

# Delivering Social Value and Quality Homes through innovative TPC2005 collaboration

## What we've achieved through TPC2005 partnering

This partnership model has enabled us to apply the methodology of TPC2005 to the added value aspects of a ten year contract, creating significant social return and sustainable change for communities. This is in addition to extensive improvement works across 27,000 homes, creating a million pounds worth of added value and making savings close to £400,000 in the process.

## Different organisations, shared values

### VINCI Facilities

As an active participant of the TPC/PPC steering committee the ethos runs through the VINCI veins. TPC2005 is always the preferred contract of choice and certainly a best practice model within our own business. VINCI operates in all sectors and believes there is a place for the TPC/PPC in each of these realms. From initial TUPE to final accounts the values of open, honest, continuous improvement core values are key drivers within the business.

### Peabody

Peabody looks for true partners who deliver the best service, working predominantly with TPC2005 contracts, to ensure cost and quality are balanced and that partnerships maximise opportunities. Founded over 150 years ago with a core philanthropic vision, creating social value is as important a priority for Peabody today and visible in everything we do. Beyond the provision of social housing, we work extensively to tackle the root causes of poverty and social isolation, working both with the wider community, as well as with Peabody residents.

## Responding collaboratively to the policy context

The Social Value Act came into effect in 2013, one year into the Quality Homes partnership, and set the stage for a conversation around the review of added value initiatives agreed in the contract.

Rather than simply delivering what had already been agreed, we set ourselves the challenge of scrutinising whether those initiatives would meet the new standard being set by the Social Value Act. We wanted to know two things; to what extent would the proposed initiatives improve the social, economic and environmental wellbeing of residents, and overall how would this impact value for money.

The results of this analysis showed benefits would be predominantly economic to communities if we delivered only the existing elements of added value in the contract, which comprised; apprenticeships, work placements, school visits and training.

## Positive impact of open book on problem solving

We agreed we had to do more, but the question was how? A significant financial contribution had been ring fenced by VINCI for the added value projects in the contract. This was to cover TPAS and resident engagement/scrutiny, learning and development (other than apprentices) and community fun days and consultations.

Open book working gave both the flexibility and space for honest dialogue that we needed to accurately value the costs of each element, and assess the wider value in line with both organisations' community strategies.

VINCI especially had to consider its corporate targets relating to the localism bill, and the impact of using the ring-fenced funds for something other than intended. Dialogue about this better educated Peabody on VINCI's requirements and made it possible to identify existing mechanisms within Peabody, which VINCI could utilise to achieve all of their targets at no cost, with extra staff support from Peabody also consequently improving outcomes.

This not only improved efficiency and integrated working, but created a saving of approximately £400,000 over the contract term which we could now return to stakeholders via improvements in social and/or environmental wellbeing.

## Innovating 'added value'

Both organisations deliver quite extensive community work and wanted to make the greatest impact possible. Peabody mapped the needs of communities and VINCI shared their corporate responsibility strategy.



### Testing a model of Social Value to inform the sector – focus on social wellbeing

We agreed maximum social impact would be best achieved by directing a larger sum of financial support to a single initiative which would tackle an issue long term and could be scaled up to reach more people over time. We decided to focus on social wellbeing to develop a case study which could be targeted enough to provide useful insight to the sector.

Combining the needs of communities with VINCI's strategy revealed the perfect fit. We agreed a financial open arrangement with an unprecedented level of financial commitment from VINCI. Together with match funding from Peabody we have been able to deliver an exclusive three year year literacy campaign called Reading from the Start, in addition to all the promises in the tender.

### The project in action

*Reading from the Start* aims to improve literacy skills, foster a love of reading and positively impact long term educational outcomes in 500 children aged 0-5 growing up in deprived areas of London. Every month over the course of three years, each child receives a book, and the whole family receives support from trained volunteers and community workers. Parents are also referred to Peabody's many other employment, skills and parenting support services.

### The need for this project

This project has been developed by Peabody's Community Investment Team, following commissioned research into child poverty with the University of Manchester, and discussions with parents, children, teachers and other charities in the local area.

***Reading from the Start*** was first rolled out in Hackney and Tower Hamlets, targeting children living in low income households, where there is



no spare money for books, or in the case of low income working parents, not enough time or energy to spend sufficient time reading or playing with their children. Coupled with the fact that a high proportion of these children are from BAME backgrounds with parents who do not speak English as a first language, it is perhaps not surprising that the majority of children start school with a lower reading age than their peers.

For those of us lucky enough to grow up in households where books and story-telling were enjoyed every day, a childhood without Peter Rabbit, The Tiger Who Came to Tea and the Mr Men would be incomplete: on these deprived estates, few under-fives read books at home.

### **Children living in poverty are less likely to succeed at school**

Poverty predicts educational outcomes in the UK more strongly than in any other developed country, and inequalities have an effect from a very early age. By the age of three, children from poorer families can lag as much as nine months behind their better-off peers<sup>1</sup>. This gap grows over time, with many poor children falling two years behind by the age of 14<sup>2</sup>. The boroughs targeted by Reading from the Start bear this out, as demonstrated by the table below<sup>3</sup>.

	Hackney	Tower Hamlets	Islington
Children living in poverty	61%	42%	42%
5-yr-olds with low level of educational attainment	40%	33%	31%
11-yr-olds <b>not</b> attaining L4 in English and Maths	27%	24%	27%
16-yr-olds <b>not</b> attaining 5 GCSEs (inc English & Maths) at A*-C	43%	40%	50%

### **Parental support is one of the keys to reaching academic and personal potential**

Parents, particularly those who are unemployed or raising a child alone, are often isolated, and can feel trapped and frustrated with their situation. The increasing financial pressures faced by these families have a significant impact on parents' ability to create a calm, supportive environment in which education is prioritised – on top of this, parents who themselves have low levels of English literacy tell us that they just don't know where to start when it comes to teaching their children to read.

As well as improving parenting skills and family relationships, research by the Organisation for Education and Development indicates that reading with parents or carers can have a significant impact on a child's literacy and overall academic performance: '[Children] whose parents have the lowest occupational status but who are highly engaged in reading obtain higher average reading scores [than children] whose parents have high or medium occupational status but who report to be poorly engaged in reading.'<sup>4</sup>



<sup>1</sup> Users guide to second millennium cohort study, Institute for Longitudinal Studies. London 2007.

<sup>2</sup> Social Mobility: Narrowing Social Class Educational Attainment Gaps, DfES, 2006

<sup>3</sup> [www.londonpovertyprofile.org.uk](http://www.londonpovertyprofile.org.uk)

<sup>4</sup> Reading for change, OECD, 2002 (<http://www.oecd.org/edu/school/programme-for-international-student-assessment-pisa/33690904.pdf>)



Reading from the Start is carefully designed to support 500 children over three years to develop their literacy skills, empower parents to take an active role in their children's development and close the educational and social gap created by deprivation.



## Encouraging supply chain and multi-party involvement

Securing the support of VINCI's supply chain and Peabody's local resident groups for a week of volunteering, we were able to jointly clear out and refurbish a community centre, ready to have the first Reading from the Start book corner set up for the project. In everything we have done together in this partnership, we've aimed to do the best job, and this was no exception. Everything from electrical works to re-painting was completed by professionals volunteering their time and expertise, which would have otherwise commercially cost upwards of £2000 per Reading Corner.

In addition to the supply chain commitment to the Reading from the Start campaign, contractors and suppliers have also committed to offering traineeships and apprenticeships to local communities; ensuring the wider Peabody - VINCI corporate targets can be exceeded in learning and development. These collaborations also contribute to the open discussions and finances ensuring client satisfaction and community benefit.



## Communications Strategy



As this project started becoming a reality, the relevant community, voluntary, marketing and PR professionals met to agree a formal communications strategy going forward. It was important to have a discreet brand with a theme that the children would be inspired by. Promotional items and soft furnishings were used to decorate the reading corners, turning them into magical worlds for children to become immersed in reading.

A full mobilisation plan was drawn up calling upon the pilot scheme which trialed the concept. Specific media opportunities were also identified. Both businesses also encouraged their staff to participate in corporate days to read to the children and encourage them further.

## Risk Management

Having shared individual health and safety policies and strategies the partnership has been able to agree a strategy for reducing and managing risk beyond day to day health and safety as a contractor and landlord.



All activities take place in the care of trained and DBS cleared personnel and/or parents/guardians. Volunteers are also cleared before they work with the children or the programme, and the reading corners are only decorated with screens and soft furnishings which are durable, safe and bright.

All book donations are suitable to all cultures and clear, general risk assessments are conducted as part of the daily culture of behavioural health and safety that VINCI and Peabody have agreed. During the VINCI volunteering week, we identified child hazards and added this to the programme of works to make the space completely safe.



The partnership meets monthly to review activities and consider voluntary contributions. Output statistics are monitored and analysed in a series of pre-set targets acting as KPI's.

These ensure the programme delivers and look at ways to continuously improve it through local knowledge and participation. These mechanisms allow Peabody to maintain the community benefits of procuring VINCI to carry out the Peabody works.

## Sustainability

Long term we will bring on board further match funding partners who will help to scale the project to other boroughs, enabling the support to extend to more disadvantaged young children. As the model of this project is to train Community Volunteers who lead on the management of session, cost per child decreases over time, whilst outreach increases.

Within the contract, we have left a significant sum available for every year of the contract from the savings we made, and will assess how best to use these funds for community benefit each year.

Peabody helps over 1000 young people every year and Reading from the Start is part of our pioneering Children's Community work which provides a flexible and holistic range of support for disadvantaged young people and their families from age 0-24. All of the children who take part in Reading from the Start will automatically be able to join any other projects we run, and as they grow up their will be support available for whatever they need every step of the way.

## Reading from the start is making a difference

Ann and her three year old daughter Jennifer have been attending Reading Corner sessions on Pembury Estate, and receiving free books for the past six weeks.

Ann said, ***"Jennifer has always been interested in reading books, but with the demands of my other child at home, I found it very difficult to give her that time."***





Now Ann is putting advice from the Reading Corner sessions into practice at home, creating a regular story time which involves both of her children. They love having this quality time with Ann and she says, ***“It’s turned story time into family time.”***

Symone Brown, Reading from the Start Session Co-ordinator, said ***“With Ann taking an increasingly active role in Jennifer’s development each week, we’ve seen Jennifer gaining greater confidence in her abilities. One priceless moment was seeing the expression of surprise and excitement on Ann’s face, as she watched her daughter writing her name by herself for the very first time.”***

