



RIGHT TO
SUCCEED

Cradle to Career North Birkenhead

Annual Progress Report - Year 5
1 September 2024—31 August 2025



Steve Morgan
FOUNDATION

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About Cradle to Career North Birkenhead

In this report, we highlight the key activities and progress made in delivery year 5.

Introduction

Cradle to Career puts the people of North Birkenhead 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 North Birkenhead thrives, from Cradle to Career.

Our Mission is to support North Birkenhead 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 three different workstreams, education, community and family services.

Education Aims

- Schools becoming world class in identifying and meeting the needs of their learners.

Community Aims

- The community owning the development of local culture and the local offer, addressing key issues affecting them.

Family Services Aims

- Improve the engagement and support of the most vulnerable families, and give them the opportunities they need to be healthy and happy. Services completely re-designed in partnership with the local community, driving collaboration through the system.

Our Theory of Change

Cradle to Career is: informed by a wide range of experiences and perspectives;

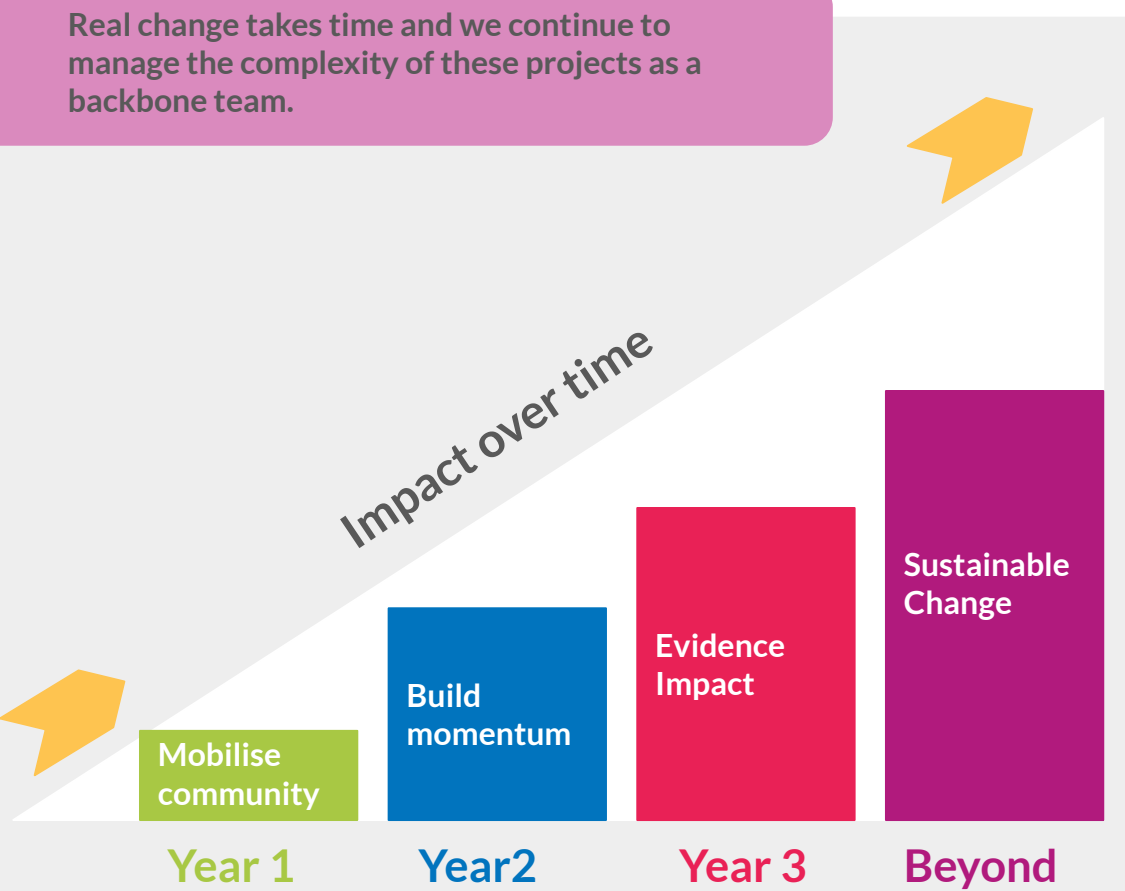
- Home & Family
- Community
- Public Services
- Child or Young Person
- Education Setting

Co-designed by residents, local stakeholders and funders, and delivered through a collective approach to ensure maximum impact and sustainability.

To Collectively Achieve this Vision it Takes Time to Build:

- Relationships
- Infrastructure
- 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 North Birkenhead, the programme is overseen by a **Steering Group, supported by two dedicated working groups** – one focused on Education and the other on Community and Services.

The **North Birkenhead Steering Group** operates with an independent co-chair model, with two partners from different organisations. Its membership includes representatives from the local authority, VCSE, and education sectors, all working together to support young people and their families in North Birkenhead. The group provides strategic oversight of the programme and feeds learning into the Liverpool City Region Combined Authority.

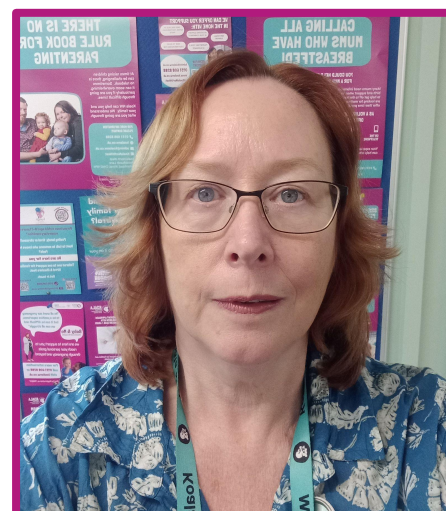
The **Education Working Group** includes representatives from each participating school and meets regularly to plan and deliver the educational aspects of the programme.

The **Community and Services Working Group** brings together all paid youth delivery partners, as well as representatives from the multidisciplinary team (MDT), Family Connectors, and a range of community-based organisations. This group focuses on coordinating activities that strengthen community provision and support for young people and families.

A note from the Co-Chairs - Bev Morgan (CEO, Koala North West) and Jamie Martin (Social Impact Lead, Magenta Living)

In Year 5, Cradle to Career North Birkenhead has demonstrated real depth as well as reach. The MDT has grown in strength through specialist training and national recognition, while the Organisation Development Fund has helped seven community groups build the core capacity that is often hardest to secure.

In schools, the Welcoming Schools project has supported improved attendance and engagement, and transition work with The Hive has given pupils a confident start in secondary education. The SEND Collaboration has been a particular highlight, with families reporting greater confidence, emotional regulation, and peer support.



Alongside this, the youth offer has remained strong through regular outreach, and the Youth Alliance is beginning to establish itself as a sustainable structure for the future.

As well as this strong local impact, *Cradle to Career North Birkenhead* has gained recognition both nationally and across the Liverpool City Region — notably through its presence at the Youth Summit and the planned roll-out of the model across the sub-regions. This underlines the project's success in creating local opportunities and influencing wider systems change. Partnership remains at the heart of the work, reflected in the collaboration, adaptability, and shared commitment of all involved. Externally verified outcome measures, along with improved attendance and literacy data, evidence the real progress made. Many of the programme's strengths — from putting local people first to fostering belief in positive change — will continue to deliver benefits over the long term. The main challenge now is sustaining momentum, which demands continued commitment, ongoing evaluation, and a balance between achieving immediate outcomes and building lasting legacy. The focus ahead is on embedding these improved ways of working, maintaining partnerships built around shared outcomes, and ensuring that North Birkenhead's success continues to inspire wider local, regional, and national impact as a trailblazer for people-centred, place-based change.

We have seen what can be achieved when schools, services, and community partners work together towards shared goals. North Birkenhead is increasingly recognised nationally as a model for place-based collaboration, and the sense of local pride continues to grow. Challenges remain — particularly around funding, long-term sustainability, and resident involvement — but Year 6 will focus on embedding what works, strengthening how we measure and share impact, and deepening local ownership. The lasting legacy of *Cradle to Career* should be a community where children and families feel supported, hopeful, and proud of where they live — a place where partnership has become the norm, and the future is shaped by those who live it.



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.

Our Year in Numbers

4,319

children & young people
assessed or supported
through the programme

1,898

children & young people
received or accessed
interventions

606

adult residents engaged

151

practitioners training
spaces filled

44

practitioners engaged in
other ways

30

partner organisations
worked with



Part 1: Progress in Education

Literacy

What we have done

In Year 5 of the programme, schools in North Birkenhead aim to ensure that students' literacy outcomes are sustained in the long term. This is measured through the New Group Reading Test (NGRT) and individual school progress reports. Last year we supported three networks integral to this aim: a cross-phase literacy network, an Early Years Network and a SENCO network. All schools continue to place a significant emphasis on literacy development, and we continue to monitor the delivery of legacy literacy interventions through progress meetings and annual reports, sharing learning and best practice across settings wherever possible.

Literacy Impact

Pupils made **positive progress** in reading. Pupils are reading slightly above the national average.

+1.9 increase in average Standard Age Score 2024-2025.



7 schools made positive progress with increased reading ability.

Pupils with the lowest reading ability in 2024 (level 1+2) improved significantly, with a **+7.1** increase in Standard Age Score. This is equivalent to a **half GCSE grade** of reading ability.



+38% increase in the number of highest ability readers (level 8 and 9)

Literacy Intervention Case Study: Birkenhead Park School, Fresh Start

Overview

Birkenhead Park School implemented the *Fresh Start Read Write Inc* intervention as a small group or 1:1 systematic phonics programme. The aim is to support low ability readers (stanine 1 and 2) who have not made sufficient progress despite other literacy interventions. The school began delivering this intervention in 2023-24 and has continued due to promising results.

The progress made by this cohort can be seen in the table below. The average Standard Age Score (SAS) gain, measured through the New Group Reading Test is +6 SAS. This is equivalent to half a GCSE grade worth of progress.

Impact

Year Group	No. Pupils	% improved reading scores	Average SAS Gain
ALL	102	91%	+6
7	45	87%	+8.7
8	23	96%	+4.3
9	27	93%	+5.7
10	7	86%	+5.3

The school invests in staff development, with 10 members receiving ongoing training to deliver the intervention effectively. These staff have further enhanced their practice by working with the Educational Psychologist to build skills in Precision Teaching.

"This has been a beneficial strategy and shows that if the right training and expectations are had of teaching assistants (TAs) then there can be a real impact. TAs need to be used in a dynamic way and need training to understand their role and how students learn." Senior leader

Pupil 1: The intervention has given me confidence when I read.

Pupil 2: I have enjoyed the intervention and it has helped me a lot in the English class, as I didn't understand much at first.

Pupil 3: It has helped me feel more confident and happier at school.

Spotlight on: The Early Years Network

The Early Years network is in its fourth year of operation. In previous years, the network has been facilitated by the Cradle to Career backbone team. In year 5, the Cradle to Career team began handing over ownership to the group itself.

The group organised network sessions around a 'spotlight' on a learning module from the Early Language Project toolkit (a resource developed from prior training sessions). At each network session, the host school provided a presentation on a topic of their choice to demonstrate how they applied the Early Language Project training to their school. This has supported peer learning.

Case study: Bidston Avenue

This year, Bidston Avenue faced increasing complexity in its Early Years Foundation Stage cohort, including an increase in speech and language delay, non-verbal children, and SEND and neurodiverse needs. Building on strong foundations for language development – such as shared signs and gestures, targeted vocabulary work and self-regulation activities – staff introduced new, adaptive approaches to meet these challenges.

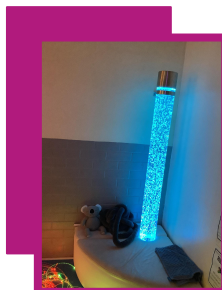


In Foundation 1, calm boxes were introduced to support self-regulation, and strategies from the Early Language Toolkit (such as feathers, flashing balls and bubbles) are being used to build pupils' listening and attention skills.

In Foundation 2, learning from Dr Helen Bibby's *Understanding the Classroom Through Our Eyes* training led to a deeper understanding of how children experience the classroom environment. Practitioners are now providing sensory circuits in outdoor areas, and engaging more closely with parents to support the child's learning holistically. The school has also enhanced the *Butterfly Room* – a small, structured learning space supported by high adult ratios and individual sensory plans.

Impact

- Calmer, happier, more engaged, children with noticeable gains in communication, focus, and social play.
- Teaching sessions now run more smoothly, and language development is improving across the cohort.



Next Steps

Embedding sensory profiles for identified children, ensuring all EYFS staff (including supply staff) use strategies from the Early Language Toolkit consistently, and maintaining visual language cues across all classrooms.

Transition

In 2024-25, schools in North Birkenhead aimed to improve transition processes, supporting vulnerable young people to transition between settings successfully.

The below table details the transition initiatives used across our partner schools.

Input	Delivery Partner	Beneficiaries to date	Dates
Transition intervention fund - A funding stream available to schools to trial innovative interventions which benefit vulnerable pupils at the KS2-KS3 transition point	Partner schools	309 pupils directly benefited 84 parents	September 2024 - July 2025
Trauma informed practice training - A series of two training sessions designed to support school pastoral teams to recognise and support pupils with trauma and attachment difficulties.	Dr Jenny Nock	22 staff trained	November 2024 & February 2025
Transition information sharing - The SENCOs continued to use a bespoke transition information sharing document to transfer SEND information from primary to secondary more effectively.	Partner schools	N/A	April 2025 - July 2025
School concerns questionnaire - For the second year running, we've rolled out a questionnaire designed by UCL to identify, and respond to, pupils' transition concerns.	Partner schools	180 pupils participated	June 2025
The Lemonade Project - An intervention programme delivered in schools with the aim of building resilience in young people who are experiencing low levels of emotional wellbeing.	The Hive	80 pupils across 5 schools	September 2024 - July 2025
Year 7 transition event(s) : Six primary schools attended a transition event at the Hive.	The Hive	385 pupils attended	October 2024 and May 2025
Year 6 transition event(s) : Six primary schools attended a transition event at the Hive.	The Hive	250 pupils attended	June 2025

Spotlight on: Transition projects

This year, seven of the schools in North Birkenhead trialled innovative projects designed to improve pupils' ability to transition successfully between primary and secondary school. Based on a comprehensive research literature review, and knowledge of the local context, transition intervention projects are intended to meet one, or multiple, of the following recommendations:

- Better communication across sectors and with students and parents.
- Transitional curriculums with shared pedagogical approaches that encourage problem based learning and the learning of social and emotional skills.
- Effective pupil tracking before and after the transition.
- Tailored transitions for students with SEND and/or SEMH.



Case study: Co-op Portland Primary School

This year, Co-op Academy Portland embarked on an ambitious project designed to improve the co-regulation and self-regulation strategies that the most vulnerable children have in their 'toolkit' and ensure that they are explicitly taught how to use strategies effectively. This multi-stranded approach included:

- Highly regulated and routine expectations of timetable [and staff]
- MyHappyMind metacognition strategies explicitly taught promoting self-understanding and self-efficacy
- Wellbeing relationship coaching of staff and pupils
- Outstanding behaviour expectations with explicit 'Character Curriculum' taught
- Explicit tracking of language development, resilience, oracy and disadvantaged children's barriers to learning
- Extended school day 8:30-3:30 with wraparound care. Transport barriers addressed to improve attendance of upper KS2 Persistent Absentees

Using data effectively

In order to track the progress of the 28 most vulnerable pupils in Year 4 and 5, the school implemented the Strengths and Difficulties Questionnaire (SDQ). The SDQ is a short emotional and behavioural screening questionnaire. Lower scores indicate a more 'normal' disposition. By using this tool, the school was able to identify children who were struggling with emotional, conduct or peer relationship problems. These pupils were prioritised for small group and/or one-to-one support in each area of need.



SDQ scores decreased following intervention

Timepoint	Average SDQ score
Sept 2024	16.5
March 2025	14.0
June 2025	6.5
Overall effect	-10

100% of teachers said their children have a better understanding of the importance of positive relationships and how to build them.

"I am focusing on being more kind." Pupil 1

Case Study: Our Lady and St Edwards, Military Style Education

Our Lady & St Edward's Catholic Primary facilitated a **Military Style Education programme** to support students transitioning to secondary school. The MSE programme sought to increase children's resilience, confidence, and self-esteem, particularly SEND students as they find the transition to secondary school difficult.

The **MSE programme** incorporated several approaches to provide a well-rounded support system. This included interventions to build resilience and encourage team building, as well as additions to the schools PSHE curriculum to support transition.

The school provided bespoke counselling sessions for students at risk of a difficult transition and deployed trained teaching assistants to implement the ELSA programme. The Arfur Moe transition intervention and additional school visits were also utilised to support SEND pupils.

A parental engagement strategy was implemented to engage and support parents with the process of choosing the right school and applying for a secondary place. The school planned coffee mornings, provided 1:1 guidance, and hosted forums for questions and concerns. The aim was to help reduce anxiety and increase involvement in their child's transition journey.

To measure the impact questionnaires were completed at the beginning and end of the programme. Internal feedback and parent feedback were also collected. These tools enabled staff to identify children requiring additional support, while also tracking improvements.

Impact

The programme led to increased self-awareness, resilience, and emotional regulation in pupils, while also helping staff identify who needed further transition support. It highlighted the value of 1:1 counselling, prompting the school to expand its counselling provision to a full day per week.

Next Steps

Building on the success of the programme, Our Lady & St Edward's Catholic Primary plans to:

- Continue its focus on **resilience, confidence, and team building** next academic year.
- Engage parents through **ongoing involvement** and communication initiatives.
- Continue the **counselling service**, aiming to reach a greater number of students.
- Increase visits to secondary schools to support a **smoother transition**.
- Strengthen teamwork, **targeted interventions**, and collaboration with families to improve the transition to secondary school for all students.



Part 2: Progress in Family Services

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Multi-Disciplinary Team

In year 5, the multidisciplinary team (MDT) has continued to provide an embedded, collaborative approach to supporting families in social care and Level 3 outcomes overall.

As part of ongoing preventative and wrap around support, the team has expanded its approach to working with schools through multidisciplinary attendance panels across two secondaries and two primaries in the Cradle to Career programme. This, alongside strong relationships with link workers assigned in each school, has supported strong working relationships, improved cross-sector collaboration and facilitated more effective ways of working to support vulnerable children, young people and families.

Through the programme, the team has accessed a wide range of training to support the development and capacity building of professionals. This has included:

- Paediatric first aid
- Child on parent violence and aggression
- Solihull Foundation psychological framework
- Trauma informed training
- Children's domestic abuse facilitator training

From January onwards, the MDT has supported many visits from external organisations, including funders, Government departments and other Local Authorities interested in the ways of working. In March 2025, Chief Social Worker Isabelle Trowler visited the Cradle to Career MDT and Wirral Council Pathfinder teams. She was impressed with the work to date and the impact seen within the team.

"It was fantastic to learn more about the Cradle to Career Programme and the great successes you've seen in the North Birkenhead area under Ange's leadership of the programme." Chief Social Worker Isabelle Trowler

The below table shows the impact of the MDT with the social care step down rate and case closures higher in North Birkenhead compared with Wirral wide services.

Oct 24 -Mar 25 (Year 5)	Cradle to Career	Wirral-wide
Social care referral rate	419 per 10,000	299 per 10,000
Social care case closure rate	345 per 10,000	300 per 10,000
% Social care cases lasting under 6 months	92%	76%
Family matters (Level 3) closure rate	194 per 10,000	44 per 10,000

Family Connectors

Sitting as part of the multidisciplinary team in the St James Centre, the two Family Connectors continued to offer a holistic support package to families in the North Birkenhead area in year 5.

The Family Connectors operate alongside and as part of the MDT team to support and lead on cases of families who require support. They also work outside of the MDT and in the community, where they regularly attend community events, go on weekly walks, and make themselves available to the community. This has strengthened relationships with new families and those who have already engaged.

Impact

36 families directly supported in year 5

79 children directly supported in year 5

567 families reached through community engagement

Feedback from families

- *"You have made me look at things in a totally different way thank you so much"*
- *"I have seen a massive difference in my child since signing up"*
- *"My wife says we will be ok while we have Karen - you are our strength"*
- *"I am doing things for me"*
- *"No-one has cared this much about me before, thank you"*



Impact of Family Connectors

Kelly's Story

Kelly was referred to access Family Connector support after struggling with her young son's behaviour in school and at home, during a very stressful life period. Feeling overwhelmed and unable to cope, Family Connector Dan worked with Kelly to establish practical strategies for working with her son, and to build her confidence and mental health wellbeing.

Interventions

- EHCP drafted via Wired to Help
- Referral to CAPA First Response to manage child on parent aggression
- WEB Merseyside Confidence Building course and counselling
- Breakfast mornings for parents at Equilibrium
- Peer support at the Positivitree

Impact

- **Initial support:** Kelly initially relied on the Family Connectors for sign-ups and referrals and did not engage with other organisations.
- **Early progress:** Within three months of participating in local interventions and receiving regular support from the Family Connectors, Kelly's life improved significantly.
- **Parenting strategies:** Kelly implemented new behaviour strategies with her son, resulting in noticeable improvements both at home and at school.
Increased confidence: She now feels confident to leave the house, which had previously been a challenge.
- **Children's activities:** Her son attends weekly sessions at the Hive, where he develops social skills and builds positive relationships.
- **Personal time:** Kelly uses the time her son is at the Hive to focus on herself.

Kelly has grown in confidence to advocate for herself and her son in school and is much more confident to ask for help. After working with the Family Connectors, Kelly shared that she had recently secured a new job which she is very excited for.

"I can't believe I have come so far in 3 months I am proud of myself" Kelly





Part 3: Progress in Community

SEND Collaboration

What we did

The SEND Collaboration has continued to deliver a comprehensive offer to families and children and with SEND across North Birkenhead in year 5. The Collaboration have built a collective and cohesive model of support for local families. Building on the impact seen over year 4 of the programme, the partnership has continued to ensure that there is an improved offer for families.

Sessions - **880**

Parents engaged - **283**

Children engaged - **204**

"Activities have grown more flexible, responsive, and empowering since the partnership began. They reflect a deeper understanding of what families need—not just clinically or developmentally, but emotionally and socially too."

Over Year 5, parents and carers have reported feeling more confident and better equipped to advocate for their children, including navigating the complex SEND processes. Alongside this, families accessing support from the Collaboration – from parent guidance to SEND-specific after-school clubs – have observed improvements in children's social and emotional skills, including greater emotional regulation, stronger communication, and increased confidence in social situations.

Community Building: As the partnership has developed, Koala North West and the Positivitree have set up peer networks to continue offering support to parents and carers once they have moved off caseloads. This has resulted in informal relationship building and giving parents and carers the space to meet families with similar experiences and offer mutual support.

99%

of parents
reported
reduction in
isolation

98%

of parents
reported they
and/or their
children enjoyed
stimulating
activities

97%

of parents
reported
improved mental
health and
wellbeing

Case Study - Rachel's Story

Koala North West, worked with Rachel, a single parent of two young boys, both with possible undiagnosed SEND needs, on the pathway for support. The parent had heard about a support offer through primary school working with the SENCo and wanted to gain more knowledge to support her children at home.

Rachel was offered a 6 week support course alongside 5 other parents. The course covered; managing behaviours, sensory needs, sleep, understanding SEND world, PECs and other resources, strategies for de-escalation of meltdowns and the difference between a meltdown and behaviours.

Impact

As a result of this course and support for the parent, Rachel felt like she gained a lot of knowledge and tools to support her. In particular, she noted improvements in sleep after implementing routines and advice over the 6 week course. Rachel also felt that deescalation techniques helped improve morning routines significantly.

Quotes from participants:

"I like being with like-minded people who accept me and having the safe space to offload all of my emotions".

"Being in group makes me happy."

"I just loved doing that, I could have spent all day doing that activity"

"I have loved being in group and seeing the girls"

"This is exactly what I needed today"



Youth Offer

Moving into year 5, the Youth Offer has continued to grow and adapt based on needs identified through the Programme. Instead of delivering the Hub at **Equilibrium**, the **Hive** transitioned to deliver more schools-based work in year 5, including involvement in multi-disciplinary attendance panels, community support and school transition support projects.

At **Gautby Road**, the Young Leaders have continued to develop their focus and prepare for the future. The team also planned to open a youth hub for young people over 14, however, the opening of the hub has been rescheduled for Autumn 2025 due to capacity challenges arising from borough-wide cuts to youth and play services.

The programme has worked alongside local youth organisations in North Birkenhead and beyond to establish the **Wirral Youth Alliance** as part of building resilient communities and sectors.

What We Did

Average engagements in youth outreach - **150**

Young leaders at Gautby Road - **12**

Wirral Youth Alliance member organisations - **7**

Pupils received Lemonade or Inspiring Futures interventions - **89**

Young Leaders

In year 5, the Young Leaders received training to become young researchers from our evaluation partner the **University of Manchester**. The group used their skills to support a research activity on the following: *What are the places, spaces and provision that local young people value and use?*

Over the year, the Young Leaders and University of Manchester conducted research with the **Hive**, **Gautby Road**, and **Birkenhead Park School**, with around 40 children and young people in total. The group used their research skills to ask key questions around:

- formal vs informal spaces,
- outdoors vs personal spaces,
- what young people would like to see more of.

Impact

These results have been shared with all youth professionals within the Wirral Youth Alliance and have inspired future work to take place. In year 6, the University of Manchester team will facilitate further training for additional youth professionals.

As a reward for the hard work done, the group went on a day trip to the University of Manchester, where they had a tour of the campus, learnt about the different parts that contribute to running a university, and a chance to see and explore new opportunities.



Case Study: Youth Outreach

The Hive organised a three-day residential trip to Brathay Outdoor Centre in the Lake District for 10 young people aged 13–16 from Birkenhead, helping them develop socially, emotionally, physically, and educationally. The group had previously taken part in outreach work, through which the Hive built strong relationships with local families and the wider community.

For many of the young people, it was their first experience away from home or in a rural environment. Across three days of canoeing, hiking and raft-building, young people had the opportunity to step out of their comfort zones, building confidence and resilience. The group had not previously met, so a big part of the residential was around building new friendships with peers, and working together.

By the end of the trip, the group demonstrated greater confidence, self-awareness and trust in their peers. Through this funding, all the participants were able to experience the benefits of outdoor education, gaining lifelong skills, memories and relationships that will support their continued growth and wellbeing.



Wirral Youth Alliance

The **Wirral Youth Alliance** was established in January 2025 as a collective of organisations delivering youth services across Wirral. Its aim is to create a sustainable network of youth organisations, strengthen collaboration between professionals, increase opportunities for children and young people, and provide a platform for collective advocacy and funding bids.

The formation of the Alliance was accelerated in response to proposed changes in youth and play services. Despite challenges in a sector facing reduced funding and rising demand, members have made significant progress in defining the Alliance's goals and are now taking the first steps to put them into action.

Wirral Youth Alliance - Key Timeline of Activity



First meetings as a group



Emergency meeting held in response to financial constraints in Wirral Council



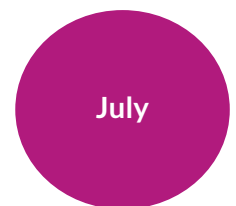
Vision, mission and values mapping



Visit from Kirklees Youth Alliance to share learning and best practice



Governance structure revised. First funding application submitted.



First AGM held and governance structures assembled



£19,930 funding awarded through Magenta Community Fund

The Alliance is committed to driving the work forward over year 6, which will include:

- Outreach with young people and professionals across Wirral borough
- A cross-organisation residential to reduce geographical boundaries
- Establishing a youth steering group
- Mapping of youth services across Wirral borough

Pizza Party in the Park

During the year, the Cradle to Career programme was awarded additional funding from the UBS Foundation. The team used this to organise a community engagement event in the heart of North Birkenhead. Having run a similar event in year 4 in Ilchester Park, the team wanted to enhance the offer by putting on fun, engaging and interactive activities for families, children and young people to enjoy.

The team organised free pizza, coffee, sweets and soft drinks for families to enjoy across the day. Our partners put on a range of diverse activities for families and children and young people of all ages to take part in, including:

- SEND friendly rock painting
- Temporary tattoos and glitter station
- Face painting
- Nature crafts
- Messy play
- Football tournament
- Sports and crafts

Around 300 people visited the park to engage in the event across the day. Professionals and residents alike shared positive experiences about the day.

"It was an absolute pleasure to be involved in such an engaging and well attended community event. You could feel the positive vibes throughout and seeing so many young people and their families having such fun was amazing." **Jim Davies, The Hive**

"I was super proud to be part of such a wonderful event. There was such a happy atmosphere, and lots of smiling faces!" **Kelly Hannigan, The Positivitree**





Part 4: Year 6 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*.

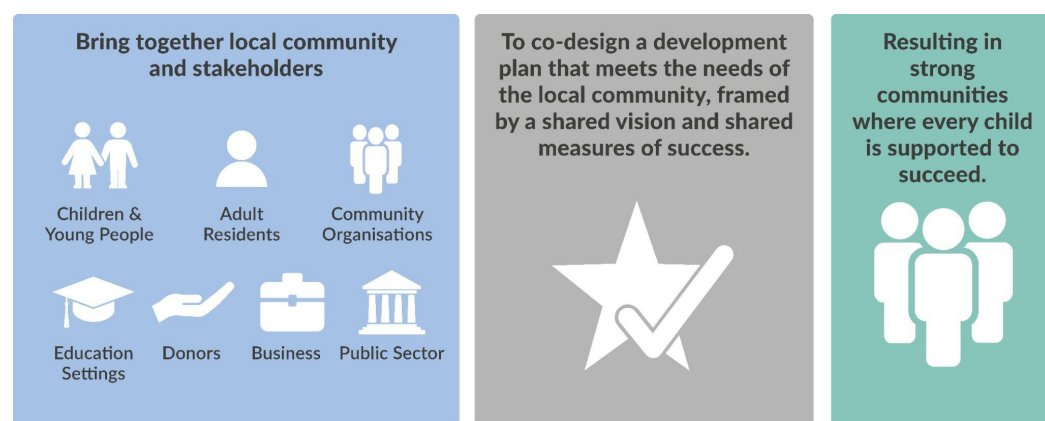
How we work

Our Theory of Change

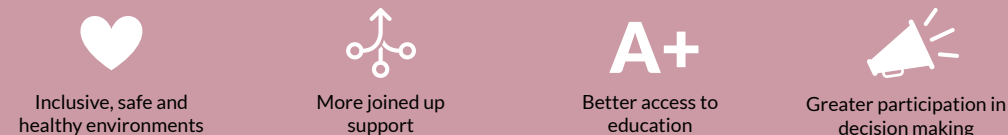
Our Theory of Change sets out the steps that we take in order to effect change.

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:



Beyond Year 6: Building a Resilient Community

As the programme enters its final year of delivery, the main focus is supporting local leaders, through the steering and working groups, to take increased ownership and ensure the Cradle to Career approach continues in the long term in North Birkenhead.

Overarching plans

Continue the momentum and energy of the programme to grow impact	Embed place-based change principles of collective ambition	Increase the capacity of individuals and organisations	Continue to learn and evaluate and share that knowledge for continuous improvement	Create the blueprint and conditions for long-term success
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We recognise that long term collective change will require the support of local and regional governing bodies, and we continue to work closely with Wirral Borough Council and Liverpool City Region Combined Authority to share learning which will impact successive Cradle to Career programmes across the region.

Resilient Communities Long term approach

‘Sustaining and continuing change for children and young people’

The development of *Resilient Communities* has been on the agenda in North Birkenhead for the last year as the Steering Group has recognised the importance of collectively deciding what that will look like. Any final plan will be specific and meet the needs of North Birkenhead to ensure the last several years of work remain embedded and continue to sustain.

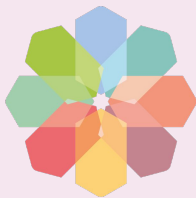


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