="mailto:vicki.clarke@cumbria.gov.uk">vicki.clarke@cumbria.gov.uk</a>	Tel: 07775111945		
<b>Main Purpose / outcome:</b> The Western Excellence in Learning and Leadership (WELL) project aims to achieve sustainable excellence in Learning and Leadership in Allerdale and Copeland schools. The project is underpinned by access to evidence informed practice, working closely with the Education Endowment Foundation (EEF) and their Research School network. WELL elements provide expert inputs on teacher development, support staff development, proven interventions, compelling professional development, and local capacity building. As a direct result of these expert inputs, WELL aims to improve pupil achievement especially of disadvantaged pupils, to promote high quality teaching and learning and to secure an outward facing area of excellence.	<b>Contracted Start Date:</b>	01 April 2021	<b>Contracted End Date:</b>	30 September 2024
	<b>Revised Start Date:</b>	N/A	<b>Revised End Date:</b>	N/A
	<b>Spend up to 31 Jan 2022</b>	£908,203	<b>Critical Delivery Date</b>	<b>November 2024</b>
	<b>Committed to 31<sup>st</sup> August 2022</b>	£1,019,492		
<b>Committed to 31<sup>st</sup> August 2024</b>	£2,575,529			
<b>Partners involved:</b> Cumbria County Council Sellafield Ltd. NDA The school system in Allerdale and Copeland	<b>Budget</b>	£3,998,383 (+£504,841 Grant 1)	<b>Current RAG status</b>	Green- on target, no concerns
	<b>SL funding to date</b>	£1,422,854 (+1,702,250 Grant 1)		Amber – delays / some concerns
	<b>Balance to be paid to the project</b>	<b>31 March 2022</b> £1,311,106 <b>31 March 2023</b> £1,264,423		Red – critical / major concerns
<b>Summary of progress</b>				
<p>This report sets out the progress made from April 2021 until March 2022. It includes progress made towards milestones and Key Performance Indicators to achieve by July 2022. The WELL Board, which includes our grant sponsors, have met regularly and in line with the frequency set out in the grant agreement since 01 April 2021. (See Minutes and Director reports) These meetings, together with regular WELL Director engagement with Sellafield Ltd.'s Education, Community and Development Lead have ensured a robust process for monitoring progress, understanding risks and the provision of challenge. Overall, we judge the project elements to be <b>on track</b>, except for our ambition to deliver a careers pilot element early in 2022.</p> <p>The pandemic has created some difficulties in capturing academic performance data in terms of pupil outcomes. (See risks) However, this report, including links to evidence, gives confidence that momentum has been maintained, that commitment is very strong and that there has been impact to date. For example, WELL's work with schools to make a difference and transform life chances can be powerfully evidenced through the voice of the young people: Clip one shows a Year 10 student explaining to teachers the reality of having weak literacy and the impact of a successful intervention made possible through WELL - (Parental permission received for report only, not website)</p> <p>In clip 2, a group of Year 8s share the impact of the WELL funded and secured Reciprocal Reading intervention on their learning and their confidence: - (Parental permission received for report only, not website). The full case study can be found here: <a href="#">Well-case-study-reading.pdf (welleducation.uk)</a></p> <p>We are pleased with the extent to which school-based capacity to support mental health and well-being has been improved as a direct result of WELL. There is universal appreciation of the added value of school based Emotional Literacy Support Assistants (ELSAs) and early evidence shows a positive impact on inclusion and behaviours (<a href="#">Case study link</a>) Further evaluation of ELSA will be tracked over the course of the project. We have also been successful in offering every school in Allerdale and Copeland Youth Mental Health First Aid training and we are pleased that 54 schools in the district now have this capacity to support pupils as a direct result of The WELL Project. An identified challenge is how schools can best support those pupils and families with highest and most complex needs. The WELL has responded to this challenge by securing the commitment of Public Health and Social Care to develop a coordinated multi-agency approach, through WELL. Both are now represented at The WELL Board at Senior Management level.</p> <p>We have successfully targeted resources at the schools containing the highest number of disadvantaged pupils and have secured 100% commitment of these schools to work with WELL and develop evidence informed implementation plans. We have also been able to maintain the commitment of almost all schools in Allerdale and Copeland to engage in our Universal offer of support and evidence informed development. All participating schools have committed to apply the Education Endowment Foundation's (EEF) principles of implementation and their tiered model of school improvement to address specific priorities. The achievement and well-being of disadvantaged pupils remains a core focus for all.</p> <p>There are still uncertainties in relation to national testing for 2022 and it will not be possible to like for like compare district performance with the previous years, due to there being no examinations in 2020 and 2021. Outcomes for 2022 will not be based on the same means of assessment as in 2021 or 2020. However, we will be able to measure impact on school improvement and on disadvantaged pupils through case studies, through analysis of performance variations and through regression discontinuity analysis. We do anticipate that there will be performance data in 2022 which will inform the independent formative evaluation process and provide a strong baseline for the next three years of work. There is clear evidence nationally that the pandemic will have widened the disadvantaged achievement gap further, making WELL aims even more important than ever.</p> <p>The WELL project has been instrumental in securing an EEF Research School and our work has been recognised at the highest level of the organisation: (<a href="#">Link to EEF CEO Keynote Speech</a> scroll to 31 minutes 35 seconds)</p> <p>The pandemic has created a risk to local capacity, as our Evidence leader expertise has been affected and we are working with EEF to address this as a priority. In addition, the WELL has received support from key partners involved in school improvement, including Cumbria County Council, University of Cumbria, One Cumbria Teaching School Hub, Multi Academy Trusts and of course, our schools in the region. When considering that WELL has no direct powers to compel schools or partners to engage, this level of partnership, and WELL's role can give confidence of credibility amongst key educational stakeholders.</p> <p>We have secured a high-quality independent evaluator, and this has added further value and credibility to the WELL project. Our independent evaluation team are University of Nottingham, together with Centre for use of Research and Evidence in Education (<a href="#">Research and Evidence Informed Leadership and Practice   Centre for the Use of Research &amp; Evidence in Education (CUREE)</a>). Their baseline survey undertaken in December 2021 supports our judgement that schools have strong commitment and confidence in the project's work to date and of WELL's potential to achieve its aims. (See appendix) It should be noted that</p>				

almost 40 schools did not complete the survey which could change the data significantly. We are reasonably confident that the pandemic and related challenges are the more likely reasons for schools that did not complete but will seek to increase this response rate for future surveys.

The annual formative external evaluation process will also enable us to evaluate not only qualitative outcomes trends but also to evaluate the impact of WELL on improvements and in addressing variations in outcomes between the schools and districts taking part.  
(See Appendix link)

Project Measures	Target	In Progress	Complete	Comments																																																																																																																		
NDA 25 - Initiatives or interventions taken to promote good mental health or that increase access to effective mental health support (expressed as people reached)	2000			<p>As a direct result of WELL, 116 staff in 54 schools have now fully trained staff in Youth Mental Health First Aid. These are:</p> <table border="1"> <thead> <tr> <th>Allerdale</th> <th>Copeland</th> </tr> </thead> <tbody> <tr><td>All Saints' CofE School</td><td>Beckermet CofE School</td></tr> <tr><td>Allonby Primary School</td><td>Bransty Primary School</td></tr> <tr><td>Bassenthwaite School</td><td>Ennerdale and Kinniside CofE Primary School</td></tr> <tr><td>Beacon Hill Community School</td><td>Frizington Community Primary School</td></tr> <tr><td>Braithwaite CofE VA Primary School</td><td>Gosforth CofE School</td></tr> <tr><td>Broughton Moor Primary School</td><td>Hensingham Primary</td></tr> <tr><td>Cumbria Academy for Autism</td><td>Jericho School</td></tr> <tr><td>Dean CofE School</td><td>Mayfield School</td></tr> <tr><td>Derwent Vale Primary School and Nursery</td><td>Monkwearby Junior School</td></tr> <tr><td>Ewanrigg Junior School</td><td>Montreal CofE Primary School</td></tr> <tr><td>Fairfield Primary School</td><td>Moor Row Community Primary School</td></tr> <tr><td>Flimby Primary School</td><td>Moresby Primary School</td></tr> <tr><td>Grasslot Infant School</td><td>Seascale Primary School</td></tr> <tr><td>Holm Cultram Abbey CofE School</td><td>St Bees School</td></tr> <tr><td>Keswick School</td><td>St Begh's Catholic Junior School</td></tr> <tr><td>Kirkbampton CofE School</td><td>St Benedict's Catholic High School</td></tr> <tr><td>Kirkbride Primary School</td><td>St Joseph's Catholic Primary School - Frizington</td></tr> <tr><td>Netherhall School</td><td>St Mary's Catholic Primary School - Whitehaven</td></tr> <tr><td>Northside Primary School</td><td>St Patrick's Catholic Primary - Cleator Moor</td></tr> <tr><td>Plumbland CofE School</td><td>Waberthwaite CofE School</td></tr> <tr><td>Seaton Academy</td><td>West Lakes Academy</td></tr> <tr><td>Seaton St Paul's CofE Junior School</td><td>Whitehaven Academy</td></tr> <tr><td>Silloth Primary School</td><td></td></tr> <tr><td>Solway Community School</td><td></td></tr> <tr><td>St Cuthbert's Catholic Primary School - Wigton</td><td></td></tr> <tr><td>St Gregory's Catholic Primary School</td><td></td></tr> <tr><td>St Joseph's Catholic HS Bus &amp; Enterprise College</td><td></td></tr> <tr><td>Thomlinson Junior School</td><td></td></tr> <tr><td>Thursby Primary School</td><td></td></tr> <tr><td>Victoria Infant School</td><td></td></tr> <tr><td>West Cumbria Learning Centre</td><td></td></tr> <tr><td>Westfield Nursery and Primary School</td><td></td></tr> </tbody> </table> <p>In addition, WELL has funded and secured 62 fully trained Emotional Literacy Support Assistants (ESLAs) in 52 schools. 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			<p>These WELL initiatives mean that pupils can access this support in the school whenever required. There are 14,000 pupils across these schools now with this access. <a href="#">WELL-Case-Study-Montreal-C-of-E.pdf (welleducation.uk)</a> We are currently on track to exceed the target in terms of reach potential.</p>																																																	
NDA 12 - Education - Expert, qualified engagement, or support to enable expert, qualified engagement through a coordinated programme with [local] young people through educational outreach	10000 Hours		<p>Training of 62 Emotional Literacy Support Assistants (ELSAs) and providing expert supervision of a further 18, enables them to provide expert support to pupils in schools. ELSAs provide an average of one hour per week of specialist support for identified pupils. 80x13 weeks to date= <b>1040 hours</b> Cumbrian Award is providing access to specialist training for school- based staff to enable delivery of adventurous, cultural and enterprise elements. It is too early to calculate the number of hours to enable and for pupil access to the award. However, we have secured participation of 19 schools in the pilot, meaning at least 1000 pupils engaging in at least one hour per week over 17 weeks = <b>323 hours</b> We have provided <b>40 hours</b> of direct specialist training to school leaders of 23 schools in use of Education Endowment Foundation (EEF) implementation principles and in use of evidence and Action Research. Providers have been the EEF Research School network, University of Nottingham and Centre for Use of Research and Evidence in Education (CUREE) The 23 schools are using these expert inputs to practically implement improvement activities for pupils. Specialist training in YMHFA = <b>25 hours</b> We created and delivered MADE in Cumbria – a professional development programme for teachers and school leaders = <b>50 hours</b> of training to enable implementation for and with young people</p>																																																	
NDA 11c - Education - Attainment gap per Pupil Premium pupil against (local) benchmark (expressed as numbers of pupils)	1600		<p>111 schools have written WELL implementation plans and have accessed grants to support disadvantaged pupils in their schools. These plans are now in the implementation phase. There are currently <b>4820</b> pupils in receipt of PP benefiting from work to develop evidence and research informed teaching, to deliver targeted interventions and to support pupil well-being and learning readiness as a direct result of The WELL project.</p>																																																	
NDA 11b - Education - Attainment rates in relation to benchmark (i.e., before project) and the changes to benchmark that you are expecting after the project has finished (expressed as numbers of pupils)	1600		<p>The attainment of pupils, including the disadvantaged will be tracked over the course of the project and will include attainment and progress data. Current WELL participation means that for 2022, data will represent 15000 pupils in Allerdale and 9000 pupils in Copeland. Of these, over <b>4800</b> pupils are disadvantaged. Therefore, in terms of the number of pupils that the project will capture data for during and at the end of the project, we are on track to exceed the target number.</p> <p>In 2019, based on historical approaches to assessments: Reception: In Allerdale 68% of pupils achieved a good level of development and in Copeland which was almost 4% below national and 2% below Cumbria. In Year 1 (Phonics) 79% achieved the standard in Allerdale and in Copeland, which was 2.5% below national and 2% below Cumbria. The disadvantaged gap in phonics was 4%. In Key Stage 1 (Year2) In reading, writing and mathematics, 62% achieved the expected standard, and 61% in Copeland, compared with 65% nationally and 64% in Cumbria. The Cumbria disadvantaged gap in 2019 was 25% compared with 19% nationally for reading, writing and mathematics performance combined. In Key Stage 2 (Year 6), for Reading, Writing. Maths combined, 65% of pupils achieved the expected standard in, compared with 62% in Copeland. Nationally it was 65%. Reading in Copeland was particularly weak in 2019, being 4% below national for all pupils. In Maths, Copeland performed 3% below national for all pupils. For disadvantaged pupils at Key Stage 2, 46% achieved the standard in reading, writing and mathematics combined in Allerdale and 45% in Copeland. This compared with a national figure of 51%. Disadvantaged pupils performed worse than the national in each of reading, writing, spelling and mathematics in Copeland and worse than the national in maths, spelling and writing in Allerdale. Performance was 1% above the national for this district in reading in 2019. At Secondary, the only district level data we have are from 2019 pre-pandemic results and from 2021 from a voluntary school collection return that has not been validated. Data shows the results for all pupils and disadvantaged pupils for English &amp; Maths Grades 4+ and English &amp; Maths Grades 5+. There was no Progress 8 collected from schools in 2021 and a low response rate for the Attainment 8 data, so we can't reliably use this.</p> <p><b>Secondary</b></p> <table border="1"> <thead> <tr> <th></th> <th>2019</th> <th>2019 EM 4+</th> <th>2019 EM 4+</th> <th>2019</th> <th>2019 EM 5+</th> <th>2019 EM 5+</th> </tr> <tr> <th>Disadvantaged</th> <th>GCSE</th> <th>% Diff to Cumbria</th> <th>% Diff to National</th> <th>GCSE</th> <th>Difference to Cumbria</th> <th>Difference to National</th> </tr> <tr> <th>District - 2019</th> <th>EM 4+</th> <th></th> <th></th> <th>EM 5+</th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>Allerdale Average</td> <td>42.4</td> <td>2.8</td> <td>-2.3</td> <td>24.4</td> <td>3.6</td> <td>-0.3</td> </tr> <tr> <td>Copeland Average</td> <td>32.5</td> <td>-7.1</td> <td>-12.2</td> <td>14.3</td> <td>-6.5</td> <td>-10.4</td> </tr> <tr> <td><b>Cumbria Average</b></td> <td><b>39.6</b></td> <td><b>0.0</b></td> <td><b>-5.1</b></td> <td><b>20.8</b></td> <td><b>0.0</b></td> <td><b>-3.9</b></td> </tr> <tr> <td><b>National Average</b></td> <td><b>44.7</b></td> <td><b>5.1</b></td> <td><b>0.0</b></td> <td><b>24.7</b></td> <td><b>3.9</b></td> <td><b>0.0</b></td> </tr> </tbody> </table>		2019	2019 EM 4+	2019 EM 4+	2019	2019 EM 5+	2019 EM 5+	Disadvantaged	GCSE	% Diff to Cumbria	% Diff to National	GCSE	Difference to Cumbria	Difference to National	District - 2019	EM 4+			EM 5+			Allerdale Average	42.4	2.8	-2.3	24.4	3.6	-0.3	Copeland Average	32.5	-7.1	-12.2	14.3	-6.5	-10.4	<b>Cumbria Average</b>	<b>39.6</b>	<b>0.0</b>	<b>-5.1</b>	<b>20.8</b>	<b>0.0</b>	<b>-3.9</b>	<b>National Average</b>	<b>44.7</b>	<b>5.1</b>	<b>0.0</b>	<b>24.7</b>	<b>3.9</b>	<b>0.0</b>
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# SL Social Impact Fund – Progress Update

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NDA 11a - Education - Number of school pupils involved in the project , annually	10000			The total number of pupils in the participating schools for the 2021-2022 academic year is <b>24000</b> . It is too early to calculate the precise number of children involved in each specific element of WELL.																																			
NDA 10 - Employability – Early years primary and nursery support (e.g., breakfast clubs, "brokerage" etc.) provided because of the project being funded	£90,000			<p><b>£25,000 a year</b> has been committed for an employability element of WELL. We currently judge this target as amber because this work has not yet commenced and may require an increase in budget made available to fund the initiative. However, we are working with the secondary schools and the LEP and have agreed a preferred approach. We are confident therefore that this will be on track and move to green by July 2022</p> <p><b>£13,500 a year</b> has been ringfenced for nursery settings, with £13,500 already paid for 21-22</p>																																			
<b>Key Milestones</b>	<b>Target Date</b>	<b>Forecast Date</b>	<b>RAG Status</b>	<b>Progress since last update</b>																																			
Cumbria Award Pilot Launched	31/07/2021			<p>Due to the pandemic, the launch date of Cumbrian Award was pushed back and took place on 21st October 2021.</p> <p>We have 19 participating schools this academic year. The participating schools during the pilot year are:</p> <ul style="list-style-type: none"> <li>Beacon Hill Community School</li> <li>Blennerhasset School</li> <li>Cockermouth School</li> <li>Derwent Vale Primary School and Nursery</li> <li>Distington Community School</li> <li>Frizington Community Primary School</li> <li>Hensingham Primary</li> <li>Maryport CofE Primary School</li> <li>Montreal CofE Primary School</li> <li>Moor Row Community Primary School</li> <li>Solway Community School</li> <li>St Bega's CofE Primary School</li> <li>St Begh's Catholic Junior School</li> <li>St Joseph's Catholic HS Bus &amp; Enterprise College</li> <li>St Mary's Catholic Primary School - Workington</li> <li>Victoria Junior School - Workington</li> <li>West Cumbria Learning Centre</li> <li>Westfield Nursery and Primary School</li> <li>Whitehaven Academy</li> </ul> <p>Materials and resources have been provided (<a href="https://welleducation.uk/cumbrian-award-element/">https://welleducation.uk/cumbrian-award-element/</a>) and an audit survey has been undertaken to obtain numbers of participating students, and staff development needs to secure their training. This year, 1500 pupils will be taking part and we anticipate that 500 pupils in years 6 and 9 will be put forward to achieve the award.</p> <p>The award website is ready for schools to use:  <a href="#">Cumbrian Award   adventure enterprise culture</a></p>																																			

				<p>The external evaluation team will commence Action Research of Cumbrian Award in June 2022. Recruitment of additional capacity is underway. Next steps are to deliver training for schools based on audit of need and to commence the research.</p> <p>The pilot has therefore been launched. The Cumbrian Award element of WELL is currently rated as amber due to potential for further barriers arising from Covid, the need to secure greater capacity to support the cultural element delivery and the need to secure more award delivery capacity within WELL. We are confident that momentum will increase during the summer term of 2022.</p>																																																
Independent evaluator commissioned - Research questions clarified	31/07/2021			<p>Following a robust selection process, University of Nottingham, in partnership with The Centre for Use of Research and Evidence in Education (CUREE) are providing external evaluation and developing Action Research and Case Studies. <a href="https://welleducation.uk/evaluation-team-resources/">https://welleducation.uk/evaluation-team-resources/</a> Methodology and process have been shared and agreed by The WELL Board. The Theory of Change and key questions have been clarified and form the basis of evaluation design: (See Appendix) In addition to the survey undertaken in December 2021 (See Appendix) the evaluators are interviewing a range of stakeholders, implementing Action Research, and working with Case Study schools.</p>																																																
Evidence leaders deployed to advise, and quality assure the evidence informed approach to Pupil Premium (PP) strategy	30/09/2021			<p>Due to the pandemic, local capacity was a challenge during autumn term 2021. We have therefore utilised support from a Research School in The Northeast.</p> <p>84 schools received training in how to develop an effective PP strategy</p> <p>All of these schools have been offered the opportunity to receive feedback on their strategy and 43 schools to date submitted plans for feedback. All schools in the project have been provided with a learning summary resource to use in schools. Plans are in place to share best practice through online networking during summer term 2022.</p> <p>We have rated this as amber because we took longer than target to provide the feedback and need to facilitate further sharing of best practice before the end of the academic year.</p> <p><a href="https://welleducation.uk/making-the-most-for-disadvantaged-students/">https://welleducation.uk/making-the-most-for-disadvantaged-students/</a></p>																																																
Targeted offer schools identified, and action plans developed	30/09/2021			<p>The 23 schools that include 60% of disadvantaged pupils have all committed to engage in this WELL element and all have submitted action plans. Using the EEF's approach. (<a href="#">Targeted Offer Implementation Plan</a>)</p> <p>The 23 targeted Offer Schools and their Priority Focus Areas are:</p> <table border="1"> <thead> <tr> <th>School</th> <th>Priority Focus Area</th> </tr> </thead> <tbody> <tr> <td>Beacon Hill Community School</td> <td>Oracy; Reading and Writing</td> </tr> <tr> <td>Cockermouth School</td> <td>Reading; Diagnostic screening</td> </tr> <tr> <td>Ewanrigg Junior School</td> <td>Barriers to Learning through Diagnostic assessment of need arising from pandemic; offering a range of proven interventions</td> </tr> <tr> <td>Keswick School</td> <td>Oracy</td> </tr> <tr> <td>Mayfield School</td> <td>KS4 Preparation for Adulthood</td> </tr> <tr> <td>Millom School</td> <td>Reading Attitudes and Comprehension</td> </tr> <tr> <td>Montreal CofE Primary School</td> <td>Speech and Language; Phonics; Talkboost; Emotional resilience</td> </tr> <tr> <td>Nelson Thomlinson School, The</td> <td>Oracy; Reading</td> </tr> <tr> <td>Netherhall School</td> <td>Barriers to Learning; Pupil voice led curriculum</td> </tr> <tr> <td>Orgill Primary School</td> <td>English Vocabulary</td> </tr> <tr> <td>Our Lady and St Patrick's Catholic Primary School</td> <td>Behaviour for Learning Y1 focus</td> </tr> <tr> <td>St Begh's Catholic Junior School</td> <td>English; Reading Fluency; Phonics; Engagement &amp; Behaviour</td> </tr> <tr> <td>St Benedict's Catholic High School</td> <td>Reading, Accelerated reader</td> </tr> <tr> <td>St Gregory's Catholic Primary School</td> <td>Behaviour for Learning Y1 focus</td> </tr> <tr> <td>St Joseph's Catholic HS Bus &amp; Enterprise College</td> <td>Oracy</td> </tr> <tr> <td>St Mary's Catholic Primary School - Workington</td> <td>Early speech language communication; Accelerate progress of 14 disadvantaged in year 4</td> </tr> <tr> <td>St Patrick's Catholic Primary - Cleator Moor</td> <td>Early Maths; Formative Assessment of Maths</td> </tr> <tr> <td>Valley Primary School and Nursery</td> <td>Oracy?</td> </tr> <tr> <td>Victoria Junior School - Workington</td> <td>Reading, Spelling, Phonics, Systematic approaches to the teaching of key skill, Making best use of TA</td> </tr> <tr> <td>West Lakes Academy</td> <td>Attendance</td> </tr> <tr> <td>Westfield Nursery and Primary School</td> <td>Speech and language/vocabulary</td> </tr> <tr> <td>Whitehaven Academy</td> <td>Access Project with Queens College; Coaching, mentoring and tutoring student to improve outcomes and progression to higher education</td> </tr> <tr> <td>Workington Academy</td> <td>Access Project with Queens College; Coaching mentoring and tutoring student to improve outcomes and progression to higher education</td> </tr> </tbody> </table>	School	Priority Focus Area	Beacon Hill Community School	Oracy; Reading and Writing	Cockermouth School	Reading; Diagnostic screening	Ewanrigg Junior School	Barriers to Learning through Diagnostic assessment of need arising from pandemic; offering a range of proven interventions	Keswick School	Oracy	Mayfield School	KS4 Preparation for Adulthood	Millom School	Reading Attitudes and Comprehension	Montreal CofE Primary School	Speech and Language; Phonics; Talkboost; Emotional resilience	Nelson Thomlinson School, The	Oracy; Reading	Netherhall School	Barriers to Learning; Pupil voice led curriculum	Orgill Primary School	English Vocabulary	Our Lady and St Patrick's Catholic Primary School	Behaviour for Learning Y1 focus	St Begh's Catholic Junior School	English; Reading Fluency; Phonics; Engagement & Behaviour	St Benedict's Catholic High School	Reading, Accelerated reader	St Gregory's Catholic Primary School	Behaviour for Learning Y1 focus	St Joseph's Catholic HS Bus & Enterprise College	Oracy	St Mary's Catholic Primary School - Workington	Early speech language communication; Accelerate progress of 14 disadvantaged in year 4	St Patrick's Catholic Primary - Cleator Moor	Early Maths; Formative Assessment of Maths	Valley Primary School and Nursery	Oracy?	Victoria Junior School - Workington	Reading, Spelling, Phonics, Systematic approaches to the teaching of key skill, Making best use of TA	West Lakes Academy	Attendance	Westfield Nursery and Primary School	Speech and language/vocabulary	Whitehaven Academy	Access Project with Queens College; Coaching, mentoring and tutoring student to improve outcomes and progression to higher education	Workington Academy	Access Project with Queens College; Coaching mentoring and tutoring student to improve outcomes and progression to higher education
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Universal Offer planned and providers secured	31/10/2021			<p>The Universal offer has been revised to focus on the <a href="#">EEF tiered model</a>. Schools have selected an approach, based on EEF and/or own evidence of promise. Schools have been signposted to evidence relating to identified priorities. WELL, is working with the English Hub and the Cumbrian research School to provide further training, guidance, and support in relation to Phonics and learning communities are being established for key priority areas.</p>																																																
Target school's implementation plans quality assured and signed off	30/11/2021			<p>To ensure momentum has been maintained, we have utilised the Evidence Lead expertise from Shotton Hall in Durham. Face to face workshops were provided and attended by all targeted grant schools in November 2021.</p> <p>Additional virtual webinars have been provided to all participating schools by the WELL Director, focussing on the key elements of effective planning.</p>																																																

# SL Social Impact Fund – Progress Update

				<a href="#">Microsoft Word - 23-Targeted-Offer-Schools (2) (welleducation.uk)</a> <a href="#">WELL Education   Our targeted grant element   WELL project Cumbria</a> We have rated this element as amber because we need to secure greater evidence expertise capacity through our own Cumbria Research School. The pandemic has restricted access to this expertise and opportunities to develop the relationships of evidence leaders with the participating schools. This needs to improve to ensure credibility, to give schools confidence, and to add value to the work of the schools as they implement their plans. We are confident that this will be in place by the end of the academic year and will review our RAG rating in September.
Completion of Mental Health First Aid Train the Trainer Programme to secure capacity to widen the training offer	30/11/2021			Due to the success of Youth Mental Health training, and the work WELL has undertaken to secure training capacity when required, the plan has been rectified. The focus is on developing cluster well-being interventions to support pupils at local level. (See below)
<b>Revised Milestone</b> Provide access to high quality proven interventions to build internal school capacity to improve pupil's emotional resilience and readiness to learn	31/07/2022			WELL has worked with Cumbrian Research School to develop a webinar for clusters and consortia in Allerdale and Copeland. Viewing the webinar will be a condition of cluster grants being made available during Spring term 2022. Communications outlining this element have been sent to all WELL schools (March 2022) <a href="https://sway.office.com/3jHtomSO033V1gzJ?ref=Link&amp;loc=mysways">https://sway.office.com/3jHtomSO033V1gzJ?ref=Link&amp;loc=mysways</a> In addition, clusters will provide a plan of action, following the EEF model of implementation and will be quality assured by The WELL Director prior to grants being provided. Universal schools can also utilise WELL grants to focus on proven interventions within individual schools: <a href="#">WELL-Project-Case-study-Pupil-Wellbeing-Intervention-Thursby-School.pdf (welleducation.uk)</a>
Communication strategy and web presence in place	31/12/2021			WELL, has secured a central role within the local school improvement system leadership model and is a fixed agenda on all Local Alliance of System Leader (LASL) meetings, The WELL project team provide regular updates in the form of written communications and links to video updates from the WELL Director. The WELL website landing page launched in July 2021. The updated website launched on 01/02/2022. <a href="#">WELL Education   Western Excellence in Learning &amp; Leadership   WELL project Cumbria</a> The website provides information for the public as well as a dedicated space for participating schools and settings. WELL also now has social media presence: <a href="#">Facebook</a> , <a href="#">Instagram</a> and <a href="#">twitter</a>
Careers advice pilot launched	31/01/2022			Due to a range of local initiatives and evolving plans from The LEP and Careers Hub, WELL has been conscious of the need to avoid duplication of activity and to ensure added value. The WELL Board agreed that this key priority needs to consider the workstreams of other partners and the views of schools and of young people. A working group has been established, chaired by The WELL Director to consider the most efficient way to implement this element. It will therefore launch late Spring or early summer term 2022. This is currently judged to be amber because it will start later than target date and due to the need to accurately calculate costing implications for the preferred model of a focus on personalised support for Year 9 students.
Mental Health First Aid Capacity offered to all schools	31/01/2022			WELL, secured the provider capacity to offer training to every school in Allerdale and Copeland within the timeline ambition. As a result, 116 staff in 54 schools have been trained. A final course is taking place to meet needs of any that have missed the opportunity to date.
Best practice in school/parental engagement is shared and communicated across all schools in Allerdale and Copeland	31/01/2022			19 schools came together to develop strategies and test their hypothesis. University of Cumbria (UoC) has worked with the schools to capture and share learning across the west. Beacon Hill Community School Beckermeth CofE School Bransty Primary School Cleator Moor Nursery School Cockermouth School Derwent Vale Primary School and Nursery Ellenborough Academy Energy Coast UTC Frizington Nursery School Maryport CofE Primary School Mayfield School Netherhall School Oughterside Primary School Solway Community School St Benedict's Catholic High School St Joseph's Catholic HS Bus & Enterprise College West Lakes Academy Whitehaven Academy Wigton Infant School There was a delay in providing the best practice report to schools. This is due to University of Cumbria staff absence. We received the final report on 13 March 2022 which has now been made available to schools and can be found on the WELL website: <a href="#">Microsoft Word - 2022 WELL school engagement project Evaluation SUMMARY (welleducation.uk)</a>
Training and Retaining	28/02/2022			Due to the pandemic, WELL adapted original plans for a Face-to-Face conference and moved to a compelling, high quality, month long virtual professional development programme. Making A

Teachers Conference				<p>Difference in Education (MADE in Cumbria) took place throughout February 2022 and included leading partner commitment.</p> <p><a href="#">Link to EEF CEO Keynote Speech</a></p> <p><a href="#">Making-a-Difference-in-Education-in-Cumbria.pdf (welleducation.uk)</a></p> <p><a href="#">MADE-in-Cumbria.pdf (welleducation.uk)</a></p> <p>To view examples of programmes, visit <a href="https://welleducation.uk/made-in-cumbria-events/">https://welleducation.uk/made-in-cumbria-events/</a> and enter password <b>w3ll</b></p> <p>Evaluation reports for each MADE session are being collated and overall satisfaction rates are high. When working with a range of education partners, we need to balance the commitment of these partners to collaborate through WELL, with risks to variability in quality and in making the intended learning outcomes consistently explicit for participants in the professional development on offer. We also need to ensure longer advanced notice of the event for 2023. We will take this into consideration when planning the next phase of training.</p>																		
ELSA Cohorts 3 and 4 trained	31/07/2022			<p>We are on track to achieve this milestone with further plans to provide a secondary specific programme before the end of the academic year. Impact in terms of specialist school -based capacity in is unmatched in the region and only made possible because of WELL. The impact on inclusion and learning will be captured over time, and there is already some clear evidence of impact on vulnerable learners, including identified disadvantaged pupils requiring this specialist support. <a href="#">Case study link</a></p>																		
<b>Key performance Indicators</b>																						
Identified schools in West Cumbria with largest numbers of disadvantaged pupils receive a targeted offer of resource for research informed implementation planning with most of those identified schools committing to participation and evaluation.	September 2021			<p>During Summer term 2021, the WELL Director met with each of the 23 schools to outline this element. <b>All</b> 23 schools have committed to engage in WELL and all have attended relevant workshops.</p> <p><a href="#">Microsoft Word - 23-Targeted-Offer-Schools (2) (welleducation.uk)</a></p> <p><a href="#">Microsoft Word - WELL-Implementation-Plan-Targeted-Offer-Schools (welleducation.uk)</a></p> <p><a href="#">WELL Webinar Targeted (office.com)</a></p> <p><a href="#">Implementation Plan: Preparing to Implement (office.com)</a></p> <p>In terms of commitment, a key recognised challenge is achievement of a balance between the WELL QA Process and professional trust. This is strong enough between the schools and The WELL Director, but there is more to do to establish the relationships with local evidence expertise and to build relationships.</p>																		
121 schools and colleges in West Cumbria offered the opportunity to participate in WELL's evidence informed Universal menu of CPD/interventions, with the majority (60%+) engaged.	September 2021 September 2022 September 2023			<p>Webinars and meetings with the Western school system have taken place to outline the approach to this WELL project element. All eligible schools have been invited to take part.</p> <p>90/97 Universal schools have committed to participate and have submitted implementation plans. This represents 93% of Universal schools</p> <p>One school, based in Millom, has declined the invitation to take part in WELL this academic year.</p> <p><a href="#">School improvement planning   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Microsoft Word - WELL-School-Implementation-Plan-Universal (welleducation.uk)</a></p> <p><a href="https://welleducation.uk/wp-content/uploads/2022/03/WELL-Project-Cockemouth-Case-study-evidence-informed-school-improvement.pdf">https://welleducation.uk/wp-content/uploads/2022/03/WELL-Project-Cockemouth-Case-study-evidence-informed-school-improvement.pdf</a></p>																		
Targeted Offer participating schools each develop implementation plans quality assured by Evidence Leaders in Education (ELEs)	November 2021 November 2022 November 2023			<p>The 23 schools have submitted implementation plans and WELL Director feedback has been provided to all of them. 21/23 have received Evidence Leader feedback. All schools have adopted the EEF implementation planning process to their WELL work.</p> <p>This WELL element is currently evaluated as amber. This is due some variability in the quality of initial plans and due to the need to increase local evidence expertise capacity to support the schools. There is a priority to further develop trusting relationships between schools and the WELL external support available, and to establish a consistently credible approach to challenge that all 23 schools are open to and value.</p> <p><a href="#">Implementation Plan Feedback (office.com)</a></p>																		
Mental Health First Aid training offered to the 121 schools in Allerdale and Copeland	January 2022			<p>This was achieved within timescales.</p> <table border="1"> <thead> <tr> <th>Allerdale</th> <th>Copeland</th> </tr> </thead> <tbody> <tr> <td>All Saints' CofE School</td> <td>Beckermeth CofE School</td> </tr> <tr> <td>Allonby Primary School</td> <td>Bransty Primary School</td> </tr> <tr> <td>Bassenthwaite School</td> <td>Ennerdale and Kinniside CofE Primary School</td> </tr> <tr> <td>Beacon Hill Community School</td> <td>Frizington Community Primary School</td> </tr> <tr> <td>Braithwaite CofE VA Primary School</td> <td>Gosforth CofE School</td> </tr> <tr> <td>Broughton Moor Primary School</td> <td>Hensingham Primary</td> </tr> <tr> <td>Cumbria Academy for Autism</td> <td>Jericho School</td> </tr> <tr> <td>Dean CofE School</td> <td></td> </tr> </tbody> </table>	Allerdale	Copeland	All Saints' CofE School	Beckermeth CofE School	Allonby Primary School	Bransty Primary School	Bassenthwaite School	Ennerdale and Kinniside CofE Primary School	Beacon Hill Community School	Frizington Community Primary School	Braithwaite CofE VA Primary School	Gosforth CofE School	Broughton Moor Primary School	Hensingham Primary	Cumbria Academy for Autism	Jericho School	Dean CofE School	
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				Derwent Vale Primary School and Nursery Ewanrigg Junior School Fairfield Primary School Flimby Primary School Grasslot Infant School Holm Cultram Abbey CofE School Keswick School Kirkbampton CofE School Kirkbride Primary School Netherhall School Northside Primary School Plumbland CofE School Seaton Academy Seaton St Paul's CofE Junior School Silloth Primary School Solway Community School St Cuthbert's Catholic Primary School - Wigton St Gregory's Catholic Primary School St Joseph's Catholic HS Bus & Enterprise College Thomlinson Junior School Thursby Primary School Victoria Infant School West Cumbria Learning Centre Westfield Nursery and Primary School	Mayfield School Monkway Junior School Montreal CofE Primary School Moor Row Community Primary School Moresby Primary School Seascale Primary School St Bees School St Begh's Catholic Junior School St Benedict's Catholic High School St Joseph's Catholic Primary School - Frizington St Mary's Catholic Primary School - Whitehaven St Patrick's Catholic Primary - Cleator Moor Waberthwaite CofE School West Lakes Academy Whitehaven Academy	
Over 90 Emotionally Literate Support Assistants (ELSAs) in place, supporting vulnerable learners, impacting on internal school capacity to support emotional wellbeing	July 2022			Building this capacity in West Cumbria has been achieved as a direct result of WELL and is showing impact <a href="#">WELL-Case-Study-Montreal-C-of-E.pdf (welleducation.uk)</a> <a href="#">ELSA Network – Emotional Literacy Support Assistants</a> We are planning a further cohort of a secondary specialist programme before the end of the academic year. A more detailed survey of impact and case studies will be developed before the end of the academic year.		
<b>Key Next Steps</b>				<b>Risks / Issues and Mitigations</b>		
To secure the Local Evidence expertise and develop relationships with targeted offer schools To develop the learning communities of schools To secure an agreed approach to the Employability pilot To implement and monitor impact of the Cluster well-being element To undertake Director check ins with all targeted grant schools To further develop partnerships with One Cumbria Teaching School Hub to add value to the Professional Development strand Monitor Cumbrian Award and initiate Action Research Complete and share formative evaluation of year one of the project				Please see also our Theory of Change (See Appendix). The Pandemic has impacted on capacity and the pupil achievement gap. We have secured the necessary expertise to measure project impact and we are working with EEF to secure necessary capacity and expertise. Small rural schools represent a risk in terms of capacity to participate for some. Engagement with this sector during summer term 2022 will explore barriers and strategies to maintain involvement. A minority of schools consider paperwork to be a barrier. This will be considered when planning expectations for the academic year 2022-23, but not at the expense of the rigour required. Local Government Reorganisation and implications for the local school improvement system could impact on levels of school commitment to the project. The focus of WELL has been communicated clearly, suitable engagement with CCC has been put in place and The WELL Board will ensure no distractions to core activity. Options are available to ensure continuity of project leadership and delivery. The disruption to examinations means comparisons of pupil outcomes over recent years is not appropriate. We will be able to track improvements in outcomes over the three years and evaluate the impact on variations in performance between schools.		
<b>Opportunities</b>				<b>Additional Information</b>		
The exploration of further partnerships to deliver the WELL ambition. The role that WELL can play in mapping the local multi agency support for well-being available and maximising the capacity. WELL can be the way to bring the capacity together for schools in the region. Cases studies and impact for specifically identified priorities. A Research, Improvement Science approach can assist in evaluating the impact of WELL on variations in pupil outcomes across the schools and on the inclusion of young people through Cumbrian Award and employability initiatives.				WELL, is proud to work with Sellafield Ltd to identify need and utilise available IT equipment. 83 schools have received 860 devices based on identification of need.		



Further developing expert training in evidence informed improvement within middle school leadership tiers of participating schools.	
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# Appendix



WELL Baseline  
Survey Report FINAL



WELL Theory of  
Change DH and VC Vt