

**LEWISHAM  
PRIMARY STRATEGY  
FOR CHANGE**

**2008-17**

## Table of Contents

Executive Summary .....	2
<u>Section One – The Local Perspective</u>	
1.1 Our Vision for Primary Education in the 21 <sup>st</sup> Century .....	3
<u>Section Two – Baseline Analysis</u>	
2.1 Deprivation in Lewisham .....	5
2.2 Our Children and Young People’s Plan Objectives .....	5
2.3 Diversity, Choice and Responsiveness to Parents .....	12
<u>Section Three – Our Long Term Aims</u>	
3.1 Deprivation in Lewisham .....	13
3.2 Our Children and Young People’s Plan Objectives .....	14
3.3 Diversity, Choice and Responsiveness to Parents .....	20
<u>Section Four – Our Approach to Change</u> .....	25
<u>Section Five – Initial Investment Priorities</u> .....	27

## EXECUTIVE SUMMARY

There is strong evidence that the need for primary places in Lewisham is rising, and will continue to rise very significantly over the next nine years. Currently 10 schools are predicted to have total roll surpluses of over 25%. However, of these 10 schools, only 3 also have Year Reception surpluses of over 25%.

The latest GLA data show that this is indicative. It predicts that Year Reception demand will exceed the Borough's Published Admissions Limit in 2010 and then continue rising to 2017. This would affect each of our 6 Primary Places Planning Localities, though at different rates. If no action were taken on the supply side, this would result in a 13% overall surplus of places in 2007 moving to a 15% shortage of over 3300 places by 2017. Further evidence is provided by the 2007-08 GLA prediction, which was below our January 2008 PLASC figure, and by our own prediction that the total Year Reception surplus for 2008-09 will be only 150 in total (4.7%).

These projections and the need for caution are key drivers in our Primary Strategy for Change, because of the need to provide the right number of places wanted by parents in the right localities at the right time. However, they also constrain the ways in which we can tackle school improvement and assets, particularly in those localities where there is currently relatively poor provision. In Lewisham there is a high level of correlation between indices of poverty and of standards in particular Primary Places Planning localities. In the light of the future likely need to increase the provision of places in these localities as elsewhere in the Borough, and the severe shortage of sites for new builds, we will continue to be innovative in how we raise standards in any schools that are less than good where we need expansion, including changing the status of the school through rebranding and federation with our best schools.

The potential cost of future places investment against projections of need hugely outstrips the resources likely to be available to the Authority at the current level of indicated PCP future funding, and when taking account of the limitations of other funding sources. Determining our priorities has therefore been crucial. For the first tranche of investment, they have been arrived at through the following criteria, as decided by the Mayor following agreement with Head Teachers and dioceses:

- Provide sufficient places at the right time to meet future needs within and between planning localities in the Borough;
- Improve conditions and suitability of schools in order to raise standards;
- Increase the influence of successful and popular schools;
- Maximise the efficient delivery of education in relation to size of school, removing half-form entries, and promoting continuities of education;
- Enable school extended services for pupils, parents and communities;
- Optimise the use of the Council's capital resources available for investment.

We will consider future investment priorities using these criteria on a Borough-wide basis in relation to the needs of localities. We have significant poverty in Lewisham, and this correlates to particular localities and to the standards in their schools. However, we are an innovative and aspirational Authority. We expect every school to be either good or outstanding, and we have made significant improvement in the number of good and outstanding schools since 2002, along with big rises in standards.

Central to our vision is the delivery of high quality learning environments that will increase motivation and the desire to play an active part in the life of the school by offering a better and safer place to learn. We have already made significant investment in our primary mainstream and special school estate linked in particular to our Children's Centre and extended schools programmes. We will use our experience of delivering BSF and associated ICT to make maximum use of the opportunities for co-location and joint working.

Our approach to future investment has been to use the PCP allocation as the lever to draw in other resources to enable the LA and its partners to deliver extra places and tackle conditions and suitability issues. In this way we have secured commitment for the use of Basic Need, schools devolved formula capital, extended schools capital and the LCVAP programme to deliver an overall programme of renewal and expansion. In the longer term we shall be investigating how our expansion needs can be supported through developer contributions and rationalisation of LA education assets.

We will continue to support and develop a diversity of primary provision to enable parental choice, including Faith schools and a small number of all-age schools, and to build on our record of expanding the influence of successful and popular schools. We will do this through physical expansion where this is possible, increasing admissions limits and developing further our strategy for federations, including Trusts.

# Section One - The local perspective

## 1.1 Our vision for primary education in the 21<sup>st</sup> century

The achievement and involvement of children and young people— raising educational attainment and improving facilities for young people through partnership working- are corporate priorities in Lewisham. The vision of the Lewisham Children and Young People's Partnership is underpinned by three key values:

- We put children and young people first every time.
- We work with parents to be ambitious in meeting the needs and aspirations of all our children and young people.
- We work to make a positive difference to the lives of children and young people.

Our vision is that every Lewisham school and setting is good or excellent, where all children exceed their predicted potential. It is derived from analysis of local needs and encapsulated within our annually reviewed Children and Young People's Plan (CYP).

We are using the national Children's Plan to inform and enable our Lewisham Sustainable Communities Strategy 2008-2020, the key strategic document for Lewisham and its Strategic Partnership. The Community Strategy sets out a programme of action to enhance the quality of life of local residents, based on the needs and aspirations of Lewisham's citizens. The strategy defines two principles, of reducing inequality and delivering together efficiently, effectively and equitably. Both are reflected in our locality focused Primary Strategy for Change, along with the six strategic priorities of building and supporting communities which are ambitious and achieving; safer: empowered and responsible: clean, green and liveable; healthy, active and enjoyable; and dynamic and prosperous.

Our ambition is for world class standards in Lewisham. We aim to raise attainment to match and outstrip national attainment at all stages, and to continue to make improvements year on year so that all children have a solid foundation for transfer to secondary schooling. Integral to this vision is the closing of achievement gaps between Borough averages and our underachieving groups as defined by poverty, gender and ethnicity. More broadly across the Every Child Matters agenda, in a diverse Borough with significant deprivation and disparities of wealth and opportunity, our CYP plan articulates a universal offer with multi-agency, early intervention to reduce the numbers of vulnerable children requiring acute and targeted support.

We aim to deliver broad, balanced, creative and personalised curricula which are relevant to Lewisham's communities. We do this through a rigorous and sustained focus on leadership, learning, curriculum review and development, and teaching quality. Our SEN strategy aims to deliver inclusive schools and settings to ensure that all children achieve well towards a successful future life, are safe, healthy and make a positive contribution.

As part of our longer term vision of schools working together across many areas of improvement, we will continue to strengthen our primary school collaboratives within four quadrants. We will build their capacity to raise standards and improve other outcomes through joint commissioning, offering a range of extended services as part of integrated community provision, including childcare, and being the units of delivery for central support agencies. In tandem we will encourage governing bodies to develop hard federations of schools, including Trusts, to raise standards and provide economies of scale. We will ensure that school investment is well integrated with other programmes, such as children's centres, both across the Borough and within localities.

Lewisham children and young people require a talented, diverse workforce to ensure high quality teaching and learning in all our schools, with strong visionary school leaders to provide strategic direction. We will continue to improve our high quality professional development programme at all levels to support succession planning for sustainability. Our workforce strategy also seeks to embed multi-agency working and opportunities for those in all sectors to broaden their skills base.

Parents play key roles in their children's success and are key to the achievement of the vision for early years and primary education. A priority is to maximise the contribution of parents to their children's learning and to ECM outcomes, promoting aspirational expectations within parents' communities, and engaging them from a very early stage in their children's education in schools, settings and Children's Centres.

Further improving our primary estate to give 21st Century learning facilities which are ICT rich, and building on our excellent BSF infrastructure, networked across the Authority, will make a significant contribution to

improving outcomes for our children, many of whom have a difficult start in life. Lewisham has an excellent track record in its capacity to be strategic in the development of its estate, for example through its Pathfinder and Wave 3 BSF programme. We will continue to make maximum use of the opportunities for co-location and joint working, and to lever in funding to maximise programme impact, as we have done, for example, through our Giffin Street regeneration programme, which incorporates the building of a new primary school, and our brand new Kaleidoscope Centre which brings together PCT and LA staff to support children with complex health needs.

To realise our ambitions we will continue to compare ourselves to the highest achieving Local Authorities in the belief that only the best is good enough for our children.

## **Lewisham, its people and its primary schools**

Lewisham is the second largest inner London borough, its 13.4 square miles stretching from the banks of the Thames in the north to its borders with Bromley in the south. Lewisham's population of approximately 250,000 residents is projected to increase to around 290,000 by 2026. We have a slightly younger age profile than the rest of the UK, with one in four under 19. We are the 15<sup>th</sup> most ethnically diverse local authority in England. Two out of every five of our residents are from a black and minority ethnic background, rising to more than seven out of ten of Lewisham's school population. There are over 130 languages spoken in the Borough. 32 percent of Lewisham's primary pupils have a first language other than English, compared to 13% nationally.

Levels of need and deprivation in Lewisham continue to be high and are rising. Nationally, Lewisham ranks 39<sup>th</sup> out of the 354 areas in England on the 2007 Index of Multiple Deprivation (compared to 57<sup>th</sup> in 2004). Lewisham is the 11<sup>th</sup> most deprived borough in London (13<sup>th</sup> in 2004) and is ranked 8<sup>th</sup> out the 14 inner London boroughs (10<sup>th</sup> in 2004). 4.8% (8) of Lewisham's Lower Super Output Areas are amongst the 10% most deprived in England, and 38.6% (64) are in the 20% most deprived, (33% in 2004). 22,000 children live in one-parent families (the 7<sup>th</sup> highest in England and Wales); 5,000 live in step-families. Lewisham is ranked 22 out of 408 local authorities in the country for children living in families on key benefits. In August 2006, 32.5% of children in Lewisham were living in families on key benefits, compared to 28.3% in London and the GB average of 19.5%. Household income is below the London average. Almost a third of Lewisham children live in workless households, which is above the national average and about 4 percent below our statistical neighbours. Of our primary pupils, 26.6% are eligible for free school meals compared to 13% nationally.

Mobility in Lewisham is 13% and this is reflected in Lewisham primary schools which had average levels of pupil mobility of 14 percent in the academic year 2006/07, with 12 primary schools recording at least 20% pupil mobility. In 2006 there were 69 unaccompanied asylum seeking children and young people, which reduced to 24 in 2007. Lewisham's incidence of looked after children has reduced to 82 per 10,000 in 2008, which is 16 per 10000 below statistical neighbours, below inner London at 91 per 10000, but remains above the national average of 55 per 10000. This special context requires unique responses as many children come from families which have been disenfranchised in various ways, including those who are homeless, live in disadvantaged neighbourhoods, suffer from long term unemployment and those who have been traumatised.

Lewisham has 32,883 pupils in its maintained schools. 21,600 of these are in 71 primary schools (of which 4 are Infant and 4 Junior schools) and an all-age Academy. We want to ensure that each of them has the highest aspirations for themselves, their schools and their communities. We want them to aim high and, with our support, to set challenging goals and targets for themselves.

Our primary schools are all organised into 4 quadrants, each made up of 3 geographically based collaboratives, enabling them to work together to build capacity, raise the achievement of children, provide more childcare, and commission services to target local needs. The collaboratives are organized within the PCT's health neighbourhoods, providing a strategic infrastructure for multi-agency working.

We know that our children are hungry for, and capable of, great success and our challenge is to dismantle the barriers that they face. Most of the barriers are the result of challenging circumstances and lack of opportunity. We want to extend children's horizons, so that they actively take advantage of the opportunities that are, and will increasingly, be available to them as they move into our secondary schools and become citizens of Lewisham. To raise aspirations in this way, our children need learning environments that inspire, excite and engage them. Such environments allow them the flexibility to learn in ways tailored to their needs, following a curriculum that is delivered in modern, bespoke facilities. Through the extended schools provision they also need access to other services and study support to ensure that they are well placed to take advantage of the opportunities open to them.

## Section Two - Baseline analysis

### 2.1 Deprivation in Lewisham

Lewisham is a special place. The community is enriched by bringing to Lewisham a mix of culture, creativity and energy from all quarters of the globe. However, the population of Lewisham faces some very distinct challenges, which include deprivation. Poverty is one of the most significant barriers to achievement and well being of children throughout the Borough (*See Appendix 1 Charts 1 and 2 for more detail*). We will ensure that our PCP makes a big difference in tackling inequalities.

Lewisham has distinct geographical areas of acute need, as evidenced by the government's Indices of Multiple Deprivation. Four of Lewisham's pre-2000 wards were in the worst 10 percent in the country against a range of indicators of deprivation: these were Bellingham and Downham in the south of the Borough, and Evelyn and Grinling Gibbons in the north. Income deprivation in Lewisham, particularly as it affects children, is not confined to these areas. There are pockets of deprivation in most areas, even those perceived as affluent. Similarly, not every part of areas suffering multiple deprivation will necessarily be facing acute deprivation. Nevertheless, these pre-2000 wards contain neighbourhoods that continue to suffer from significant disadvantage, Downham and Bellingham in the south, and Deptford and New Cross in the north (*See Appendix 1 Tables 1 and 2 for more detail*).

There is a significant correlation between poverty and educational standards in these wards which contain many of the schools in three of our Primary Places Planning Localities (PPPLs). When schools are measured by Tax Credit Deprivation (*See Appendix 1 Chart 3 and Table 3 for more detail*), the highest concentrations of deprivation are in two PPPLs - see Section 2.3a *Demand for Pupil Places* and *Appendix 7*. PPPLs 5 and 6 have the highest medians of 76% and 68% respectively. They also have the highest Free School Meal (FSM) medians of 41% and 33%. Downham ward contains schools in PPPL 6, and Evelyn and New Cross wards contain schools in PPPL 5. Bellingham contains schools in PPPL 4 and (for one school) PPPL 1 .

Nevertheless, PPPLs 1, 3 and 4 have varying deprivation levels. Each has a small number of schools with higher TCD at 60. PPPLs 1 and 3 have the two schools with the highest FSM (55% and 50% respectively). PPPL 3 has the third highest FSM median of 26%. PPPL 2 has the least poverty, with the median TCD at 5%, and includes the two schools with the lowest FSM (2% and 4%).

### 2.2 Our Children and Young People's Plan objectives

#### 2.2a Standards

We will make sure our Primary Strategy for Change and PCP focus on raising standards for all our children. Standards in Lewisham schools have improved significantly over the last six years. Whilst the trend is closing the gap in performance between Lewisham and national averages, we need to accelerate the improvement of specific groups of children and young people who achieve less well, in particular those most affected by poverty, boys, looked after children, and Black Caribbean children.

We expect every school to be either good or outstanding. In pursuit of that goal, our rigorous LA Triggers and Thresholds categorisation system has enabled significant improvement in the number of good and outstanding schools since 2002. In academic year 2007-08 to date, out of 26 primary Ofsted inspections, 20 schools were good or outstanding, 5 were satisfactory and one went into Notice to Improve (due to close to become part of an Academy in September 2008). However, the number of primary schools below floor targets, and in particular the number which fluctuate, are still too high and their reduction is a priority.

#### Early Years Foundation Stage

##### ***Achievement and closing the gaps***

The trend in all of the 13 assessment scales is of improvement with good and upward trends in all 6 areas measured. (*See Appendix 2a Chart 1 for more detail*). However, our low baselines are clearly visible from a range of data that indicates a long tail of low achieving pupils. This improvement is in large part due to the ever improving quality of childcare settings where there has been a marked improvement in the Ofsted judgement ratings this year. The overall gap between the lowest 20% and the average has reduced and is ahead of target. Poverty plays a part, with 36% of children in the lowest 20% on FSM against 25% overall. Boys are also significantly over-represented, as are marginally black and ethnic minority children.

### **Schools and settings**

Children within the bottom 20% of achievers correlate significantly with our most deprived PPLs, apart from PPLP 5. However, across the Borough there are different levels of EY Foundation Stage performance between schools which do not always correlate to their LA School Support Categories. 14 schools are being targeted for improvement in CCL (*See Appendix 2a Chart 2 for more detail*). Settings in the locality of these schools were specifically targeted to attend training on Letters and Sounds.

## **Key Stage 1**

### **Achievement and closing the gaps**

In 2007 there were some increasing trends for girls, but overall decreases across the KS1 thresholds and subjects. L2+ Reading, Writing and Maths each decreased in 2007. Boys' performance has declined more than girls since 2006 in all subjects and all levels. Science Level 2+ is static at 82% for both 2006 and 2007. Lewisham is in the lowest quartile for all subjects and all levels (*See Appendix 2a Charts 1-3 for more detail*).

Whilst poverty remains a key factor in identifying underachieving groups of children, intervention in relation to poverty needs to take account of other factors including gender (boys) and ethnicity, especially Black Caribbean children. Gender challenges include boys' attainment in all KS1 subjects, and particularly to move boys from level 2C to level 2B+, and to embed the recent improvements in Foundation Stage scores so that children who make good progress include more of those from poorer families. Across the White British, Black Caribbean and Black African groups, results in Reading, Writing and maths at L2+ for girls without Free School Meals generally increased or remained constant. Results for boys (both FSM and not FSM) and girls with FSM generally decreased.

There are small numbers of Looked After Children (LAC) at Key Stage 1 (16 in total in 2008, of which 11 are in Lewisham). 2007 results are very pleasing, and the Writing and maths are particularly close to the Lewisham results for all children (-3% Writing and -5% Maths).

### **Schools**

Between 2004-2007, three schools have been below floor targets in Reading for 3 of 4 years, eight for Writing, and none for mathematics. The 22 schools selected for targeted support for writing have a high correlation with our most deprived PPPLs, and with lower LA Support Categories. (*See Appendix 2a Charts 3 and 4 for more detail*). Nevertheless, if the trend for increased need for places trends materialises as described in Section 3, some of these schools will need to be expanded as part of our strategy to improve their standards.

## **Key Stage 2**

### **Achievement and closing the gaps**

Both mathematics and science at Levels 4+ and 5 increased overall in 2007. However, an English Level 4+ decrease of 3% is underpinned by both Reading and Writing decreases. The exception to this is the Writing L5 increase of 3% to 19%, equalling national attainment, and 1% above the inner London average. Both boys and girls increased by 2% and 3% respectively to achieve this (*See Appendix 2a Charts 4-6 for more detail*). Reflecting the 2007 results, the number of schools in 2007 below the KS2 floor target of 65% increased in English and decreased in the other two subjects: English 13 (10 in 2006), Maths 13 (16 in 2006) and Science 2 (6 in 2006).

In general, children from poorer families, as measured by those qualifying for Free School Meals, do significantly worse than other children. As is the case in KS1, boys do not achieve as well as girls in English at KS2. When poverty is added to the effect of gender, it means that boys are further disadvantaged. This is even more the case for White British FSM boys. (*See Appendix 2a Graphs 1 and 2 for more detail*).

In 2008 there are 26 LAC in Key Stage 2, of which 15 are educated in-Borough. They do not do as well as their peers, even though their KS2 results increased at L4+ by at least 10% for English, Maths and Science. In terms of their wider education, the achievement and progress of children who have learning difficulties and/or disabilities are good. Recent inspections indicate that the provision in nurseries is excellent and in primary schools more than three quarters is good or very good.

### **Schools**

In 2007, at 100.5 Lewisham ranked 11<sup>th</sup> nationally for its KS1-2 CVA. In 2007 two schools were in the Top 100 Schools Nationally for CVA. At KS2 11 schools were under floor targets in 2007 in English, 12 in mathematics, and six in both. Between 2004-2007, 6 schools have been below floor targets in English for at least 3 of 4 years, 6 for mathematics and one for both. In the measure of the percentage of children who

obtained both English and maths, 18 schools have been below a 65% floor target for 3/4 years. (See *Appendix 2a Charts 5, 6 and 7 for more detail*).

Even more so than at KS1, in relation to standards and the closely related LA Support Categories for its schools, there is a significant correlation with poverty indices. This is reflected in turn in the much larger proportion of schools with low standards in PPPLs 4, and especially 5 and 6. Of those 11 schools in LA Support Categories 4a or 3b, four are LA rag rated red as being of concern because of inadequate progress towards Category 3 or better. One is in PPPL 3, one in PPPL 4, and two in PPPL 6 (See *Appendix 2a Chart 8 for more detail*). Only one school, Monson in PPPL5, is in an Ofsted Category (Notice to Improve) and this school will be closed in August 2008 to form the primary phase of the Haberdashers' Aske's Hatcham all-age Academy.

## **2.2b Attendance and exclusions**

Persistent non-attendance links directly to young people failing to achieve and in some cases not completing their education. The new DCSF Children's Plan sets a target for all authorities to reduce their number of persistent absentees to 5% or less by 2011 and places these young people as "vulnerable" both in terms of being harmed and in becoming involved in anti-social behaviour and criminal activity.

### ***Achievement and closing the gaps***

Primary attendance has improved significantly since 2003. It is now as high as it has ever been and is better than the Inner London average (2.3%). In relation to other authorities in 2006/7, Lewisham's primary absence was in the top quartile for authorised absence, the second quartile for overall absence and persistent absence, and in the bottom quartile for unauthorised absence (See *Appendix 2 Graphs 1 and 2 for more detail*). There are no primary exclusions in the 2007/8 year to date.

We focus on a target group of pupils who show persistent absence. We had 280 persistent absentees of primary age in 2006/7 (1.73%). There have been no permanent exclusions since 2004/5 and fixed term exclusions have reduced from 439 in 2002/3 to 214 in 2006/7 through the successful use of interventions focused on our BESD school. The Attendance Panel has proved 70% effective in improving attendance without the need for prosecution.

For the academic year 2006/7, the percentage of primary LAC missing 25 days or more education stood at 3.7%, improving on the 2005/6 figure of 8%. The issue remains a challenge but there has been significant focus on addressing it from a Council-wide perspective.

### ***Schools***

Primary schools are RAG-rated in terms of their attendance and resources those with the lowest overall attendance and the highest numbers of persistent absentees are targeted. 14 schools receive this greater support. There is a significant correlation with poverty indices in most PPPLs, especially PPPL 6, and with LA Support Categories (See *Appendix 2b Table 1 for more detail*).

## **2.2c Children with special educational needs or disabilities**

All Lewisham schools seek to be inclusive. This can be difficult to achieve, due to inadequacies in buildings and access arrangements. Common weaknesses are issues of physical access, and the lack of necessary facilities and space, including the provision of small, confidential meeting rooms. More importantly, the limitations imposed by traditional school building design restrict teachers' ability to find creative solutions to the problems posed by some of our more challenging children and young people.

We are concluding an extensive and radical remodelling of our provision for children and young people with SEN. This has required careful projection of a reduced future need for places in Special Schools (See *Appendix 2c Table 1 for more detailed information*). The following principles underpin our approach:

- Every child who can be should be educated in a mainstream school;
- Support, training and resources should be provided to ensure that mainstream schools are confident and able to provide children with specialised needs with a high quality education;
- Children in special schools should have the opportunity to learn alongside those in mainstream schools, through developing the outreach function of special schools to support mainstream schools;
- Children and young people should be educated locally wherever possible;
- Partnership between the authority and parents requires improved access to services and information;
- Resources from out-borough placements should be re-directed into mainstream schools;
- The high number of statements in Lewisham should be significantly reduced through early intervention to stop statements becoming necessary;



- The link between statements and funding should be changed to remove perverse incentives, ensuring that funding is available at an earlier stage, not just through getting a statement;
- The educational psychology service have changed their previous gate keeping role, to give them time to work with more children and schools on preventative strategies;
- An efficient service for statutory assessment should be secured for those children who still need it.

### ***Achievement and closing the gaps***

A two year pilot of the delegation of resources to support pupils with low need/high incidence is now into its second year of extension to all schools. A distinctive way we have approached this has been to delegate resources to our collaboratives of primary schools. This has enabled schools collectively to commission services, for example speech and language therapy training for staff, which is having a positive impact on practice in mainstream schools and increasing their capacity to support children.

We still have a relatively high proportion of children with SEN statements compared with neighbouring boroughs and nationally. This number has reduced in recent years (*See Appendix 2c Table 2 for more detailed information*), in the main by the reduction in new statements, but is still comparatively high. We also have a high proportion of pupils with statements in special schools because of children with statements being initially placed in mainstream but later transferred to special schools.

#### ***Schools***

Special Schools for primary aged children in Lewisham have all been assessed by OFSTED as being of high quality. They are popular and all places are usually filled. However some of the children have similar levels of need to those in mainstream schools who are accessing the mainstream curriculum with appropriate support. Parents of some children at special schools have had a poor experience of their children's needs being met in mainstream schools. This indicates a clear need to increase the effectiveness of mainstream provision. The role of the special schools in supporting mainstream schools to improve their provision is key. A large number of primary pupils with a non-mainstream statement (8.2%) are currently placed in schools outside the Borough, many because they have autism, which reflects a lack of local provision

## **2.2d Healthy children in Healthy Schools and Settings**

Children and young people who are involved in a variety of out of school activities are more successful academically as well as staying healthy, staying safe and making a positive contribution to their community. Lewisham has a strong sports and leisure strategy and young people are at its heart. This is therefore a priority area for us, enhancing lifestyles by widening opportunities for participation in volunteering, physical activity, sport and leisure, as well as enabling Lewisham's communities to develop their potential in sport and leisure.

Lewisham's excellent C&YP partnership ensures that there is joint understanding of and commitment to our clearly identified health needs of children and young people in Lewisham. Effective multi-agency action through jointly commissioned services ensure that work is targeted at priority areas and evidence shows improved outcomes for key action areas. All child-specific health targets are met, key indicators are improving, waiting times continue to reduce and co-location of services at our state of the art multi-agency Kaleidoscope centre is showing impact. Lewisham has a clear focus on health promotion and initiatives such as the Low Birth Weight Project ensure that there is early intervention. Looked after children are well supported and performance on health assessments has improved. Excellent services are in place to support LDD children and young people and there is a clear focus on transition for this group. However we recognise the need to continue to address health inequalities as an important aspect of our preventative strategy. For example, our low levels of immunisation and vaccination levels impact on the health of some of our children. Childhood obesity needs to be tackled as a key priority through the promotion of healthy life styles, and we recognise the absolute importance of mental and emotional well-being to success in all the *5 Every Child Matters* outcomes for our children especially those who are most vulnerable.

### ***Achievement and closing the gaps***

Most of our children and young people enjoy sound health. Our last APA in 2007 judged us to be making a good contribution to improving their health and a range of healthy outcomes continues to improve in 2007-08. There has been a continual year on year increase in the number of children and young people participating in sport in Lewisham since 2004. We are now 9% over our initial LAA target and already very close to our 2008/09 NI target of 90% (*See Appendix 2d Chart 1 for more detailed information*).

The delivery of school sport in Lewisham is supported by the work of two partnerships, based within the LA Sport & Leisure Services department and at Knights Academy, our Specialist Sports College. Since 2006, all primary and secondary schools have worked under the direction of one of the partnerships, towards a vision

and co-ordinated plan for developing PE and school sport. (See Appendix 2d Table 1 for more detailed information). By achieving 89%, in 2007-08 Lewisham Partnerships exceeded the National Indicator of 2 hours per week of PE& Sport per young person by 4%. We run sport and healthy living workshops allowing young people to take part in a range of coached sporting activities with advice and information on health and lifestyle choices. In common with many inner city boroughs, many of Lewisham's school sites do not enjoy the level of play space and sports provision anticipated by standards such as BB99. Many primary schools still have, to use their school hall as an assembly space, a dinner hall, and an indoor sports space. However four schools benefited from the Space for Sport & Art Programme, one for sport and three for art. Few schools currently have dedicated playing fields, whilst others use public parks in Lewisham or neighbouring boroughs. A few schools have upgraded their sports facilities through specific external funding bids, including Big Lottery Fund for Sport & PE. A new sports hall built through this programme at a secondary school gives access to local primary school pupils in the school day, and hosts a Borough Basketball club out of school hours.

Our Play and Recreation Strategy linked to the Big Lottery Funding reflects the partnership working of all agencies to deliver the highest quality play opportunities for all our children so that self chosen and directed play activities support their social education and healthy life styles. Lewisham supports an excellent range of universal and targeted play activities through its Children's Centres, Youth Service, Parks and the voluntary sector. The award of 5 green flag parks for Lewisham is the joint highest for any London borough. 3 out of the 4 Adventure Playgrounds have received a good Ofsted judgment and the fourth is currently under assessment. All play activities have been audited as part of a comprehensive strategy to identify where more play provision could be provided through Extended Services in schools.

In relation to obesity, in 2006-07 Lewisham had the second lowest Reception year and lowest Year 6 coverage. It can therefore be assumed that the prevalence of obesity would have been higher than the indicated results. The policy for parental consent has now changed to opt-out consent, and it is hoped that this will greatly increase coverage.

Lewisham's Primary school kitchens are divided between 'Regen oven' sites (approximately 20 of our smaller schools) and production kitchens. All were upgraded at the commencement of the current contract which expires in March 2009 and, in the main, have been only maintained since as the contract requires. This means that the vast majority of ovens are reaching the end of their productive life. Free School Meal take up is running at between 84% and 89% in the Primary Sector, and we would like to increase this.

Lewisham has a strong and effective CAMHS service (See Appendix 2d Chart 2 for more detailed information). In 2007-08 an external evaluation of the Children in Need project showed value for those who attend but low take up. CAMHS has worked across the partnership to improve links between staff and to increase referrals of families into the project. The BEST team has trained staff from 61 primary schools in a curriculum which incorporates the theme 'Say No to Bullying'. 35 schools have received training in restorative approaches which are having a positive impact, particularly in helping children and young people who harm others to change their behaviour in the long term. This approach is also having a positive impact on reducing levels of fixed term exclusion.

Through robust locality analysis we have ensured that the Children's Centres are in areas of greatest need as a key part of our strategy to lift families out of poverty. The approach has been to build a corridor of Children Centre activity running from north to south of the Borough and linked to each Collaborative, encompassing our most deprived wards (See Appendix 1 Charts 1 and 2 for more detailed information). Phase 1 concentrated on the most disadvantaged wards and areas already supported by a local Sure Start programme or Early Excellence Centre, plus existing centres which would link the expansion of Children's Centres strategically across the Borough. Phase 1 was rolled out throughout 2004-6 and Phase 2 covers the years 2006-8. (See Appendix 2d Table 2 and 3 for more information). Phase 1 Children Centres are all running, three as part of local Sure Start programmes, two out of Early Years Centres, and one from an Early Excellence Centre. Eight Phase 2 Children Centres are currently under development, six on school sites, including local provision across two sites, one on a Sure Start programme site, and two as new build Children's Centres including one in partnership with the London Borough of Greenwich. A further school centre which has not proceeded is deferred to Phase 3.

The Big Lottery fund has been used to invest in the reorganisation of the Adventure play service and pay for services for hard to reach young people. This has resulted in an increase in numbers of targeted young people accessing the Youth Service. Performance for the first quarter of 2008 has seen an average of 84% of LAC completing health and dental checks, a significant improvement on the April 2007 performance of 67%, and almost reaching our target. Lewisham provides an excellent service for its children and young people with learning difficulties and/or disabilities. We have increased childcare places for children with LDD of all ages in

partnership with schools and the voluntary sector. The Kaleidoscope centre in Lewisham, housed in a state-of-the-art, custom-built facility, is the first building of its kind in the UK to co-locate a wide range of specialist services for children with learning difficulties and/or disabilities. The MEND project (Mind, Exercise Nutrition and DO IT!) has been piloted in Lewisham and is now rolled out across several leisure centres.

### **Schools**

Over 60% of our schools have already achieved the Healthy Schools Standard. School Travel Plans (STPs) in place, which means that we are well on our way to achieving the national target for all schools to have a STP by 2010. The Emotional Health Development project is established in 28 schools. The project aims to increase awareness of emotional health issues among young people and those working with them

## **2.2e Extended, youth and community services**

We are bringing services closer to communities through our broad definition of **locality** to make access easier and to allow more targeted services to be embedded within universal settings. This is exemplified by the development of our federative and collaborative structures for school partnership, focusing on meeting the needs of all children and young people in their localities. Schools are working together to identify locality area need, share expertise and resources to maximise achievement of all their children, and develop extended school services. Schools are working more with other agencies to improve their capacity to intervene early and stop children needing more specialist services, so providing a better universal service, meeting the needs of more children and young people and preventing them from needing access to specialist intervention away from their universal setting. Our Children's Centre programme (*see Section 2.2d*) is further evidence of our locality based approach.

### ***Achievement and closing the gaps***

In Lewisham we are ambitious for all our children, aiming to add significant value to services through collaboration and putting young people's needs first. We use the extended schools programme to enhance the quality of life for children (and their families), enabling them to raise their levels of attainment and attendance and to reach their full potential. Schools and partners are supported by a central team, including four Area Co-ordinators who work to the 4 primary collaborative quadrants. Consultation, audit and gap analysis has so far been carried out with the majority of our primary schools within their Collaboratives, and appropriate services developed as a result. This is part of an on-going process. In Autumn 2007, all primary collaboratives were allocated funding from the Extended Services budget to appoint a Collaborative Co-ordinator with an expectation of match funding to enable the appointment of a full time post. This funding allocation is repeated in 2008/09. Most collaboratives are now taking this forward. We have exceeded government targets for 2008 with 69% of primary schools (target 50) and 17% of special schools delivering the minimum requirements of the core offer of extended services.

We have linked the extended services and Children's Centre initiatives in the second phase of Children's Centre Development. School Collaboratives identified schools that wished to engage in the programme, which provides a robust base from which to develop a range of extended services. In addition to the development of universal extended services in each Collaborative quadrant, targeted funding and support is given to help realise LA priorities, for example, Child and Family Health Services, Family Support, Universal Out of School Hours Learning, Parenting classes, Adult Literacy and Numeracy, SEN out of school hours learning provision, anti-social behaviour and a LAC Residential together with development of all year round out of school hours learning provision for LAC.

We are currently developing our plans to improve our Youth Provision from its strong base (judged good in its recent inspection) by bringing more closely together Connexions and other related services to form an Integrated Youth Support Service (IYSS). The Youth Service currently operates across four geographical areas in line with Children Centre areas, and LAA. Youth provision currently reduces both in terms of targeted and universal provision as you move geographically south through the Borough. Some wards in the south and east of the borough have little or no youth service provision (Catford South, Lee Green, Whitefoot and Perry Vale wards) and we are consequently reviewing provision. We have produced a spend analysis of the Youth Service budget on a ward by ward basis, and secured growth for detached Youth work teams who are able to work in targeted locations linked to local need. Our summer programme co-ordination ensures a reasonable spread of both targeted and universal provision in most wards over the summer holiday period. We deliver Borough wide targeted work for young people identified as vulnerable in partnership with other agencies.

In terms of Community provision, we are looking to improve access for the community to schools both during term time and holidays, particularly for children and young peoples' activities, and particularly in areas of deprivation where the worklessness agenda is a big issue. Our challenge is to deliver good quality services

close to home as many people will not travel away from their local area. This includes access to space for specific health checks to free up GP spaces.

## **2.2f Workforce Provision**

Lewisham has embraced the remodelling agenda with schools recognising that creative approaches to staffing can be even more effective if they incorporate the sharing of resources across schools. This has resulted not only in an increase in the number of teaching assistants in Lewisham schools but also in cross-institutional teaching and joint CPD activities as part of a carefully planned strategy to improve capacity across the Authority. Plans to extend this strategy are reflected in our commitment to collaboration and federation, and cross institutional curriculum development within the education vision. Lewisham's succession planning strategy directly addresses priorities in the CYPP relating to a focus on recruitment, retention and developing a workforce to meet future needs. We have many examples of successful multi-agency working, including our KS1-3 BESD school and our Children's Centres. Our newly launched virtual Leadership Academy is a key plank of our strategy.

### ***Achievement and closing the gaps***

We have made good progress in securing sufficient childcare places across Lewisham. The expansion of childcare places through the Children's Centres has created 38% more places for the under 2s. In total, we have doubled from 133 to 166 in a year the places for children with LDD. We have accurately predicted and are well on the way to meet our targets for the provision of integrated early education and childcare places. The investment we are making in workforce reform has enabled us to improve the quality of out of school day care. 22 staff have gained NVQ3 qualifications and 15 of these staff were previously unqualified. 27 staff have had specialist training to enable them to work more effectively with children with LDD.

Like many inner London LAs we need to address the implications of an aging teacher workforce. 16% is of an age where they could potentially take retirement, while an additional 28% will be in that position within the next 10 years. However, the teacher vacancy rate in Lewisham has fallen to 0.7% in 2007 which is below the national average of 1%, and teacher turnover from 2001-2007 has decreased by 6% to 11.3%. There has been significant growth in the number of support staff in primary schools, mainly teaching assistants and schools bursars/school administrative officers, and turnover between 2006 and 2007 is 10.3%. Schools have no difficulty in attracting and training Teaching Assistants and a range of courses, including NVQs and the Higher Level Teaching Assistant Qualification are being accessed. However, they have greatest difficulty in attracting midday meals supervisors, the main reason being timing and the small number of hours on offer.

25-33% of serving head teachers could potentially chose retirement within the next 5 years and 50% in the next 10 years. We are addressing this positively through succession planning so that at the end of 2006/7, when Lewisham had twelve headship vacancies, all were filled by substantive or acting personnel of which five were Lewisham Deputy Heads. Of the twenty NPQH graduates that replied to a recent questionnaire, seventeen were considering possible headship. Our data shows that only a very small percentage/number of our global majority teachers are currently headteachers or in senior leadership roles. We also have had some difficulty in recruiting faith school leaders, both at headship and deputy headship level.

## **2.2g Buildings and ICT**

### ***Primary estate condition***

Using the Asset Management Plan data, the estimated repair & maintenance costs needed for schools within the PSC programme over the next 5 years (Priorities1-3) is approximately £27M. However, the repair & maintenance backlog, that is including Priority Categories 4 & 5 rises to £58M over the next 25 years. Our schools with the top 5% worst condition are the three schools with the highest value of condition works. (See Appendix 9 for more detailed information) Eleven primary schools will have had had modernisation of at least 50% of their floor area since 1997 by the end of this year. These include 3 brand new mainstream rebuilds, and one primary special rebuild. In addition a further primary school will soon be rebuilt as part of an area regeneration. Section 106 monies may well also enable a future new primary school as part of the Convoys Wharf development.

### ***Primary estate suitability & sufficiency***

Of the schools included for consideration within the PSC programme, that is all primary & primary special schools (excluding those which have or are being rebuilt under other programmes):

- 52% of schools have varying numbers of class bases which fall below the BB99 minimum criteria of 49m<sup>2</sup> for classrooms.

Of the schools which fail to meet the minimum BB99 criteria of 49m<sup>2</sup> for classrooms:

- 50% have more than half of their classrooms undersize.
- 9% have no classrooms which meet the BB99 min criteria of 49m<sup>2</sup>.

However, many schools throughout the primary estate also have other deficiencies such as lack of learning resource spaces and inadequate sized single main halls. It is estimated that the total cost of ensuring suitability with full DDA compliance would be in the region of £15million.

### ***Access and school travel***

The location of our schools is crucial. Despite the availability of free travel for children in London, the evidence which underpins the definition of our Primary Places Planning localities reinforces the point that parents want a convenient, good local primary school for their children. Our 2008-09 data shows that we already have pressure on providing a convenient school in PPPLs 1, 2 and 3. (See Sections 2.3b and 3.3b).

### ***ICT***

The use of ICT in our primary schools reflects the consistent investment that has been made in recent years under three strategic aims:

- Raise the achievement of all children and young people between the ages of 0-19
- Improve the quality of people's lives through personal, community and cultural development and
- Ensure Lewisham residents have the skills and knowledge they need for continuing education and employment

Lewisham has explored the use of technology to promote school improvement and innovative teaching practices. Its innovation has resulted in exemplar practices in particular areas, notably the roll-out of training packages, the development of curriculum materials, the widespread use of interactive whiteboards and the piloting of individual pupil devices. Our experience of developing the ICT infrastructure through BSF places the Council in a strong position to deliver exemplary ICT provision across the primary sector as a key mechanism to ensure flexible access to a broad curriculum for Lewisham children. We have already ensured that the ICT infrastructure in our most recently built and planned primary schools has the ICT infrastructure to enable them to share in the ICT networking, Wi-Fi, VoIP and the LGfL VLE provided for secondary schools through our BSF investment. This infrastructure will allow the incremental introduction of one device per pupil at a number of primary schools.

Primary schools are becoming increasingly aware of the need to embrace all aspects of media through technology to engage learners and raise achievement and acknowledge this in their ICT vision and development planning. They are using ICT to support learning in a range of ways and many are beginning to invest in the use of wireless technology with banks of laptops. IWB technology in schools is an embedded tool by many teachers supporting learning. Use of digital media in literacy such as animation and film is increasingly used in creative ways as an outcome to support and extend narrative in story telling and retelling. The use of digital audio, beginning with IWB software and extending to podcasts, to broadcast to and collaborate with wider audiences is emerging. Eleven primary schools have engaged in the use of the London MLE and have found the collaborative tools for personalising learning valuable, it is planned for a further 20 schools to be using the MLE by the end of summer 2009.

## **2.3 Diversity, Choice and Responsiveness to Parents**

### **2.3a Diversity and Choice**

Lewisham's policy is to provide a school place for all of our residents who want one for their child. Lewisham has 71 primary schools, of which 4 are Infant and 4 Junior schools, and an all-age Academy. There is a good diversity of choice for parents from our 47 Community schools, 1 Foundation, and 21 Faith schools, (of which 11 are Roman Catholic and 10 Church of England). In addition there are currently 249 primary age children in 4 special schools. The range of size of school varies from 1fe to 3fe; 25 primary schools are 1fe, 26 are 2fe and 6 are 3fe (of the latter 4 are Infant or Junior schools). There are 8 schools with less than ideal half forms of entry at 1.5 and 3 with 2.5. The all-age school is 2fe. Our 2 largest schools (3 fe) are currently undersubscribed.

### **2.3b Demand for Pupil Places**

#### ***Locality Places data***

Our 6 Primary Places Planning Localities (PPPLs) are based on good evidence of the limits of where parents send their children to primary school in Lewisham, taking into account natural boundaries such as main roads and railway lines, and schools are grouped accordingly. As a result they are of different sizes. Section 5 – *Our*

*Initial Investment Priorities* – sets out the implications of this analysis. They have been decided by the Mayor of Lewisham, following agreement with Head teachers and Dioceses..

### **Demand and Supply in Lewisham**

Our latest (June 2008) analysis of potential surplus places after second round offers for the academic year 2008-09 indicates that the total Borough school roll surplus will be 11.6% against 10.8% in 2007-08 (January 2008 PLASC). Across our 6 PPPLs, total roll surplus places are predicted to vary in 2008 between 61 and 639, with significant surpluses in all but PPPL 2. However, the total Year Reception surplus will be only 150 in total (4.7%), which is also a very significant reduction on the 2007-08 surplus of 8.8%. Section 3.3b sets out in detail the implications for Lewisham in terms of rapid growth in places required across all our PPLs.

10 schools are predicted to have total roll surpluses of over 25%. Six of these are in PPPL 5 and 6. However, of these ten schools, only 3 (all in PPPL 5 and 6) also have Year Reception surpluses of over 25% indicating that places will fill over time. (See Appendix 2b Tables 3 and 4 for more detailed information).

In PPPL 1 one school has a total roll surplus of over 25% but no school has a Year Reception surplus of over 25%. It is predicted that this locality's Year Reception roll vacancies for 2008-09 will be 16.

In PPPL 2 there are no schools with a total roll surplus or a Year Reception surplus of over 25%. There will be no Year Reception roll vacancies for 2008-09 in this locality.

In PPPL 3 two schools have a total roll surplus of over 25%, but no schools have a Year Reception surplus of over 25%. It is predicted that there will be only 2 Year Reception roll vacancies for 2008-09 in this locality.

In PPPL 4 one school has a total roll surplus of over 25% and another school has a Year Reception surplus of over 25%. It is predicted that this locality's Year Reception roll vacancies for 2008-09 will be 41.

In PPPL 5 three schools have a total roll surplus of over 25%, one of which has a Year Reception surplus of over 25%. It is predicted that this locality's Year Reception roll vacancies for 2008-09 will be 51.

In PPPL 6 three schools have a total roll surplus of over 25%, two of which have a Year Reception surplus of over 25%). It is predicted that this locality's Year Reception roll vacancies for 2008-09 will be 40.

Section 3.3b analyses the implications of this data for both our short and longer term strategies.

## **Section Three - Our Long Term Aims**

### **3.1 Deprivation in Lewisham**

Within the context of the high prevalence of child poverty risk factors in Lewisham, the CYP Strategic Partnership will continue to deliver the priorities within its CYPP to improve the well-being of Lewisham's children and young people across all Lewisham's priorities. The 2007 JAR inspection report noted the commitment across the Partnership to the CYPP priorities leading to a 'seamless approach to tackling and owning priorities in Lewisham'. The partnership will continue its joint commitment to its continuously updated LAA priorities. The dual thrust of the work of our children's services will be to reduce the impact of poverty on children, young people and their families and to reduce poverty itself, including through working across the different multi-agency partnerships in the Borough. In relation to children of primary school age in Lewisham, this will be through:

- Ensuring that our Neighbourhood Renewal strategies and other area-based initiatives complement each other;
- The further development of our Children's Centres strategy;
- Collaborative work between Job Centre Plus and our Children's Centres;
- The continued development of the provision of childcare so that parents/carers can access training and employment ;
- The expansion of support for parents to access the Working Families Tax Credit;
- Health promotion programmes and parenting skills programmes;
- Ensuring that the Children's Plan promises make an impact in Lewisham: building an additional 3m homes nationally, thus increasing supply and affordability; investing in the quality of social housing and private sector renewal; reducing overcrowding and supporting homeless families to retain established links to key services such as schools by placing them close to their previous area of residence.

## 3.2 Our Children and Young People's Plan objectives

### 3.2a Standards

#### **Early Years Foundation Stage**

The focus in the near future is on Lewisham's 2007 Reading and Writing which remain below the 2006 national scores, although Writing saw a reduced gap from 2006 to 2007 (% pupils scoring 6+). We will need to continue to address the long tail of low scoring pupils by targeting those schools with the majority of the 20% lowest achievers and those with a high proportion with 0-3 scores in CLL and PSED. A clear strategy is in place including a range of events and briefings for headteachers, managers, and foundation stage practitioners. Universal CCL training and an intensive, targeted CLL programme, are being embedded, and we will continue to expand this programme. In recognition of the impact this can have on young children's learning, we will broaden and deepen our parenting programmes linked with Children's Centre provision, and complemented by a focus on parenting skills through our overarching parenting strategy, utilising the breadth of initiatives in the Children's Plan.

#### **Key Stage 1**

Our focus at KS1 and 2 will continue to be on targeting schools below or at risk of being below floor targets, including those that fluctuate, of which we currently have too many. We will concentrate in KS1 on accelerating progress to achieve at least a L2b across all the core subjects, on Writing using the Every Child a Writer initiative, particularly for boys, and on making further progress on closing achievement gaps utilising the Every Child a Reader and Every Child Count programmes. To these ends we will strengthen the focus and work of our School Improvement Partners on both the EY Foundation Stage and KS1, and the work of our School Improvement Partnership Boards in supporting schools in difficulty.

#### **Key Stage 2**

The focus of the work of our quadrants in the near future is on leadership and management, improvement in mathematics and working with Year 6 pupils, with collaboratives setting their own outcome targets for 2008 and beyond. We will continue to help them with data and pupil tracking. We will focus especially on writing, particularly where there is a reading/writing gap, with identified pupils from the LA database targeted for additional support, and also work to improve standards in mathematics and science.

**Both at KS1 and 2** we will take the lead in supporting our schools in the development of the curriculum and personalisation, the application of the development of learning theory and practice, and the development and implementation of our workforce strategy. We will follow closely developments in the review of the Primary curriculum, and its dovetailing with EY Foundation Stage. We will continue to focus on underachievement linked to poverty, including smaller underachieving groups such as White Turkish pupils. We will continue to make a priority the achievement of white British pupils on FSM and to extend the impact of our Black Children's Achievement Programme. We will support schools in engaging directly with parents and other stakeholders to impact on pupils outside the school day, with a particular focus on literacy. We will build on our significantly improved use of data to track and set targets for the core of children who do not make progress at school. We will continue to develop primary school collaboratives and quadrants as cross-school resources within their communities, including extending the use of our collaborative data sets to further identify underachieving groups and establish appropriate intervention strategies to accelerate progress. We will ensure that underachieving groups are the key focus in all school support plans and that setting performance objectives relating to underachieving groups is embedded within schools' cultures.

We will continue to address robustly and successfully the improvement of any of our schools that are performing poorly or coasting. We have a sophisticated data analysis, a strong School Improvement Team with effective quality assurance, and a tried and tested range of strategies that, dependent on the seriousness of the problems, range from support to replacement of leadership and governance, with a focus on the single institutional or, increasingly, on federation. We always develop where possible the influence of our best schools on raising standards throughout the Borough, as instanced by the incorporation of our only school in an Ofsted category (Notice to Improve) in an outstanding Academy to form an all-age school. In the future we are keen to explore the possibilities of Federation Trusts including with secondary schools. Consideration of reducing PALs, and closing or amalgamating further schools will be dependent on the requirements for places in specific localities (See Section 3.3b).

### 3.2b Attendance

We will continue to support primary attendance at strategic and operational levels, using high quality data for targeting, in particular in relation to persistent absenteeism; to advise schools on the management of attendance; and to liaise with the School Improvement Team and other stakeholders and partners on targets and concerns. We will sustain our successful policy of zero tolerance of permanent exclusion with regard to LAC, pupils with statements or those with Child Protection plans. This and our firm policy on fixed term

exclusions generally have helped to improve attendance. The service will continue to carry out regular audits to check registers and identify issues, monitoring the incidence of any fixed term exclusions and identifying patterns, such as the current higher though decreasing exclusion rate for primary BME groups. Identifying these patterns helps to highlight pupils at risk of permanent exclusion and allows targeted prevention and remedial work to be most effective. We will continue to use managed moves and other alternatives to exclusion including individualised packages of support.

We will continue to be innovative, as most recently with our project to link the families of persistently absent pupils with services available in Children's Centres, and in giving incentives such as certificates, letters and vouchers to maintain and inspire good attendance. We will further extend our range of strategic projects support vulnerable pupils at risk of exclusion, e.g. restorative approaches, Social and Emotional Aspects of Learning (SEAL), and our pilot on reducing exclusions of Black Caribbean pupils. Our considerable, targeted work on improving LAC attendance will be sustained to bring Lewisham's performance out of the bottom quartile. We will extend our current training with residential homes, social workers and foster carers to identify the symptoms of poor attendance, share good practice and raise awareness of the issue. This will feed into the wider agenda of closer multi-agency working which underpins the strategy. We will continue to use Welfare Call, through which an external provider, each Looked After Child's school is called every day to ensure they are attending, with monitored follow up.

### **3.2c Children with special educational needs or disabilities**

Access to specialist teaching within mainstream schools is the cornerstone of Lewisham's SEN strategy for change. To support appropriate personalised learning for children with SEN, we will continue to increase primary places in mainstream primary schools for children with SEN. Our strategy will break down the divide between mainstream and special schools to create a unified system where all children are included within a wider community of schools. The new arrangements will see more children moving between schools through dual placements or transition to mainstream. We have a secure platform from which to build networks of schools, including our primary collaboratives who already manage the funding for children with SEN, and an existing soft federation between two Special schools. Collaboratives will continue to work together to raise standards, promote inclusion and find new ways of approaching teaching and learning. They also open up new pathways for children.

To facilitate this we will identify suitable special and mainstream schools to give support to others on developing personalised approaches. We are fortunate in Lewisham to have a special school that has modernised so that it serves a greater number of children and provides a range of services across the borough. We will extend this model, which has been identified as "outstanding" by HMI, and provides support for children with BESD without the need for a statement, and support for their mainstream schools. As a result, even if they spend time out of their own schools they are able to reintegrate successfully. Since it has been operating the number of requests for statutory assessment for behaviour difficulties has decreased. The key features of this that we want to ensure all special schools provide are to take a lead across Lewisham for providing advice regardless of placement; to provide training and other specialist guidance across all settings – mainstream schools and early years settings and Children's Centres; to provide early intervention support so that children's needs are assessed and met in a timely way; to make short term respite and assessment placements; and to support children back into mainstream school. We will ensure that a full change management programme is in place to ensure that staff at all levels in mainstream and special schools have the skills and confidence to ensure the success of the support the strategy. We look forward to the investment in Initial Teacher Training and Continuous Professional Development on SEN promised in the Children's Plan.

### **3.2d Healthy children in Healthy Schools and Settings**

We are on track for 100% of our schools to meet the Healthy Schools standard by December 2009. Lewisham has a strong Sports and Leisure strategy which is currently being revised to take account of the capital benefits from both BSF and the PCP. The next step in terms of provision is the '5 hour offer' outlined in Public Service Agreement (PSA) target 22. To reach this we will build on our existing school sports partnerships, which are already having an impact on primary school sports participation.

The current Building Schools for the Future programme brings a once in a lifetime opportunity to develop a range of indoor and outdoor high quality sports facilities across the Borough. These new secondary facilities will be our complement of sports halls, as we currently have very few. We intend to bring schools, clubs and community together by signposting or developing key local clubs to be based in the new school facilities as their 'home' venue, creating a lasting legacy. Local primary schools will make use of facilities partly in school



time but with the help of the school sport partnerships and programmes, will get involved in sporting activity after school at the new facilities. Where local primaries do not have easy access to the new sports facilities, we will investigate other alternatives such as creating access to private school facilities or private playing field facilities. A good example is that of a section 106 made at a private bank playing field in Catford and now local schools can make use of its floodlit multi use games areas free of charge in term time in the curriculum.

Lewisham Council (Sport & Leisure and Planning teams) in partnership with Sport England and London Playing Fields Association, is about to develop a Playing Fields Strategy, including a pitch assessment. This will also cover primary schools, parks and voluntary and private facilities. The aim is to gauge the needs in terms of outdoor sporting needs and then develop a prioritised investment listing which links to the School Sport Facilities Strategy, identifying where and when investment should be made to encourage appropriate pathways. The strategy should be completed by December 2008.

Lewisham has a magnificent opportunity to develop its young people and to contribute to national and international programmes through Next Stop 2012, as the Gateway boroughs maximise the benefits from the London 2012 Olympic Games and Paralympic Games. We will also further develop our programme of recreational summer activities which fully involve young people with disabilities in the programming and evaluation of schemes for disabled children and young people.

All play activities have been audited as part of a comprehensive strategy to identify where more play provision could be provided through Extended Services in schools and in parks through Children's Centres. The continued implementation of our 3 year Play Strategy will ensure that all agencies involved in children's play are engaged, and continue to produce our annual Comprehensive Directory of Summer Fun Activities for 0-19 year olds. We will further involve our children and young people as evaluators of play provision in Lewisham. As part of the Play Strategy we will increase the usage of Lewisham's wide range of open access play activities. We will continue our partnership with Glendales, our parks contractor, which promotes children's play in sport, throughout the year. We will continue to develop Lewisham Parks' already increased facilities for children's play.

We will continue to support a range of activities linked to quality play provision, including the wide distribution of Toy Library services across the Borough, and a range of play schemes during holiday periods for children of working parents. All schemes are fully integrated to enable the participation of all children including those with LDD. We will build on the successes of our existing Children's Centres to provide opportunities for more vulnerable parents and their children to learn together. Sessions are jointly run by a Speech and Language Therapist, Literacy and Numeracy Advisor and the under 5s Outreach Worker. The aim is to help parents to understand how important play is to their children.

On obesity, the Council and the PCT School Nursing Team has developed an action plan for 2007-09, that aims to ensure we meet the national target of 85% coverage of Reception and Year 6 children. The plan includes an additional £27,130 investment in the programme to support school nursing and schools to deliver the programme as a wider health promotion activity. 21 MEND obesity intervention programmes for children aged 8-13 and their families are running across the Borough in different locations between 2007 and 2009, funded by Lewisham and the PCT, after successful piloting at two Leisure Centre sites. We will look to use the guidance in the national obesity action plan announced in the Children's Plan.

A new school meals contract is currently on target to commence in April 2009 which will aim to turn around a reduction in take-up, as well as further improve quality. All food in LBL schools will continue to be compliant with DCFS nutritional guidelines. The new contract specification asks that cooks are trained to at least NVQ2 or equivalent. Almost all our primary schools will take up the service.

CAMHS, the Youth Offending Team and schools are working closely together to intervene early and prevent children and young people developing emotional and behavioural problems and/or getting into trouble. The Restorative approach adopted by an increasing number of primary and secondary schools is underpinning the growing success of this work. CAMHS will also continue to provide an intensive parenting programme for the most vulnerable families referred by Children's Social Care and Education Access services, working closely with those services to engage hard - to - reach families. CAMHS workers deliver clinics in 16 GP practices in Lewisham and 2 staff deliver support in Children's Centres.

We will continue to use the Family and School Support Team (FASST), a Children's Fund project, involving CAMHS) in working with primary schools, using home-school liaison workers to promote family involvement in improving outcomes for children. The BEST project and behaviour support provided as an outreach service to mainstream schools from our BESD Special School have focused on enhancing the capacity of schools to meet the emotional development and mental health needs of a broader range of children and young people.

We will widen the impact of our successful SEAL and Restorative Justice programmes support children's emotional and social development.

We will extend the reach of the Lewisham One card provided to LAC, which has a focus on healthy activities and gives all LAC in Lewisham free access to sports facilities and activities including swimming and gyms. We will ensure the full integration of service provision at our multi-agency Kaleidoscope centre for children with learning disabilities which was highly praised during the JAR inspection. A research project has provided a series of recommendations which will improve its impact still further.

Our Children's Centres Phase 3 Delivery (2008-10) will give improved access to services for families in less disadvantaged and more affluent areas as well as acknowledging that a considerable number of disadvantaged children live outside disadvantaged areas and even in the more affluent areas there will be small pockets of children living in poverty who may be at risk of greater social exclusion because of their isolation. These children and their families need to be able to access the full range of children's centre services along side the universal offer available to other families. We aim to create an additional 5 centres to target 2,831 children. Phase 3 centres will offer a less intensive level of support than in Phase 1 and 2, but will have robust links to the full range of services on offer. Our Information Bus, Play Bus and mobile Baby Gyms will ensure that a full range of services are available across the network of Children's Centres. We will use the outreach workers allocated to each Children's Centre to help reach the most disengaged families.

### **3.2e Extended, Youth and Community services**

We will target those localities within the Borough where audit shows a lack of extended service provision such as out of school hours provision, and positive activities for young people. Particular areas for focus are the wards of Catford South, Brockley, Bellingham and Downham. We intend to contribute funding to tackle persistent non-attendance linked to other attendance-related strands such as the recruitment of Parent Support Advisors as part of the Borough's Parenting Strategy. We will help Parenting Support through detached youth workers and Children's Centres. We will continue to develop programmes with social housing partners to deliver parenting support. We will build on our Accelerating Extended Schools project, with a combination of universal and targeted provision for young people in identified areas including on a difficult estate. We will allocate funding to provide training for school staff to continue the Every Family Matters project into 2008/2009 to develop partnerships between schools, community arts providers and other agencies to deliver transition information sessions to parents of children starting school and transferring to secondary school. We will provide for a varied menu of enrichment activities to enhance achievement and broaden interests, as well as informal childcare provision and a safe place to be. We will continue to fund the LAC residential. Through a risk assessment process, we will identify any schools requiring additional support to deliver the extended services core offer by 2010 through an enhanced Area Co-ordinator budget.

Through the development of our IYSS, we aim better to co-ordinate work across agencies at strategic and operation levels, with agreed strategies, protocols and targets and transparent commissioning processes. We will identify young people at risk earlier, and develop with them targeted support packages. We will offer to every young resident of an entitlement card that provides increased access, and discounted /free access (according to vulnerability) to a range of Borough services such as libraries. We will have a co-ordinated approach to the use of grants from the London Mayor and DCSF, and Playbuilder and Myplace grants to increase provision in areas of need, with less reliance on youth service building based provision, and more mobile Youth buses and resources.

### **3.2f Workforce Provision**

For Early Years Foundation Stage we will continue to implement the recommendations of our Sufficiency Review, particularly around market management to ensure good quality private, voluntary and independent provision is sustainable. We will follow closely the development of the Graduate Leader fund initiatives announced in the Children's Plan. We will rationalise our funding in line with our role as commissioners and managers of the market, improve the support to and quality assurance of maintained and non-maintained settings, and the training and development of non-maintained setting managers, develop a providers' register for all sectors who wish to provide services to specialist and hard to reach communities and ensure comprehensive, cross agency information.

For our schools, we will build on our comprehensive staff and governor training programmes to make them more tailored to needs. We are targeting the recruitment training and retention of specialist support staff in the area of maths and science. We will tackle prospective headship shortages, including those in Faith schools,

through developing our newly launched Leadership College. We will promote federations and trusts to offer extended career progression for our best leaders in executive roles, and provide experience for prospective heads through associated head status. We will improve training for governors on models of leadership and appointment processes. Over the longer term we will support schools to develop effective and realistic succession plans, create a team of leaders to talent spot. We will ensure the meshing of our provision with that provided nationally and regionally through NPQH, NCSL, SSAT, City Challenge, such as Transition to Teaching and the extension of the National Leaders of Education programme.

### **3.2g Buildings and ICT**

Our Primary Strategy for Change with its associated PCP will help achieve our education vision and the transformation of our primary schools. Central to this vision is the delivery of high quality learning environments that will increase motivation and the desire to play an active part in the life of the school by offering a better and safer place to learn. This is particularly important within the context of our strategy to address the needs of underachieving groups. Plans to extend the range of provision offered by schools will encourage parental and community improvement, provide study support and leisure facilities and encourage access and participation from our most vulnerable children and families.

Our Primary Capital Programme will allow us to take a similar strategic approach to the primary estate as we have done for the secondary estate through BSF, making maximum use of the opportunities for co-location and joint working. Buildings will be designed to support the pastoral mechanisms that work best for children, ensuring that they are fully supported to realise the potential outlined in the individual learning plans. Our collaborative practices are central to the solution to meet the needs of children in Lewisham over the next 20 years. Through the continued development of our collaboratives, schools will establish strong partnerships with each other and with other partners. These will provide more effective units of delivery for many universal and targeted services, enable the devolution of services to local delivery and the development of local commissioning, and improve the quality and cost-effectiveness of current support from schools to their underachieving and vulnerable pupils. Collaboratives, working with secondary schools, will support the delivery of a transition entitlement for all Lewisham pupils. They will be key to the development of extended provision in Lewisham through schools and Children's Centres. Overall they will secure a joined up approach, which will impact on the learning and well being of children and young people throughout Lewisham.

Personalised learning will also have a major impact on these young people who will be encouraged to develop greater autonomy over their learning, and as a result, pride in their achievement. All school designs will seek to provide flexible, multi-functional space for children to learn in ways which best meet their learning styles and the context of the curriculum, whether this is the creation of larger break out spaces, access to ICT for on-line learning, or nurture areas for those who need special support. They will seek to establish the appropriate balance between free movement and participation, and safety and security. Buildings will be designed to support the pastoral mechanisms that work best for children in individual contexts ensuring that they are fully supported to realise their potential. In practice this will be reflected in:

- Buildings with improved physical access that are welcoming, facilitate use by all members of the community, and encourage parents and others to actively engage with learning;
- Space which actively supports personalised learning, including flexible, multi-functional spaces for learning in larger groups, and more traditional learning arrangements, all with appropriate access to ICT;
- External play and sports facilities which promote learning, participation and a healthy lifestyle;
- An environment which is conducive to learning: this includes appropriate climatic conditions, good circulation, carefully designed external and internal space for socialising, eating and recreation and a design which itself can become a learning tool;
- Designs which places inclusion, SEN and support services at the heart of the school, including the learning resource facilities;
- Designs with ICT which support Collaborative working and interface with all schools and the LA;
- Full integration with the Children's Centre including capital programme, as outlined in *Section 3.2d*, and other key strategies;
- Compliance with established design standards (such as BB99);
- Compliance with environmental standards such as BREEAM, bearing in mind the intention set out in the Children's Plan that all buildings be zero carbon rated by 2016t;
- Use of Design Quality Indicators when evaluating proposed design solutions.

ICT in the future will be crucial to our Collaboratives of primary schools in developing and promoting their joint agendas. We recognise the almost limitless potential to transform education in our primary schools. Our core themes within our vision for ICT will deliver the transformations that are the best outcomes for our children, our parents and carers, our staff and the community.

- A partnership approach to education and development, with flexibility in local approach for schools;
- Personalised learning which is inclusive and accessible;
- Cross-curricular excellence for children and young people using media rich connectivity;
- Continuity of provision and effective progression across phases of education;
- E-confidence amongst teaching, support and administrative staff.
- Consistent methods of assessment diagnosis and monitoring;
- Facilitating Children's Services, extended schools and community provision;

We see the learning and development of children as a seamless, holistic and continuing journey, facilitated not only by our teachers, support staff, and governors but by a diverse and robust partnership of adults. Our partners include children themselves, their older siblings, parents and carers, extended family, and other children's services professionals as well as the community in which children live. ICT provides us with the opportunity of open learning and research facilities to community users on an almost 24/7 basis from their own homes, from other locations as well as in school.

Our focus on learning and teaching will remain the consistent core of our ICT work. We will use technology to creatively and appropriately underpin all that we learn and teach. The technology must do more than simply support us as if it were any other utility. We will build upon our successes in using technology to find new and exciting ways to actively transform our teaching capabilities in each subject in every school, increasing motivation and engaging learners, providing them with new ways to learn, more opportunity to understand difficult concepts, greater access to cutting edge resources and materials and a greater diversity of subjects to choose from. Self-assessment through the intelligent use of data is at the heart of developing excellence in our schools, both individually and as federations. Many primary schools have been introduced to the BECTA Self Evaluation Framework to assist them to develop and implement their ICT Action Plan. ICT will increasingly provide the means by which schools ascertain their strengths, and develop shared approaches to tackling their weaknesses on a continuous basis. It will more easily enable the involvement of all staff in self-evaluative and improvement processes, and increasingly the contributions of children, parents and other stakeholders. It will provide all staff and other stakeholders with easy access to information on progress towards meeting school and Collaborative objectives.

We expect our schools to use the opportunity of the PCP to remove obstacles to inclusion and, indeed, to build in the capacity to support these pupils more fully and place facilities for SEN at the heart of the school. The transformation of our primary SEN provision will be completed through the capital aspect of our SEN strategy for change, using funding outside the PCP. We already have a recent part refurbishment and new build of an outstanding 5-14 BESD Special School. Our high quality provision for children with Severe Learning Difficulties and Profound and Multiple Learning Difficulties is already situated in a state of the art, recently built school.

Using agreed Building Schools for the Future (BSF) funding, it is proposed through the SEN strategy for change that two existing special schools close, in order to rebuild a new state of the art school on one site, designated as a mixed 5-19 special school for children with complex Autistic Spectrum Disorder (ASD). The new school will form strong links with Children's Centres, so that they are supported in making early provision for children with complex needs and autism, and it will develop a full set of out-reach services to support all children with ASD regardless of placement. The process of competition for the establishment of the new ASD school has begun.

Opportunities for children in mainstream primary schools will be increased by developing partnerships of mainstream and special schools, and through specially resourced provisions/units in mainstream schools. Two resource bases are already in operation in primary schools, and a further five are planned to support a full range of SEN needs, with funding identified by London Borough of Lewisham outside the PCP. £1.6million has been earmarked from the NDS Modernisation allocation to the LA by DCSF.

Steps have already been taken to address or compensate for the lack of dedicated play space and sports provision at many of our school sites. Through our Sports and Leisure strategy which maps the level of curriculum supply and demand, we will ensure as much equity as possible across localities. Lewisham's BSF programme is aimed at improving the level of provision not only for its secondary schools but for other local schools and communities, and where it is possible, the PCP will seek further enhancement.

Lewisham will upgrade primary school kitchens and dining areas as part of any new builds or substantial refurbishments. It will also consider upgrades as parts of other projects to improve conditions and suitability. A separate contract being provided to cover kitchen equipment maintenance as an extension to the Council's current maintenance contract. We realise that the maintenance of old and outdated equipment is becoming

non-cost effective and the condition of, particularly, our smaller kitchens is in need of some degree of improvement work. The cost of improving the entire Primary estate is likely to be in the region of £6million. Clearly this work is beyond the capacity of the Council to undertake in one move. The Council plans a rolling programme of capital investment that would begin with those schools in greatest need and facilitate as much improvement as possible in order to assist both schools and caterers with the drive toward a healthier pupil populace

Phase 3 of our Children's Centre strategy has limited capital. We will therefore maximise the resources available by the use of existing buildings and services to develop into the Children's Centres. This will include schools both within and without the PCP as site opportunities arise. It may also include w Generation Play clubs, libraries or other civic amenities. There is more scope to adopt this approach in this phase as there is no requirement to provide full time early education and childcare. In order to complete the network of Children Centre activity there is a need to develop a site or a hub in the following wards: Catford South, Lee Green, Lewisham Central, New Cross and Whitefoot wards.

### **3.3 Diversity, Choice and Responsiveness to Parents**

#### **3.3a Diversity and Choice**

We will continue to support and develop a diversity of primary provision to enable parental choice, including Faith schools and a small number of all-age schools (we currently have one with two planned). These can provide examples of progression with pace and challenge across the usual phase boundaries, and, through their family ethos, models of responsibility for the young taken by older children. We will seek to build on our record of expanding the influence of successful and popular schools, through increasing admissions limits, federations (including Trusts), and physical expansion where this is possible. We have may examples of where taking radical steps to improve leadership, including through federation with excellent schools, has led to speedy and impressive improvements.

#### **3.3b Demand for Pupil Places**

Our early 2008 analysis of GLA projections for Lewisham had indicated that in 2016 there would be an overall shortage in the Borough of only 74 places or 2%. Previous experience has been that GLA figures significantly overestimate demand in Lewisham. This suggested that, at most, action might be required to increase or reduce the number of places in particular planning localities to address variation in demand across the Borough, and to improve the suitability and the condition of the primary schools estate. The latest GLA demographic projections, dated 11 March 2008, show a very different picture of significantly increasing places demand in Lewisham. They also indicate that these forecasts may be more accurate than previously, based on a comparison of the 2008 GLA prediction compared to the January 2008 PLASC figures, which shows the GLA prediction to be below the actual number on roll. Further weight to this hypothesis is given by the latest information on the impact of late applications for Lewisham schools for 2008-09, which also indicates roll growth for the Borough as a whole to be in line with the GLA projections.

This change in forecast is predicated on increase in the 2005/06 birth rate (now factored into the GLA forecasts) which has been rising since 2001/02, and an increase in natural fertility rates which ONS began to factor into projections during 2006/07 (the highest fertility rate since 1980). The new GLA forecasts assume that this increased birth rate will continue, and, as a result, the Lewisham projections for the age 4 cohort between 2010 and 2017 are approximately 300 places higher each year than the previous version. Depending upon pressure in surrounding boroughs and the private sector, it is possible that more than 80% of these extra learners would seek places in Lewisham schools. This would have a 240 place impact (8fe) greater than the previous GLA school roll projections. This suggests a very substantial increase in the requirement for pupil places in Lewisham which could only be met by permanent provision rather than, for example, demountable classrooms and temporary changes to school Pupil Admission Limits (PAL).

In order to improve the accuracy of the GLA projections, we have also included in our own projections to 2017 the estimated impact of those new residential developments in Lewisham which have not, as yet, received planning permission, but are likely to do so, as well as those that have. (*See Appendix 3a Charts 1 and 2 for more detailed information*). We have used the Wandsworth model which, of those available, best reflects the Lewisham context. The Authority has taken very careful account of these predictions in its planning. Nevertheless, despite the indications of increased accuracy of GLA projections for 2007-08 and 2008-08, as indicated in our initial investment proposals, we will take a cautious approach to expansion of places in view

of current locality surpluses and the lack of conclusive evidence that predicted trends will be realised in future years. *Section 4 – Our Long Term Aims* – sets out the implications of this analysis.

The projections show that entry to Year Reception is just below the overall PAL in 2009 (3,136 compared to 3,169), then rises sharply in 2010 to exceed the PAL by nearly 300 pupils. Thereafter Reception entry continues to rise to reach 3677 in 2017

In each of our 6 Primary Places Planning Localities (PPPLs) there is an increase over time in the demand for places, but at different rates. If no action were taken on the supply side, this would result in a 13% overall surplus of places in 2007 moving to a 15% shortage by 2017. Whereas current surpluses across the 6 Lewisham places planning areas vary between 7% and 21%, by 2017 there are shortages predicted to vary between 9% and 23%.

Against the Total PAL, the surplus has grown slightly between 2006 and 2007 but reduced in 2008. If the trend continues, by 2017 the GLA projections indicate that there could be a shortage of over 3300 places in total. Furthermore, as described below, it shows that in the Deptford/New Cross and Downham localities, where there is currently a significant surplus capacity of just over 20% in each, there are likely to be shortages of places by 2017 (*See Appendix 3a Table 1 and Charts 3 and 4 for more detailed information*).

The detailed implications of projections between 2009-17 for each of the 6 PPLs are set out below, together with other relevant data (*See Appendix 3a Tables 2-7 and Charts 5-10, and Appendix 8 for more detailed information*).

#### **PPPL 1: Forest Hill – Sydenham**

Of the 18 schools in this locality, 12 are judged by the Authority to be good or outstanding. Two are judged to be in need of additional support in order to raise standards. There are 4 CE schools and 2 RC schools. Four schools have 1.5 fe entry. There is an Infant school adjacent to its feeder Junior school. Three schools are in the top 16 Lewisham schools requiring conditions works, and 3 schools have significant suitability issues. Four high performing schools have sufficient site area to warrant further investigation of their capacity to move from current 2fe to 3fe if required. One school has a Total Roll surplus of over 25%. No schools have a Year Reception surplus of over 25%.

It is predicted that this locality's Year Reception roll vacancies for 2008-09 will be 16. **The Reception PAL (810) is predicted to be exceeded in 2009 by 25, and in 2010 there is a projected Reception shortfall of 102 (3fe+)**. Reception intake continues to rise to a high of 935 in 2015, a shortfall of 125 places (4fe+).

The total roll is currently below the total PAL, but there is a gradual rising trend from 2009, so that the total net capacity and total PAL could fill by 2012. **As a result, there is a predicted potential total shortfall of 305 places by 2013, of 620 places by 2015 and of 709 places by 2017, probably not growing thereafter.**

#### **PPPL 2: Lee Green**

Of the 8 schools in this locality, 7 are judged by the Authority to be good or outstanding. The other school is an all-age Academy which opened in new buildings in September 2008. There are 2 CE schools and 3 RC schools (including the Academy). Two schools have 1.5 fe entry. There is an Infant school near but not adjacent to its feeder Junior school. Two schools are in the top 16 Lewisham schools requiring conditions works, and 2 schools have significant suitability issues. One school has sufficient site area to warrant further investigation of its capacity to move from current 2fe to 3fe if required. One school is borderline in its capacity to move from 1fe to 2fe, and another in its capacity to expand to 2fe. There are no schools with a Total Roll surplus or a Year Reception surplus of over 25%.

There will be no Year Reception roll vacancies for 2008-09 in this locality. **The Reception PAL (315) is predicted to be just overtaken in 2009, and in 2010 there is a projected Reception shortfall of 28 (1fe-)**. Reception intake continues to rise to a high of 371 in 2015, a shortfall of 58 places (2fe), and reduces very slightly through to 2017.

The total roll is currently well below the total PAL, but there has been a gradual rising trend underway since 2004, so that the total net capacity (which is 85 below total PAL) could fill by 2010 and total PAL could fill by 2012. **As a result, there is a predicted potential total shortfall of 328 places by 2013, and of 536 places by 2016.**

### **PPPL 3: Brockley, Lewisham, Telegraph Hill**

Of the 15 schools in this locality, 12 are judged by the Authority to be good or outstanding. Three schools are judged to be in need of additional support to raise standards. There are 2 CE schools and 2 RC schools. One school has 2.5 fe entry, another a 3fe. One school will move into new buildings in this year. Another is planned to be incorporated into a new all-age school built under BSF to open in September 2010. Four schools are in the top 16 Lewisham schools requiring conditions works, and 5 schools have significant suitability issues. One school has sufficient site area to warrant further investigation of its capacity to move from current 2.5fe to 3fe, and another its capacity to expand from 1fe to 2fe. Another school has sufficient site area to warrant further investigation of its capacity to move from 2fe to 3fe if required. Two schools have a Total Roll surplus of over 25% but no schools have a Year Reception surplus of over 25%.

It is predicted that there will be 2 Year Reception roll vacancies for 2008-09 in this locality. **The Reception PAL (711) is predicted to be overtaken in 2009 by 9, rising in 2010 to a projected Reception shortfall of 82 (3fe-).** Reception intake continues to rise to a high of 893 in 2016, a shortfall of 182 places (6fe), and reduces very slightly in 2017.

The total roll is currently well below the total PAL, but a rising trend is predicted from 2008, so that the total PAL could fill by 2011 and total net capacity (which is around 220 above total PAL) could fill by 2013. **As a result, there is a predicted potential total shortfall of 203 places by 2012, 590 places by 2014 and of 961 places by 2017.**

### **PPPL 4: Catford, Bellingham, Grove Park**

Of the 12 schools in this locality, 4 are judged by the Authority to be good. Three schools are judged to be in need of additional support to raise standards. There are 2 RC schools. Two schools have 2.5 fe entry. Two sets of Infants and Junior schools are on adjacent sites. One school is due to move into new buildings in 2009. Three schools are in the top 16 Lewisham schools requiring conditions works, and 6 schools have significant suitability issues. Four schools have sufficient site area to warrant further investigation of their capacity to move from current 2fe to 3fe if required. One school has a Total Roll surplus of over 25% and another school has a Year Reception surplus of over 25%.

It is predicted that this locality's Year Reception roll vacancies for 2008-09 will be 41. **The Reception PAL (555) is predicted to be overtaken in 2009 by 10, and in 2010 there is a projected Reception shortfall of 39 (1fe+).** The Reception intake continues to rise to a high of 612 in 2015, a shortfall of 57 places (2fe), and reduces very slightly through to 2017.

The total roll is currently below the total PAL, but there is a rising trend from 2008, so that the total net capacity (which is around 220 below total PAL) could fill by 2010 and total PAL could fill by 2012. **As a result, there is a predicted potential total shortfall of 114 places by 2013, of 364 places by 2016, and of 373 places by 2017.**

### **PPPL 5: Deptford and New Cross**

Of the 9 schools in this locality, 4 are judged by the Authority to be good or outstanding. Five schools are judged to be in need of additional support to raise standards. There is 1 RC and 1 CE school. One school has 1.5 fe entry, but has agreed to reduce to 1fe from September 2009, initially for 1 year. One school moved into new buildings in January 2008. Another is part of a proposal to be incorporated into an existing Academy and, if that were to proceed, will be refurbished. Another is planned to be rebuilt as part of an area of borough regeneration. Three schools are in the top 16 Lewisham schools requiring conditions works, and 2 schools have significant suitability issues. Two schools have sufficient site area to warrant further investigation of their capacity to increase by 1fe if required. Three schools have a Total Roll surplus of over 25%, one of which has a Year Reception surplus of over 25%.

It is predicted that this locality's Year Reception roll vacancies for 2008-09 will be 51. **The Reception PAL (420) is predicted to be overtaken in 2010 by 12, and in 2011 there is a projected Reception shortfall of 29 (1fe).** The Reception intake continues to rise as new housing makes a significant impact to a high of 527 in 2017, a shortfall of 107 places (3fe+), when the increasing trend starts to flatten out. It should be noted that these projections largely rely on approvals yet to be agreed and construction being delivered; therefore development of capacity needs to proceed cautiously.

The total roll is currently well below the total PAL, but there is a steeply rising trend from 2009, so that the total net capacity (which is around 50 below total PAL) and the total PAL could fill by 2013. **As a result, there**

is a potential predicted total shortfall of 174 places by 2014, of 398 places by 2016, and of 454 places by 2017.

### **PPPL 6: Downham**

Of the 7 schools in this locality, 2 are judged by the Authority to be good. Five schools are judged to be in need of additional support to raise standards. There is 1 RC school. One school has 1.5 fe entry. One school is in the top 16 Lewisham schools requiring conditions works, and 5 schools have significant suitability issues. Three schools have sufficient site area to warrant further investigation of their capacity to move from current 2fe to 3fe if required. Three schools have a Total Roll surplus of over 25%, two of which have a Year Reception surplus of over 25%.

It is predicted that this locality's Year Reception roll vacancies for 2008-09 will be 40. **The Reception PAL (345) is predicted to be overtaken in 2010 by 20, and remains relatively flat thereafter until 2017.**

The total roll is currently well below the total PAL, but there is a rising trend from 2007, so that the total net capacity (which is around 60 below total PAL) could fill by 2011 and the total PAL could fill by 2013. **As a result, there is a potential predicted total shortfall of 58 places by 2013, of 145 places by 2014, and of 226 places by 2016.**

## **3.3c Our Approach to Investment**

In addition to the PCP allocation for 2009 -11 there are a variety of sources of funds available to the LA to commit to the delivery of the Primary Capital Programme. Our approach has been to use the PCP allocation as the lever to draw in other resources to enable the LA and its partners - schools and VA Governing Bodies - to fulfil a number of responsibilities at the same time, including the duty to ensure sufficient places. In this way we have secured commitment for the use of Basic Need, schools devolved formula capital, Extended schools capital and the LCVAP programme to deliver an overall programme of renewal and expansion. In the longer term we shall be investigating how our expansion needs can be supported through developer contributions and rationalisation of LA education assets.

### ***DCSF Formula based allocations***

#### **Basic Need**

The largest allocation is the Basic Need provision for sufficiency of places. In 2008 -11 Lewisham has an allocation of £23m, of which £9m is identified to support secondary places created as part of the BSF programme. The balance is proposed for the creation of primary places to support the growing demand as set out in the pupil projections to 2017. The provision for spend has been programmed 2009 -11 to complement the initiation of the PCP resources availability and the Council's existing capital profile of spend.

#### **Devolved Formula Capital**

Schools are allocated sums of money based upon pupil numbers and whether the premises are modernised or not. These sums are expected to support maintenance needs of the school premises, site development and ICT costs. The ratio of premises to ICT is around 80:20. Following the rebuilding or refurbishment of school sites the maintenance needs will be significantly reduced and expenditure in the period prior to the development will also be limited. On this basis it would be appropriate for schools to contribute DFC funds towards the PCP investment on the site. It is proposed that 80% of the DFC allocation for 1 years prior and 3 years after should be put toward PCP programmes by schools as they go through the PCP. The balance of 20% would remain for schools to invest in their ICT infrastructure on managed ICT service. The annual sum for a 1 fe primary school would be £26k. The annual sum for a 3 fe primary school would be £46k

#### **Other Government sources; EU; Big Lottery**

The LA is in receipt of other DCSF capital allocations: Extended services and General Sure Start Grant. In the case of extended services the total allocation for 2009 – 11 is £750k. In 2008-09 the allocation is committed to current projects to continue to move forward the agenda. For 2009 – 11 the capital allocation will be put alongside the PCP to promote Extended Schools services as development as part of the bigger programme and to secure more effective value for money from the investment available. Big Lottery resources tend to support sport and leisure facilities located on secondary school sites and we will continue to support schools in any BL bids, and also any Football Association bids.

#### **Targeted Capital Fund**

In 2008 -11 the targeted capital fund is earmarked largely for support of the national school meals agenda in the provision of kitchens for schools where schools or authorities have previously elected to cease the school meal service and converted the space to teaching and learning provision.



### **Capital Receipts**

The context to 2017 is for a growth in pupil places demand. As current forecasts estimate a considerable places need over the planning period, it will be prudent of Lewisham to preserve the existing number of primary sites rather than undertake some proposals and then need to purchase new sites in the future. A consequence of this approach is that capital receipts may not be a significant source of capital. We have undertaken feasibility studies of larger sites to assess the potential for development and land sales while preserving space for potential school accommodation expansion. This has identified a small number of sites where some sales could be made in order to contribute to the total resources available for PCP. Another aspect that has been considered is where there can be a remodelling of adjacent council assets to achieve improvements in other service as well as school assets and provide scope for receipts. In these instances there would be a smaller contribution to the PCP as some contribution would be needed to fund the development of other assets. A further complicating factor is the need for decant locations while whole school rebuilding takes place. Most communities are reluctant to see building take place on the same site that primary age pupils are educated on. This means that disposals already planned may be delayed or that schools temporarily occupy premises of other schools.

### **Developer Contributions (s106)**

In the absence of significant capital receipts, as set out above, the next most significant private sector contribution to PCP would be through developer or s106 contributions. The Council is currently working on the development of a "development tariff" i.e. the social infrastructure costs associated with all developments and this would include a formula for pupil places and the costs per pupil of meeting them. This would then form the basis of payments from the developer to complement the approvals for development they are seeking. At the moment such agreements are ad hoc and discretely negotiated. The tariff approach would ensure a consistent approach to developers from the council and ensure greater consistency.

### **Prudential Borrowing**

The Council has scope to use prudential borrowing to support capital expenditure. In essence the approach requires that revenue benefits or income are identified that flow from the investment that can repay the loan required to undertake the investment. In the case of schools that are rebuilt the revenue savings from a more efficient building and easier management flow to the school. The increased income would be marginal in terms of community or extended use of the facilities, and it is unlikely that they could finance a significant amount of borrowing. As the schools would retain the revenue benefits because of the formula funding approach it would be necessary to secure a Governing Body Agreement for the school to pay toward the overall cost of a school project to help meet the borrowing costs.

### **Other Local Funding – LBL, PCT**

The Council is currently developing strategies for the 21<sup>st</sup> century provision of library and adult learning provision. There is scope for some of this development to be linked with primary school site proposals. There are two examples of where this might be possible {Kelvin Grove/ Kirkdale and or Brockley/ Brockley Rise}. At Holbeach a possibility has been created from early adult education changes to develop primary space for a SEN resource base in support of the council's inclusion policy. There are no current PCT LIFT proposals that could be quickly factored into the overall funding proposals. Further discussions would be necessary about co locating health provision on primary sites to promote the objectives of the Every Child Matters agenda and achieve economies of scale increased occupancy of the primary estate.

### **PFI Credits**

The Council will seek to maximise the take up of PFI credits for new builds.

### **Procurement**

The intention is to procure the delivery of the PCP using the Local Education Partnership (LEP) already set up in order to deliver Lewisham's BSF programme. We will use the established BSF structure for the finalisation of options and their formal route to procurement. Projects approved by the PSPB will then be offered to the LEP for delivery. Once a viable project with funding has been established there would be an approval required from the Mayor.

### **LA Resources**

Lewisham has huge and relevant experience of client-side resourcing through its current Pathfinder and Wave 3 BSF programme. It will use this and some of its existing BSF structures, together with additional resourcing to complement the LEP, to ensure that the PCP is efficiently and effectively managed.

### **Sources of Investment for Tranche 1**

The estimated cost of the Tranche 1 programme is £23.6m. However as two of the proposals involve voluntary aided schools the LA would expect 10% of that share of the costs to be funded by the respective

dioceses. This would reduce the cost to the Council by approximately £0.5m. The Locally Co-ordinated Voluntary Aided Programme also provides the equivalent of basic need support for VA schools. This is a grant rather than a supported capital allocation. On the basis of the above the funding would be made up as follows:

	£m
PCP Grant	11.1
Extended Services Grant	0.7
Schools DFC	0.5
Diocesan contribution 10%	0.5
LCVAP	1.2
Basic Need Supported Capital	9.6
<b>Total</b>	<b>23.6</b>

### **3.3d Our Longer term investment priorities**

Our approach to planning the tranches of the PSPC has been to address the identified need for a significant increase in demand for places to meet the statutory duty of the LA to provide places and to then combine this with removal of or improvement in the suitability and condition of places provided. For Tranches 2 and 3 the current pupil projections indicate that the provision of new places will continue to be a pressure. (See *Appendix 5 Tables 1-8 for more detailed information*). It is anticipated that housing development will be having an increased influence on place demand and that developer contributions will feature in the funding equation. The Borough is currently developing its formula for developer contributions which may help manage both developer and council expectations in this area.

A similar approach of combining investment in places and improvement will be adopted to help meet statutory obligations and the objectives of the PCP. The approach is to spread the development of the VA estate to ease the financial burden of our discussion partners in funding their 10% contributions. The early inclusion of VA projects recognises our desire to expand popular and successful provision. Priorities for change and related investment will be underpinned by Lewisham's determination to continue to improve outcomes for children in the Borough, and to close achievement gaps between groups of children.

## **Section Four - Our approach to change**

### ***Endorsement of the strategy***

The Lewisham Primary Strategy for Change has been approved by the Mayor, including the expenditure of a first tranche of investment of up to £23.6 million. There has been general backing for the strategy across political divides. Head Teachers have approved the strategy through the Heads Reference Group for the PCP, through the Primary Strategic Group and the Executive Director For C&YP Termly meeting. Head Teachers would have liked more time to consult.

The Southwark Diocesan Board of Education (CE) has approved the strategy subject to the following observations:

- The requirement upon governors to provide a 10% contribution towards the cost of a scheme remains to be agreed on a school by school basis. Particular attention needs to be paid to those elements that provide additional primary places required by the LA;
- The use of LCVAP as a top up to PCP grant needs to be reviewed on a project by project basis across the programme to ensure that funding is not top sliced to the detriment of other VA primary schools that do not feature in the top 50% of schools and thus not included within this programme, or remaining secondary schools, prior to the completion of any local BSF programme;
- The Governors requirement to pay VAT cannot be a bar to VA schools being included as a priority within any programme once funding is allocated and actual costs are firmed up under the LA procurement route;
- It will be essential that the opportunity is explored on a project by project basis to determine whether value for money can be achieved by allowing the SDBE to procure and manage their own VA projects, and particularly where the construction values are too small to interest a LEP, where one is in place.

These conditions are acceptable to the LA. The Southwark Diocese (RC) has also endorsed the strategy subject to agreement about the level of LCVAP contribution towards capital costs. Discussion with both the Dioceses have raised issues about the procurement route for any new investment on their sites, and this will be the subject of further negotiation particularly in relation to the size of projects.

### ***Governance, management and consultation***

Through our Pathfinder and Wave 3 BSF status we have much experience of ensuring stakeholder commitment to the programme and its component projects from initiation to completion. We will ensure that, as is the case with BSF, we have continued political commitment for the PSfC from the Mayor and portfolio holders. The approval of the Primary Strategy for Change has been a key decision for the Mayor. A Primary Strategy for Change Partnering Board (PSPB) is in the process of being established with a similar membership profile to our existing SPB under BSF. Officers will bring investment options to the PSPB after discussion within a PSfC Reference group and wider consultation with Heads and other stakeholders within localities. The PSPB will shape the project and once given conditional approval will offer it to the LEP. Once a viable project with funding has been established it will be submitted to the Mayor for approval.

A PSfC Reference Group, based on the current consultative process, will consist of 1 representative primary Head from each Primary Places Planning Locality, four Governors, Diocesan representatives and officers. The Reference Group will invite other stakeholders to meetings and events focussed on particular PPPLs. The Reference group will be involved in the defining of data it feels appropriate to the development of investment options and will analyse the data provided. The group will be serviced by officers in providing the data, interpreting it and supporting the subsequent development of options. The Headteachers forming the existing LA Primary Strategic group along with LA officers, formed from representatives of all the primary Collaboratives, will be the key wider consultative body on the overall primary strategy for change and its implementation. The work of the Reference Group will be reported upon regularly to the Primary Strategic group. The Heads' own Primary Consultative mechanisms will provide the widest headteacher forum.

The implementation of the Primary Strategy for Change will have implications for the deployment of Dedicated Schools Grant (DSG) resources. It is therefore important that the Schools Forum considers these implications and how they might be responded to. In the short term it would be appropriate for a sub-group to be established to identify the issues and develop an approach to dealing with them. Longer term, the decisions on the use of DSG to support the PCP will form a part of normal business.

We have established a Vision into Design process of engagement with all our stakeholders in BSF to ensure educational transformation along with efficient planning and delivery. We propose to use the same methodology for the PCP programme, learning too from the processes for the building of our three most recent primary schools. This involves a core group which is involved in the whole process, drawing in further expertise and wider representation as required. Wider consultation, involving children, staff, parents and the community is managed by this core group of headteacher, governors, the LEP and its supply chain and LA officers. Officers provide the linkage to other key services such as Foundation Stage Early Years and other providers including secondary schools.

### ***Results of initial consultations***

In the autumn of 2006 the foundations for a consultative process were established involving Head teachers, Governors and diocesan representatives. The outcome of that work was a set of principles and criteria set out in *Appendix 6*. In addition Heads agreed the 6 planning localities and the general approaches to places planning which officers then took forward. Following the receipt of the March 2008 GLA projections, further consultation on the process for producing the strategy led to a number of workshops with the Heads' reference group using the agreed process to examine the data in detail as well as build on the earlier work on principles and criteria. The workshop considered the changed context of significantly growing pupil projections alongside the data on assets and schools' performance. Further consultation with stakeholders has been undertaken prior to the submission of the Primary Strategy for Change, and with Tranche 1 headteachers on the delivery of their projects.

### ***Criteria to arrive at priorities for change***

Priorities will be arrived at through the following criteria agreed with Head Teachers and dioceses:

- Provide sufficient places at the right time to meet future needs within and between planning localities in the Borough;
- Improve conditions and suitability of schools in order to raise standards;
- Increase the influence of successful and popular schools;
- Maximise the efficient delivery of education in relation to size of school, removing half-form entries, and promoting continuities of education;
- Enable school extended services for pupils, parents and communities;
- Optimise the use of the Council's capital resources available for investment.

Investment priorities will be considered on a Borough-wide basis in relation to the needs of localities as indicated by an analysis of the relevant data.

### ***Risk Assessment***

Risk assessment is well embedded in the Council, as illustrated by the rigorous approach to risk in our BSF programme. A significant risk exists around the projections of pupil numbers. The strategy set out is cautious in its response to the projections based upon past experience of their not being achieved. If projections are achieved as quickly as forecast, there may be pressures on identifying places for all those seeking them at the time they are being sought. If the projections are realised more slowly, then surpluses may persist for longer than anticipated, thus creating some management and staffing issues for individual schools, and placing pressures on the Authority in relation to the DCSF guidance on percentages of surplus places both within schools and across the Borough. The funding resources are finite and if pupil projections are realised in full they may be insufficient to meet the demand. The Tranche 1 programme assumes that schools and dioceses are able to make contributions to the overall funding envelope as they intend, but this may not prove possible in full. The strategy anticipates that the procurement of these schemes will be through the LEP. The LEP has significant commitments in delivering the secondary BSF programme and may have difficulty in securing the resources to deliver these primary projects. In undertaking the detailed feasibility work on each of the projects, issues may be identified that challenge the delivery within the anticipated time scale and available resources.

## **Section 5 - Initial investment priorities**

Lewisham has already made significant investment in its primary estate. For example, Childeric Primary School recently opened in brand new accommodation; Rushey Green and Ashmead are currently being rebuilt, and Tidemill's rebuild is planned as part of the Giffin Street redevelopment. All of these schools are or will be ICT rich with an infrastructure which will enable their joining an Authority-wide network as it is rolled out from the secondary BSF programme into our primary schools. This is also our intention for our new investment under the PCP. There is also significant investment in Lewisham's all-age Academy as there will soon be in the primary section of a further Academy formed from a closed primary school in PPPL 5.

Special schools with primary age pupils are already in receipt of recent capital investment, or have planned provision proposed as part of the Lewisham Special Schools review. This comprises very recent, state-of-the-art PSLD provision at Watergate School, a brand new PSLD school, refurbishment of New Woodlands EBD School, and, through BSF funding, a proposed new all-age ASD school. In addition, 2 resource bases are already in operation in primary schools, and a further five are planned with identified funding.

Taking into account these recent or current investment decisions, our aims have determined the options for change set out for each places planning locality in the Borough. Ensuring that sufficient places are provided in localities at the right time will take precedence over significant investment in schools where the rectification of conditions and suitability issues will not produce additional places. Any potential reductions or increases in school PALs will be discussed with schools as more secure information is derived from actual places data against GLA projections. The LA will seek to avoid short term turbulence in taking down a PAL if there is evidence of the likelihood of medium term expansion.

### ***Rationale for Locality Choice for Tranche 1 investment***

In determining which area to choose first for investment, the need to address pupil numbers in the Reception year for 2010 was identified as a critical factor in meeting the overall demand for places. On this basis, as can be seen in Section 3 above, Sydenham / Forest Hill (PPPL 1) potentially has a shortfall equivalent to three forms of entry, and Brockley / Lewisham (PPPL 3) a projected shortfall equivalent to two forms of entry. All the other areas have no more than one form of entry of potential demand to meet. Given the cautious approach being taken by the Authority to the pupil projections, it is clear that early action will have to be taken in these two localities. For this reason, the Tranche 1 proposals are focussed on these two areas

**Tranche 1 investment priorities: Proposals** (See Appendix 5 Tables 1-6 for more detailed information).

	<b>Locality</b>	<b>Child Yield</b>	<b>Comments in relation to criteria</b>	<b>Estimated cost (£m)</b>
New build (or refurbishment) of Gordonbrock to expand from 2.5 fe to 3fe	3 Brockley, Lewisham, Telegraph Hill	105	Meets increased locality need for places in a good school, improves conditions and suitability , creates full teaching groups	
New build of Brockley to expand from 1fe to 2fe.	3 Brockley, Lewisham, Telegraph Hill	210	Meets increased locality need for places, improves conditions and suitability	
Expand St Bartholomew's CE from 1.5 fe to 2 fe.	1 Forest Hill - Sydenham	105	Meets increased locality need for places, improves conditions and suitability , creates full teaching groups	
Expand Our Lady & St Philip RC from 1.5 fe to 2 fe.	1 Forest Hill - Sydenham	105	Meets increased locality need for places, creates full teaching groups	
<b>Totals</b>		<b>525</b>		
Expand Dalmain from 1.5 fe to 2 fe. (RESERVE)	1 Forest Hill - Sydenham	105	Meets increased locality need for places in a good school, improves suitability , creates full teaching groups	
Expand Kilmorie from 1.5 fe to 2 fe. (RESERVE)	1 Forest Hill - Sydenham	105	Meets increased locality need for places in a good school, creates full teaching groups	

Our funding approach is to bring in other relevant capital resource on PCP, Basic Need, DFC, Extended Services and LCVAP resources. PCP is 46% of the total £23.6M cost of the programme. This has been achieved despite this issues around funding costs of supported borrowing as a floor Authority.