



RIGHT TO
SUCCEED

Cradle to Career St Helens - Parr

Annual Progress Report - Year 1

1 September 2024—31 August 2025



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About Cradle to Career Parr

In this report, we highlight the key activities and progress made in delivery year 1.

Introduction

Cradle to Career puts the people of Parr at the heart of education, services and local decision-making. It aims to significantly improve literacy standards among children, give families easy access to the support they need, improve the quality of life for all and create new opportunities for local children and young people.

Our vision is that every child in Parr thrives, from Cradle to Career.

Our mission is to support Parr to develop as a strong, thriving community where every child and young person has all the help and opportunity they will need to succeed.

Programme Aims

Parr Cradle to Career is a collective impact programme which aims to significantly improve literacy standards among children, give families easy access to the support they need, and create more opportunities for local children and young people.

The programme was developed following a year of research '**Discovery**', during which those living and working in Parr came together to decide on their priorities for the area.

Parr Cradle to Career has three strands:

- Education
- Family & Services
- Community & Youth Voice

All three strands work together towards the following programme vision:

A future in Parr where young people thrive, supported by schools, community partners, and statutory services working together to create locally-led, research-informed solutions. By fostering collaboration and advocacy, the social, emotional, and educational needs of young people and families are fully understood and met. This empowers them to succeed, benefitting from sustainable support systems and opportunities designed to nurture their growth and development.

Programme Aims

The Programme focuses on three workstreams; education, family & services and community & youth.

Education Aims

- Education and community providers are better equipped to understand child development challenges and use data to design and deliver effective solutions, to allow all children to engage positively.
- Not in Education, Employment or Training (NEET) - Reducing NEET levels by providing the right interventions and creating supportive pathways into education and training.

Family & Services Aims

- Supporting families with information, advice and guidance that supports child development and access to early help services/referral systems.
- The "Next Chapter in Life" early years workstream, part of the Parr Cradle to Career programme, aims to improve outcomes for children aged 0-5 in the Parr area by delivering coordinated and community-based support to families, especially those most hard to reach.

Community & Youth Aims

- A local youth offer will be developed with community involvement to ensure appropriate youth provision is available for all young people
- Develop a collaborative *youth offer that is accessible to all young people*.

Our Theory of Change

The Theory of Change for Parr sets out a shared vision of creating an inclusive and thriving community where children, young people, and families are supported to succeed. The diagram shows how local challenges such as low school readiness, rising NEET levels, limited youth provision, and barriers to engagement are addressed through collective action.

Enablers of change include collaboration across schools, families, and community services, alongside effective use of data and evidence. Activities range from targeted literacy interventions and school readiness support to youth provision, family engagement, and resident-led initiatives.

Activities are measured through short and medium term outcomes such as improved literacy, increased aspirations, stronger family engagement, and safer communities. Over time, the long term impact we are aiming for include: children ready for each stage of education, young people with resilience and agency, families thriving, and residents empowered to shape their community.



Governance

Within all Right to Succeed programmes, collective working to achieve shared ambitions is a core principle. In Parr, the programme is overseen by a Steering Group and there are Working Groups for each workstream - **Education, Family & Services and Community & Youth**.

The Parr Steering Group has an independent chair and the membership is made up of 11 representatives which includes the Chairs of the working groups, representatives from the local authority and other local stakeholders working to support young people and their families in Parr.

The purpose of the group is to provide strategic oversight of the programme and feed into the Liverpool City Region (LCR) Regional Governance Board.

The Parr Working Groups meet 6 times a year to discuss and determine the operational activities for the programme. Across all three of the working groups there are representatives from schools, Local Authority, community and voluntary sector organisations, as well as local residents so everyone has a voice in guiding the project. Examples include; St Helens Library Service, the local children's centre, and Merseyside Police.

Watch our ***Cradle to Career: Welcome to Parr*** video to hear about impact and progress in year 1



A Note from Jo Davies: Chair of the Parr Steering Group and Assistant Director, Education and Learning St Helens LA

Year 1 of the Cradle to Career project within Parr has been about bringing to life the learnings that we took from Discovery and beginning delivery on the identified areas of focus through true partnership working.

It has been wonderful to see how the community, families and local organisations have come together over the past year to work on our three key themes of education, families and services and youth provision and we had so much to celebrate in our end of year showcase.

This year has shown us all the power of place based change to bring partners together to work hand in hand with the community to address their concerns and priorities with answers they are part of providing.

The work already begun in schools, the summer of school readiness for Early Years and the support into employment, education and training for targeted students in the last 6 months have shown what can be done and the differences that can be made.

As we look forward into year 2, I am excited and optimistic that Parr can become the beacon of change for St Helens as a whole and I'm thrilled to be at the centre of that journey along with our community and partners.



Our Year in Numbers

1,450

children and young people assessed or supported through whole-school training

736

children & young people received or accessed interventions

330

adult residents engaged

189

practitioners engaged in other ways

30

partner organisations worked with

12

practitioners trained





Part 1: Progress in Education

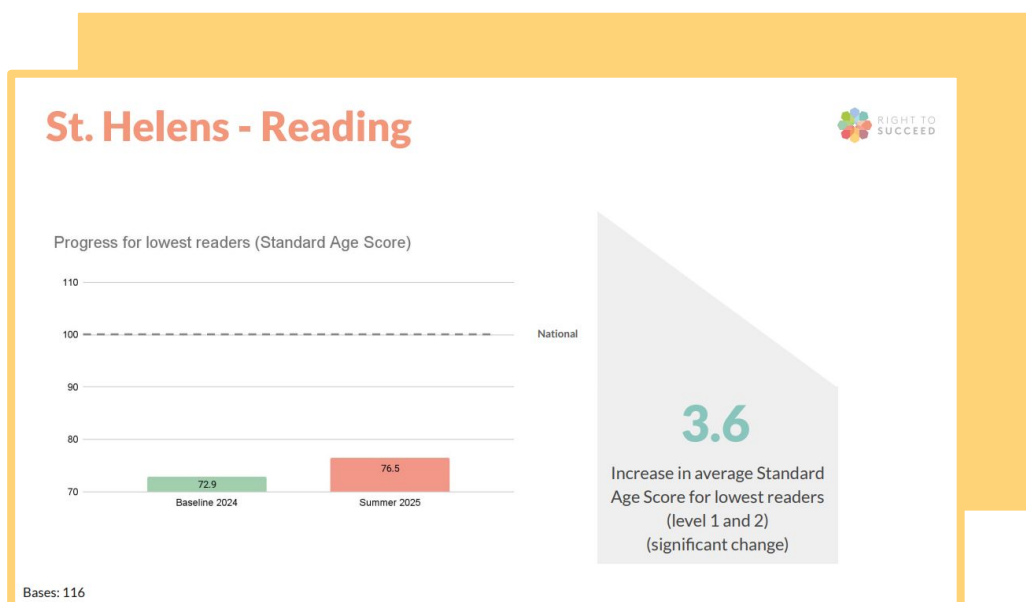
Literacy Impact

In Parr, progress in literacy has been particularly strong with pupils making gains above expectations. Average reading scores have improved from 96.4 to 98.2, a gain of 1.8 SAS (standard aged scores) points.



Among the four schools engaged, two made positive progress above expectations. The proportion of highest ability readers (Stanine 8 and 9) rose sharply by 66% (from 47 to 78 pupils)

In addition the lowest attaining readers made notable gains, increasing from a SAS of 72.9 to 76.5 (+3.6 points). This improvement is considered significant, underscoring the impact of targeted literacy support on learners at risk of falling behind.



Delivery Activities & Interventions:

The core theme that has emerged has been developing and strengthening school engagement through whole school strategies and targeted interventions in literacy and inclusion.

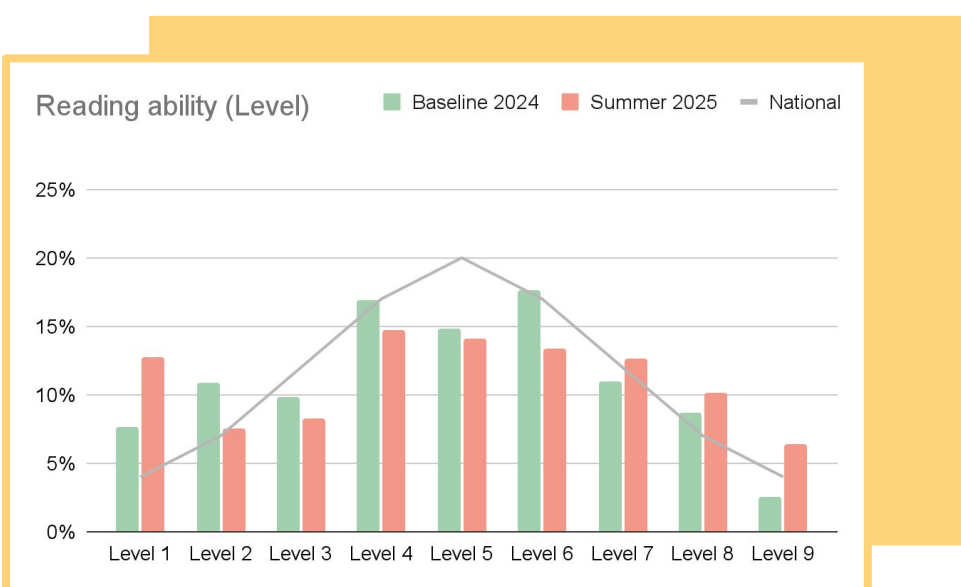
Literacy is a gateway to academic achievement, inclusion is a central theme within this, ensuring that as outcomes improve, every pupil is able to engage with learning and benefit from whole school strategies. Strengthening equity, wellbeing and long term life chances influencing adulthood outcomes increasing future earning potential.

Following the initial baseline reading assessments and literacy survey outcomes, schools engaged in workshops to draw out common themes which influenced the implementation of their own school-based literacy interventions and projects in line with their whole school data and priorities. Implementation Training has been provided to all schools to develop consistent practices at project level.

Alongside this, all schools have benefited from a collective approach by engaging in training led by former Head Teacher and current Right to Succeed Consultant, Janice Allen who initially conducted school needs analysis of each setting to identify the key areas for development that can be collectively improved through reflection and sharing best practices across all participating schools.

Four partner schools have been designing and delivering school-based projects to meet the literacy needs of their pupils and to share best practice with the education working group. Projects have included the use of:

- Lexonic
- Reading Plus



66% increase in the number of highest readers (level 8 and 9)

Not in Education, Employment or Training (NEET)

In the Summer Term we ran a tendering process for an organisation to hold an engagement coach role for young people who live within the Parr postcode to provide them guidance and support on Education, Employment and Training (EET) pathways.

Career Connect were awarded the contract for this and kicked off the project with an intensive support programme over the Summer holidays for Year 11 leavers who did not have a destination for September.

41 young people were identified and targeted with phone calls, emails, 55+ home visits and personalised invites to build relationships and deliver Careers, Education, Information, Advice & Guidance (CEIAG)

The cohort of young people included those who are electively home educated (EHE), looked after child/care leaver (LAC/CL), youth justice system (YJS) and special education needs (SEN)/educational health care plan (EHCP)

Career Connect: What Next?

After extensive promotion and engagement with Risk of NEET (RONI) young people. A Parr-wide NEET event, *Career Connect: What Next?* took place in August within the community, 19 out of 41 (44%) plus parents attended the event.

Impact

- Strong engagement with hardest-to-reach young people.
- 13 young people who attended the event are in EET
- Young people shared their experiences of the event, demonstrating reduced anxiety and increased confidence in their future plans
- 3 young people who attend the event had received no previous Careers Guidance – due to poor attendance these young people all applied and received offer of learning for September

“Useful to meet the staff on my course I am due to start. Before I was feeling worried and now, I am looking forward to starting.”

Young person (EC)

Case Study: Eliza's Story

Eliza, aged 16 from Parr, had been out of formal education for over two years after being excluded from school in Year 9. She was registered as Elective Home Educated (EHE) and never completed any qualifications. Living in a large family with ten siblings, Eliza often supported with childcare, leaving little time or motivation for her own development. With low confidence, no recent learning experience, and limited careers guidance, Eliza was at high risk of becoming NEET (Not in Education, Employment, or Training).

Our Approach

Career Connect provided intensive support over six weeks to help Eliza re-engage with education. This included:

- Six face-to-face sessions and regular text contact to build trust and motivation
- Coaching interventions focusing on wellbeing, confidence, and future planning
- Direct liaison with other agencies advocating for Eliza to reduce barriers to participation
- Supporting Eliza and her mum providing financial advice and knowledge on the implications of education and signposting them to the right advice
- Accompanying Eliza to a local college for interview and enrolment, ensuring she felt supported throughout
- Encouraging Eliza's attendance at the *What Next* event to explore local opportunities and build confidence in engaging with others

Impact

Eliza enrolled on a 12-week introductory programme at a local college, working towards a Level 1 Employability qualification while improving her English and Maths. She has gained careers education and guidance she missed while EHE, helping her prepare for adulthood and the world of work.

Eliza's confidence has grown significantly—she now travels independently, attends college regularly, and is motivated to progress onto a full-time course. Through consistent, personalised support, Eliza has transitioned from isolation and low confidence to active engagement in learning and a clear pathway toward future education and employment.





Part 2: Progress in the Community

Year 1 Activities

The **year 1** pilot fund supported early test-and-learn activities to shape a co-designed youth offer in Parr, delivering taster sessions and small-scale interventions tailored to local needs.

Projects included **Maximum Edge**, supporting Year 6–7 transitions with summer workshops and wellbeing activities linked to academic aspirations. **Town in the Town**, providing weekly mixed-gender football sessions delivered by a new local youth team. **VIBE Youth Bus**, providing arts, sports, music, gaming, and digital activities while deploying youth workers to streets one night per week to build trust and capture young people's voices; and **Mako Create**, delivering five evening digital art sessions to improve digital access, skills, and confidence, while inspiring creative and tech pathways.

These pilots highlighted the importance of flexible, relationship-based delivery reflecting Parr's diverse youth needs.

Learning from the pilot informed the full youth offer, with delivery partners confirmed as Detached – Apollo Active NW, Diversionary – Youth Empower CIC, and Youth Hub – VIBE & Wheels Extreme, with funded delivery commencing in September.

Complementing this, the Pride of Place initiative mapped target streets, embedded the Parr Litter Network, and supported community-led projects through the Parr Community Seed Fund, including “Parr – A Brighter Future,” Harmony Community Café, and Community Ceramics, improving local spaces and fostering civic pride.

Pilot Case Study: Maximum Edge

Maximum Edge ran a transition project supporting Year 6 pupils preparing for high school. The programme combined music, art, and creative discussion, helping pupils open up and build trust. Highlights included creating a bespoke playlist, a published lyric video, and personalised **Happy Lists** that supported self-expression and wellbeing.

Sessions were rated highly (7/8 pupils gave 5/5), and confidence visibly increased – three reluctant pupils even attended their secondary school open day after encouragement. The final session celebrated achievements with attendance certificates.

- **Challenges:** The main challenge was technical delays due to school IT restrictions. Staff reflected that more time, additional sessions (covering topics like online safety), and greater family involvement would enhance impact
- **Impact:** Improved confidence about secondary school, positive peer support, and lasting wellbeing resources (YouTube/Spotify playlist)
- **Next Steps:** Expand capacity, increase parental engagement, and extend curriculum themes

Allanson Street Lyric Video

Click to watch



Pilot Case Study: VIBE Youth Bus

VIBE's 12-week pilot engaged 124 young people, with around 12 regular attendees. Activities included mobile youth bus sessions, harm reduction education, and practical support (e.g., hygiene packs and clothing for a young person entering care). Engagement was strong, with many returning primarily to build trusted relationships with staff.

- **Improved Behaviours:** less disrespectful language, reduced vaping around staff, and more informed decision-making (choosing reusable vapes). However, collecting consent forms proved difficult, limiting safeguarding best practice
- **Impact:** Shift in attitudes and behaviours, trusted relationships, and effective harm reduction
- **Next Steps:** Trial daytime sessions during holidays, and expand detached work to build sustained connections



Pilot Case Study: Mako Create

Mako Create collaborated with VIBE and local services to deliver creative digital sessions attracting over 30 young people per week.

Engagement was exceptional, with an average feedback score of 4.75/5. Activities like LEGO Animation and Key Ring Making proved especially popular, with participants applying skills across sessions (e.g a digital art design re-used for keyring making).

Young people reported increased confidence (100%) and expressed interest in more advanced opportunities such as drone coding and retro game design. The flexible drop-in model worked well but highlighted demand for a more structured, progression-focused programme.

- **Impact:** Increased digital confidence, visible skill retention, and growing appetite for further opportunities
- **Next Steps:** Transition to a course-based model, introduce requested activities, and deepen youth voice in shaping future sessions





Part 3: Progress in Family Services

Connecting Family Services

We want families and organisations to be confident in what the local offer is and know where to go to get the support they need. A Parr Multi-disciplinary team is now in place including a Team Manager, Deputy manager, 6 social workers, 2 early help workers and input from education, youth justice, health and DWP support.

The team will be a 'one stop shop' of support for residents to go where key-workers are easily accessible. We are currently planning for the team to access training such as motivational interviewing, trauma informed practices and team building.

About Home-Start

Home-Start St. Helens is a volunteer led family support service, we believe that lived and life experiences are essential elements of delivering effective family support.

The Family Connector posts were advertised within the local area and more specifically Parr, including variety of community events to promote the opportunities to residents. The positions were promoted on Home-Start St. Helens social media, with drop in sessions available for current volunteers, as well as sponsorship on the Indeed website to ensure wider audiences had the opportunity to apply.

Two Family Connectors are now in post at Home-Start St Helens and will play a vital role in connecting the community with the services available. They are working on becoming embedded into the community and will be raising awareness of the local offer, bridging the gap between residents and support services, especially for the most hard to reach families.

Early Link Workers

The '*Next Chapter in Life*' workstream is designed to give every child in Parr a strong foundation for lifelong learning by ensuring that families are informed, supported, and connected.

We are embedding sustainable, community-driven support systems that address early developmental needs, reduce inequalities, and help children transition successfully into school. This is not just about starting school, it's about transforming the early years' experience across Parr to ensure all children get the best start in life.

Two Early Years Link workers have now been employed at Home-Start St Helens and will follow the same process of induction to the community as the Family connectors. Once inducted we will look at professional development and mapping of need. Link workers will begin to establish Warm Welcome Groups for local parents to foster parent peer-support networks.

Case study: School Readiness Programme

The Parr Summer of School Ready programme successfully supported children and families in preparing for the transition to nursery and school. Over six weeks, themed sessions such as sensory play, story walks, music activities and a graduation celebration gave children opportunities to build confidence, social skills and independence.

Older children helped transfer skills to younger ones, and feedback from parents and providers was overwhelmingly positive, highlighting noticeable improvements in children's confidence and independence.. Parents were supported to establish new routines and develop their own readiness for their young ones starting school, with enhanced visits and relationship building helping to ease the handover of control and reassure families that staff care as much as they do.

Little Harvards Nursery

Little Harvards day nursery joined the the programme sessions. The children who attend the private day nursery, mostly go during term time. However there are also groups of children who attend throughout the summer holidays and were starting school in **September**.

Those children were able to attend one of the **School readiness events** to support the children to experience some transition activities, and have the opportunity to mix with other children in the community. The children who attended the event really enjoyed the experience and parents were overjoyed that the children got to experience this alongside their nursery session.

"My son doesn't like to wear a coat, this has helped him see that he will need to use a coat for school and seeing other children wearing them." Parent of Little Harvard Pupil attending 'Story Walk'



Key Highlights

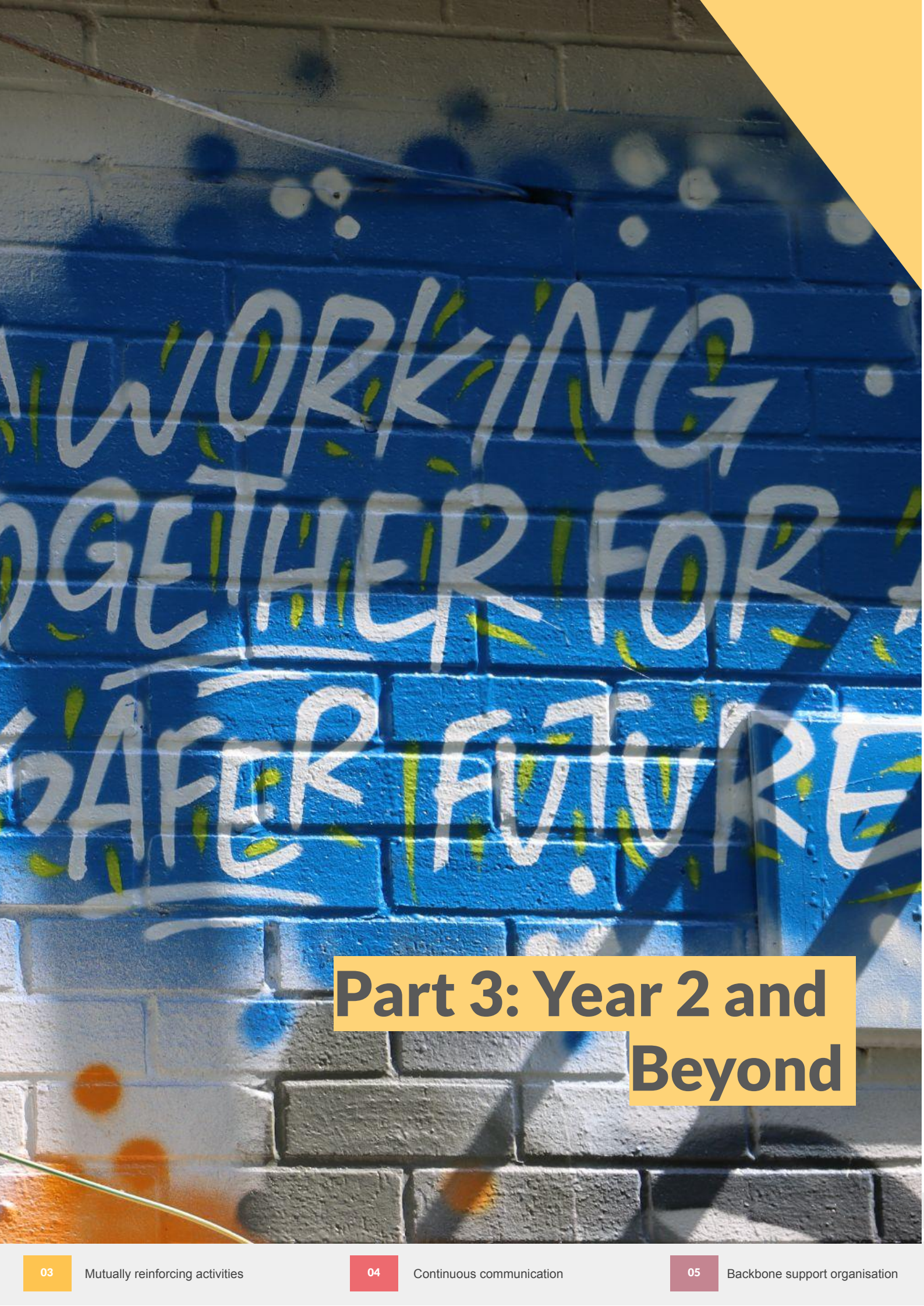
Within the group a child with **additional needs** who is attending a mainstream primary school from September was able to have opportunities to be with other children of his own age and also to be at a group event and engage in the activity with adult support which was an important part for his own school readiness. Particularly enjoying the bubbles on the story walk, he walked all the way back to the centre with the bubble wand, a big smile and increased confidence..

During the **Allanson Street in Wonderland** event children attended a tea party where they made banana boats by peeling and slicing the bananas with adult support.

"This is the first time my child has been able to peel a banana"
Parent of Little Harvard Pupil attending 'Allanson Street in Wonderland'.

All children attending the events were gifted ice cream and a book, creating both a great memory and further engagement on their journey to primary school.





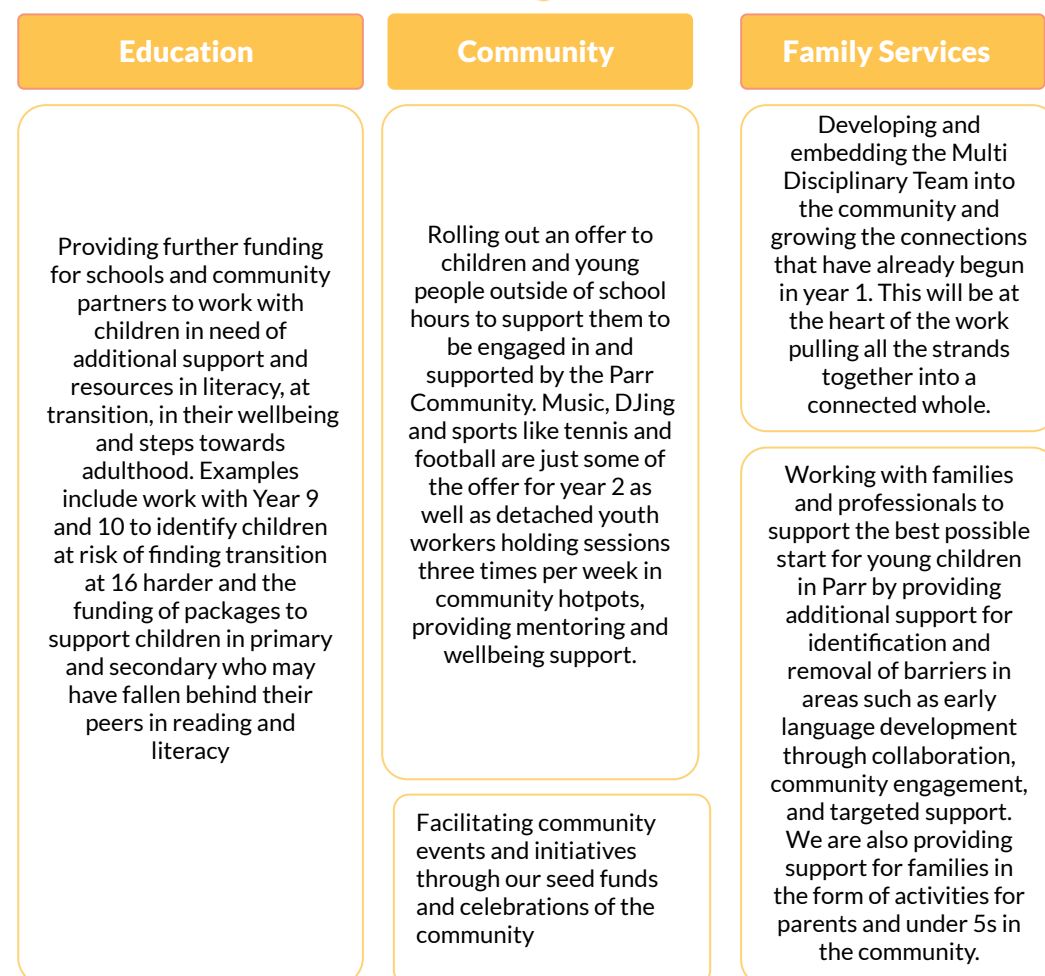
Part 3: Year 2 and Beyond

Our Approach to Sustainability

Building on our work to date, we've set out what we expect to achieve during the delivery years of our programme and how this builds towards achieving the full ambition, embedding the principles of collective working and locally-led decision making. During year 2 of the Parr Cradle to Career programme we intend to implement the following:

Overarching plans

Continuing the momentum and energy of the programme to grow impact	Embedding place-based change principles of collective ambition	Increasing the capacity of individuals and organisations	Continue to learn and evaluate and share that knowledge for continuous improvement	Creating the blueprint and conditions for long-term legacy and sustainability
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We are confident that the energy, talent and enthusiasm that was so evident in Parr in Year 1 will be at the core of our second year and it is a real pleasure for our team to be a part of this work.

Working Collectively to Effect Change

Right to Succeed supports communities in areas of high deprivation to work collectively to give children and young people the best start in life.

We do this because we believe every child deserves the right to succeed, no matter where they live. We bring together residents, professionals and decision-makers to co-design a programme that is bespoke to the needs of the local community. We call this way of working “place-based change”.

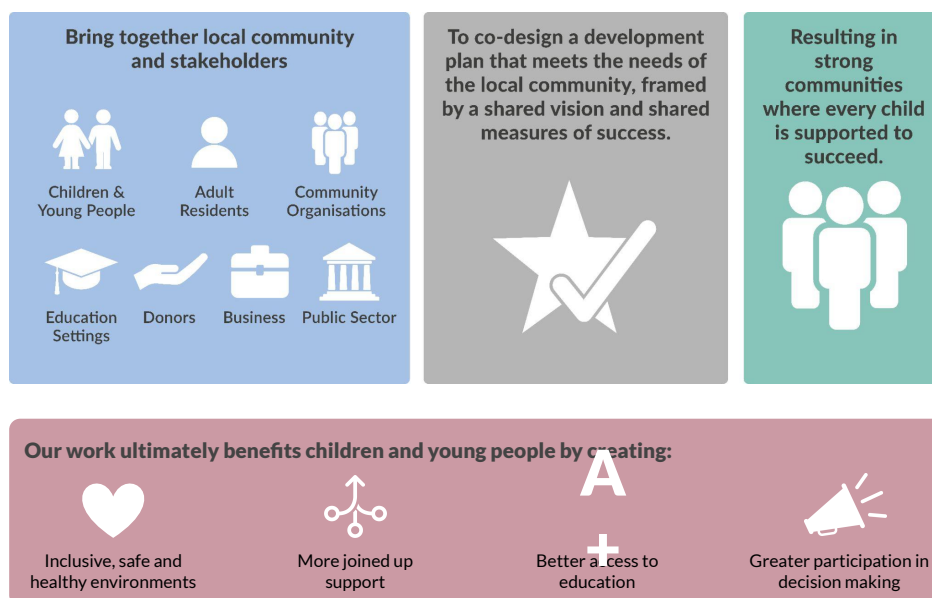
How we Work

Our Theory of Change

Our Theory of Change sets out the steps that we take in order to effect change.

The target beneficiaries are the children and young people living in the communities

Together with Local Residents, Professionals and Leaders, we:



Thank you to our Education Partners



Allanson Street Primary School

- Lynsey Dingsdale
- Robyn Glynn
- Dawn Ratcliffe
- Nicola Onyett



Broad Oak Primary School

- Melanie Hignett
- Jake McGowan
- Jennifer Fisher-Marsh



Holy Spirit Catholic Primary School

- Nichola Lamble
- Bethan Bretherton
- Sinead Walsh



St Cuthbert's
Catholic High School
Live life in all its fullness

St Cuthbert's Catholic High School

- Stuart Holland
- Claire Larkin

Thank you to our Local Partners



St Helens Council

- Sarah Platt
- Alison Brown
- Jackie Burns
- Andrew Hastings



St Helens College

St Helens College

- Marie Ellaby



Career
Connect

Career Connect

- Sarah Vaughan



Mako Create



Vibe



Altru Drama



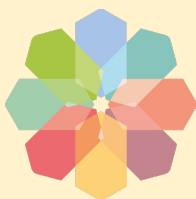
Home Start St Helens



Maximum Edge

Thank you to our Funders





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