

Phase 4- Community Mental health funding- Update

A new approach

Further to the feedback received from previous phases, there is a need to streamline the process. Some of the feedback has centred around:

- Lack of equity across clusters
Solution- We will be using the cluster-based equity formula to divide monies. This formula is already in place and takes into consideration the population of children and young people in a cluster, the average % of free school meal and clothing grant recipients and the number of families living in SIM 1-3 deciles. It also considers the volume of Needs Based Pathway applications and outcomes for session 2022/23.
- Capacity
Short term projects rather than long term projects or lack of capacity in CVS meaning not everyone gets the service they wanted.
Solution- Once we have the needs analysis returned, we will establish if there is a collective need identified across all clusters. We may look at a service that becomes available across all of NLC and the whole year, with routes for referral from clusters when needed.
If this happens the rest of the money will be divided, after this cost is removed, for small cluster specific based projects.
- Negotiating deals
Feeling like some got a better deal with others/ feeling uncomfortable negotiating costings. This may have been due to the bespoke nature of supports.
Solution- CVS will input their universal, additional and intensive offers to the webpage, with costings attached. It should be noted that these will be a guide for costing to provide a 'ball park' figure, however final costings will need to take into consideration the particular need of the cluster, the support specifics being delivered, the number of children/young people/families who will receive support, transport costs etc.
- Management fee
Some CVS agencies were charging a management fee for every project.
Solution- For those needing to charge a fee, this will be capped at 10% of the overall spend across NLC.
- Duplication
Duplication of paperwork and additional work due to a complex process.
Resources duplicating those which already existed, which were not in line with funding requirements.
Solution-
A more streamlined process and the process for Phase 4 has started earlier, to provide more time to complete a thorough needs analysis, speak to providers and explore options. This time we will be unable to fund any resource already provided within education (such as by active schools, Ed Psychology, school counselling in any form, Bikeability (without additionality) etc.
If you are asking for something which already exists, you will have to evidence the specific gap and attempt to secure this via other means first.
- Transport

This has been a huge issue for some supports and has been inconsistent in previous phases. Transport is not included in the funding. Schools/ CIILs should consider transport before agreeing to a project and are encouraged to be creative and innovative in delivery, exploring the use of cluster wellbeing Hubs as potentially central locations for delivery that can provide an equitable approach. CIILs should lead and manage on this within their cluster to prevent this being a barrier to access support, for those who need it.

- Evaluation

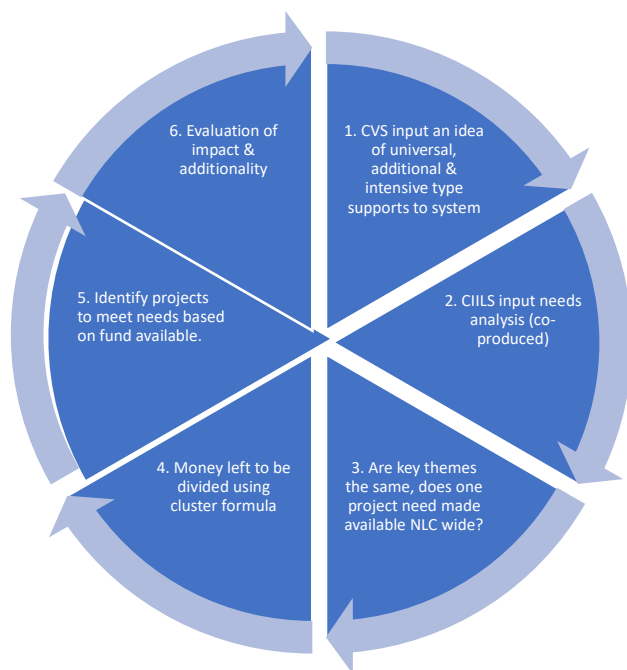
The Scottish Government are asking us to show how we are measuring impact across this funding and to make sure we meet all of the objectives of it. We ask that you think about how you do this in your cluster. Be very clear about how you have identified needs and outcomes as this is what you should evaluate against to measure impact for reporting.

- Is support at a time and place that meets needs?

Commissioned supports have largely taken place within the school term and school hours. Funding has a clear requirement that supports should be provided at the right place and right time and that they should not be contained to school hours or term.

Solution:

This will be monitored for future funding as a key performance indicator, as without this we do not meet the objectives of funding. It is an expectation that some will take place outside of school term dates and the ordinary school day (See point 36 of [the Framework](#)).



Step 1- 14th February 2023

CVS should input an idea of their universal, additional and intensive level provision into a template on the portal, www.tinyurl.com/phase4portal. This will provide a general idea of areas of delivery. Costings will be similar in terms of staffing, sessions, timings etc.

- Transparency can be achieved to evidence additionality of funding and ongoing support.
- CIILs are more aware of universal community-based support both for this and separate to this funding. This will allow them to sign post schools, children, young

people and families to wider supports already available in their community that are free of charge or low cost and universally open to all.

- CIILs will be more aware of intensive level of supports available, this will support planning for children's wellbeing meetings with schools where supports that are more intensive (such as bespoke packages, 1-2-1) can be funded through SAC/PEF or other funds and budgets by schools if appropriate.

Step 2- 31st March 2023

CIILS input needs analysis, with clear target areas and rationale. This MUST be based on co-production, robust needs-analysis and should align with priorities. Clear aims allow impact to be measured.

This should take into consideration existing priorities that are across NLC, such as attendance linked to anxiety and exclusions.

CIILs are asked to really drill into the detail around this to identify the specific needs in their cluster.

CIILS are asked to work with partners, agencies and providers already working in their cluster to identify trends/patterns and explore how this fund could really be used to support this. This should be completed in conjunction with the cluster chair and establishment, thinking ahead to cluster improvement priorities (CIP) and how this fund could support the delivery of a priority and Local Outcome Improvement priorities (LOIPs) in the local community.

The process has started early this year to allow a thorough and detailed needs analysis to be completed, that really shows the demographic in the cluster and the need currently within it. This cannot be completed in isolation and requires consultation, which should include children, young people and families in the cluster.

Step 3

We will centrally collate data around the key areas of need. If a wider need is identified from this then an NLC wide provision may be made available to accept referrals across a 12-month period from all clusters

- A short-term working group with representatives across CVS, CIILs, cluster chair, VANL and Educational psychology will consider this.
- CVS can build their capacity with larger funding
- Improved equity and longer-term support can be provided.

Step 4

If excess funding remains, after any wider need is removed, the division of funding will be determined by needs-analysis, in addition to the cluster equity allocation formula.

- The needs analysis will be looked at with the key drivers of empowering clusters in mind including Equity, GIRFEC, ASN Review. We will consider how the needs were identified, the level of consultation, the suggestions on how it will be evaluated and against the criteria for the funding itself, including needs identified outside of the school day.
- NOTE: At this stage we would expect confirmation of funding from Scottish Government for Phase 4 (Session 2023/24), however if at this point there is still no confirmation of amount then a figure may be given to CIILs based on the allocation for Phase 3 (Session 2022/23), this will allow the process to continue without delay and conversations to take place with CVS providers.
- However, CVS providers and CIILS should recognise this it may be subjected to change and a degree of flexibility and adaptability may be required when confirmation of funding is received.

Step 5

Based on the funding then allocated to individual clusters (and not every cluster may receive funding), CILs should consider what supports they would then use to meet the need within their cluster and submit a proposal. They will be able to look at the CVS profile directory on the profile for rough, estimated costings, however this stage will require specific, detailed conversations and collaboration with CVS providers.

There is an expectation that the support sought is based on the robust needs-analysis submitted and the additional targeted and bespoke supports to be delivered.

- It is likely that multi-agency professionals will look at applications to consider any duplication or existing provision before approving (see point 'Duplication' above).

Step 6

Evaluation will be undertaken in collaboration with all partners and those using supports. Evaluation will be based on the objectives and impact of support in line with the original proposal and rationale and should consider best value, costings and quality.

- Evaluation documents will follow the format of proposals so that needs are evaluated as a necessity.
- Evaluation will be completed digitally for CILs using the tracking and monitoring already in place.
- Co-production is a requirement of evaluation.
- Evaluation should include a triangulation of evidence:
Direct observation of the child/young person/ family – do they seem happier? More confident? What anecdotal evidence is there from the support delivered?
Stake holder surveys – this should include those who received the support, the individual establishment, staff involved.
Quantitative data – How did you measure the support being delivered? Outcome Star? What I think tool? Leuven scale? Boxall profile?

The evaluation must be robust with a triangulation of evidence and co-produced with the CVS delivery provider, therefore this should be planned in from the outset with a clear understanding of pre, mid and post evaluation and a need to adapt throughout to ensure that best possible outcomes.

For example: If it is identified after a couple of weeks that a pupil is not engaging fully with the support, not attending for the support or it is not the right support from them then action should be taken quickly to change tact, change delivery or remove the support and identify another pupil (if appropriate).