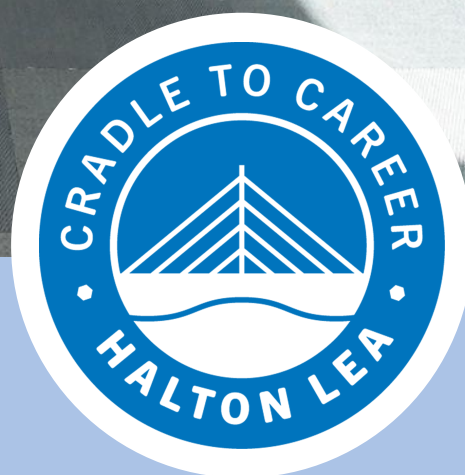




Cradle to Career Halton Lea

Annual Progress Report - Year 3
1 September 2024—31 August 2025



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About Cradle to Career Halton Lea

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

Introduction

Cradle to Career puts the people of Halton Lea 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 Halton Lea thrives, from cradle to Career.

Our mission is to support Halton Lea 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

The Programme focuses on two workstreams; education and services.

Education Aims

- Education providers are better equipped to ***understand child development challenges***, including those with SEN, and ***design and deliver effective solutions***
- Support for vulnerable learners: schools will ***work collaboratively*** to support the social, emotional and mental health of young people

Services Aims

- ***A local youth offer*** will be developed with community involvement to ensure ***appropriate youth provision*** is available for all young people
- ***Vulnerable families will be supported*** with information, advice and guidance that supports with child development including ***access to early help services*** and referral systems with particular emphasis on ***social, emotional and mental health support for parents and children***

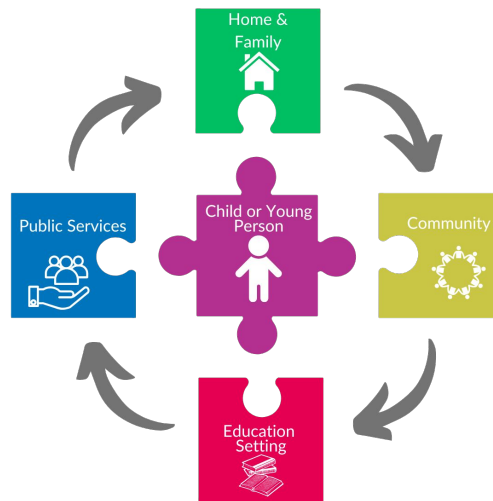
Our Theory of Change

Cradle to Career is:

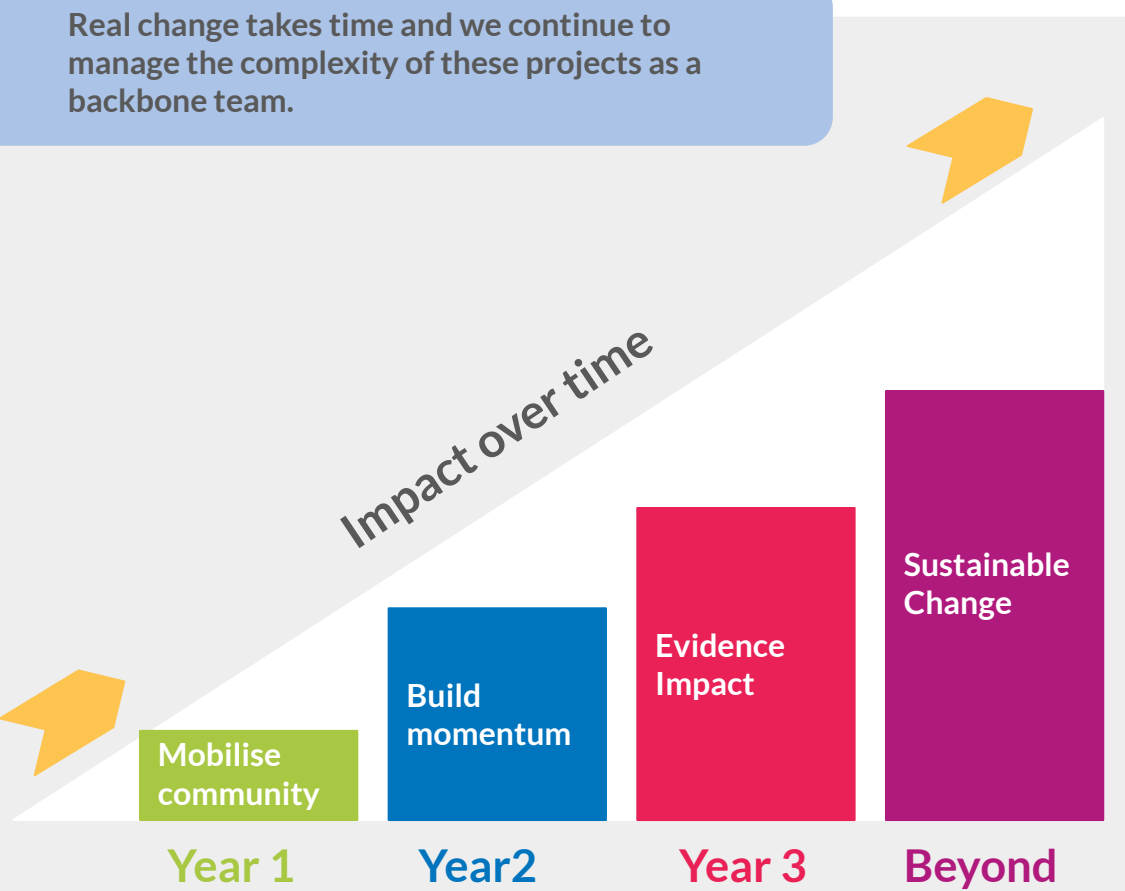
- Informed by a wide range of experiences and perspectives;
- Co-designed by residents, local stakeholders and funders;
- Delivered through a collective approach to ensure maximum impact and sustainability.

To collectively achieve this vision it takes time to build:

- Relationships
- Infrastructure and
- Capacity within the community.



Real change takes time and we continue to manage the complexity of these projects as a backbone team.



Governance

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

The Halton Lea Steering Group has an independent chair and the membership is made up of 7 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 Halton Lea. The purpose of the group is to provide strategic oversight of the programme and feed into LCRCA Regional Learning.

The Halton Lea Working Groups meet regularly to discuss and determine the operational activities for the programme. Each participating school has representation on the education working group and all paid youth delivery partners are also represented on the services working group. As well as the youth providers, other members of the services working group include representatives from Runcorn Family Hubs (LA), Four Estates, Hallwood Helpers, Shopping City and local residents.

Cradle to Career community in action video: Welcome to Palacefields



A Note from the Chair - Dave Pearman, Local Parent and Formerly Shopping City Centre Manager



Year 3 of the Cradle to Career project has been about building momentum and starting to see the real impact of three years of collaborative effort in Halton Lea.

What began as an ambitious vision is now creating measurable improvements in children's education, stronger community connections, and a renewed sense of possibility for families across the area.

It is inspiring to see that literacy outcomes are now exceeding the national average, with fewer children struggling and more reaching higher levels of ability. This is a testament to the determination of schools working together to break down barriers and share what works. The progress made in education reflects not just teaching and learning but also the strength of collective action.

Beyond the classroom, the youth offer continues to provide safe spaces and trusted relationships that are essential for young people to thrive and the "Explore & More" trips were another highlight, enabling over 500 people to experience new opportunities together as families.

Equally powerful is the growth of community-led change. Through the seed fund project, local residents and grassroots organisations have been supported to bring their own ideas to life - from small groups to large events - all contributing to a stronger, more confident community. The partnership with organisations such as Hallwood Helpers and Four Estates underlines our commitment to sustainability, ensuring this work will continue to be shaped and led by local people for the long term.

Looking ahead, the focus will be on learning from the first three years - understanding which approaches have had the biggest impact, and how we can embed these for the future. Halton Lea continues to face deep-rooted challenges, but Year 3 shows that change is happening. Through true collaboration, shared ambition, and a belief in the potential of every child and young person, we are creating lasting improvements that will shape lives for years to come.

Working Collectively to Effect Change

Together with our partners we design and enable positive change for children and their families.

No single organisation can solve the problem of an unfair system on their own – but by working together towards shared goals, we can.

We believe that the best way to overcome the most prevalent challenges facing children and young people is to bring together the residents, professionals and leaders that live in and/or serve the community and apply a collective impact approach to creating change. The five conditions of collective impact are:



Common Agenda: making sure everyone agrees on what is important, and they are working towards achieving the same aim.

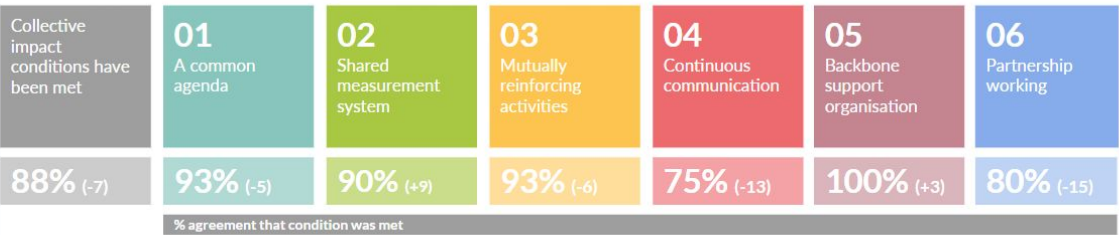
Shared Measurement System: helping everyone monitor and track good results and success so we can have a shared understanding of what success means

Mutually Reinforcing Activities: making sure that all different activities on offer are designed to work together, so that they can improve what's available for everyone

Continuous Communication: building good working relationships and talking more openly and regularly together

Backbone Support Organisation: one team that keeps track of the project, and makes sure everyone has the training and support that they need. Right to Succeed act as the backbone organisation when projects are in their first few years of delivery with the aim of a local, sustainable team becoming the backbone support in the long term.

We survey our stakeholders annually to monitor the development of collective impact in the areas we serve. This survey takes the conditions of collective working and asks members of the steering group and working groups to say whether they feel these conditions are currently being met. Respondents were asked whether they agreed with a number of statements related to the conditions. The overall agreement ratings for the respondents are shown below and compared to the agreement in Summer 2024. Our governance groups are constantly evolving and we continue to work closely with all stakeholders to develop the conditions of collective impact.



Some key feedback and suggestions to build collective impact in Halton Lea are noted below and we will seek to respond to this in Year 4.

Common Agenda:

“Continue links between the different working groups - maximise impact on families such as youth attending education. Further links with community members to measure impact.”

Shared Measurement Framework:

“Success can be viewed in many ways, many of the positive impacts from this work may take years to emerge. We need to understand the short, medium and long term benefits.”

Mutually Reinforcing Activities:

“Opportunities to observe interventions in action, to see it working on the ground”

Continuous Communication:

“Increase opportunities for less formal networking”

Backbone Support:

“I think they do an incredible job! My only recommendation is around how to make this sustainable, bow can we future proof this? Including future funding”

Partnership Impact:

“Partners are now more informed of each others’ services and are able to better coordinate partnerships.”

Our Year in Numbers

3,024

children & young
people received or
accessed
interventions

538

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

550

practitioners trained

352

adult Residents
engaged

32

partner organisations
worked with

26

practitioners
engaged in other
ways



Part 1: Progress in Education

Education Aims

- Education providers are better equipped to *understand child development challenges*, including those with SEN, and *design and deliver effective solutions*
- Support for vulnerable learners: schools will work collaboratively to *support the social, emotional and mental health of young people*

The school-based projects and collective projects throughout this year have continued to focused on addressing the child development challenges of:

- Speech, Language & Communication
- Literacy
- Social, Emotional & Mental Health (SEMH)

"My final conclusions are one of pride, seeing the improvements in a significant group of students who struggle in a key area. Giving the students the opportunity to improve their key skills of reading, which in turn has supported them in their outcomes, attendance and general attitudes across school"

David Whittam, Project Lead @ Blessed Carlo Acutis Church of England & Catholic Academy

Watch our interview with Palace Fields Primary School Head Teacher on Education progress since joining Cradle to Career:



Speech, Language & Communication

Speech and Language training remains an important element of our developmental work with our partner schools due to the high level of need identified at both Early Years and KS3 and the reported historical lack of CPD opportunities to help develop staff awareness and capacity of this issue.

We have built on training provided in year 2 by securing targeted consultation support from expert professionals to all primary schools for their Early Years settings leads. This was further supported with collective specialist training for all primary colleagues regarding speech and language needs.

Similarly, this year we focused on building on foundations made in year 2 in Key Stage 3 speech and language training, with a collective offer for Key Stage 3 Talk Boost and school consultation support to help share and embed practice and learnings. Our hope is to support education providers to address the current needs of their students but also introduce strategies to reduce the high level of needs presenting as children progress through education.

We have continued to work with key delivery partners such as Early Excellence, Speech and Language UK and Talk Halton to build capacity of education professionals in our partner schools. We also continue to utilise WellComm assessments at Early Years Foundation Stage (EYFS) to enable practitioners to assess needs and track progress of their pupils by utilising a range of targeted activities to help them take appropriate action straight away via the 'Big Book of Ideas'.

"Many teachers have expressed that the professional development sessions, combined with ongoing support, have significantly enhanced their understanding of how to effectively integrate spoken language strategies into their daily teaching"

Primary School Staff Voice - Collective Training Opportunities

Outcomes: Speech, Language and Communication at Early Years

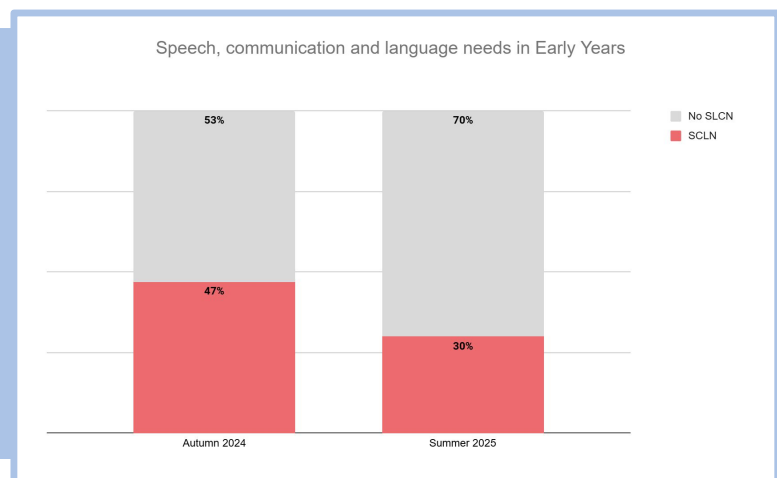
Year 1 (2022-23)

Reduction in students requiring moderate or severe support needs for Speech, Language and Communication from 51% to 42%

Year 2 (2023-24)

Reduction in students requiring moderate or severe support needs for Speech, Language and Communication from 47% to 41%

Year 3: -17ppt decrease in the proportion of Early Years children requiring moderate or severe speech and language needs.



Literacy

Literacy is a gateway to academic achievement and has a significant influence on adulthood outcomes from future earning potential to health and wellbeing.

Literacy was identified as an emerging theme in Halton Lea during Discovery 2021-22 and has remained a key priority area for Cradle to Career's education workstream throughout the first three years of the programme. Following the Autumn 2024 baseline reading assessments and literacy survey outcomes, schools implemented their own school-based literacy interventions and projects in line with their whole school data and priorities. Alongside this, all schools have benefited from a collective approach to literacy development, engaging in training and shared learning sessions across all schools.

Eight 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
- Read, Write, Inc
- Fresh Start Phonics
- Reading Plus

Primary and secondary literacy leads were also provided with training support from Alexandra Park Research School, focusing on EEF implementation planning for literacy development. **100% of the Literacy Leads who attended the training said it would support their practice in school.**

"It's allowed us as Early Years professionals to network across schools and academies which has been really beneficial because we've been able to go into different settings and work collaboratively"

Mollie Bond, Early Years Teacher @ Palace Fields Primary School



Reading ability at KS2 and KS3 outcomes

nb: 6 SAS points = to ½ a GCSE grade progress

Year 1 (2022-2023)

Year 2 (2023-2024)

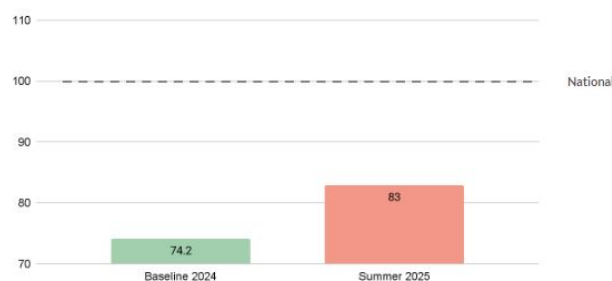
Improvement in lowest ability reader's SAS scores (reading ability) from 74 to 81 (increase of 7)

Improvement in lowest ability reader's SAS scores (reading ability) from 73 to 84 (increase of 11)

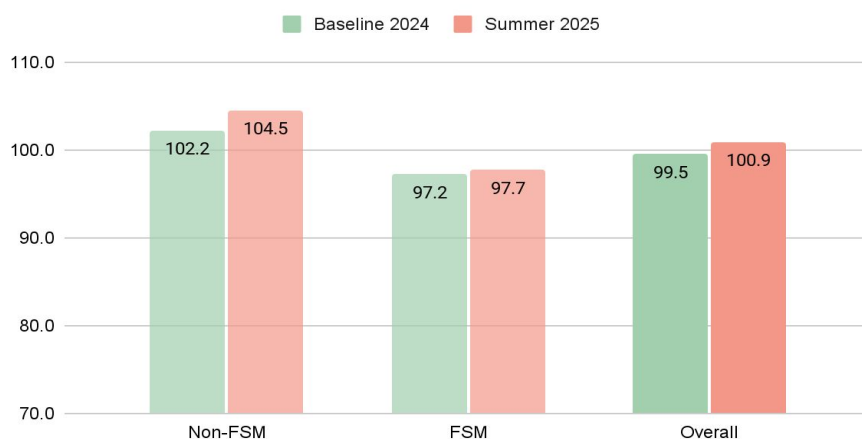
Year 3 (2024-2025)

Halton Lea - Reading

Lowest readers (Standard Age Score)



Reading Ability (Standard Age Score)



+1.4 increase in average SAS for full cohort (positive progress)

Education Case Study:

Saff and Curriculum Development of Oracy and Writing Our Lady Mother of the Saviour Primary School (OLMS) and School Improvement Liverpool

The focus of the project was to develop and integrate opportunities for spoken language as a foundation for writing. The school felt that there was an inconsistent approach to this across staff and looked to provide links between oral composition strategies and pupils' understanding and application of grammatical writing.

The Project Aimed to:

- Strengthen the role of spoken language across the English curriculum, using it as a vital tool to support and enhance the development of writing
- Embed oral composition practices into daily classroom routines, enabling pupils to explore, experiment with, and refine grammatical structures through speech before committing them to writing.
- Promote oracy as a pre-writing strategy, supporting pupils to verbalise and rehearse their ideas in structured ways prior to producing written work.
- Increase the quantity and quality of pupils' written drafts, with an emphasis on encouraging deeper engagement with editing and revising extended writing pieces.

The school worked with School Improvement Liverpool who provided targeted professional development to both senior staff and all teachers.

The school reported impact across different areas of the curriculum including reading and writing as follows:

- Early Years: achieved **61.5%** GLD, showing significant progress across the cohort.
- Key Stage 1: showed **68%** of all pupils achieved expected or better level in reading, with 12% achieving Greater Depth.
- Key Stage 1: writing showed the greatest improvement over time, with **76%** meeting expected or better, compared to **35%** three years ago
- Key Stage 2: in reading **75%** of all children achieved Expected Plus in reading this is in line with the National average.
- Key Stage 2: in writing **75%** of all children achieved Expected Plus in writing this is above the national average of **72%**.

"I really enjoy the oracy lessons because we get to talk a lot and share our ideas with the class. It makes me feel more confident when I speak in front of others."

OLMS Pupil

"Before, I used to get nervous about talking in front of people, but the oracy games and lessons have helped me feel braver and more confident."

OLMS Pupil

"I feel proud when I can explain my ideas clearly, and the oracy activities make me want to speak more"

OLMS Pupil

"Oracy lessons are my favourite because I get to practice talking and listening, and it helps me with my writing too."

OLMS Pupil



Project Reflection from Cradle to Career School Lead

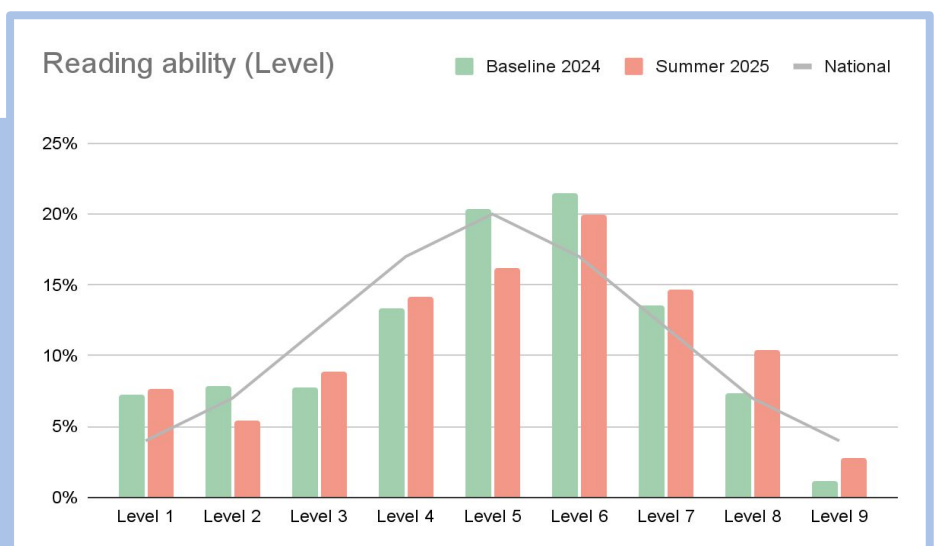
Jennie Considine - OLMS

I have really enjoyed implementing oracy across the school. It has been an enriching experience to see how focused attention on spoken communication can positively impact both teaching and learning. However, one of the key learnings from this project is the importance of taking each step one at a time. We found that trying to do too much too quickly can overwhelm staff and students alike. Gradual, well-paced implementation allowed for better integration and sustainability.

Overall, the project has highlighted the power of oracy to enrich learning environments, boost confidence, and deepen understanding. With patience, openness, and collaboration, it is possible to create a culture where speaking and listening are valued as core skills for lifelong learning.

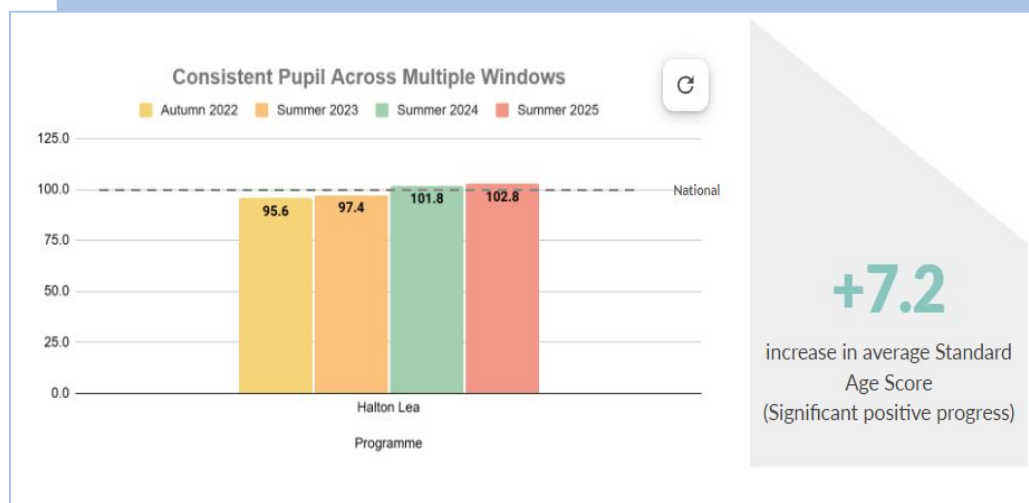
Annual Whole Cohort Progress 2024-2025

-13% decrease in lowest ability readers (level 1 and 2)



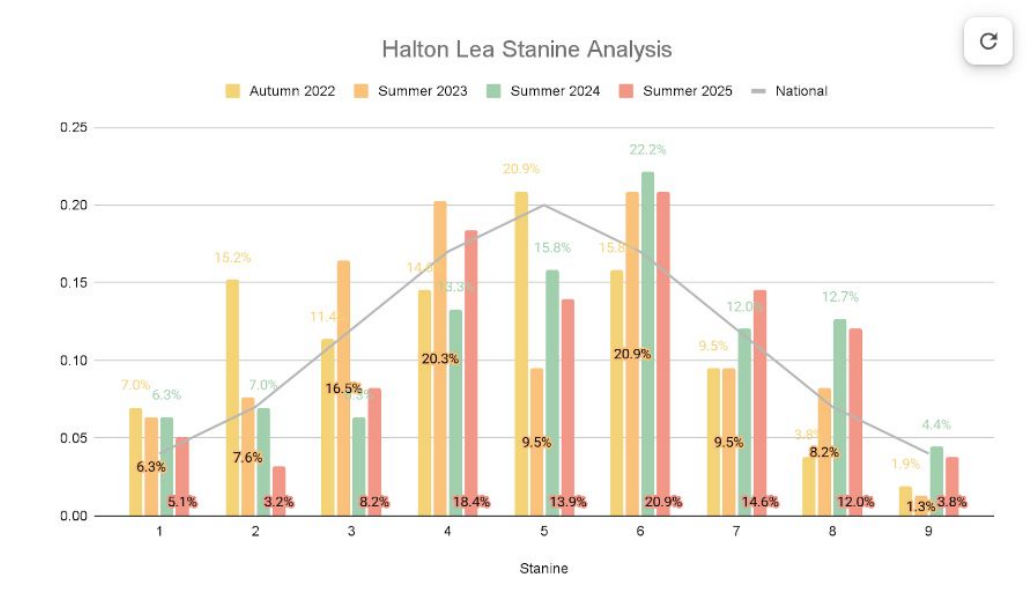
+55% increase in highest ability readers (level 8 and 9)

Three Years of Progress



Reading scores for those that have been on the programme over the three years have improved steadily over time. The average score increased from 95.6 in Autumn 2022 to 102.8 in Summer 2025, a rise of 7.2 points. This is equivalent to over half a GCSE grade improvement over the three years and demonstrates consistent progress across all assessment windows to bring pupils in line with national average.

Reading levels have improved steadily from Autumn 2022 to Summer 2025. The number of pupils in the lowest reading bands (stanines 1 and 2) has dropped sharply, showing fewer children are struggling with reading. At the same time, the number of highest ability readers (stanines 8 and 9) has more than doubled, meaning more pupils are now achieving at the top end. Overall, the results show clear progress, with fewer pupils falling behind and many more reaching higher reading standards.



Over three years, both FSM and non-FSM pupils have shown steady improvement in reading ability. Non-FSM pupils increased their average score from 98.4 in Autumn 2022 to 105.2 in Summer 2025, a gain of 6.8 points. FSM pupils also improved from 92.9 to 100.4, an increase of 7.5 points. The disadvantage gap narrowed slightly to 4.8 SAS points, indicating positive progress for disadvantaged pupils.



Education Case Study

Reading Across the Curriculum

The Grange Academy Secondary School

Grange Academy (Secondary) focused on developing reading across the curriculum. This involved a new whole school approach to form time reading, developing reading for pleasure via the introduction of a new reading ePlatform and a focus on supporting lowest readers with training and time to deliver the Lexonik Leap intervention.

Form time reading has been developed to provide focus reading time of 100 minutes (from 40) over two weeks. Form tutors have been trained to model effective reading and focus on fluency and prosody. The online ePlatform library provides free books for pupils to develop their love of reading. The school now has 9 staff trained to deliver Lexonik Leap to pupils with a reading score of below 88SAS.

Project Aims:

- Increase reading progress for pupils across the Academy
- Further pupil engagement within reading both for pleasure and purpose.
- Expose pupils to (at least) one whole text throughout the year.
- Provide the opportunity for students to have access to a range of books and audiobooks (particularly those most disadvantaged - school has 60% pupil premium)
- Foster a love of reading culture within the Academy.

The school impact data shows that:

- **2,774** books and audiobooks were loaned to pupils via the ePlatform - compared to 0 the previous year. This was based on **418** students who have borrowed a book or audiobook throughout the academic year
- Year 7 and 8 pupils had the highest engagement with the ePlatform
- In year 7 - of the 30 pupils who engaged with Lexonik Leap this academic year, **23** have made progress in their final NGRT reading assessment against their baseline measure
- In year 8 - of the 25 pupils who engaged with Lexonik Leap this academic year, **16** have made progress in their final NGRT reading assessment against their baseline measure

Individual Pupil Impact:

Pupil A was assessed in Autumn Term 1 and had a reading score of **77SAS** on NGRT assessment. They were placed on Lexonik Leap intervention and also had access to the ePlatform books. During the year, the pupil moved onto the Lexonik Advance intervention and ended the academic year with a reading score of **96SAS** on NGRT assessment, making significant progress with their reading.

Project Reflection from Cradle to Career School Lead Kate Cartwright - The Grange Academy

Sharing best practice through the Cradle to Career collaborative has allowed interventions to be pursued based on real time data and effective sharing of implementation planning (specifically lessons learned), as well as appropriate whole group text. The ePlatform was suggested through the Jessie Ricketts training organised by the collaborative last academic year.

This project has had a significant impact on reading within our Academy. We now have a clear strategy that allows students to develop their ability to read. Staff across the whole Academy have supported the implementation of this project including the delivery of our NGRT diagnostics, supporting with appropriate interventions that have had an impact on reading outcomes, passionately modelling excellent reading within their subject area and our reading curriculum; exposing all pupils to texts that will develop them both morally and culturally. We have given all pupils access to books and audiobooks, at any time, for free and have helped to develop our love of reading across the school.

Social, Emotional & Mental Health (SEMH)

Rising needs around pupils' SEMH were identified as a key theme in Discovery and has remained a priority focus area for all partner schools, especially around transition from primary to secondary. This is, in part, due to the smaller primary school sizes where they are able to offer a more nurturing support coupled with a historically limited understanding of needs at transition for secondary schools and limited capacity at secondary setting to support this process.

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

- Thrive
- Targeted pupil SEMH support
- Staff workshop CPD

Rise Education continued to work with all primary schools to support identified pupils in years 5 and 6 with significant SEMH needs. This support provided the schools with detailed transition reports and action plans for three year 6 pupils, identified as having the greatest SEMH needs. This was followed up with staff training sessions and follow-up workshops to discuss the support content. The transition plans were all shared with parents and secondary schools as part of the summer transition process. Rise also provided some secondary school CPD for: SEMH support, including trauma-based training.

"They build rapport with professionals, children and parents/carers with ease and this allows for a really detailed analysis of each child. Being able to work with our feeder secondaries as part of this project is also beneficial as we have been able to then directly share transition reports and their support has been able to continue in secondary"

Palace Fields Primary School Staff feedback on RISE support

Thrive intervention video: Meet Maria





“I like my mood monitor, I got to colour it how I wanted and I can show my mood...it helps me tell sir my mood without having to say it in front of everyone. He looks out for it and checks in with me which helps.”

Pupil Receiving support from RISE @ Palace Fields Primary



Part 2: Community & Family Support

Community and Family Support Aims

- **Vulnerable families** will be supported with information, advice and guidance that supports with child development including **access to early help services** and referral systems with particular emphasis on **social, emotional and mental health** support for parents and children

In 2024-25, Community and Family Support focused on creating accessible opportunities for families, supporting resident-led ideas, and embedding earlier help through the Family Connectors within a Halton Lea Multidisciplinary Team.

Initiatives to support the community included 'Explore & More' (workshops on a particular theme followed by an experience to bring the theme to life), Seed Fund projects and targeted family support including termly events to meet local service providers. Across this varied programme of activities families in Halton Lea were able to access low-cost trips, skills-building programmes and trusted relational support.

Explore & More

The programme reached **515 attendances** from **133 families**, with 91% from the Halton Lea catchment.

Full-day trips included Prestatyn, Manley Mere, Gulliver's World, Chester Zoo, and Llandudno. The termly events including the Winter Warmer, Easter Fun Day and final Summer Family Fun Day at Palace Fields attracted 200 people, including 40 families, showing the high level of local demand for activities where families can share new experiences together and make memories.

Palace Fields Community Centre not only provided family trips, but also engaged families and residents with workshops from Cradle to Career Community Partners as part of this project.

Altru Drama engaged five children aged 6-11 through imagination games and movement, helping them build confidence and peer connections.

Animal Teach sessions attracted 79 attendances across 12-14 families, offering hands-on animal care and design activities. Families returned weekly, and feedback was consistently rated 10/10.

Mako Create delivered four days of digital activities including 3D pens, stop-motion animation, drone coding and digital art. All sessions were fully booked with waiting lists, and 92% of participants said they felt more confident in their digital skills.

Feedback noted it was good *"learning something new with my daughter and the very friendly and professional teachers."*

Termly Events

Winter Warmer (28 November 2024, Palacefields Community Centre)

The first seasonal community event, the Winter Warmer, was delivered at Palacefields Community Centre to bring families together ahead of winter and connect residents with local services. The day combined creative activities for different age groups, including digital art, clay crafts and under-5s sessions, with an information hub offering support around health, fuel and debt. Partners such as Family Hubs, Involve Northwest, Four Estates, VCA, DWP and Riverside contributed to delivery, with free food and refreshments available throughout to create a welcoming environment.

Easter (12 April 2025, Palacefields Community Centre)

The Easter Family Fun Day built on the learning from the Winter pilot and was delivered in partnership with Four Estates as the lead community anchor. The event brought together a wide range of activities for children and families, including Animal Teach, digital workshops from Mako Create, go-karts, circus entertainers, inflatables and family-friendly stalls. Held on a Saturday during the Easter break, it created a lively atmosphere whilst also gathering resident insight through a mini-discovery activity and promoting the new Halton Lea Seed Funds.

Summer (27 July 2025, Palacefields Community Centre)

The final termly event of the year placed emphasis on creating an accessible, family-friendly event that encouraged residents to come together and connect with their community.

The Summer Fair achieved the highest turnout of the three events, with an estimated 300 attendees (around 75 families), reflecting strong word-of-mouth, and the benefits of a sustained, community-led model. Partners reported positive interactions with families throughout the day, and the fair helped consolidate trust and awareness of the programme within the community.

Together, the termly events demonstrate a clear progression over the year: from testing the model, to refining the approach, to delivering at scale with strong community involvement. This provides a platform for continuing to strengthen community engagement and consultation activities in Year 4 and beyond.



SEED Fund

The Seed Fund invested **£5,063** in four resident-led projects between Summer and Autumn 2025. **AB Fitness** launched **Stronger Minds, Stronger Bodies with a £1,000 grant**, running a 10-week fitness and wellbeing initiative combining coached training, gym membership, healthy eating guidance and mindset workbooks for up to 15 adults.

Hallwood Helpers used a **£1,000 grant to revive post-pandemic activity**, delivering a Summer Fair and Christmas Fair at Hallwood Park School and regenerating the school allotment to support children's learning.

Luna House Training, led by Karlee Matthews, was awarded **£2,063** to deliver a five-week empowerment course for Year 5-6 pupils covering emotional intelligence, accountability, problem-solving and goal-setting, with workbooks and vision boards to support confidence.

A further **£1,000 was awarded to H.O.O.P (Helping Our Own Progress)**, a youth-led peer support initiative designed to build young people's leadership and mutual support.

Family Connectors

Family Connectors, embedded within the **Multidisciplinary Team** at Glendale Family Center, provide early help and strengthened trust with families.

This year the connectors have signed up **24 new families** for support, and assisted a further **272 community members** through outreach, events, and signposting to services. Presenting needs included domestic abuse, debt and welfare, isolation, wellbeing, mental health and child behaviour concerns.

Community engagement activities included a summer picnic in Hallwood Park, treasure-hunt at Palace Fields and other activities, engaging more than **80 children** and reaching new parents. Working with the MDT, the Connectors completed door-knocking to connect with families eligible for two-year-old funding who aren't currently accessing it. One of these families – a mum and her young daughter – were completely unknown to services.

From Family Connector outreach a child attended the MDT Friday playgroup at Hallwood Park, and it quickly became clear she may have a speech delay. Mum shared that the child had been seriously burned in an accident at home involving boiling water and spent time in intensive care. Since then, mum has noticed developmental delays.

Mum has now agreed to work with the MDT and is open to completing assessments around both the child's development and home safety. She's also accepted a nursery place at Hallwood Park for September and plans to keep attending our Friday playgroup in the meantime.

The Family Connectors' trauma-informed approach with one family "made such a staggering difference that it prevented an escalation of action." A mother-daughter case in June 2025, where the family had fled domestic abuse, showed how consistent emotional and practical support during a housing move helped stabilise the family and prevented escalation in the care plan. Halton Lea MDT Social Worker

Importance of Family Connectors

M and Family Case Study

Context of referral

M is currently on a Child Protection (CP) Plan primarily due to non-attendance at school. The family unit consists of M, their mother and their father. The family has been open to services for a long period – at both CIN (Child In Need) and Early Help which resulted in a step-up when the MAP (Multi Agency Plan) was not progressing. Given that the mother, has multiple health issues, the social worker involved a Family Connector specifically to work with her to provide targeted support.

C2C MDT Intervention and Role of Family Connector

Due to past experiences, mum has a clear distrust of social care, which was overcome by explaining that the Family Connector works for an outside agency, establishing a more comfortable working relationship. Through seven home visits, a strong rapport based on trust has been built, allowing mum to be open and honest about her mental health, anxieties, and life traumas. Mum faces complex physical and mental health issues, suffering from constant discomfort, a lack of confidence and self-belief, and rarely leaves the house. A Wellbeing Outcome Star was completed, where mum scored very low in all areas. The Family Connector is actively working with mum on her confidence and trust issues and supporting her to begin leaving the home, into the community. The Connector has set mum some small actions, such as keeping a journal, which resulted in Mum writing 41 pages in one sitting.

Outcome

One key positive outcome is that mum is happy to work with the Family Connector, demonstrating engagement and making steady progress. While mum reports feeling safe and happy at home when her partner and M are present, she struggles when she is alone, a feeling that has been linked to M's school attendance - an adverse effect she is now acknowledging for the first time. This engagement is confirmed by the school, which reports that they are now able to speak with mum about M, a significant improvement as she had previously refused to engage with school staff or any other professional. To further support the family, several crucial referrals have been made, including to Households into Work, the DWP, Food Pantries and Food Banks, Halton Carers Centre, and the G.O.A.L chronic pain community group.

Looking Forward

Mum now receives weekly one-to-one support from C2C MDT, a level of consistent attention the social worker couldn't provide without Family Connector support. While progress in this situation is a 'slow burn' and quick outcomes have not been achieved at this point, this foundational support for the mum is essential for the long term, as it will inevitably support the entire family and lead to an improved home life and school attendance for M.

Halton Lea Multidisciplinary Team

Following the successes of the Early Help MDT providing much more multi-agency support to families of Halton Lea before they hit crisis point, Halton Council developed the team throughout 2024-25 to include a Social Worker, a Senior Early Help Officer, Early Years Workers and a Drug and Alcohol Worker. This new team have been working together since May 2025 and aim to provide vulnerable families with rapid, multi agency support particularly with social, emotional and mental health support for parents and children - a key issue impacting school attendance. In this time, we have seen an increase in the number of CP step-downs. Since the original team have been working together (September 2023) we have seen increases in Early Help Assessments and 'Intervention Provided' as a reason for closing early help assessments (multi agency plan) in Halton Lea have increased over time and now relates to 80% of case closures. We look forward to presenting more impact data from this team as they develop their work in Halton Lea.

E and Family Case Study

Context of referral

Headteacher stated: "E is at risk of falling behind developmentally and socially if she does not begin building a routine and experience of structured education before starting school in September. Prolonged poor attendance may impact her learning, emotional wellbeing, ability to form peer relationships, and overall school readiness." At the time, E's recorded attendance of less than 50% provided clear evidence of concern.

C2C MDT Intervention

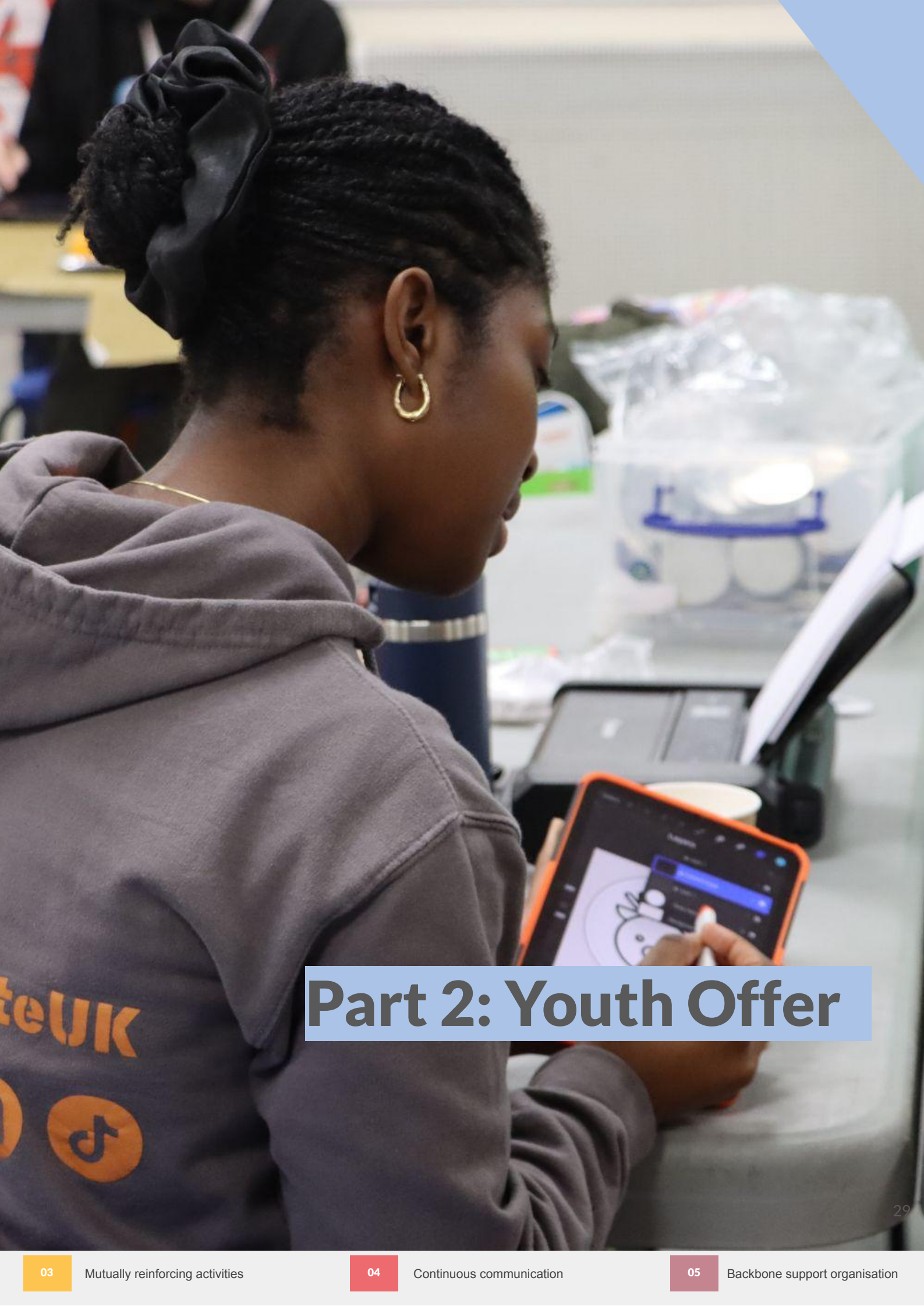
The team have created a good working relationship with both Mum and E, gaining access to the home numerous times. Mum was able to open up about her mental health struggles – the C2C MDT workers were able to support with this and encourage her attending a GP appointment which resulted in medication being prescribed. While this is not the resolution of the problem, we were able to offer non-judgemental support to Mum and for her to acknowledge that further mental health support was needed.

Multi Agency Response

We have supported Mum engaging with the MDT DWP worker resulting clarity over support available and support with a PIP application due to her poor mental health. As E started Reception, attendance was very low (attended only 3 days within the first 3 weeks). With the support of C2C MDT workers, this has now improved and while it is only in its infancy, this has broken down barriers of communication between Mum and school reassuring her that our common interest is E's wellbeing and we are offering support.

Looking Forward

Mum has now agreed to progress the support to a Multi Agency Plan Level 2 – this will enhance E's outcomes and the overall wellbeing of the family. This has not been possible up to now due to Mum's low engagement prior to working with C2C MDT. Mum says she will continue to liaise with GP and explore phone talking therapies to support her mental health journey. With the close support C2C MDT was able to provide, Mum has now opened up and she's engaging more meaningfully. There is still considerable support to be provided, but we are taking substantial steps in the right direction, both for Mum and E.



Part 2: Youth Offer

Youth Offer

The Cradle to Career Youth Offer in Halton Lea has made significant progress in establishing **safe, engaging and youth-led spaces** for local young people. Across detached youth work, health and wellbeing activities, and the development of the **Glendale Youth Hub**, delivery partners have created opportunities for young people to connect, build confidence, and take part in positive activities.

Sports Alive - Detached Youth Work

Since launching in spring 2024, **Sports Alive** have delivered **54 detached sessions**, engaging **441 young people** across **Glen Skatepark, Phoenix Park, Palacefields, Town Park and Shopping City**. Engagement has averaged eight young people per session, often including those who do not access traditional youth provision.

The introduction of the **Youth Truck in winter 2024** has strengthened this offer, providing a safe base stocked with **games, snacks and information on topics such as vaping and substance misuse**. Detached workers have also delivered informal sports including **boxing pad work, football, tennis and dodgeball**, giving young people the chance to be active in their own communities. Collaboration with **Family Help drugs and alcohol workers** has allowed for timely interventions and positive conversations around risk-taking behaviours.

Parents, local residents and security staff have fed back that antisocial behaviour decreases when detached teams are present, highlighting the value of this **visible, trusted provision**.

"Very quiet when we first met him. Would only come and speak to us when there was a group of his peers but he would always get involved with sport, particularly boxing. When we started arranging time and locations, he was always the one who would share the information with friends and is now our lynchpin. He has grown in confidence and is able to communicate with us about his school life."

Sports Alive Youth Worker on regular Detached Work attender



Sean Bailey Wellness Diversionary Activities

Sean Bailey Wellness have provided a consistent mix of diversionary programmes, reaching around **440 engagements** between August 2024 and March 2025. Their offer includes **Teen Gym sessions, early evening activities at Palacefields, and targeted holiday programmes** that topped up HAF provision with food and full-day routines.



Teen Gym, launched in July 2024, quickly became oversubscribed. By summer 2025 the programme had expanded to three weekly sessions to meet demand, with a waiting list still in place. The sessions intentionally bring together pupils from different schools, helping to build new friendships and reduce barriers between peer groups. Some participants have gone on to complete Duke of Edinburgh and work experience placements, demonstrating progression into wider opportunities. Alongside this, SBW have delivered school assemblies at BCA and The Grange on the **SELF model and drugs education, run sleep clinics in partnership with the Halton Lea MDT based at Glendale**, and provided targeted mentoring. Safeguarding has been a clear focus, with lessons from a local lockdown incident embedded into drills and parent communication.

Vibe - Glendale Youth Hub

The **Glendale Youth Hub** opened in June 2024 and has since grown into a vibrant, youth-led space. By March 2025, **44 young people** had registered as members, **rising to 60 by July 2025**. Aggregate attendance across August 2024-March 2025 reached **1,056**. Most participants are aged 11-13, though the hub also engages older teens.

The weekly programme combines **creative, recreational and issue-based sessions**. Regular activities include **digital art workshops** with **Mako Create**, **drama programmes** with **Altru**, **DJ workshops** with **Youth Empower**, **cooking, gardening, sports and arts and crafts**. Seasonal highlights have included pumpkin carving and Halloween celebrations, a Christmas trip to the ski slopes, Easter crafts and a summer powder paint fight. Glendale has also become a base for wider services: Bridgewater Community Healthcare ran a weekly sexual health clinic from the hub, and partnerships with Cash for Kids and local businesses have provided additional opportunities and resources. Social action projects such as a youth-led tuck shop and the creation of a community garden have encouraged responsibility and entrepreneurial skills.

Taken together, these three strands show strong progress in creating accessible, safe and engaging youth provision in Halton Lea. Detached work has reached those least likely to walk through a youth club door, health and wellbeing programmes have provided diversionary pathways, and the Glendale Youth Hub has grown into a cornerstone of the community. The data shows sustained reach - over 1,900 engagements across the three strands by spring 2025 - while the qualitative evidence points to growing trust, confidence and belonging among young people.

Case Study: Building Belonging at Glendale Youth Hub

When J first attended Glendale Youth Hub, he was **quiet** and **reluctant to join in**. He preferred to stay on the edges of activities, **spending time alone** with gaming or art materials. Staff noticed his hesitation and took a gentle, consistent approach - offering low-pressure opportunities to take part and spending one-to-one time building trust.

Over the weeks, J began **trying more group activities**, such as **sports and creative workshops**. The Halloween arts sessions gave him a natural way to connect with others, and staff offered regular encouragement to help him take small steps forward.

A turning point came with the club's Christmas trip to the ski slopes. J, who had never tried skiing before, surprised himself by taking part and enjoying the challenge. The supportive environment helped him grow in confidence and strengthened his sense of belonging.

Since then, J has continued to participate more fully in club life. He has built friendships with peers, contributes ideas for session planning, and describes feeling more confident in himself.

J reflected:

"I never thought I could feel so confident. I used to avoid people and didn't think I was good enough to join in, but now I feel like I belong here. The trip was good, and I never thought I'd be able to do something like that... I feel more confident about myself and I know I can do more things."

This case highlights how a safe, welcoming youth space, underpinned by consistent relationships with trusted adults, can transform a young person's confidence and engagement.





Part 3: Year 4 and Beyond

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*.

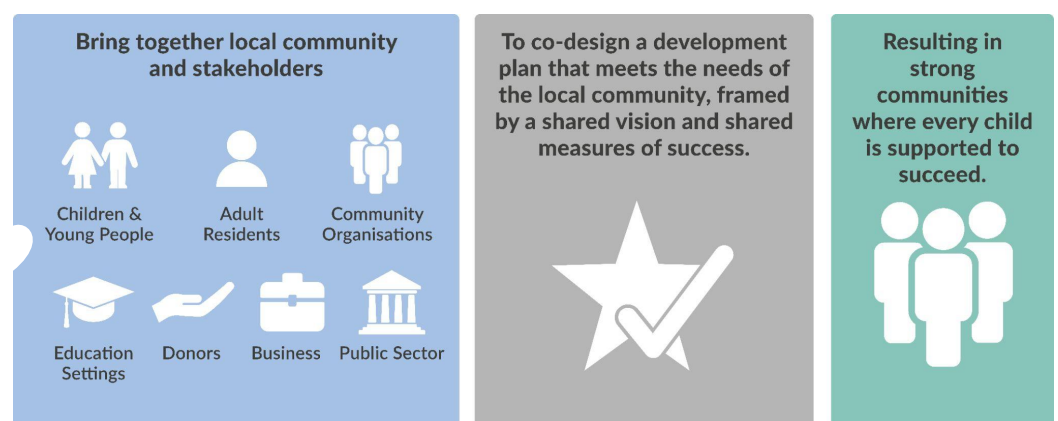
How we work

Our Theory of Change

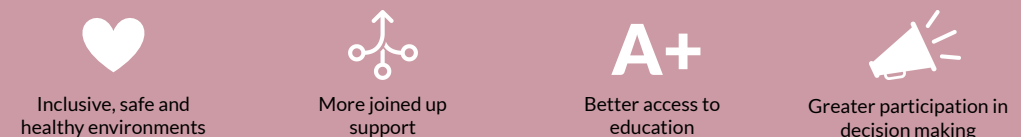
Our Theory of Change sets out the steps that we take in order to effect change.

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

Together with local residents, professionals and leaders, we:



Our work ultimately benefits children and young people by creating:

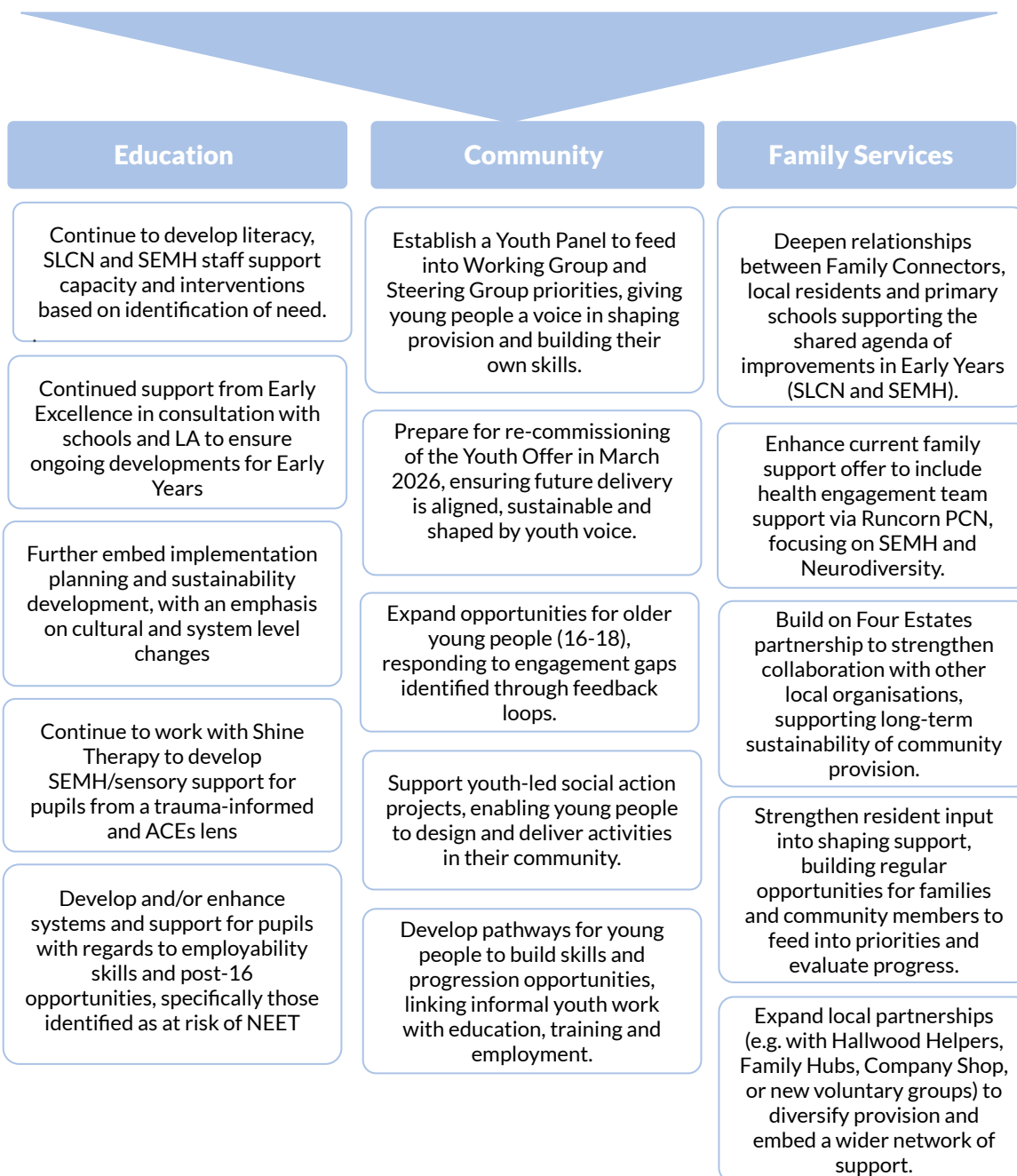


Our approach to sustainability

Building on our work to date, and working towards achieving the full ambition of Cradle to Career embedding the principles of collective working and locally-led decision making. During year 4 we intend to:

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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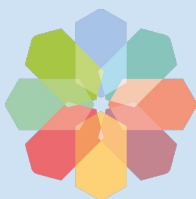


Thank you to our partners



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