

Juliet Snell
Community Consultant
and Facilitator

*Children and young people living in
deprivation, the disaffected and those at risk
of disaffection*

*A REVIEW OF EVIDENCE FOR THE SOUTH
CAMBRIDGESHIRE AND CAMBRIDGE CHILDREN
AND YOUNG PEOPLE'S AREA PARTNERSHIP*

FINAL VERSION

March 2010

LIST OF CONTENTS

1 Introduction

- 1.1 Deprivation and disaffection- the impact on children and young people
- 1.2 Why this research and why now?

2 Methods

- 2.1 Planning
- 2.2 Deprivation and disaffection; the issue of definitions
- 2.3 The quantitative evidence that was used
- 2.4 The qualitative evidence that was used
- 2.5 Consultation and Action Planning phase
- 2.6 Who was involved in this project

3 Findings from the quantitative phase

- 3.1 What the evidence says about deprivation
- 3.2 What the evidence says about disaffection and risk of disaffection
- 3.3 The communities of children and young people at risk of deprivation and disaffection, based on the evidence

4 Findings from the qualitative phase

- 4.1 Theme 1: Support to parents
- 4.2 Theme 2: The impact of poverty of children and young people's access to activities and networks of support
- 4.3 Theme 3: The need for vocational or non-academic learning opportunities
- 4.4 Issues raised about particular communities and groups.
- 4.5 Ranking of need

5 Summary of main findings and discussion

- 5.1 Which communities and groups?
- 5.2 What are the needs?
- 5.3 My recommendations

Appendix 1: Extract from Research Brief

Appendix 2: List of interviewees

Appendix 3: List of written evidence sources

Appendix 4: Maps of the 20% most deprived LSOAs in Cambridge City

Appendix 5: Maps of the 20% most deprived LSOAs in South Cambridgeshire

Readers with limited time can get an overview by
reading sections 1 and 5

My thanks go to all who offered their time and support to this project.

1 INTRODUCTION

1.1 Deprivation and disaffection- the impact on children and young people.

Children and young people who live in poverty have worse outcomes and life chances than those who do not. There is a direct correlation between child poverty and child well-being and the impacts go beyond simply 'not having'.

*"the bottom fifth of children lead radically different lives from the top fifth; fewer or no holidays away, much more cramped living space, fewer places to play or opportunities to swim and a lack of means to entertain friends"*¹

*"Poverty is not simply about being on a low income and going without – it is also about being denied power, respect, good health, education and housing, basic self-esteem and the ability to participate in social activities."*²

As well as these bad experiences, being poor puts children and young people at risk. Poverty has a negative impact on health, educational achievement and social participation.

*"in terms of later life, poverty in childhood is one of the five most powerful and consistent predictors of subsequent disadvantage"*³

*"children from poor families fare less well than others in terms of mental health, school achievement, substance misuse and teenage pregnancy"*⁴

School absence is correlated with deprivation, and is related to school attainment, disruptive behaviour and children's safety⁵. Children living in poverty are disadvantaged by lack of resources to get the educational benefits of money, and also cultural barriers of poor aspirations and scepticism about education⁶.

South Cambridgeshire and Cambridge City are relatively affluent parts of the country and the majority of children and young people achieve well in school. However, some do not, and deprivation had been shown as a key indicator of poor outcomes locally too. The latest version of the Cambridgeshire children and young people's plan sets out to narrow the achievement gap for those living in deprivation, the disaffected and at risk of disaffection⁷.

1.2 Why this research and why now?

The Big Plan 2 (2009 – 2012) outlines the collective priorities for improving outcomes for children and young people in Cambridgeshire. The South Cambridgeshire and Cambridge Children and Young People's Area Partnership (SCCCYPAP) has a key role in the delivery of the plan priorities, both in relation to the Children's Trust Board

¹ "A good childhood- searching for values in a competitive age" The Landmark report for the Children's Society" Richard Lanyard, Judy Dunn 2009.

² <http://www.cpag.org.uk/povertyfacts/index.htm>

³ See 1

⁴ See 1

⁵ "ABSENCE FROM SCHOOL: A STUDY OF ITS CAUSES AND EFFECTS IN SEVEN LEAs" Heather Malcolm, Valerie Wilson, Julia Davidson and Susan Kirk The SCRE Centre, University of Glasgow.

⁶ "The Extra Mile- How Schools succeed in raising aspirations in deprived communities" DCSF

⁷ <http://www.cambridgeshire.gov.uk/NR/rdonlyres/0C0030A7-12C0-4780-9C51-54163EDA8724/0/BigPlan2Priority2.pdf>

(formerly Children and Young People's Strategic Partnership) and the Local Strategic Partnership⁸. Discussions are currently focussing on the future role of the Area Partnership in relation to the following three functions:

1. Identifying local need and priorities
2. Commissioning joint work
3. A scrutiny role in relation to performance against shared priorities

The Partnership has decided to focus its activity on two of the Big Plan 2 priorities:

- Impact of Growth and demographic change
- Children and young people living in deprivation, the disaffected and those at risk of disaffection

At its July meeting 2009, the Partnership agreed to commission some research to clarify and hone the priority needs for children and young people in the area in relation to the second of these priorities. This was with a view to influencing future commissioning decisions, and potentially joint commissioning arrangements between members of the Partnership itself.

The scope of this research was therefore to pull together existing evidence on the needs of children and young people in South Cambridgeshire and Cambridge City, focusing on the following:

- Needs in relation to deprivation
- Needs in relation to disaffection and risk of disaffection
- Priority geographical areas
- Priority groups
- Current activity with these needs and groups

I have been asked to look objectively at the existing data and seek evidence, and then to make recommendations how needs and priorities should be ranked. This work was to take 10 days of consultant time, with an extension of 5 days for phase 3. A summary of the original research brief is given in appendix 1.

This report is for area partnership members and their colleagues, to be used as a foundation for future work.

⁸ Local strategic partnerships (LSPs) exist in nearly all local authority areas in England. They bring together representatives from the local statutory, voluntary, community and private sectors to address local problems, allocate funding, discuss strategies and initiatives.

2 METHODS

2.1 Planning

I held early meetings with a few key members of the partnership (individually or in groups), representing the stakeholders involved, in particular district councils, county council, voluntary and community sector and health partners. These partners were asked for comment and agreement on approach and methods and support in reaching other stakeholders.

At this stage I also asked stakeholders to help me put this project in the context of existing work in county and district councils. Especially on deprivation, there is county level scoping work underway, examination of whether existing indicators correlate well to broader indicators of deprivation, and there will be work needed to meet the requirements of the National Child Poverty strategy. I was told that models for collecting evidence of need and local examples of good practice would be valued at county level. From district councils there was a strong view that the approach to this priority should not be too top-down, and must take account of local issues. From all stakeholders I spoke to there was a wish for qualitative data and processes that include local knowledge so that this research produces information that can have an impact in neighbourhoods and communities.

This research has been carried out in two distinct phases; using hard data to identify communities of children and young people at risk of deprivation and disaffection, and then qualitative evidence from the wider partnership of children and young people's services to explore the needs of children and young people and facilitate a discussion about what could be done better.

Eight people were interviewed in the planning phase.

2.2 Deprivation and disaffection; the issue of definitions

Both of these are terms that can be taken to have a narrow or a wide definition. For example, in its narrowest sense, deprivation can be seen as the absence of financial wealth, and in its widest sense to be the absence of wealth, health, well-being, social and educational opportunities and happiness. In the case of disaffection, we could see it as merely describing children and young people who do not engage with formalised learning or employment or about wider engagement in society.

This issue about definition is important in this project, because to take too narrow a definition would not take account of the complexity and range of children and young people's experiences, but to take too wide a definition would mean that what is essentially a two to three week piece of work could stretch beyond recognition and in trying to do too much, do too little.

For this reason I began with narrow definitions and then invited the partnership of organisations working with children and young people to explore issues from this starting point.

2.3 The quantitative evidence that was used

For both deprivation and disaffection, existing mappings⁹ gave data at ward level and upwards (localities, districts and areas). This report does not aim to simply replicate this data. The data profile of children and young people in Cambridgeshire of November 2009 offers a wide range of information about children and young people in the county, and I recommend it is read by partnership members.

To be able to explore issues in rural communities better and meet the need to look at individual neighbourhoods, I searched for evidence at the smallest geographical area possible. This was often at Lower Level Super Output Area (LSOA)¹⁰.

2.3.1 Measures of deprivation

Taking the narrowest definition of deprivation, the main measure we have is the 2007 Income Deprivation Affecting Children Index (IDACI¹¹). This index is a subset of the Income Deprivation Domain and gives the percentage of children in each LSOA that live in families that are income deprived (i.e. in receipt of benefits such as Income Support, Job-seekers Allowance (Income based) Working Families Tax Credit or Disabled Person Tax Credit 2).

I have looked both at the level of the index for each LSOA and the ranking of LSOAs against each other. In order to explore what the impact is of using such a narrow definition of deprivation, I have compared the IDACI with a broader measure- the Local Index of Child Well-being 2009¹². The seven domains (individual indices) included in the Child Well-Being Index (CWI) are:

- Material Well-Being
- Health
- Education
- Crime
- Housing
- Environment
- Children (at risk of being) in Need

2.3.2 Measures of disaffection and risk of disaffection

Taking a lead from the areas of work in the Big Plan 2, I have searched for measures of disaffection in the areas of;

- Absence from school
- Educational achievement: data from Foundation Stage Profile, KS1, KS2 and GCSE data.
- Not in employment, education or training
- School Exclusions
- Police recorded incidents of anti-social behaviour.

Unfortunately, only one of these measures, the last, is robust at LSOA level.

⁹Children and Young People's Joint Strategic Needs Assessment 2008 and corresponding data profile 2009; see www.cambridgeshire.gov.uk

¹⁰ Lower Layer Super Output Areas (LSOAs) are used for reporting local statistics, and are formed from groupings of Output Areas. Their key advantages are that they are small, reasonably consistent in size and, unlike wards, are not subject to regular boundary change. In England and Wales LSOAs have a minimum size of 1,000 residents, with an average of around 1,500 residents

¹¹ <http://www.dcsf.gov.uk/cgi-bin/inyourarea/idaci.pl>

¹² <http://www.communities.gov.uk/publications/communities/childwellbeing2009>

2.4 The qualitative evidence that was used.

From the first phase where groups of children and young people who were at higher risk of living in deprivation or being disaffected were identified, a list of geographical areas and demographic groups was made. This list was sent out via area partnership members to any stakeholders that it was felt might be able to offer evidence, and through Voluntary and Community Sector (VCS) networks. People were asked to either submit evidence (consultations, evaluations or monitoring data) or to contact me for a qualitative interview. Some interviewees were targeted to ensure a good spread of evidence, and others volunteered to give evidence.

There was very little written evidence submitted. This suggests that little evaluation or consultation work has been done in the areas of deprivation and disaffection, and the partnership may need to consider if there is any need to do so, not least because they may want to evaluate the impact of any new work they undertake. Notably, I had no direct participation evidence from deprived or disaffected children and young people

In contrast there was a big response from partners who wanted to be interviewed, and in the end the restricting factor was consultant time. The list of geographical and demographic communities was widely welcomed as having identified children and young people whose needs had not been discussed before, and this seemed to engage a wide range of partners, most notably school head teachers.

Interviews were unstructured, and involved first a discussion about the data that had given rise to the list of communities, and then a discussion about the needs of children and young people in these communities, and any examples of good practice. Inevitably, interviewees illustrated their evidence with case studies, highlighted gaps in services, and made suggestions for different ways of doing things. A list of interviewees is given in appendix 2.

19 people were interviewed in phase 2. Notes from interviews were transcribed and subjected to a thematic analysis¹³.

2.5 Consultation and Action Planning phase

At the end of the qualitative phase, a “final” report was presented to the SCCCY PAP at its January 2010 meeting. The partnership considered the report and agreed a further phase (“phase 3”) to involve partners who had not yet been involved in the project, to consult on findings and to:

“provide some concrete proposals for how and where the partnership may take the recommendations forward”¹⁴

14 people were interviewed in phase 3. A sub-group of the SCCCY PAP then came to a facilitated action planning meeting to consider a third draft of the report and propose an action plan.

¹³ Thematic analysis is a process that can be used with most qualitative information. It is a way of seeing, making sense of related material, systematically observing situations, groups, organisations, interactions, cultures and behaviours. The process is regularly used by psychologists, sociologists, ethnographers, historians, and many in other fields.

¹⁴ “Deprivation and Disaffection report; proposed next steps” 29/1/10, Sarah Ferguson

2.6 Who was involved in this project

From the beginning of planning to the end of phase 3, 41 people were interviewed or contributed to the project. Of these;

- 6 contributed in telephone interviews, the remainder in face-to-face unstructured interviews or focus groups
- 15 were county council employees (excluding school staff)
- 6 were school head teachers or deputy head teachers
- 9 worked for district councils
- 6 worked in the Voluntary and Community Sector
- 3 worked in health services

3 FINDINGS FROM THE QUANTITATIVE PHASE

3.1 What the evidence says about deprivation

3.1.1 The most deprived areas

There are 158 LSOAs in Cambridge City and South Cambridgeshire, 68 in Cambridge and 90 in South Cambridgeshire. As a starting point, I have examined the 20% most deprived of these.

To explore the level of correlation between a narrow and a wider measure of deprivation, each of the 20% (32) most deprived LSOAs rankings for the IDACI and the CWI are compared.

LSOA name	Ward	IDACI ranking in City and S Cambs (narrow definition)	CWI ranking in City and S Cambs (wide definition)	Difference between rankings
Cambridge 006F	Abbey	1	3	-2
Cambridge 003B	East Chesterton	2	2	0
Cambridge 001D	Kings Hedges	3	5	-2
South Cambs 002A	Cottenham	4	12	-8
Cambridge 001E	Kings Hedges	5	10	-5
Cambridge 006D	Abbey	6	1	5
Cambridge 006B	Abbey	7	6	1
Cambridge 001A	Kings Hedges	8	4	4
South Cambs 007B	Milton	9	21	-12
Cambridge 003C	East Chesterton	10	14	-4
Cambridge 003E	East Chesterton	11	7	4
South Cambs006E	Impington	12	13	-1
Cambridge 002E	Arbury	13	17	-4
Cambridge 001C	Kings Hedges	14	12	2
Cambridge 009C	Romsey	15	8	7
Cambridge 011D	Cherry Hinton	16	19	-3
Cambridge 003D	East Chesterton	17	20	-3
Cambridge 006C	Abbey	18	15	3
Cambridge 009A	Romsey	19	18	1
Cambridge 002F	Arbury	20	23	-3
Cambridge 004D	West Chesterton	21	34	-13
Cambridge 006E	Abbey	22	9	13
Cambridge 002D	Arbury	23	11	12
Cambridge 013C	Queen Edith's	24	37	-13
Cambridge 008C	Petersfield	25	22	3
Cambridge 008E	Petersfield	26	32	-6
Cambridge 011B	Cherry Hinton	27	26	1
Cambridge 006A	Abbey	28	46	-18
Cambridge 001F	Kings Hedges	29	27	2
Cambridge 005D	Castle	30	24	6
South Cambs016E	Linton	31	49	-18
Cambridge 007C	Market	32	50	-18

I have included a comparison between the two measures. Looking for significant mismatches, there are a number of LSOAs where the two measures don't agree. In some LSOAs there is a higher level of financial deprivation, but when deprivation is looked at in a wider context (health, housing, environment etc), the deprivation is less severe. In others the reverse is true.

In one case, Abbey, a ward has both these cases within it. Does this suggest that in some parts of the ward children and young people are better protected from the wider impacts of deprivation on well-being, or maybe reflect problems with the reliability of the data. Given that the Big Plan 2 sets the task of exploring alternative measures of indicators of deprivation, this should be explored.

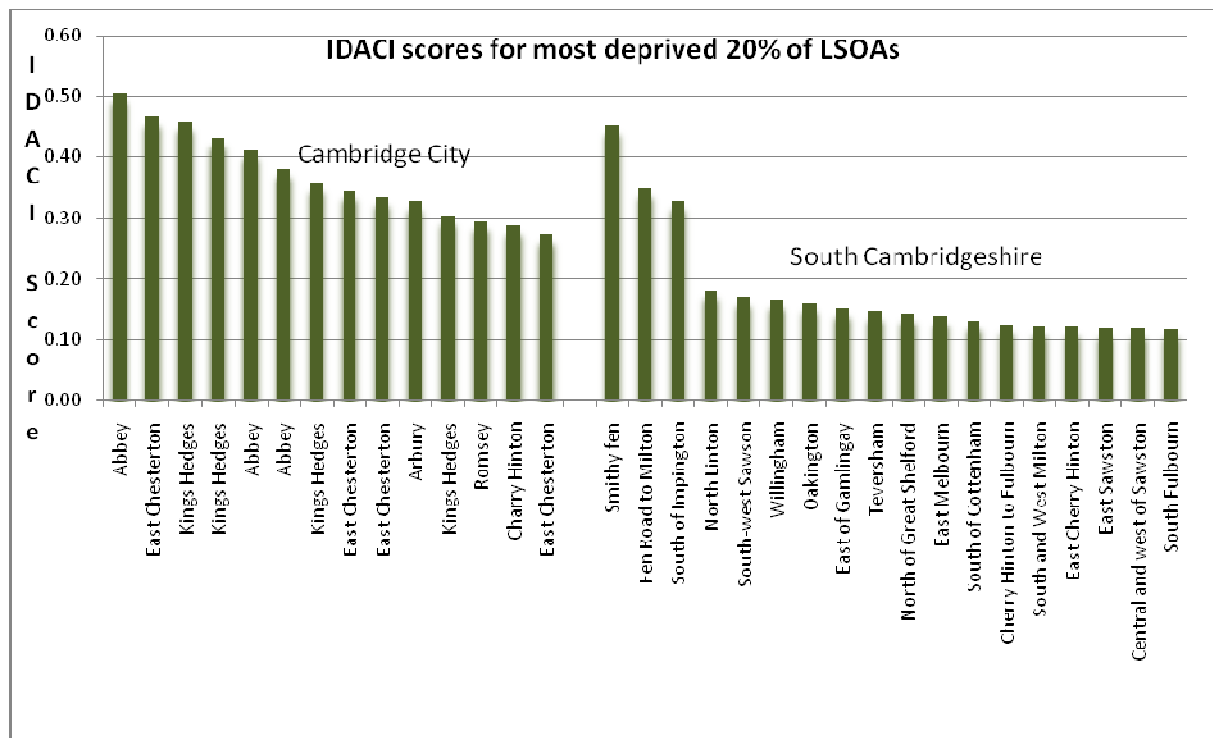
To return to the research brief, I am using the narrow definition of deprivation to identify communities where children and young people live in material deprivation, and exploring how those communities look in terms of demography and needs.

Looking at the most deprived areas across the two districts, they are largely in the already well recognised parts of Cambridge City, and also to the north of Cottenham.

However, this research aims to look more deeply at the needs of children and young people who are living in small areas of high deprivation that may not be recognised because they are in otherwise affluent wards. For this reason, I then focused in on each district and looked at the small pockets of deprivation as well as wards that have previously been identified.

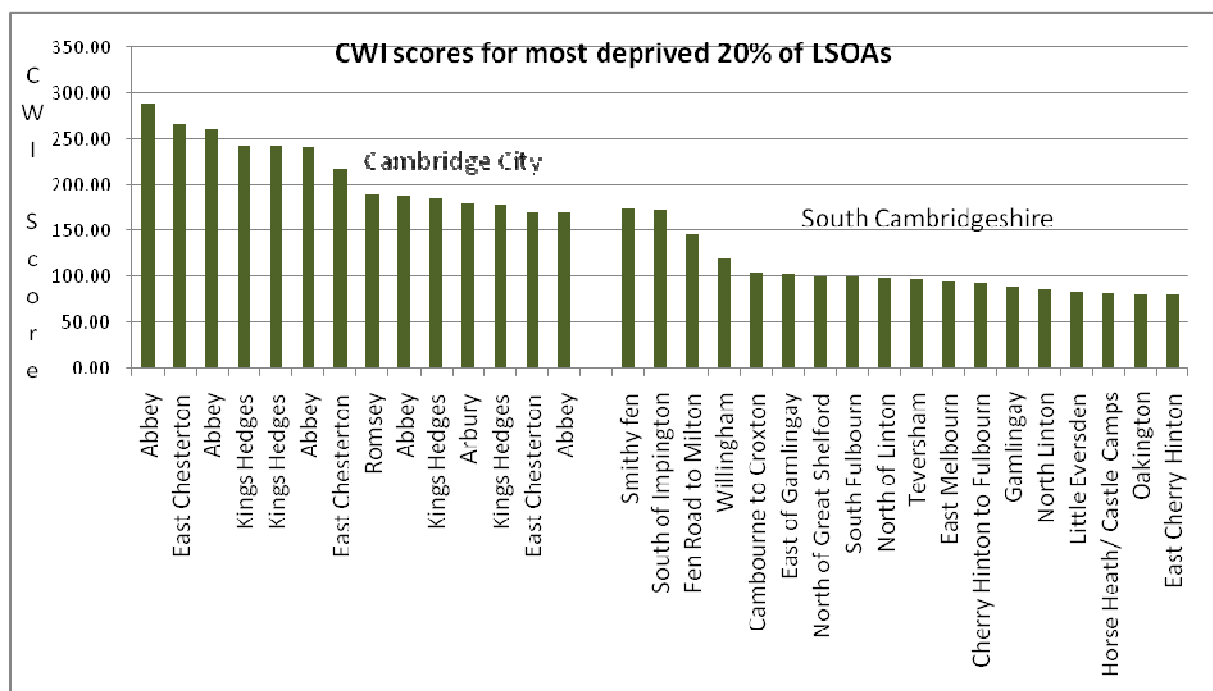
3.1.2 Pockets of deprivation

The chart below shows the IDACI score for the 14 most deprived LSOAs in Cambridge City and 18 most deprived LSOAs in South Cambridgeshire, the 20% most deprived in each case. On the horizontal axis are the ward names in the case of City and my best description of location in the case of South Cambridgeshire. Appendix 4 shows maps of the 20% most deprived LSOAs in Cambridge City and Appendix 5 the 20% most deprived in South Cambridgeshire.



We can see that in the City material deprivation is concentrated largely in a few areas; Abbey, East Chesterton and Kings Hedges, with pockets of deprivation in Romsey, Arbury and Cherry Hinton. In South Cambridgeshire the picture is different with 3 LSOAs having high levels of deprivation comparable with those in the City. In addition to this there are high levels of deprivation between Cherry Hinton and Fulbourn, in and around Sawston and otherwise in isolated parts of villages such as Melbourn and Linton.

A corresponding chart for the CWI measure follows:



When looking at this broader definition of deprivation, the pattern in both districts is similar at the most deprived areas. In South Cambridgeshire, however, some new areas emerge, such as Horse Heath/ Castle Camps, Cambourne and Little Eversden.

It is clear that the highest deprivation in South Cambridgeshire is largely related to an assumed higher numbers of Travellers/Gypsy/Roma communities living in these areas. This guided me to look at the needs of Traveller/Gypsy/Roma children and young people in phase 2.

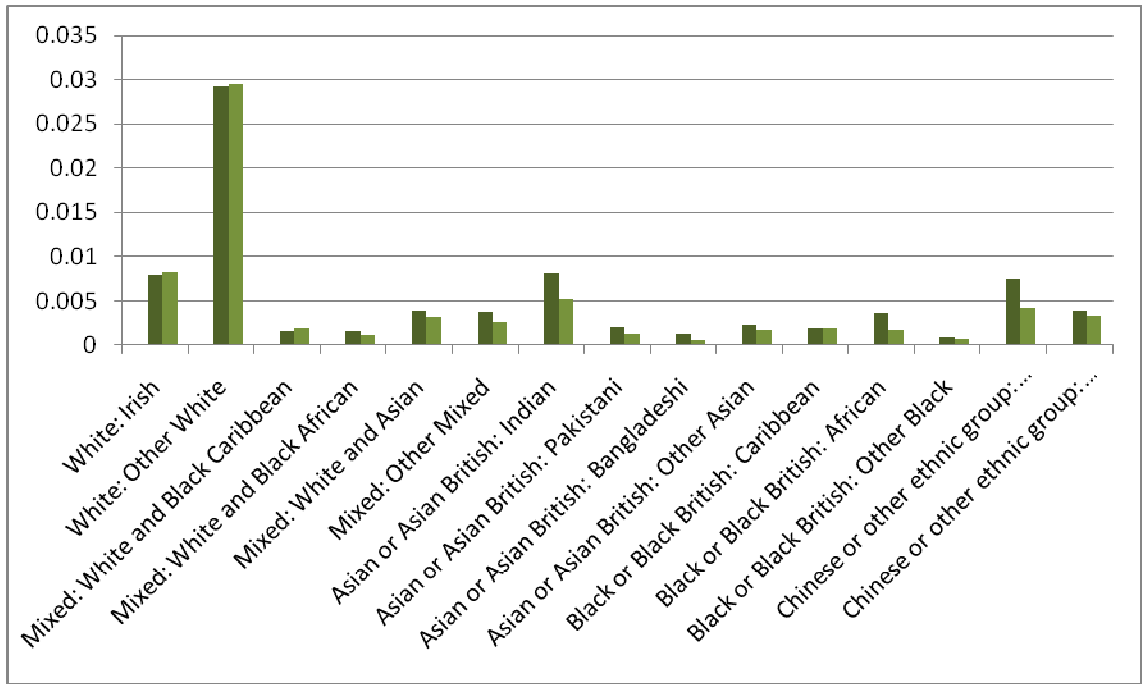
3.1.3 Demographic characteristics of areas with a high IDACI score

This section looks at the 20% of all LSOAs in each district that have the highest IDACI score, and searches for demographic characteristics that set these areas apart.

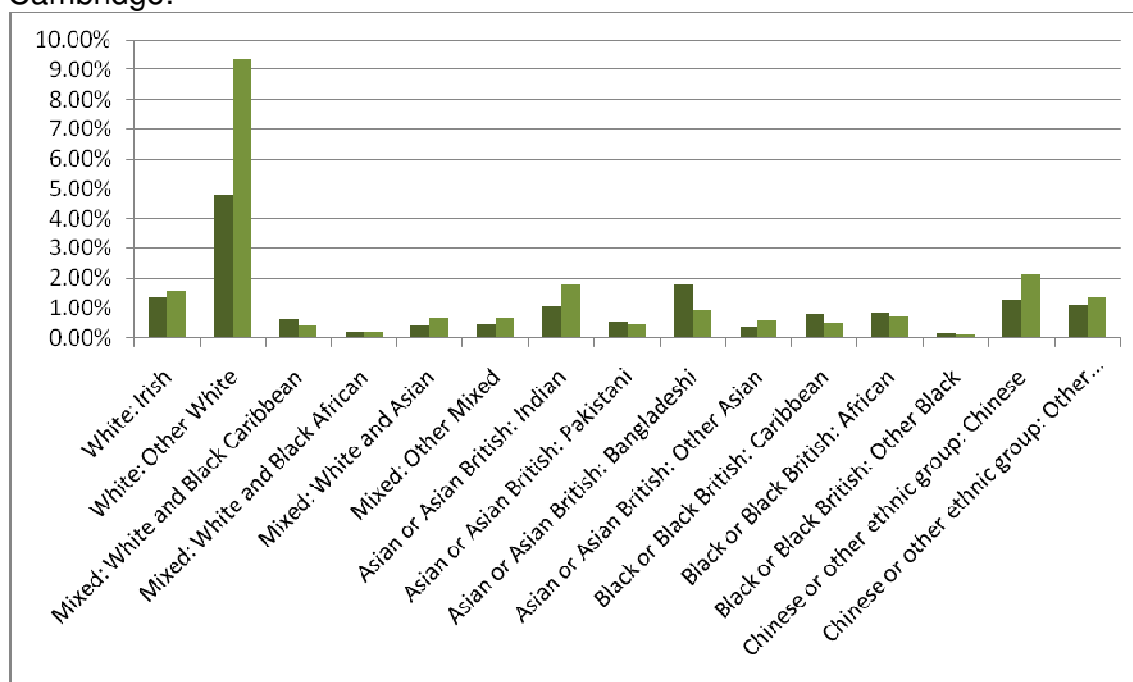
Ethnicity

Looking first at ethnicity, the charts below show for each district how the more deprived LSOAs compare to the district as a whole. The charts below shows the ethnic profile of non-white British communities in the 20% most deprived LSOAs (dark green) compared with the district as a whole (light green), in terms of people other than “white british”.

South Cambridgeshire:



Cambridge:



In South Cambridgeshire numbers are probably too low to be significant, though deprived areas do have higher than average proportions of Black and Asian communities. In the city there are some over-represented communities in deprived areas, notably Bangladeshi, Caribbean and African communities.

Worklessness

The table below shows extracts of data from the Office of National Statistics on economic in the more deprived areas of Cambridge and South Cambridgeshire as compared to the districts as a whole.

Area	Households with dependent children	Households with no adults in employment: With dependent children
Cambridge	23.1%	3.3%
20% most deprived LSOAs in Cambridge	27.8%	6.4%
South Cambridgeshire	30.7%	1.6%
20% most deprived LSOAs in S Cambs	28.9%	2.7%

This suggests a particular issue with children in work-less households in the deprived areas of the city, but no significant issue in the deprived areas of South Cambridgeshire.

Lone Parents

Also from the Office of National Statistics, I have looked at data on the proportion of households in an area that include a lone parent looking after dependent children. The results are in the table below:

Area	Proportion of all households that are households where a lone parent looks after dependent children
Cambridge	7.3%
20% most deprived LSOAs in Cambridge	11.2%
South Cambridgeshire	6.0%
20% most deprived LSOAs in S Cambs	7.8%

This would suggest that there is a correlation between deprivation and lone parent status, particularly in the city.

3.2 What the evidence says about disaffection and risk of disaffection

The data used to identify communities where higher proportions of children and young people are disaffected or at risk of disaffection has been selected based firstly on the approach taken in Big Plan 2, and then opportunistically on data available. Unlike for deprivation, there is not a single clear set of measures available at LSOA level, and so what follows is often collated at ward or locality level or above. The two main data sources are the 2008 data profile, and data shared with me by the County Council Research Group and school improvement team.

3.2.1 School attendance

The 2009 data profile gives information about school attendance patterns according to their locality of residence, ethnic heritage or socio-economic deprivation (as defined by receiving free school meals).

In the year 2007/8, the following are key statistics relevant to disaffection from the data profile:

Average absence rates (Primary Schools) 07/8 (sessions missed as % of possible sessions)

Area/ group	Average absence rate
Cambridgeshire	5.0
South Cambridgeshire and City	5.1
City North	5.6
City South	5.7
Sawston and Linton	4.3
Bassingbourn, Melbourn, Comberton and Gamlingay	4.5
Cottenham and Swavesey	4.9
Children eligible for free school meals (county)	4.6 ¹⁵
Children of Bangladeshi heritage (county)	9.5
Children of Pakistani heritage (county)	8.8
Children of Roma/Gypsy Heritage (county)	17.2
Children of Irish Traveller Heritage (county)	34.2

Attendance rates at secondary school across the county are generally about 2% points lower. They are not given for minority groups in the data profile.

¹⁵ To my reading, this absence rate is lower than average, though the text of the data profile says that it is higher. This needs checking with the authors of the data profile to see if it is an error. Other evidence suggests that children receiving school meals attend school less.

Data can now also focus on pupils with a consistently low attendance rate.

The City and South Cambridgeshire wards in the worst 20% for Cambridgeshire for proportion of primary and secondary pupils having an absence rate of 20% or more are:

<i>Ward</i>	<i>% of primary children who have an absence rate of 20% or more</i>	<i>Ward</i>	<i>% of secondary children who have an absence rate of 20% or more</i>
Milton	6.9	East Chesterton	13.2
Cottenham	6.9	Abbey	11.9
East Chesterton	4.2 (down 2.6% from last year)	Teversham	11.8
Meldreth	3.9	Cherry Hinton	10.5
King's Hedges	3.8	Kings Hedges	10.4
Teversham	3.8	Trumpington	10.3
Abbey	3.7	Harston and Hauxton	10.1
Arbury	3.5	Newnham	10.0
Sawston	2.9		
Petersfield	2.9		

Data about trends tells us that attendance rates across Cambridge and South Cambridgeshire are slowly rising in primary age, and largely static in secondary age. These trends are broadly the same in localities.

In 2007/8 authorised absence accounted for around 84% of all absence. In South Cambridgeshire and Cambridge City rates of authorised absence dropped and rates of unauthorised absence rose in the last 3 years.

New data sources for school absence will become available in spring 2010 as the county council improves data collection systems.

3.2.2 Exclusions

Below are figures for 07/8 fixed terms exclusion instances as a % of pupils on roll,

<i>Area</i>	<i>Primary: Instances of fixed term exclusions as a % of student roll</i>	<i>Secondary: Instances of fixed term exclusions as a % of student roll</i>
Cambridgeshire	0.8	8.1
South Cambridgeshire and City	0.6	7.1
City North	0.6	11.6
City South	0.3	5.6
Sawston and Linton	1.0	7.4
Bassingbourn, Melbourn, Comberton and Gamlingay	1.0	5.4
Cottenham and Swavesey	0.3	5.5

Permanent exclusions are rare in Cambridgeshire; in 2007/7 there were 8 from secondary schools and one from primary schools.

Schools vary in exclusion patterns, and comparisons should be made with caution, but these figures reflect the other disaffection measures regarding North Cambridge.

Children and young people who are more likely to be receive fixed term exclusions are boys (though there is a recent rise in exclusions of girls), Black Caribbean pupils, Traveller pupils and those eligible for a free school meal.

3.2.3 School attainment

The 2009 data profile gives detailed information about school attainment by age, gender and subject for each district over the last 6 years.

The table below shows the wards that are within the 20% lowest performing wards as Key stages 1, 2 and 3.

% pupils with average point scores below 9 in end of KS1 Tests 2008: Worst 20% Wards for Cambridgeshire, by ward of residence	% pupils with average point scores below 21 in end of KS2 Tests 2008: Top 20% Wards for Cambridgeshire	% pupils with no GCSE passes above grade D 2008
Girton Waterbeach Abbey Coleridge Queen Edith's Fowlmere and Foxton	East Chesterton Coleridge Abbey Trumpington Arbury	Trumpington Romsey Abbey

This is in places a confusing picture of attainment particularly at primary age, and there needed to be further exploration of this information and what lies behind it.

In phase 3, more detailed and useful data on 2009 attainment in schools was provided by the County Council Standards and Effectiveness Service. Key relevant issues are drawn out here, but the complete data is too lengthy for this report.

Overall themes

Over the past two years Cambridgeshire's performance at Foundation Stage Profile¹⁶ has declined by eight percentage points in contrast to a six percentage point improvement across England. In City and South Cambridgeshire there were some localities where performance was below, and some above the county average:

<i>Locality</i>	<i>Diff from county average</i>
Cambridge North	-1.3
Cambridge South	-6.5
Sawston & Linton	4.6
Bassingbourn et al	2.6
Cottenham & Swavesey	-1.7

In key stage one there was widespread improvement in 2009. In general Cambridgeshire scores are now around two percentage points above national rates, and in line with the county's statistical neighbour¹⁷ group. In key stage two Cambridgeshire's performance is broadly in line with national and regional performance, but behind that of statistical neighbours. At GCSE performance is generally above or in line with national rates. The percentage achieving 5+ A*-C

¹⁶ The Foundation Stage Profile replaces statutory baseline assessment on entry to primary school.

¹⁷ Each local authority has a set of statistical neighbours. These are authorities who are deemed to be similar in characteristics for comparison purposes. It was developed to enable comparison between the performance of similar local authorities. Statistical neighbours are identified by finding the other authorities with the most similar values for a set of variables.

including English and maths is above national and regional rates and slightly above the average for Cambridgeshire's statistical neighbour authorities.

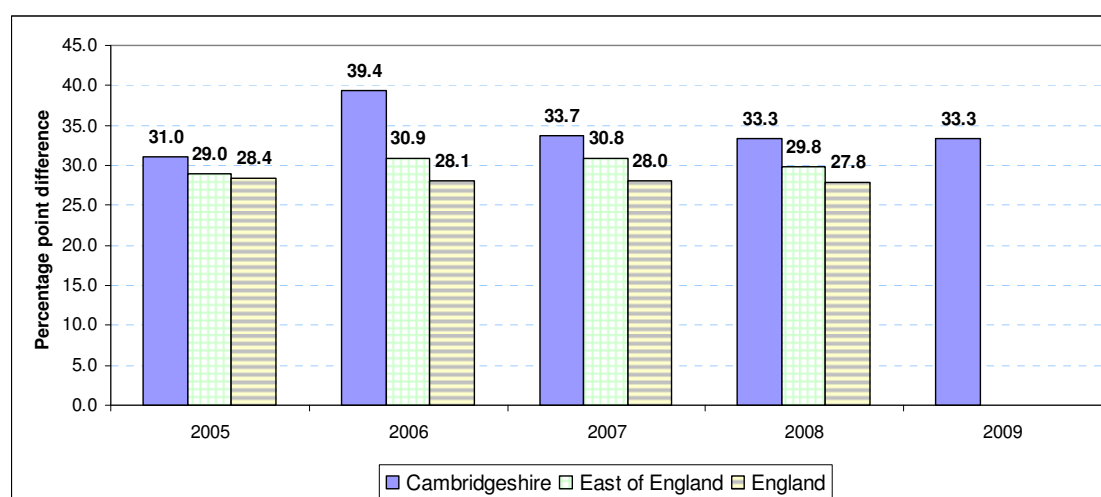
The impact of deprivation

At all stages from foundation stage profile through to GCSE, the cohort of children in the lowest 20% of attainment has disproportionate proportions of children entitled to free school meals and those living in areas of high deprivation. For example the table below shows the percentage point difference between all Cambridgeshire pupils and those eligible for a Free School Meal attaining L2+ in Reading at key stage 1:

	2004	2005	2006	2007	2008	2009
All Cambs pupils	87.7	87.8	87.0	85.2	84.6	86.2
Those eligible for FSM	71.8	68.6	76.3	67.8	64.5	69.4
<i>Difference</i>	-15.9	-19.2	-10.8	-17.4	-20.1	-16.7

The gap fluctuates over years, but shows no indication of narrowing consistently.

Looking at GCSE age, at just over 33 percentage points the attainment gap in Cambridgeshire is in line with previous years, and has remained above regional and national rates. The following chart shows the larger gap in Cambridgeshire.



Ethnicity

Data on attainment and ethnic origin should be read with caution as for some communities the size of cohorts are very small. Throughout the age range, Traveller/Gypsy/Roma children trailed behind others, with the cohort increasingly smaller at higher ages. Other children and young people that were more likely to perform less well were Black Caribbean, mixed Black Caribbean & White, Bangladeshi, Pakistani, and children with a home language other than English, particularly those with an Eastern European home language, with some variations at different age ranges. Chinese and Indian children generally performed above the county average.

Other factors

Other children who were at more risk of poor attainment at school are boys, children born in the summer and those with Special educational needs. It should also be

noted that many children will be affected by several risk factors. For example, the average attainment at key stage 1 of an Autumn-born White British girl living in Bassingbourn, Melbourn, Comberton & Gamlingay Locality is 96.6%, while the average for a Boy living in Cambridge City on FSM is 68.8%.

3.2.4 Anti-social behaviour incidents:

The following data was provided by the County Council Research Group. It is presented here as contextual information, as it shows the wards where children and young people may live in a more stressful and aggressive environment, but it should be noted that the data is for people of any age, and is therefore not a measure of children and young people carrying out anti-social behaviour. It also described where incidents took place, rather than where the perpetrator was from, hence the prevalence of City Centre locations.

Reported incidents at ward level:

Ward	Incidents per 1000 of population
Market	181.8
Abbey	87.9
Arbury	76.8
King's Hedges	75.7
Petersfield	74.5
East Chesterton	71.5
Trumpington	66.0
Coleridge	63.0
Romsey	62.0
Fulbourn	56.9

AT LSOA level:

Description of LSOA location	ASB Incidents Rate per 1,000 residents at LSOA level
Town Centre	302
West end of Victoria Road	180
Town Centre	156
West Abbey	146
Town Centre	144
Town Centre	141
Cherry Hinton to Fulbourn	129
South West Kings Hedges	129
East Chesterton near Milton Road	123
Central Kings Hedges	119
Cherry Hinton Road/Ring Road	115
Romsey near Ring Road	108
South of Impington	107
North Trumpington	104
Abbey South	99
North Arbury	99
South of Town Centre	97
Central Abbey	96
South West of Parker's Piece	95

West Romsey	89
-------------	----

Despite the above figures needing to be interpreted with caution, they tend to reinforce other measures in suggesting that the areas of Cambridge that are high priority as Abbey, East Chesterton, Kings Hedges. However, it is important to be clearer about what constitutes anti-social behaviour, and who by, to avoid using flawed data to stigmatise young people in deprived areas.

3.2.5 Incidents of Criminal damage:

Ward	Rate of incidents per 1000 population
Market	31.8
Petersfield	24.7
Abbey	24.4
East Chesterton	23.1
Arbury	23.0
Milton	21.4
Trumpington	20.5
Coleridge	19.8
Histon and Impington	19.7
King's Hedges	19.5

With similar caveats as the last section, this evidence again reinforces the priority of some areas of the City.

3.2.6 Youth service contact and participation

Below is information about contact and participation by young people aged 13-19 with publically funded youth services in 2007/8:

Area	Contact as % population	Participation as % population
Cambridgeshire	20.9	8.3
South Cambridgeshire and City	24.2	10.1
City North	20.8	10.2
City South	21.2	9.5
Sawston and Linton	20.3	9.6
Bassingbourn, Melbourn, Comberton and Gamlingay	23.6	11.1
Cottenham and Swavesey	38.2	9.7

This evidence may show in some ways the willingness of children and young people to get involved in activities, but also the level of service by Youth services.

3.2.7 Not in Education, Employment or Training (NEET)

In August 2009 there were 875 young people aged 16 to 18 years who were NEET, of which:

188 (43.1 per 1,000 population) lived in Cambridge City and
81 (14.9 per 1,000 population) lived in South Cambridgeshire.

South Cambridgeshire had a noticeably low rate of NEET. The 2009 data profile breaks down NEET figures by locality for three main high risk groups; teenage mothers, young people with learning difficulty or disability (LDD) and care leavers.

Though numbers were low, proportions of NEET teenage mothers and young people with LDD appeared significantly higher in the city.

3.3 The communities of children and young people at risk of deprivation and disaffection, based on the data

The data presented in this section came from multiple sources and was from a range of years, and so does not categorically identify the highest priority communities. Instead, it gave me a foundation for phase 2, where I could look for consensus about the children and young people at risk and their needs.

After planning meetings, Orchard Park was added to the list in acknowledgement of the fact that there are clearly issues in that community but its residents are so newly arrived that data profiles do not yet reflect their needs.

However, the list of places and groups was very much welcomed by the partnership, and there was no disagreement that the list represented recognised areas of deprivation and disaffection, and case study evidence reinforced the groups identified. In South Cambridgeshire in particular, there was a strong agreement in the research that these communities needed more attention than they had previously had.

As a result of phase 1, qualitative evidence was invited about the following communities in phase 2:

City:

Abbey
Kings Hedges
East Chesterton
Romsey
Arbury
Cherry Hinton
Trumpington

South Cambridgeshire:

Cottenham and Smithy Fen
Between Impington and Kings Hedges
Willingham
Oakington
Cambourne
Fulbourn
Gamlingay
Sawston and Linton
East Melbourn
Teversham
North of Great Shelford
Orchard Park

Demographic groups:

Traveller/Gypsy/Roma

Work-less households
Lone parents families
Young Carers
Bangladeshi community
Caribbean community
African community

In addition, any evidence about children and young people who had been missed in this phase was invited. As a result, evidence was offered about Eastern European communities. It should be noted that data was not available about Lesbian, Gay, bisexual and questioning young people and better information about any issues of deprivation or disaffection for this community would be welcomed.

4 FINDINGS FROM THE QUALITATIVE PHASE

From the thematic analysis of interviews and other qualitative evidence sources a number of areas of need emerged. Some were consistently present in the majority of evidence sources.

I noticed a strong consensus on many of these themes, and also that the themes often cut across several different communities. The themes are described below in order of prevalence.

4.1 Theme 1; Support to Parents

This was the most prevalent theme, and few interviewees and evidence sources did not touch on it in some way. The majority of interviewees prioritised it above other needs. Many of the workers I spoke to worked in services where they were funded or set up to work primarily with children and young people, but wished that work extended more to parents. Many recognised the resources needed for such work, but felt that without more support to parents, work with children and young people may be counter-productive.

“we can do lots of things in schools but the key gap is support to parents”

“it’s resource intensive at first but has good effects in the long run”

The needs that were identified were:

1. Parents needed support in their homes and local communities; i.e. on Traveller sites, in homes, through existing informal baby and toddler groups.

“schools should proactively contact [Traveller] families- but not with written materials- they should get out to the sites”

“we would love to be able to run a parents group after the youth club”

2. Parents in these communities may often have had negative experiences of school and so find it hard to engage with their children’s school. This created cycles of disaffection that it took work with both parents and children to break.

“it takes exceptional luck to break that cycle”

However, parents were keen to access support; a consultation with parents, including many marginalised communities showed that support with behaviour, learning and school were among the highest needs.

3. In these communities, evidence sources said that parents will often have one or several of these issues:

- Lone parenthood
- Overcrowded housing
- Mental health problems
- Alcohol misuse
- Domestic Violence

- Not able to drive/ no car
- Isolation
- Frequent moves

These issues would often have an effect on children and young people's isolation and ability to engage with learning, and the family's material deprivation. Often young people were missing school as a result of family crises, parent's ill health or frequent moves.

4. Parents needed support with helping children and young people to attend school and learn, and behaviour management, and this support should be targeted.

"Families get stressed and the first thing to go is going to school"

"sometimes low self-esteem [in young people] is reinforced by poor parenting- simply can't get the young people out of bed"

"if you can target support with literacy, why can't you target support with parenting?"

5. Parents needed access to learning opportunities themselves, both to improve their skills and to encourage them to act as a role model to their children.

"Family learning or art courses in schools can help to engage parents"

"further education- tackle employment issues, low self-esteem"

6. Parents needed opportunities to mix with a wide range of other parents, especially in rural communities.

"getting out, mixing, seeing choices and options"

7. That parents who moved often or were newly arrived, such as Travellers in housing, migrant worker families, young and lone parents in social housing, victims of domestic violence and parents in new communities needed information about their communities proactively given to them as they moved in, with an on-going offer of support and sign-posting to services.

"In a new community parents have often left their existing social networks behind"

"It may be as simple as explaining how to use a key meter or set up a phone line"

For some communities, this information might require certain content. For example, workers with Traveller/Gypsy/Roma communities identified a need for support and information about cultural norms in settled life and to help them cope in their new community. Some families would need advice about access to support with furnishing your home, coping with utilities and accessing community activities.

Such information would of course be of use to others in these communities. A consultation with parents of young children in East Chesterton found that the biggest

barrier to accessing services was not knowing where to go. A county wide consultation with parents found that poor access to information was the largest barrier parents found in getting support.

4.1.1 Examples of good practice

Parenting Support Advisors/ better parent support in schools

Most interviewees discussed the Parent Support Advisor (PSA) role, and with just one exception the role was valued highly.

“The biggest impact has been the PSA- lucky as we have one between two schools and so we can respond very quickly”

The success factors of this role were seen as:

- Home visiting.
- Targeting issues of low self-esteem, isolation, managing behaviour.
- Experienced PSAs, in particular with a background in social work or youth work.
- Being flexible about who is worked with.
- Focusing on preventative work.
- Working together with Educational Welfare Officer, School and specialised services such as translators.

The factors that were seen as undermining the success of the PSA role were:

- Not having enough PSA time. All schools identified this as a problem, and saw that the restricted amount of support meant that the PSA was targeted at high need families to the detriment of preventative work.
- Basing the amount of PSA time available on deprivation index in rural areas at too large a geographical level hides pockets of deprivation.
- Being inflexible about the families that are worked with.
- Workers being too young or inexperienced in work with marginalised families.

There were some other examples of good support to parents in schools. One school had replaced parents evenings with a regular morning drop-in, and had found that otherwise hard to reach parents had accessed this. Community engagement events, home visits by schools and other school-to-home initiatives were all seen as beneficial particularly for marginalised communities.

Home Visiting Support

All interviewees and evidence sources who spoke about the importance of supporting parents felt that the most appropriate way of doing this was to offer support to parents at home. Often this was because of the need to engage parents who may find accessing help at schools or other community venues difficult.

In addition to feedback about PSAs, I was also given an evaluation of the Children's Centre Home Visiting team. This is a service run across nine children's centres which aims to enable Children's Centres to support families who are not accessing their services. The team actively engage with hard-to-reach and marginalised communities, such as families where there is domestic abuse, mental health issues, drug and alcohol misuse, those living in temporary accommodation and those in

poverty. As such this service targets exactly the children and families that this research has identified as at risk.

The service targets work at levels 2 and 3¹⁸, offering early intervention and preventative work. The evaluation shows it to be both responsive and flexible (according to feedback from families and referrers). The evaluation identified that the service was successful in reducing the risk factors affecting children and young people, most notably isolation and difficulty accessing services, difficulties with parenting, and the negative effects of poverty and poor housing.

In this research, evidence sources have said that in order to improve outcomes for deprived and disaffected children and young people, parents need more support, and support would be most effective if delivered in the home. The evaluation findings of the home visiting team would seem to support this, in that home support to parents reduced the risk factors that were seen as affecting deprived and disaffected children.

New home information packs/ parent-to-parent support

Several interviewees identified the need for information for families. A key risk factor in relation to deprivation and disaffection was mobility and new arrival. This might be newly housed Traveller/Roma/Gypsy families, re-housed victims of domestic violence, service personnel, families in new communities or young parents accessing new housing. Another group who were identified as in need of information and support were Eastern European families who face language barriers.

The need for these families was to have access to simple and useful information about their home and community. For some this information would need to be delivered verbally and may need to come with some support or sign-posting. Issues were often of a low level- such as how to set up utilities, housing rights, how to register at school, and where local services are.

In South Cambridgeshire, some parish councils have developed new resident welcome packs that are distributed via GPs and estate agents.

In Cambourne there had been such a service at Monkfield Primary School when the school was new. There was a new parents pack, and arrangements to provide parent-to-parent buddying on the play-ground.

4.1.2 Specific suggestions that were made in this research about supporting parents

- Multi-agency home visiting, perhaps hosted in children's centres
- New family information packs.
- Workers trained in delivering parenting courses able to offer anywhere in districts so that areas where there are no resources to train a worker can access.
- Better capacity to offer living with teens and similar courses.

¹⁸ The model of staged intervention describes levels of need in children and young people. Universal level is all children aged 0-19. Level 1 is enhanced level- children and families requiring additional advice, support and information. Level 2 is children with additional needs, vulnerable children who are at risk of exclusion. Level 3 are children in need- with complex needs that may be chronic and enduring. Level 4 is children with complex and/or acute needs- in need of protection, children with critical and/ or high risk needs, children with complex and enduring needs.

- Shared contract for Eastern European translation to reduce cost.

4.2 Theme 2; The impact of poverty on children and young people's access to activities and networks of support

The 2009 Youth Summit identified priorities for young people in the City. Amongst the highest were need places to go and hang out, access to activities and the high cost of public transport.

Many interviewees in this project saw that children and young people who lived in poverty had poorer access to activities and networks of support. This was particularly compounded in rural areas, both by lack of access and by the fact that relatively affluent neighbours would have good access.

“what has an impact on mental health is relative deprivation- the loss of self-esteem and self-respect leads to conflict”

The sorts of activities that children and young people were restricted from were visiting friends and having friends over, sport and leisure activities, after school activities and clubs and youth activities. Such networks and activities were seen as reducing risk of harm and poor outcomes by raising aspirations, improving self-esteem, skills and health and simply increasing the number of people a child or young person could turn to for help.

“we need to normalise, make things fun, and let help communities do things together”

The reasons for the poor access were:

- Parents not able to drive
- Parents do not have a car
- Poor public transport or after school transport
- Poor or unsafe cycle networks

“just stuck in the village- couldn't go and get a break from it”

- Repeated crises or young carer status keeping young people at home to look after family/siblings.
- Shortage of local youth-friendly venues
- Cultural barriers of feeling unwelcome in local venues (in particular Traveller/Gypsy/Roma children and young people and poor children in affluent areas)
- Racist bullying
- Poor aspirations and low parental motivation

“most are just content to be here in the village- don't get away often-some have never even been to London”

Evidence from the G2G card¹⁹ shows that the card is best used by city centre young

¹⁹ Since its launch, the g2g Card has provided nearly 2,000 young people in Cambridgeshire with access to activities that previously may have been out of their reach. Each card is pre-loaded by Cambridgeshire County Council with money for the

people, and then by young people in “satellite villages and those with good transport links to the city. It is worst used by young people from isolated rural villages.

The 2009 Youth Summit identified priorities for young people in the City. Amongst the highest were need places to go and hang out, access to activities and the high cost of public transport.

I spoke to three separate workers who had undertaken some kind of analysis of geographical access to community activities or youth provision for children and young people. None of these were aware of the others.

4.2.1 Examples of good practice

There were few examples of trying to combat mobility and access problems for children and young people, but there were some projects which had particularly identified the issues of access to local activities.

Youth Bus provision

Two projects in the area provide mobile Youth provision using double-decker buses that go out to villages, recreation grounds and Traveller sites. They both provide general youth club provision, but are equipped to also host training and support events.

The Connections bus service is run by a registered charity, and visits eight villages in rural Cambridgeshire. It aims to advance education and training and provide recreation activities. The service is due to be extended to Smithy Fen Traveller Sites.

The Dec is run by Cambridge City Council Children and Young People’s participation Service. It is equipped with computing and gaming facilities and space for projects, and is able to operate as a cafe. It regularly attends recreation grounds around the City, as well as the Fen Road Traveller site, rotating locations and targeting those with poorer local provision. It is a trusted brand by young people and can be a way of engaging young people in further projects.

Partners describe the success of the buses as being able to establish Youth provision in places where there is no appropriate venue. Relationships made with staff on the buses can be extended to offer more in-depth support and sign-posting to young people that need it. On the Fen Road Traveller site, the Dec has had good success in engaging the whole community, in particular parents.

4.3 Theme 3: The need for non-academic and vocational learning opportunities

From data we have seen that Cambridgeshire is not doing well in closing the gap between all children and those living in deprivation in their school attainment, and that the gap is larger than that in other authorities. There are strong correlations between deprivation and not engaging well with school. It continues to be a priority for the wider partnership and schools specifically to close this gap.

cardholder to spend on a broad range of educational and recreational activities, including sports, arts, dance and residential activity holidays. The scheme is for 13-16 year olds who are in receipt of free school meals or young people who are looked after. Some 17-year olds may be eligible if they meet the above criteria and are in full-time education

When interviewees discussed the reasons for children and young people in the communities identified not engaging with learning and school, they talked about low self-esteem, low academic skills, poor achievement in the past and not seeing their future in academic qualifications.

“young people start secondary school already feeling like failures, and schools are set up for intellectual success. Those who struggle to attain from primary school come with a ‘can’t do’ attitude and therefore don’t try”

“children and young people who play up are the ones who are struggling in the classroom- they fall behind with their work and then struggle to get back”

In 2008/9, of all GCSE or equivalent qualifications:

- 1.8% were entries for vocational GCSEs (which rate as double awards because they have double the content of a full GCSE),
- 1.5% were BTEC certificates and diplomas.

Several evidence sources talked about the success that vocational courses have in engaging disaffected young people and their families in school. This theme came in particular from secondary schools.

“students do better if they are on appropriate courses- results, behaviour, morale”

In phase 3 of this project a debate emerged about vocational and non-academic learning. One argument was that academic achievement at GCSE is the key route out of poverty and it is important to emphasise this for deprived and disaffected children and young people.

“5 grade A-C’s is important- it’s the passport. We shouldn’t write children off by assuming it’s not for them”

While others also supported the importance of children and young people achieving at school, there were concerns that this set up an emphasis on academic learning that some children, young people and families may not value or share, and that this in turn could cause disaffection.

For some families (in particular but not only Traveller/Gypsy/Roma communities), there is a strong emphasis on skills as opposed to qualifications. Skills are seen as a means to economic independence, in particular through self-employment, but also to effective living and community membership. Families might value these skills while not valuing the qualifications that may come with them. Partners in health and the VCS, in particular supported this view, with a wish to see more support for children and young people to learn skills that supported their current and later adult life, and identified the positive cycle of engagement that could come from learning such skills. Examples might be IT skills, health care and parenting skills, numeracy and literacy and construction or horticultural skills.

“The importance of skills- not qualifications, just life-skills- that allow young people to function better”

“The key driver is still self-employment, and so the value of a qualification is yet to be demonstrated- value skills more highly”

Some VCS partners also identified the need to look for learning outcomes as identified by young people, not just by the adult world. I was unable to find any participation or consultation evidence from children and young people themselves to inform this debate.

4.3.1 Examples of good practice

The “Extra Mile” initiative run by the Department of Children, Schools and Families focuses work on raising aspirations on children in communities where there have been generations of poverty. It looked at schools in deprived areas where young people were able to achieve well, and described and promoted the characteristics of these schools.

The schools that did well for deprived pupils were characterised by:

- Dynamic “can do” leadership
- Strong quality assurance on curriculum, teaching and pupil progress
- Ensure quality of classroom experience
- Shape the curriculum to serve the needs of their intake.
- Track progress regularly and respond quickly
- Creative recruitment and retention
- Bringing in local heroes
- Teaching about successful ways of talking, writing and behaving in the wider world
- Non-negotiable standards of behaviour and mutual respect (teachers and pupils)
- Socially attuned to local community- local issues, local values
- Use rewards and incentives
- Teachers work to earn respect
- Do more outreach work “Most work with Families”
- Everyone is expected to take part “avoidance and disengagement are seen in the same light as disruptive behaviour: as something to be resolved”

Several evidence sources spoke of vocational courses in schools, such as diplomas, B-TECs and work placements as good practice that engaged disaffected young people effectively, and had good effects on wider issues such as mental health and behaviour. However, in each case it was also raised that there were too few of these opportunities to go around, and that future funding arrangements threatened to make this worse. Vocational courses in schools are substantially more expensive for the school than GCSEs. There were some examples given of great progress with disaffected young people and families being undone when funding ran out and vocational training was withdrawn.

4.4 Issues raised about particular communities

4.4.1 Traveller/Gypsy/Roma

I spoke to four workers whose only or main role was to work with Traveller/Gypsy/Roma families. Many teachers and youth workers also commented on the needs of these communities, and I examined an extensive research project with Cambridgeshire Travellers.

A common theme was the fact that Traveller/Gypsy/Roma communities are going through a period of change, with increasing numbers moving into housing and/or becoming more settled. There are fewer good pitches available and more people being moved on more often. This change was seen as presenting new opportunities for some, but also new pressures on the whole community.

“for Travellers this is a new and different generation- often the first to settle. This has both opportunities and stresses- there’s a worry that a way of life is being lost- and parents may see education as part of that loss”

As discussed above, Traveller/Gypsy/Roma children and young people were at the highest risk of deprivation and disaffection in both quantitative and qualitative evidence sources and as the largest minority ethnic community in the area, they must have high priority.

“in health terms, Travellers are arguably the most socially excluded group in society”

Low life-expectancy, high birth rate and large families mean that Traveller/Gypsy/Roma communities have high proportions of children and young people.

Research has shown that Traveller children and young people have the worst school attendance and attainment of their peers, with declining attendance from primary age onwards.

“only 64% of Traveller children on school rolls in the academic year 2002/3 prior to SATS (year 6) were still in education the academic year following”

Attendance was best amongst housed Travellers and in large private Irish Traveller sites, and worst amongst road-side Travellers. There was a perception that both for Traveller/Gypsy/Roma communities and for schools, school absence was more tolerated than for other children and young people, despite a parental wish to have their children learn key skills.

“many Gypsies and Travellers are well motivated to ensure that their children attend at school, being concerned how to equip their children for dealing with an increasing bureaucratised and literate society”

Interviewees described an interest and enthusiasm amongst many Traveller/Gypsy/Roma children and young people to learn new skills and try activities, and in some cases gain qualifications.

However, evidence from Traveller/Gypsy/Roma communities shows there are a number of barriers to them accessing education or leisure opportunities and activities:

- Alienation- not feeling valued or well represented in schools.
- Accommodation problems
- Financial and practical difficulties such as buying school uniforms, accessing washing facilities.
- Negative experiences such as racism, bullying and cultural misunderstanding
- Parental concerns about curriculum and influence of other children and young people.
- Cultural priorities, may require absence to attend family events and travel.

“I’ll meet a young Traveller all excited about signing up for a course at college- I see them a month later and they only went once- the environment put them off”

There has been a reduction in numbers of road-side Travellers/Gypsy/Roma in recent years, and as there is no new capacity on sites, it was suggested that this meant as many as half of Traveller/Gypsy/Roma families are in housing. While research suggests that housed Traveller/Gypsy/Roma children and young people are more likely to attend school, there is also a higher risk of mental health issues, poor physical health and conflict for housed families.

There was also a suggestion that more Traveller/Gypsy/Roma young people are signing on as unemployed than before, and in the current recession there is more financial deprivation as some key traditional industries are hard hit. The deprivation data in phase 1 suggested (rather than showed conclusively, because statistics tend not to include Travellers as an ethnic group) that Traveller/Gypsy/Roma communities suffer financial deprivation and this will have all the same affects on the children in these communities as it does in any other.

It was noted that Traveller/Gypsy/Roma communities often access information about what is happening by word of mouth. This meant that personal relationships and trust are important and that it was important to ensure that services were of good quality and engaged positively.

Things that were seen as improving good engagement of Traveller/Gypsy/Roma families in school, learning and activities were:

- Having a whole organisation attitude of welcoming Travellers/Gypsy/Roma, from the leadership down
- Offering support on issues for the whole family, such as poor housing or access to basic amenities
- Focussing attention on transfer to secondary school
- Actively and positively following up on school absence
- Having multi-agency work with shared priorities that are negotiated with the young person and family, rather than each agency there for their own outcomes.

“just listening with respect”

- Changing learning environments to be less formalised
- Personally contacting families on sites and understanding the culture

“culturally sensitive outreach is necessary to engage with Gypsies/Travellersand our survey found positive experiences of some health professionals, where seen as culturally well-informed and sympathetic”

- Actively tackling racist bullying
- Focussing learning skills and preparing for financial productivity as well as academic qualifications
- Engaging parents in adult learning
- Offering vocational courses in schools
- Providing good verbal information about what is available.

Specific suggestions that were made in this research for improving outcomes for Traveller/Gypsy/Roma children and young people.

- Make second-hand school uniforms available in schools
- Improve engagement and joint working with social care services
- Introduce multi-agency presence at sites

“if all services linked up and co-funded outreach works we would see change much quicker”

- Deliver adult education on “The Dec” and Connections Bus that go out to sites, particularly on literacy, IT skills, passing written driving test.
- Offer practical skills training to young people to engage with learning; nursing skills, parenting skills, construction and horticultural skills, chain saw licence.

4.4.2 Families affected by poor mental health or alcohol misuse

Lone parents and workless households in particular were described as more likely to have poor mental health and substance misuse problems, but there were some communities where mental health problems in particular cut across demographic groups. Poor mental health in parents and children and young people was raised in particular in interviews with South Cambridgeshire partners. Often, this was alongside alcohol misuse.

“[young people] may start drinking in the home and then come to rely on alcohol to socialise”

In some villages poor mental health was described by some as problematic at a community level. It was aggravated by transport isolation and families with poorer social and family networks. Often mothers were on their own, either because they were lone parents or because fathers are away at work for long hours. Isolation and stress leads to mental ill health, and sometimes spiralling alcohol misuse.

The impact on children and young people was seen as low attendance and behaviour problems. There was a request for more counselling services and mental health support in schools and to ensure that schools have break-out space for individual work to be done with children.

4.4.3 Eastern European families

Schools, VCS organisations, Health workers, Connexions and Children's Centres raised the needs of Eastern European families. Schools said that it could be difficult for Eastern European students to integrate and this caused issues of behaviour and attainment. Health workers also identified some young children in circumstances of high family stress and insecure living environments. There are some families in and around Cambridge living in very poor housing and acute deprivation.

A key gap was access to translation and good information for families. Several services were buying expensive and inappropriate translation services that often failed to meet need because it was inappropriate to the sensitive needs of families, unreliable and of poor quality. Family support workers reported that the levels of need in Eastern European families were much higher, due to the need for support with every aspect of life. The most common need was for support with access to services and understanding of local systems.

There was also a need for children and young people's services to better map and understand Eastern European communities, in terms of numbers and needs.

4.4.4 Families affected by domestic violence

VCS organisations, schools and health workers raised the high prevalence of domestic violence in more deprived communities, and the impact this had on children and young people's well-being and ability to learn.

A South Cambridgeshire primary school reported that they had been tracking attainment to experiences of domestic violence, and found that witnessing domestic violence had the worst affect on attainment, more so than deprivation.

Several schools raised the issue of communication about domestic abuse from the police. They felt the current system was inadequate. The child or young person would be attending school often soon after the incident, and as the first service to be in contact with the child, schools felt that they should be informed much earlier so that they could respond to the child's needs immediately.

"a full report goes out to health and social care, but not the school. We have the child here in school often the same day it has happened, but we are unable to make a timely response"

Interviewees also talked about the risk to children and young people when they had to move because of domestic violence. Support in refuges was valued, but there was sometimes a shortage of specific services for children and young people. When victims were re-housed from the refuge, there was often a subsequent family crisis when support tapered. Health workers reported the high prevalence of poor mental health for children and young people affected by domestic violence, and suggested a more pro-active response to identify needs early on.

This evidence tied in with the wider issue of providing targeted support to families as they moved to new areas, ensuring quick links to activities, services and support in their new area.

4.4.5 Bangladeshi Community

The data from phase 1 identified 2 black and minority ethnic communities as being more at risk of deprivation and disaffected. However, the correlation was not very strong, and the data also showed that the most acutely deprived areas were less ethnically diverse than the 20% most deprived. In phase 2, I was only given evidence about the needs of children and young people of Bangladeshi origin.

There were some inconsistencies about whether children and young people of Bangladeshi origin were at higher risk of deprivation or disaffection or not, though the data suggests that they are more likely to live in poverty, and have lower levels of school attendance (see sections 3.1 and 3.2) In phase 2, some schools had issues of poor attendance and achievement, while other schools reported no concern.

One primary school had noticed that there was sometimes a tendency for children and young people to be kept of school for illness too readily, and had found that a joint approach by a community language speaking teaching assistant and the school nurse had been successful.

A secondary school noticed that Bangladeshi families had engaged well with a targeted welcome event for new pupils coming into year 7.

4.4.6 Children and young people not in school

Several interviewees from councils, the VCS and health raised the issue of children and young people who were not in school because of school exclusions or because their family was in the process of moving, due to emergency or crisis. It is beyond the remit of this report to go into this area in enough depth. The data I was given in phase 1 did not represent clearly the issues for these young people, and I was told that there would be better data on the different categories of absence available from spring 2010.

However, one consistent theme was that interviewees felt it would be helpful if clear information could be given to children and young people and their families about the category of exclusion or absence, and what their options were.

“clarity on categories would be useful, not least for young people and their families”

It would also be helpful if information about absence from school, including children and young people only attending part of a school day, managed moves, short-term and long-term exclusions or suspensions could be made more public so that people outside of the education system could understand school practices on exclusion. Interviewees recognised that schools were inevitably concerned with the needs of the majority of their students, and so may be less inclined to try and keep children and young people who did not “fit” in the school.

“ultimately schools have their own best interests at heart”

“marginalised children and young people are being more marginalised by the system”

Whatever the category, interviewees felt that there were children and young people “not welcome in school”.

In the case of family emergency, there were several groups where the situation of the family may well lead to prolonged absences, or frequent missed days; families affected by domestic violence, Travellers/Gypsy/Roma, and families where parents have poor mental health or substance misuse problems. Interviewees felt that the impact on children and young people of these absences was sometimes overlooked in a time of emergency, but that school could be stabilising for the child, and good attendance could improve chances of breaking cycles of disaffection.

Health sector interviewees noted that often patterns of absence or of disruptive behaviour in schools could often have a health aspect. For example, low tolerance to noise, poor hygiene, stealing food, extreme tiredness or sudden aggression could all be symptoms of a problem that a child might need help with.

4.4.7 Homeless 16-19 year olds

Two evidence sources raised a particular issue about a shortage of good supported housing for 16-19 year-olds. Both described the same issue- that most housing for homeless young people of this age was inappropriate for their needs.

“the ones that are good have supervision. They take on young people working towards specific goals and they receive support to achieve- so most of the young people there are focused on achieving something”

The shortage of such housing meant that young people living in inappropriate supported housing who tried to continue with their education would find that they lived with a shortage of study spaces, poor learning environment and lack of peer motivation. Young people were often put under pressure by other residents who were using drugs and found that they had to move out and return to living on friends’ sofas in order to continue studying.

In phase 3, district council housing departments pointed out that 16 and 17 year old young people who referred themselves as homeless are now referred to social care services for a complete assessment of their need. It was not possible in this project to find evidence on what needs these assessments uncover and how well these needs are met.

4.5 Ranking of need; discussion

It was a part of the research brief (see Appendix 1) to make suggestions about how needs of children and young people living in deprivation, the disaffected and those at risk may be ranked or prioritised.

So far, this report has shown and discussed a number of different rankings; ranking of actual deprivation using statistics and indicators, ranking of needs as described by evidence from workers and researchers and gaps in services.

No one way of ranking need would be appropriate on its own, and a set of criteria are

needed. It is beyond the capacity of this project to do this ranking exercise in isolation. The various rankings in this report need to be considered alongside issues of what is achievable at area level, what is appropriate to multi-agency work and what work is already underway within the Big Plan2.

In November 2009, I took an interim report to the SCCYPAP and asked for guidance from the partnership about how they would like me to address the issue of ranking. It was agreed that it was important to consider levels of need and prevalence of problems.

However, the meeting decided it was inappropriate for me to suggest ranking of communities, but that I should propose a framework by which ranking and prioritising could be discussed in the future.

A number of criteria were suggested, and have since been added to by phase 3 discussions:

- Potential for Impact
- Existing Interventions and longevity of any work
- Scale of issues (numbers, impact)
- Appropriate to area level work
- Achievability of timescale
- The views and input of children and young people themselves
- Potential for local community ownership.
- Ability to provide long-term funding or work rather than short initiatives

Various interviewees from all sectors said that VCS organisations and community groups needed to be better supported to remain sustainable, by creating longer contracts and grants, looking for longer term community based outcomes and by requiring monitoring and evaluation proportionate to the size of the project.

5 Summary of main findings and recommendations

This report summarises a review of existing evidence about the needs of children and young people living in deprivation or who are disaffected in Cambridge City and South Cambridgeshire. It is for use by the SCCCY PAP to prioritise their work and identify areas where the partnership could work together towards the best outcomes for children and young people in need.

The existing data on deprivation has till now been used at relatively large statistical areas (wards and upwards). One aspect of this project that was welcomed by the partnership was the opportunity to look at smaller pockets of deprivation, and so different communities were included.

5.1 Which communities and groups?

There are two main types of deprived area that I looked at using quantitative and qualitative evidence. The first was areas of Cambridge City where there are consistently high levels of deprivation and need. These wards (East Chesterton, Abbey and Kings Hedges) have seen and do see a number of initiatives and interventions from statutory and voluntary sector providers. The levels of deprivation are highest in these areas, and are compounded by the fact that deprived families are in high concentration. Some of these communities can see themselves as isolated and culturally separate from the rest of the City.

The second kind of area is small parts of otherwise affluent communities. These were mostly, though not all, in South Cambridgeshire, in villages such as Fulbourn, Gamlingay, Sawston, Linton, Melbourn and Teversham. There were also some small pockets of deprivation in the City. The evidence suggests that children and young people in these communities can feel the effects of deprivation differently to those in the first group because their peers are largely more affluent, and because services are less likely to reach out to these areas.

The data sources I looked at did not have good information about Traveller/Gypsy/Roma children and young people, but the deprivation data showed that areas where there are large sites had by far the highest levels of deprivation in South Cambridgeshire, and from this I surmised that in terms of deprivation, Traveller/Gypsy/Roma communities are in acute need. Qualitative evidence unanimously supported this.

The data on disaffection was less easily available and very little was available at smaller statistical group level. However it seemed to closely follow deprivation data. Children and young people living in deprivation were far more likely to not go to school or do less well when there. The “attainment gap” is worse in Cambridgeshire than most other authorities and has not decreased in recent years.

The deprivation and disaffection data taken together allowed me to identify places on which to focus attention in the qualitative phase. Looking at the geographical places, there were some common characteristics of the communities that lived there. These were high numbers of lone parents, high levels of illness (and so presumably Young Carers), higher numbers of workless families, and higher number of some Black and Minority Ethnic communities. It should be noted, however, that the most acutely

deprived areas were less ethnically diverse than other deprived areas, and this was borne out in the qualitative evidence.

To summarise: From quantitative data; the high priority groups were Traveller/Gypsy/Roma children and young people, children and young people in families affected by lone parenthood, illness and worklessness. In Cambridge City there were areas where deprivation and disaffection were very prevalent across whole wards. In rural South Cambridgeshire there were isolated pockets of deprivation. In both districts new communities had higher proportions of children and young people living in deprivation or who were disaffected.

From qualitative data, there were also high numbers of children and young people in families affected by poor mental health, domestic violence, alcohol misuse and substance misuse.

5.2 What are the needs?

Some needs that were identified in qualitative evidence were common to all deprived communities of children and young people and were raised by most people that I spoke to:

The need for support to parents

- Needing support in their homes and local communities.
- Negative experiences of school creating cycles of disaffection.
- Multiple family problems such as lone parenthood, mental health issues, alcohol misuse, isolation or domestic violence.
- Needing support with behaviour management and accessing learning.
- Needing access to adult learning opportunities.
- Needing opportunities to mix with other parents.
- Needing access to good information about services and how to access them.

The need for better access for children and young people living in deprivation to access activities and support

Children and young people living in deprivation, particularly but not only those in rural areas, were restricted from accessing sports and leisure activities, visiting friends, using school activities and independently accessing support services. These things were seen as having potential to protect them from poor outcomes and offering them opportunities to break out of deprivation or disaffection.

This was because of poor access to safe and affordable transport, poor local venues and activity provision, family crises and low parental motivation or resources to help them access these.

The need for non-academic and vocational learning opportunities to improve engagement with learning

Children and young people in the communities identified as being more deprived or

at risk of disaffection, often had engaged well with vocational or non-academic learning. There was a shortage of these opportunities (such as diplomas, B-Techs, work placements) available, and schools reported finding them difficult to fund. Some noted that though vocational courses are more costly to run than academic ones, their costs are low as compared to the cost of NEET or otherwise disaffected children and young people.

There were some specific needs that were described for particular groups:

- Traveller/Gypsy/Roma
- Families affected by poor mental health or alcohol misuse
- Eastern European families
- Families affected by domestic violence
- Bangladeshi Community
- Children and young people not in school
- Homeless 16-19 year olds

The details of these needs can be found in the main body of the report.

To summarise: From qualitative evidence from workers; The needs of children and young people in deprived areas, the disaffected and those at risk of disaffection were for support to whole families, easier access to activities and support for young people, and access to non-academic and vocational learning opportunities.

5.3 My recommendations

These are my recommendations to the SCCCY PAP:

5.3.1. I recommend that the following groups of children and young people are prioritised in the delivery of services at all levels of need.

- Traveller/Gypsy/Roma
- Those living in areas of overall high deprivation, as described in this report and as new data identifies.
- Those living in rural pockets of deprivation, where the rest of the community is more affluent, as described in this report and as new data identifies.
- Children of lone parents.
- Children and young people whose families are affected by ill health, especially mental health, alcohol and drug misuse.
- Children and young people whose families are affected by domestic violence.
- Children and young people of some BME communities and Eastern European migrant workers.

5.3.2 I recommend that the partnership considers two key questions in their next phase of planning.

The first is how to work well alongside and support areas of work that are already underway within Big Plan 2, and to ensure that locality, district, area and county work fit logically together and take into account the needs of children and young people that have been identified in this report. I recommend that the partnership look for

opportunities to support, strengthen and improve the following services/ areas of work:

Home-based support to parents and information sources for families.

This could be:

- School to home liaison
- Support with behaviour
- Proactive information sources for vulnerable families
- Adult education and learning opportunities
- More parent groups and chances for parent-to-parent support

Local initiatives to improve access to activities for young people.

This could be:

- Commissioning more local activities and services for deprived children and young people from community groups.
- Supporting parish councils and neighbourhood panels to consider the needs of local deprived children and young people and come up with new local solutions. There is a potential area of work called “shared places” that emerged from the 2009 Youth Summit
- Increasing the reach of mobile activities.
- Increasing the mobility of young people by looking at innovative transport solutions.

Opportunities for vocational and non-academic learning.

This could be:

- Extending the debate about vocational and academic learning and seeking children and young people’s views on this.
- Ensuring that work experience opportunities are maintained and developed.
- Ensuring that diplomas and B-Tecs in schools are maintained and developed.

5.3.3. The second is that the partnership use this report and their knowledge of work on the ground to identify “quick wins”- small projects that could have good outcomes for deprived children and young people that are not covered in the Big Plan.

These could be:

- School uniform swap schemes
- Access to washing facilities
- Better study spaces and InformationTechnology access for children and young people.
- Adult education/ skills tasters on Traveller sites (using Connections bus and The Dec)
- Car share schemes for access to activities.
- Mapping of cycle networks and their appropriateness for access to activities.
- Driving theory courses and driving lesson bursaries.

Extract from research brief:

Research Brief

- To prepare a report summarising the specific needs of children and young people in South Cambridgeshire and Cambridge City in respect of deprivation and disaffection
- To indicate where current activity is underway to address these issues
- To highlight geographical areas and/ or groups who might form the focus of future action on the part of the Partnership.
- To focus on priorities (in addition to or including those identified in Big Plan 2 2.1D) where the Area Partnership may wish to jointly commission future work and/ or provide a scrutiny role to monitor impact of interventions.
- To make recommendations about how the priorities should be ranked in terms of importance and immediacy

Scope

The research should capture the needs and issues as they relate to children, young people and their families, spanning from pregnancy to age 19 years.

Methodology

The research will be based on secondary data, and primarily desktop. It is not the intention to undertake primary research, but rather to use the range of existing information about needs of young people and families, focussing on implications for the South Cambridgeshire and Cambridge City area

Appendix 2: List of interviewees

List of interviewees/ submissions of verbal evidence

Sarah Ferguson (x4)	Area Manager SCC Office of CYP services
Ken Hay (x3)	Head of Community Development, Cambridge City Council
Mary Whitehand	Head of Planning and Partnership Office of CYP services
Samantha McLaughlin	Education Officer (projects), Cambridgeshire County Council
Melanie Monaghan	CEO of Centre 33 and chair of SCCCY PAP
Mike Soper	Head of County Council Research group
Claire Blaire	County Council member for East Chesterton
Anna Reeder	Head Teacher, St Luke's Primary School
Tapiwa Katsande	Welfare Advisor, Cambridge Regional College
Paul Evans	SCC Social Care Area Manager
Elaine Stephenson	Head Teacher, Melbourn Village College
Mark Patterson	Head Teacher, Chesterton Community College
Kim Tolley	Head of team for Traveller Education
Adrian Loades	Service Director for Strategy and Commissioning, Office of CYP Services
Andrew Hutchinson	Executive Principal, Parkside Federation
John Jones	Head Teacher, Coleridge School
Raphael Kelvin	Consultant Child and Adolescent Mental Health Service
Lara Brettel	Coordinator of Youth Inclusion and Support Panel, YMCA
Lucy Rand	Youth Worker, Forward Gamlingay
Sue Stubbings	County Attendance Manager
Gill October	Centre Manager at the Fields Early Years Centre
Steve Purkiss	Connexions Outreach Worker
Gabriella ??	Children's Centre Family Involvement Worker
Lynne Anderson	Head Teacher, Monkfield Park Primary School
John Butler	Locality Manager for Cottenham and Swavesey
Steve White	County Youth Service Manager
Anna Constantas	Abbey and Coleridge Action for Youth
Jane Thompson	SCDC Community Service Manager
Heather Wood	SCDC Housing Advice Options Manager
Sue Hinawski	SCDC Housing Advice Options team leader
Debbie Barrett	SCDC Gypsy and Traveller team leader
Linda Browne	SCDC County Liaison support for parish councils
Susannah Harris	Community development officer
Sue Wilson	Head of Standards and Effectiveness 3-11
Guy Dickens	Head of Standards and Effectiveness 11-19
Sue Mills	Health Visiting Service Manager, County Services.
Sue Johnson	School Nursing Service Manager, County Services
Paula Bishop	Children and Young People's services manager, Cambridge City Council
John Souter	Manager, Ormiston Travellers Initiative
Martin Gray	School Improvement data officer
Simon Bates	Head of Learning, The Junction

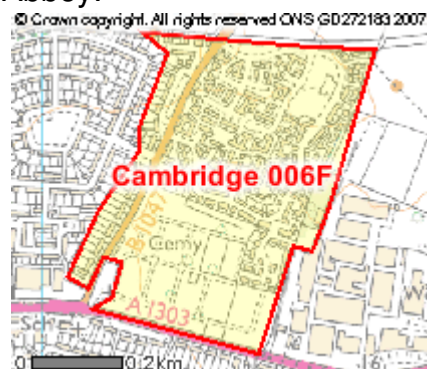
Appendix 3: Written Evidence Sources:

Office of National Statistics neighbourhood profiling
Joint Strategic Needs Assessment of Children and Young People 2008
Children and Young People Data Profile 2009
Foundation Stage Profile 2009
2009 KS1 results from Cambridgeshire Primary & Special Schools
2009 KS2 results from Cambridgeshire Primary & Special Schools
End of KS4 results for Cambridgeshire Secondary and Special Schools 2009:
performance in GCSE and equivalent awards by Year 11 pupils *This report is based on provisional data which has not been validated by schools*
"Parent Questionnaire- Summary Report; Chesterton Children's Centre" C Hammond 2007
"Children's Centre Home Visiting Team Evaluation Report" 2009
"Cambridge Sub-region Traveller Needs Assessment", R Home and M Greenfields 2009
"The Extra Mile- How Schools succeed in raising aspirations in deprived communities" DCSF
"Abbey and Coleridge Action for Youth Discussion Paper" November 2009, Dr. Anna Constantas
"Youth Summit 2009- outcomes and actions" Cambridge City Council Children and Young People's Participation service Manager

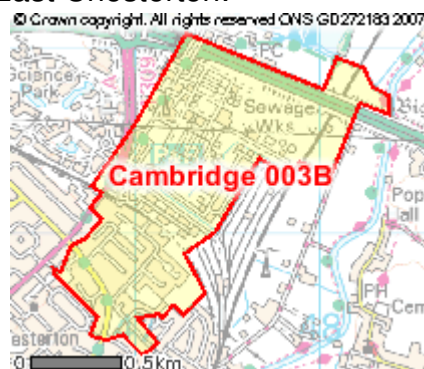
Appendix 4

Maps of the 20% most deprived LSOAs in Cambridge City, using the IDACI 2009 measure

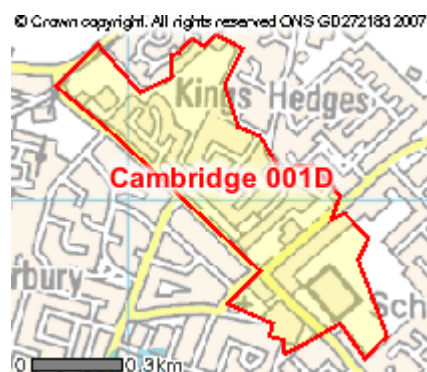
Abbey:



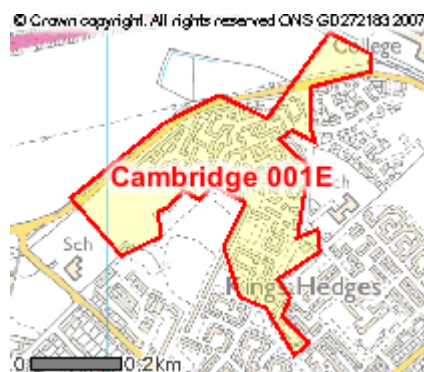
East Chesterton:



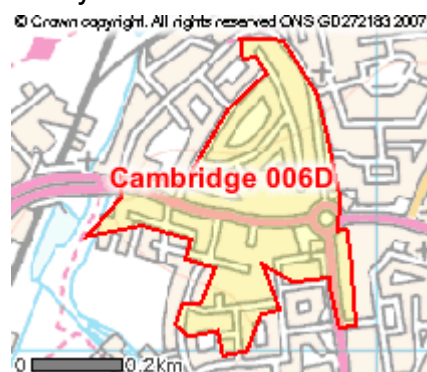
Kings Hedges:



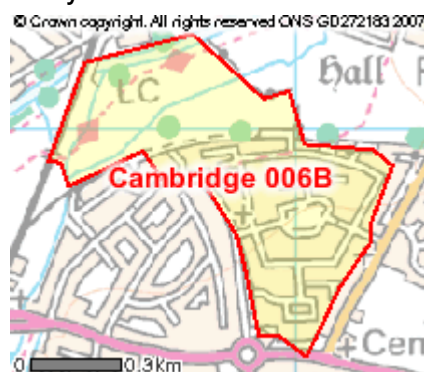
Kings Hedges:



Abbey:



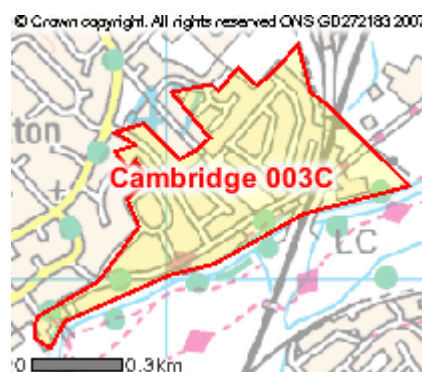
Abbey:



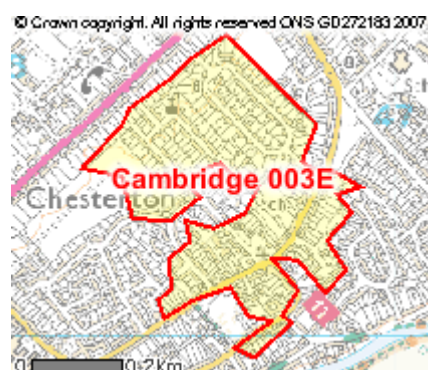
Kings Hedges:



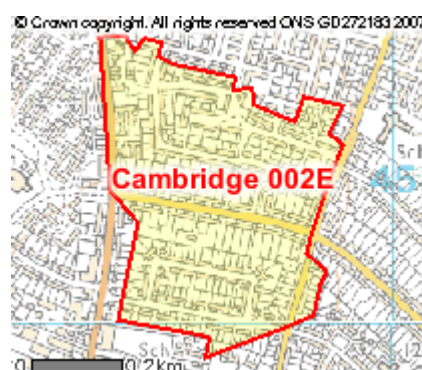
East Chesterton:



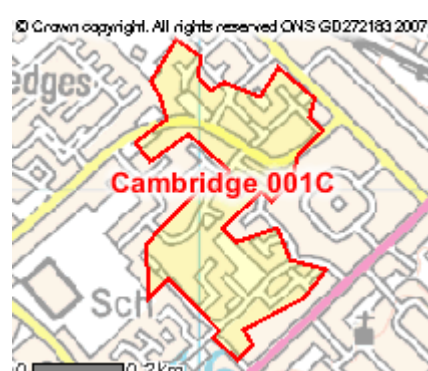
East Chesterton:



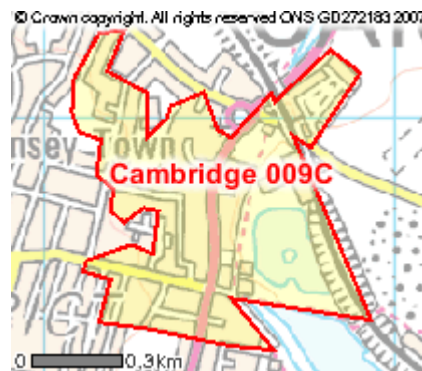
Arbury:



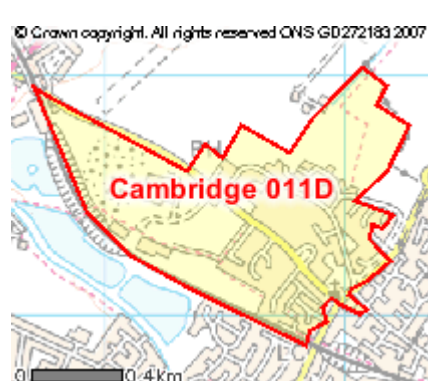
Kings Hedges:



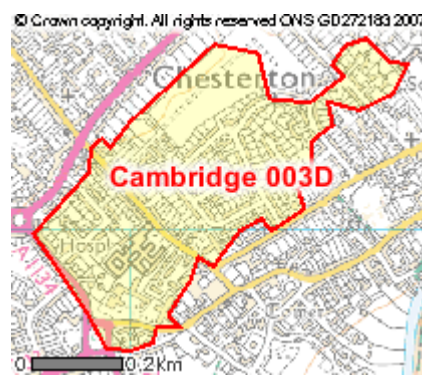
Romsey:



Cherry Hinton:



East Chesterton



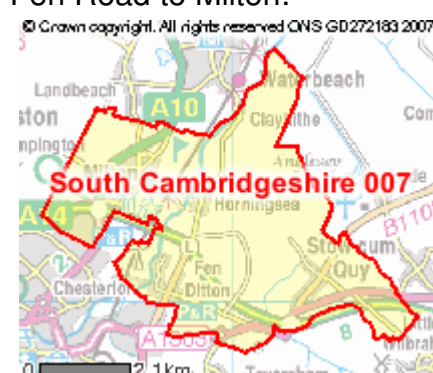
Appendix 5

Maps of the 20% most deprived wards in South Cambridgeshire, using the IDACI 2009 measure

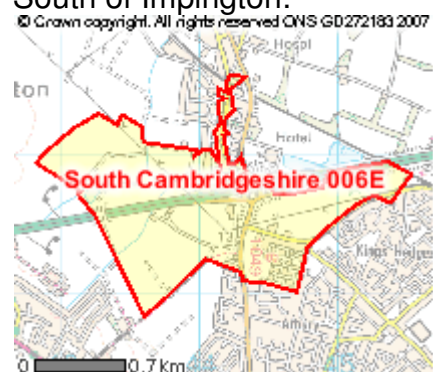
Smithy Fen:



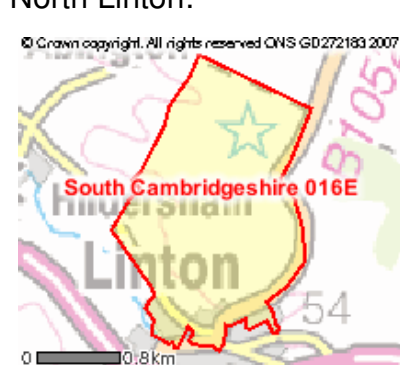
Fen Road to Milton:



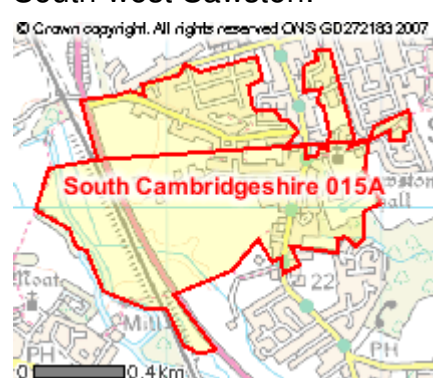
South of Impington:



North Linton:



South-west Sawston:

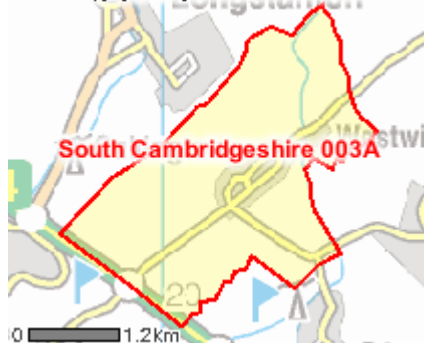


Willingham:



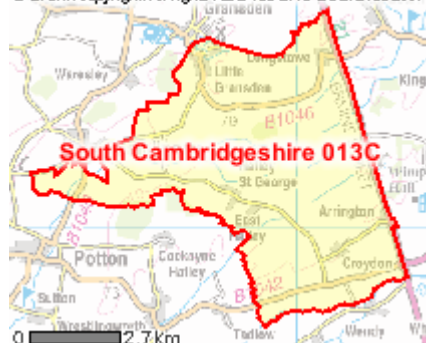
Oakington:

© Crown copyright. All rights reserved ONS GD272183 2007



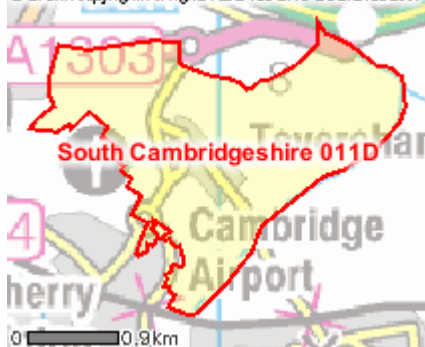
East of Gamlingay:

© Crown copyright. All rights reserved ONS GD272183 2007



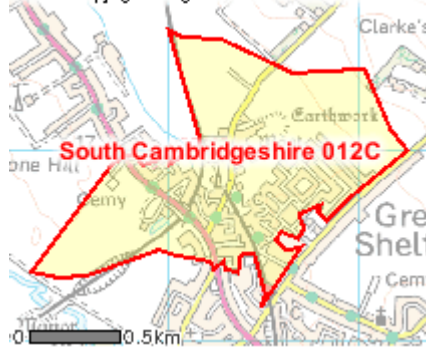
Teversham:

© Crown copyright. All rights reserved ONS GD272183 2007



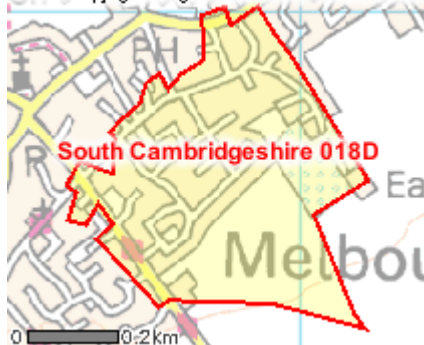
North of Great Shelford:

© Crown copyright. All rights reserved ONS GD272183 2007



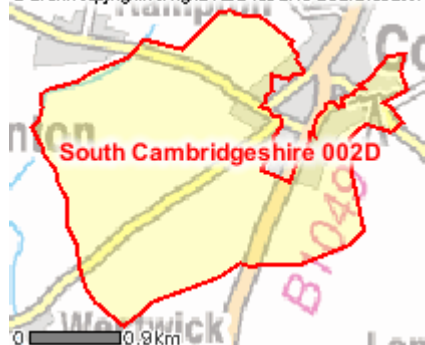
East Melbourn:

© Crown copyright. All rights reserved ONS GD272183 2007



South of Cottenham:

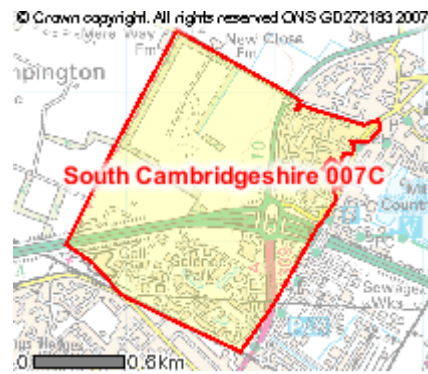
© Crown copyright. All rights reserved ONS GD272183 2007



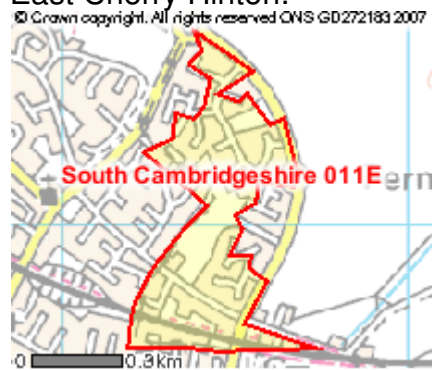
Cherry Hinton to Fulbourn:



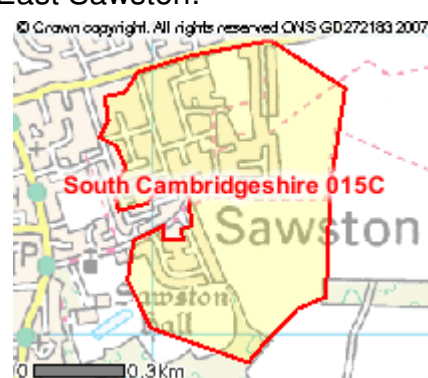
South and West Milton:



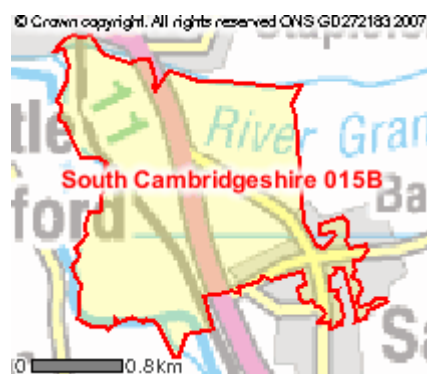
East Cherry Hinton:



East Sawston:



Central and west of Sawston:



South Fulbourn:

