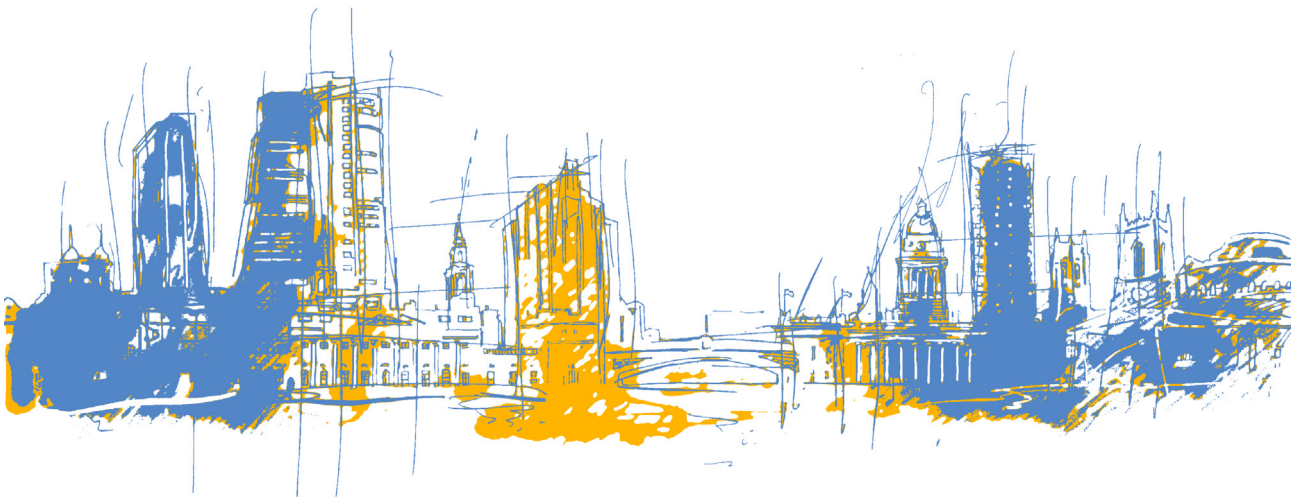


LLA / STRATEGY PLAN 2022-2027

WHAT WE  
AIM TO  
ACHIEVE  
AND  
HOW WE  
WILL DO  
IT...



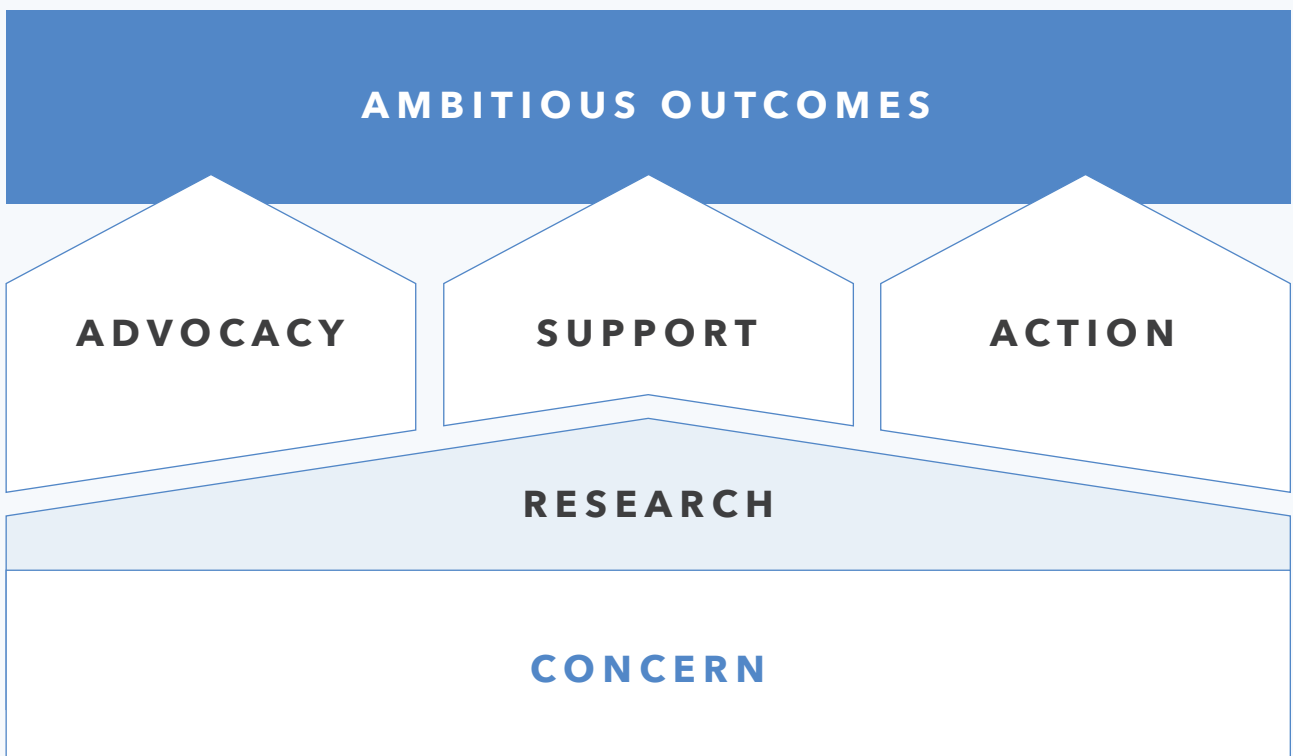
**LEEDS LEARNING ALLIANCE**

INCLUSIVE | COLLABORATIVE | AMBITIOUS

## WHAT WE AIM TO ACHIEVE



## HOW WE WILL DO IT



# We will bring about improved educational outcomes for all learners in Leeds by working together to support the city's inclusive growth strategy.

*We are proud of our city, that its children's services are judged Outstanding by Ofsted, that it is recognised internationally for leading the development of a Child Friendly City.*

*"...work together to grow the Leeds economy ensuring that everyone in the city contributes to, and benefits from, growth to their full potential."*

Leeds Inclusive Growth Strategy 2017

We are proud of its rich heritage, the diversity of the city and the opportunities that it provides. We are proud of its culture, its contribution to the arts and its sporting achievements that have placed it on a world stage in so many fields. Above all though we are proud that this city is moving forward becoming a better place to live and a better place to grow-up. A city where the future is looking brighter because it is attracting inward investment and becoming both a thriving economy and a compassionate city.

## **IN LEEDS EDUCATION REALLY MATTERS - BUT IT MATTERS PARTICULARLY TO CHILDREN AND YOUNG PEOPLE IN DISADVANTAGE**

At the same time we know we have a job of work to do. In 2019, according to the Education Policy Institute's (EPI) annual report, Education in England, it would have taken over 500 years to close the gap between disadvantaged pupils and their non-disadvantaged peers. This was a stark statistic at that time, since then the situation has worsened.

The COVID-19 pandemic has both highlighted the existing impact of poverty on outcomes and it has exacerbated it. The situation in Leeds is similar to this national one which means that the reality is that some of our children will not benefit from the city's growth and development.

Education does make a big difference to the life chances of children and young people; good exam results open doors and lead young people out of poverty. However, improving the educational performance of our learners cannot be done solely by changing what happens in the classroom and in a small range of academic subjects.

A good education prepares people for their future lives in myriad ways - academic, cultural, moral, social and physical. We believe that schools, colleges and universities can't solve deep-seated social and economic inequality alone - but by working together as a system with support from employers, the Council,

Health partners, the police, the cultural and sporting sector and the third sector they can and do play an enormous role in improving lives and communities.

So, our key work is systemic societal challenge in the city that impacts upon the most disadvantaged. Thus we will bring the full weight and resources of the member organisations working together. To achieve this, we will need to improve: educational and skills offer, pathways to employment, mental health and wellbeing offer and community services and programmes.

# ISSUES OF CONCERN...

## DRIVERS FOR CHANGE: FIRST AND FOREMOST...

### THE CHILDREN, YOUNG PEOPLE AND FAMILIES OF LEEDS

#### WORKFORCE DEVELOPMENT

- **Leadership:** as a result of the global pandemic and a decade of austerity, policy impacting upon public and third sector organisations, effective leadership is complex and the recruitment, development and retention of strong, ethical, inclusive leaders is challenging. Leadership, governance and management do not reflect the diversity of the community that we serve.
- **Recruitment and retention:** there are some intense recruitment and retention issues across numerous parts of the workforce within our organisations. New and progressive workforce development is required to meet increasingly complex needs.

#### GLOBAL AND SOCIAL ISSUES

- **COVID recovery:** COVID has exposed and exacerbated disadvantage. Learners with SEND, or from poverty or diverse ethnic backgrounds have been disproportionately disadvantaged. But we have to be optimistic, this is not a missing generation; with partnership and effort we will recover.
- **Climate change:** Children and young people are intensely concerned about the future of the world as a whole and require the adults in a position of power to take decisive and effective action now.
- **Community safety:** Violent crime stimulated by a rise in substance misuse, trafficking and poverty are affecting the life chances of many learners. This is increasing amongst young people in a number of our communities.

#### INCLUSION

- **Behaviour support and exclusion:** Formal and informal exclusionary practices are growing disproportionately in education and other settings. These are impacting negatively on the life chances of children and young people, disproportionately those more disadvantaged, their families and communities. However, some children, often because of the earlier actions of adults, have very challenging and complex behaviours that are difficult to manage within the school environment and need skilled and committed approaches to inclusion.
- **SEND funding:** The number of children with SEND is increasing, the complexity of their needs is intensifying and Local Authorities have insufficient resources to address their needs.

#### EMPLOYABILITY

- **Pathways and transitions:** children and young people not fulfilling their achievement potential and as a consequence not being able to transition effectively to appropriate pathways and destinations.
- **Barriers to onward learning and employment:** too many young people struggle to access and remain in full employment, further or higher education.

#### HEALTH AND WELLBEING

- **Health and wellbeing:** increasing incidences of deteriorating mental health amongst young people in our communities coupled with rising levels of obesity, self-harm and risky behaviour.

#### DIVERSITY

- **Racism:** our learners, their communities and our staff have lived experiences that means that they are subjected to racism at a personal level by individuals and by institutions. As a result, they have lower outcomes across all domains. Much of the curriculum of our organisations are overtly Eurocentric, thus embedding some unhelpful racial, gender and cultural misconceptions and stereotypes.

#### DIGITAL

- **The digital divide:** learning and the economy is increasingly driven by access to fast efficient modern technology. Many learners and families are hampered by slow old-fashioned hardware and poor access.
- **Curricular and access:** education providers needing to develop curriculum and delivery to harness the opportunities for all learners especially those at most risk from disengagement.

#### LLA ORGANISATIONAL SUSTAINABILITY

- **The funding basis** for the LLA is insecure and the operational work of the organisation is overly reliant upon in-kind donations and good-will. With increased leadership and budget pressures on individual organisations this is unsustainable. A growing membership will require improved services and communications.

#### GROWING AND DEVELOPING PROVISION

- **For example - Further Education sufficiency:** The city's population is growing and there is an urgent and intense need for more good FE places to meet the needs of young people and the local economy.

## RESEARCH



### HOW WE DECIDE WHAT TO DO...

#### WE WILL:

- Listen to the professional assessments of colleagues working across the LLA - commit to knowledge exchange.
- Commission research from within our existing research community and stimulate practitioner action research to inform practice.
- Use and share data by interrogating it impartially and intelligently.
- Base all strategic decision making on informed analysis rather than ideology.
- Prioritise those actions that are likely to make the biggest difference for children, young people and families.
- Place the needs of the learners of the community that we serve ahead of the needs of the institution.
- Be realistic and pragmatic.
- Consider the whole learner: their emotional, social, creative, cultural, health, well-being and physical development alongside their intellectual development.

## ADVOCACY



### HOW WE WILL INFORM THE WORK OF POLICY MAKERS...

#### WE WILL:

- Work with local politicians (MPs, Councillors and the elected Mayor), the LA, and the Regional Schools Commissioner through full engagement in city wide initiatives and consultations.
- Produce and publish bespoke reports on specific topics of concern.
- Represent the needs of the most vulnerable children, young people and families.
- Listen to the voice of learners, families and communities and ensure it is heard by key leaders, policy makers and that it informs policy.
- The larger the LLA, the greater and stronger its voice will be therefore the LLA will seek to grow and broaden its membership over time.

## SUPPORT



### WHAT WE WILL DO TO HELP EACH OTHER...

#### WE WILL:

- Create a space for leaders to meet and share concerns, innovations and best practice.
- Create safe spaces for leaders and professionals to share worries, explore sensitive issues and to receive support without judgement.
- Provide expert improvement support from trusted alliances and hubs, university education departmental expertise and LLA serving practitioners of quality... to those that ask for it.
- Provide expert shared services to ensure better value for money in areas such as: HR, marketing, finance, procurement, property services, catering and governance services.
- Develop policies that individual organisations can then use.
- Provide an annual programme of conferences, seminars and in-service training.
- To sign and uphold the values and intent of the Memorandum of Understanding.
- To provide privileged access to each other's services in the pursuit of improving the life chances of the learners and families of our communities.

#### WHAT WE WILL NOT DO:

- The Leeds Learning Alliance is **not a regulator**. It will not hold members to account for their organisation's performance. Individual member organisations are large and complex and will have a range of values and ways of working, which will align with the LLA. **The LLA will operate on trust** and is not an organisation that will audit, inspect or hold to account.
- The LLA will not admit membership to any organisation that it believes is not inclusive, collaborative or seeking to achieve at the highest levels for all learners in the community it serves.
- **The LLA will not intervene** in a school unless the school asks for intervention.

# PRIORITIES AND PLANNING... 2022 -2027

## LEEDS - WHERE PEOPLE AND BUSINESSES GROW

INCLUSION | COLLABORATION | AMBITION

WE ARE COMMITTED TO PEOPLE, PLACE AND PROSPERITY

### STRATEGIC OBJECTIVES

#### ACHIEVEMENT

Closing the gaps in achievement

#### HEALTH

Closing the gaps in health inequalities

#### EMPLOYMENT

Opening pathways and transitions to all

**DELIVERY DEVELOPMENT:** These are the top priorities that the partners within the LLA will work on together. The priorities were identified together and each priority is led by a different partner. There is a named converter, supporter and a lead organisation.

Overall these areas of work will be pulled together by the CEO, Trustees and the Board of Directors. Broadly these are delivery outward facing activities.

**ORGANISATIONAL DEVELOPMENT:** These priority areas are work that will be led by the CEO of the LLA and which will make the organisation of the LLA itself stronger over time. These activities are "back-office" and inward-looking activities to ensure greater efficiency etc.

### DELIVERY PRIORITIES

- Leadership
- Diversity
- Inclusive and Restorative Practices
- Workforce development / talent management
- Health and wellbeing
- Curriculum and pedagogy
- Climate change
- Peace Education, community safety
- Pathways, transitions, employability
- Digital technologies

### DEVELOPMENT PRIORITIES

- Research and knowledge exchange
- Cultural capital
- Democratic leadership and governance
- Youth and community voice
- Our membership offer
- Shared services
- Sphere of influence
- Membership growth
- Financial capacity and stability
- Procurement and trading
- Developing partners' provision

#### ADVOCACY

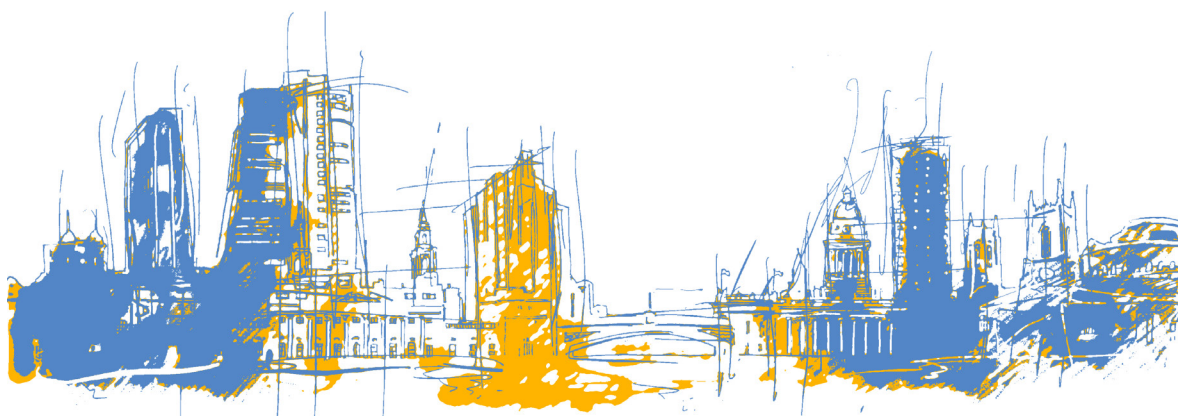
#### SUPPORT

#### ACTION



LEEDS LEARNING ALLIANCE

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## PRIORITY PROJECTS THAT WE WILL WORK ON TOGETHER

*At the Strategy Workshop seminar on Tuesday 28th September 2021, key leaders agreed to prioritise the following areas:*

- **Leadership:** resources to support both existing and aspirant leaders to be both effective and ethical.
- **Diversity:** supporting the development of the LLA as a leading anti-discriminatory and anti-racist organisation.
- **Inclusive and Restorative Practices:** minimising exclusion and by developing a Centre for developing inclusive practice.
- **Workforce development:** a programme of support to enhance recruitment and retention and to identify and grow existing talent.
- **Health and wellbeing:** developing practices, resources and systems to support and enhance the health and well-being of learners, families and communities.
- **Curriculum and pedagogy:** programme of support to help organisations including schools and colleges to maximise the quality and impact of teaching, learning and skills development.
- **Climate change:** ensure action is taken by the LLA to actively tackle climate change at pace.
- **Peace Education and Community Safety:** promote and help leaders and communities to work together to make and build positive peace - to promote community cohesion and positive community action and pro-actively minimise violence and conflict within communities.
- **Pathways, transitions, employability:** comprehensive investment in support and opportunity for at risk groups.
- **Digital Technologies:** enhancing the skills of learners and the connectivity of communities.

## DELIVERY PRIORITIES

PRIORITY AREA	ACTION
LEADERSHIP	<ul style="list-style-type: none"> <li>• Provide informal and formal leadership support opportunities (networks, shadowing, mentoring, placements, training) for leaders and aspirant leaders with a focus on: ethical and inclusive leadership; and prompting diversity of leadership.</li> </ul>
DIVERSITY	<ul style="list-style-type: none"> <li>• Promote principles of diversity by reviewing governance, and policy; providing training and by sharing and promoting good practice.</li> </ul>
INCLUSIVE AND RESTORATIVE PRACTICES	<ul style="list-style-type: none"> <li>• Promote and develop relational and restorative approaches to leadership, management and pastoral support.</li> <li>• Deliver tangible training and support to professionals to develop practice that delivers equity, diversity and inclusion.</li> <li>• Develop the LLA Centre for Inclusive Practice.</li> </ul>
WORKFORCE DEVELOPMENT	<ul style="list-style-type: none"> <li>• Develop a comprehensive approach to recruitment and retention.</li> <li>• Establish a wide ranging programme of continuing professional development and talent management.</li> </ul>
HEALTH AND WELLBEING	<ul style="list-style-type: none"> <li>• Research effective multi agency public health approaches to health, including mental health and obesity.</li> <li>• Promote and lead the development of preventative practices to support children and young people at risk and improve health.</li> </ul>
CURRICULUM AND PERFORMANCE	<ul style="list-style-type: none"> <li>• Develop joint practice and training to improve and enhance the quality of the curriculum and skills for children and young people; leading to improved outcomes.</li> </ul>
GLOBAL (CLIMATE CHANGE)	<ul style="list-style-type: none"> <li>• Develop training and resources to inform the curriculum and understanding amongst children, young people and professionals.</li> <li>• Promote strategies to reduce the carbon footprint of each organisation.</li> </ul>
COMMUNITY SAFETY AND PEACE	<ul style="list-style-type: none"> <li>• Develop curriculum resources to support peace building and making ahead of peace keeping. Develop and deliver training and support.</li> <li>• Establish targeted multi agency community programmes to support vulnerable communities and young people.</li> </ul>
EMPLOYMENT PATHWAYS	<ul style="list-style-type: none"> <li>• Improve the quality and breadth of information, advice and guidance offered to children and young people.</li> <li>• Make explicit links between key employers and under-represented groups and provide tangible support to young people.</li> </ul>
DIGITAL TECHNOLOGIES	<ul style="list-style-type: none"> <li>• Work with the Digital sector to develop curriculum and pathways to enhance connectivity and improve skills.</li> </ul>



## DEVELOPMENT PRIORITIES

PRIORITY AREA	ACTION
RESEARCH AND KNOWLEDGE EXCHANGE	<ul style="list-style-type: none"> <li>Commissioning targeted research and development of participatory / action research programme across the LLA.</li> <li>Research links: making links between researchers and practitioners.</li> </ul>
CULTURAL CAPITAL	<ul style="list-style-type: none"> <li>To support the development of effective links and opportunities between sporting, arts and cultural organisations.</li> <li>Develop enrichment activities and a clear cultural entitlement for all young people within the LLA.</li> </ul>
DEMOCRATIC LEADERSHIP AND GOVERNANCE	<ul style="list-style-type: none"> <li>Establishment of a central service hub (governance, CEO, COO, communications and finance).</li> </ul>
YOUTH AND COMMUNITY VOICE	<ul style="list-style-type: none"> <li>Develop opportunities for the learner's voice to be heard and have influence across the LLA and the city.</li> </ul>
OUR MEMBERSHIP OFFER AND SHARED SERVICES	<ul style="list-style-type: none"> <li>Develop an induction to the LLA.</li> <li>Develop a bank of resources such as a helpline, access to shared services such as HR, recruitment support, marketing, network of practitioners and shared practice.</li> </ul>
SPHERE OF INFLUENCE	<ul style="list-style-type: none"> <li>Take up responsibility to shape and influence policy and practice locally and beyond. Work with politicians locally and nationally, with the DfE and RSC, with key bodies, trade unions and community and business groups.</li> </ul>
MEMBERSHIP GROWTH	<ul style="list-style-type: none"> <li>Being prepared to grow the LLA at both partner and associate levels. All phase education organisations, the arts and cultural sector, third sector, health and the business sector.</li> </ul>
FINANCIAL CAPACITY AND STABILITY	<ul style="list-style-type: none"> <li>Secure an equitable and reasonable fee structure for all organisations. Develop an annual budget programme to support the activity of the LLA.</li> <li>Develop additional methods of raising income - sponsors, grants and other fundraising.</li> </ul>
PROCUREMENT AND TRADING	<ul style="list-style-type: none"> <li>Exploration of joint commissioning and procurement to support economies of scale.</li> <li>Development of conference and training offers for LLA partners and beyond.</li> <li>Develop and deliver consultancy, specialist and intervention services.</li> </ul>
DEVELOPING PARTNERS' PROVISION	<ul style="list-style-type: none"> <li>Look for opportunities to support LLA partners develop provision across the city. Capital and curriculum opportunities.</li> </ul>

## PRIORITY ACTIVITIES 2022-23 DELIVERY AND DEVELOPMENT

PRIORITY AREA	OUTCOME	ACTION
LEADERSHIP	<ul style="list-style-type: none"> <li>Network of local leaders focused on support and development.</li> <li>Cross LLA awareness of partner leadership roles and capacity.</li> <li>Inclusive Leadership Post Graduate (masters) course.</li> </ul>	<ul style="list-style-type: none"> <li>Calendar of events and training supporting the development of a leadership network and capacity for cross LLA support.</li> <li>Leadership training focused on Inclusion and Collaboration.</li> </ul>
DIVERSITY	<ul style="list-style-type: none"> <li>Diversity group and action plan established.</li> <li>Support for Leeds City Council Racial Equalities Forum.</li> </ul>	<ul style="list-style-type: none"> <li>Seminar 17 November leading to conference and an LLA wide strategy.</li> <li>LLA to lead the development of and roll out of a n education racial equalities plan.</li> </ul>
INCLUSIVE AND RESTORATIVE PRACTICES	<ul style="list-style-type: none"> <li>Training and support offered to LLA partners and beyond LLA.</li> <li>LLA Centre for Inclusive Practice established and in partnership with LLA partners, LCRP and other inclusion focused organisations .</li> </ul>	<ul style="list-style-type: none"> <li>Development of a programme to share inclusive practices across the LLA.</li> <li>Research into current and new practices, leading to improved inclusion and outcomes.</li> </ul>
WORKFORCE DEVELOPMENT	<ul style="list-style-type: none"> <li>Network of leaders, managers and staff across the LLA sharing and developing workforce improvement and capacity.</li> <li>LLA recruitment and development partnership with Propelo.</li> </ul>	<ul style="list-style-type: none"> <li>Range of events and links made across the year for leaders and professionals.</li> <li>Work shadowing opportunities for LLA leaders and staff teams.</li> <li>Joint workforce development across LLA partners and associate organisations.</li> </ul>
HEALTH AND WELLBEING	<ul style="list-style-type: none"> <li>Promote and lead the development of preventative and collaborative practices to support at risk children and young people</li> </ul>	<ul style="list-style-type: none"> <li>Develop partnership conversations with local health organisations.</li> <li>Start to develop a health and well-being plan linked to Leeds Academic Health Partnership.</li> <li>Research effective multi agency public health approaches.</li> </ul>
CURRICULUM AND PERFORMANCE	<ul style="list-style-type: none"> <li>Programme of support to help organisations including schools and colleges to maximise the quality and impact of teaching, learning and skills development.</li> </ul>	<ul style="list-style-type: none"> <li>Work across the LLA to share and develop curriculum and delivery that positively impacts on vulnerable learners.</li> <li>Establish a training/support package for LLA partners to develop practice and improve outcomes.</li> </ul>
GLOBAL (CLIMATE CHANGE)	<ul style="list-style-type: none"> <li>Develop a joint LLA/Leeds DEC Climate Change event - potentially with other Leeds based organisations.</li> <li>Agreed LLA climate action plan.</li> </ul>	<ul style="list-style-type: none"> <li>Work with local and national organisations to promote a 'climate crisis plan' - a post COP 26 programme development</li> <li>Develop activity and planning with Leeds DEC and Climate Action Leeds.</li> </ul>
COMMUNITY SAFETY AND PEACE	<ul style="list-style-type: none"> <li>LLA targeted multi agency programmes to support vulnerable communities and young people.</li> <li>Develop an LLA programme of training and development of Peace education.</li> </ul>	<ul style="list-style-type: none"> <li>Community safety research with children and young people and LLA leaders.</li> <li>Identification of key community safety opportunities and plan targeted support .</li> <li>Develop curriculum resources to support peace 'building' and 'making'.</li> </ul>
EMPLOYMENT PATHWAYS	<ul style="list-style-type: none"> <li>Established digital technologies and public sector pathways curriculum.</li> <li>Strategy to develop wider range of pathways in to other sectors - business, health, education, retail.</li> <li>New apprenticeship model connecting volunteering to employment pathways and destinations.</li> </ul>	<ul style="list-style-type: none"> <li>Work with the digital sector and the public services sector to develop curriculum and pathways to employment.</li> <li>Public sector and Businesses to collaborate on creating a range of pathways for less well represented learners.</li> <li>Development of an LLA apprenticeship programme - including volunteering.</li> </ul>
DIGITAL TECHNOLOGIES	<ul style="list-style-type: none"> <li>Partnership awareness and planning around implications of Digital Tech and AI.</li> <li>Digital Tech curriculum and IAG established to create pathways.</li> </ul>	<ul style="list-style-type: none"> <li>Partnership working to enhance access to digital technology and improve skills.</li> <li>Work with the Digital sector to develop curriculum to enhance connectivity and improve skills.</li> <li>Working group sharing expertise and strategy towards digital developments in learning and IAG.</li> </ul>

PRIORITY AREA	OUTCOME	ACTION
RESEARCH AND KNOWLEDGE EXCHANGE	<ul style="list-style-type: none"> <li>Development of research plan and activity to support the LLA concerns and priorities.</li> </ul>	<ul style="list-style-type: none"> <li>Working group developing action/participatory research across all LLA organisations working with LTU and LBU – key focusses for example: inclusive practice (inc SEND), diversity, leadership, anti-racism, mental health etc.</li> </ul>
CULTURAL CAPITAL	<ul style="list-style-type: none"> <li>LLA culture 2023 event.</li> <li>Offer of access to the cultural opportunities across the city.</li> <li>LLA engagement plan in partnership with Leeds Creative Arts Partnership.</li> </ul>	<ul style="list-style-type: none"> <li>LLA working group to lead the establishment of an LLA 2023 cultural festival and a subsequent entitlement.</li> <li>Partnership development with cultural organisations focused on engagement, curriculum and participation.</li> </ul>
DEMOCRATIC LEADERSHIP AND GOVERNANCE	<ul style="list-style-type: none"> <li>Review of Governance.</li> <li>Appointment of the Chief Executive Officer.</li> <li>Establishment of operational capacity.</li> </ul>	<ul style="list-style-type: none"> <li>Governance structure refreshed and signed off by the Trustees.</li> <li>CEO appointment process and formalising operational requirements and capacity.</li> <li>Fees structure reviewed and in place.</li> </ul>
YOUTH AND COMMUNITY VOICE	<ul style="list-style-type: none"> <li>Establishment of learner voice on the Board of Directors.</li> <li>LLA learner council established.</li> <li>LLA learner consultation on key topics.</li> </ul>	<ul style="list-style-type: none"> <li>Working group to establish vehicles for learner voice.</li> <li>Learners consulted on issues of concern and on the LLA priorities.</li> </ul>
OUR MEMBERSHIP OFFER AND OUR SHARED SERVICES	<ul style="list-style-type: none"> <li>Awareness of the benefits of partnerships to individual organisations – working groups working on agreed priorities.</li> <li>Shared services delivering quality and value for money.</li> <li>Website and marketing development raising the LLA profile.</li> </ul>	<ul style="list-style-type: none"> <li>5-year LLA plan detailing priorities and actions – published.</li> <li>Working groups established to shape sector partnership work.</li> <li>Board of Directors to agree plan for shared services across the LLA.</li> <li>Enhanced website developed and social media presence.</li> </ul>
SPHERE OF INFLUENCE	<ul style="list-style-type: none"> <li>Regular meetings with Council CEO, DCS &amp; Lead members, key bodies, trade unions and community and business groups.</li> <li>Developed wider partnerships with similar collaboratives.</li> </ul>	<ul style="list-style-type: none"> <li>Accept the responsibility to help shape and influence policy and practice locally and beyond.</li> <li>Opportunities to help shape provision in the city through dialogue with local council, politicians and officers.</li> <li>Develop membership role within the AEPA and other collaborative local, regional and national.</li> </ul>
MEMBERSHIP GROWTH	<ul style="list-style-type: none"> <li>Growth in all sectors – all phase education organisations, the arts and cultural sector, public, third, health and the business sectors.</li> <li>Primary Phase partnership programme.</li> </ul>	<ul style="list-style-type: none"> <li>Developing a plan to focus to grow the LLA at both partner and associate levels.</li> <li>Particular focus on schools, businesses, health and third sector partners.</li> </ul>
FINANCIAL CAPACITY AND STABILITY	<ul style="list-style-type: none"> <li>Business plan developed to secure sustainability.</li> <li>Strategy to recruit business partners and secure additional funding.</li> </ul>	<ul style="list-style-type: none"> <li>Working group developing local business partners to sponsor and support the LLA.</li> <li>Working group reviewing fee structure for all partners and developing a business plan- including proposals for sustainable finance – sponsorship group (business partners), grants and other fundraising.</li> </ul>
PROCUREMENT AND TRADING	<ul style="list-style-type: none"> <li>Plan for joint commissioning and procurement.</li> <li>LLA traded arm / company to support LLA priorities and business planning.</li> </ul>	<ul style="list-style-type: none"> <li>Working group exploring joint commissioning and procurement to support economies of scale.</li> <li>Development of a traded offer /arm – delivering services, consultancy, intervention, training etc.</li> </ul>
DEVELOPING PARTNERS' PROVISION	<ul style="list-style-type: none"> <li>Proposals and planning at targeted opportunities: for example: Post 16 sufficiency, vulnerable post 16 provision, Centre offer Inclusive Practice, Multi-Academy Trust development etc.</li> </ul>	<ul style="list-style-type: none"> <li>Strategic discussions to forecast development opportunities across the LLA and the city.</li> <li>Discussion with key leaders, bodies and organisations locally, regionally and nationally.</li> </ul>

# CREATING HOPE BUILDING OUR CITY AND OUR FUTURE



HRH Prince William visiting CATCH



**LEEDS LEARNING ALLIANCE**

INCLUSIVE | COLLABORATIVE | AMBITIOUS

[www.leedslearningalliance.org](http://www.leedslearningalliance.org)  @LLAlliance

Design by Andrew Flowers  
[flowersa01@carrmanor.org.uk](mailto:flowersa01@carrmanor.org.uk)