

People Directorate Overview Report (Children and Young People)

Reporting Period: Quarter 3, 01 October 2016 – 31 December 2016

1.0 Introduction

- 1.1 This report provides an overview of issues and progress that have occurred during the period of the report towards the priority of Children and Young People. The way in which traffic light symbols have been used to reflect progress is explained within Appendix 1 (section 8).
- 1.2 Please note initials have been provided to indicate which officer is responsible for the commentary to aid Members, as requested by the Children and Young People Policy and Performance Board. A key is provided in Appendix 1 (section 8).

2.0 Key Developments

- 2.1 **Hearing Impaired Resource Base at Westfield Community Primary school (AMc)**
On 17th November 2016 a decision was taken by the Executive Board of Halton Borough Council to close the Hearing Impaired Resource Base to new admissions.

This decision was taken after a statutory consultation. The rationale for this decision was a lack of families wishing their children to be educated in the Resource base. The development of new technology for babies and young children through Cochlear implants has meant that deaf children have the ability to hear well enough to be educated in mainstream schools along with their siblings and peers. The current children at the base will continue to be supported until they leave Westfield Primary to enter secondary education.

The totality of the resources previously allocated to the Resource base will be ring fenced and used to provide support children with hearing impaired and sensory issues. Funding will be used to employ an additional centrally based peripatetic teacher of the deaf who will offer vital hearing impaired and language support to children in mainstream schools

- 2.2 **Children & Young People Plan (AMc)**
The current Children and Young People's plan covers the period 2014-2017. To identify the priorities and the development of the plan for 2017/2020 the Children's Trust are holding a dedicated session on 26th January 2017. Key stakeholders will have the opportunity to consider the current profile and key challenges within the borough and determine the key priorities and promises for the Trust for 2017/2020. Consultation will then be undertaken with parents, children and young people and the wider children's workforce and a final plan produced for 1st April 2017.

- 2.3 **Mental Health First Aid Training (AMc)**
The Government announced that the Department of Health will be funding Youth MHFA training in secondary schools.
Please use the link below to access information:
<https://www.gov.uk/government/news/prime-minister-unveils-plans-to-transform-mental-health-support>

2.4 Attainment 8 and Progress 8 (AMc)

Attainment 8 measures a student's average across 8 subjects. These eight subjects fit into three groups:

English and Maths – these are double weighted

Ebacc – highest scores in sciences, computer science, geography, history and languages

Open subjects – any other GCSEs and other approved academic, arts or vocational qualifications.

In 2016 against this measure Halton performed better than the England average by comparison to all schools and state funded schools Halton scored 49.3, All Schools 48.5 and state funded schools 48.9.

Progress 8 assesses a students' progress measured across eight subjects: English; mathematics; three other English Baccalaureate (EBacc) subjects (sciences, computer science, geography, history and languages); and three further subjects, which can be from the range of EBacc subjects, or can be any other approved, high-value arts, academic, or vocational qualification.

In Halton for Progress 8 in 2016 performance across the authority was mixed however with two schools performing in line with or above the national average. The Local Authority have undertaken a detailed review of the performance of each school with the aim of providing schools with information which will allow them to identify and implement the changes required to improve performance in future years.

2.5 Local Authority Commissioned Free School (AMc)

In October 2016 the Department of Education offered Local Authorities the opportunity to bid for special free schools in their area through the Regional Schools Commissioner. As part of Halton's review of Special Needs provision in Halton we have a recognised lack of local provision for Key stage 3/4 pupils with Social Emotional and Mental Health needs. The proposal encouraged Local authorities to link with neighbouring authorities to bid together for a special free school where there was a shared interest

Halton BC has engaged in bids for this funding with 2 regional local authority groups.

- Bid One Halton is the lead authority with Knowsley and St Helens.
The proposal is for a new build in Halton for a co-educational secondary phase special free school for SEMH, initially for 30 pupils.
- Bid Two Liverpool is the lead authority with Halton, Knowsley and Sefton.
This Special Free School is a development of an existing school and will offer 30-40 places for boys.

If Halton is successful we aim to place pupils in these schools at transition and review points. We have had notification from the Regional Schools commissioner that as they have had a large number of expressions of interest, they will not be able to make a decision until they have given due consideration to each bid.

2.6 Review of Specialist Provision for Children and Young People with Special Educational Needs and Disabilities in Halton (AMc)

In May 2016 a Review Group was formed to consider whether the Specialist Provision offer in Halton was reflective of the needs of our SEND population. The Group includes Parents, Schools, Settings and Local Authority Representation. The Review Group are considering

how to manage effectively the demands on the High Needs budget, the demand for specialist placements within borough and out of borough and how to improve the inclusion of our SEND population within our mainstream Schools and Settings.

As a consequence of our work to date, the recognised need for further Social Emotional Mental Health provision has prompted our involvement in the regional bids for specialist provision at Key stage 3 and 4. Halton has also consulted on a new approach and ways forward on the use of Enhanced Provision Funding.

2.7 Children Refusing Education through Social Emotional and Mental Health Issues (AMc)

In Halton we are aware of a cohort of children and young people who are refusing education through Social Emotional and Mental Health (SEMH) issues resulting in anxiety. Individuals in this cohort are some of our most vulnerable children and young people, not only because of educational outcomes but because of safeguarding from abuse, risk of offending and health implications.

In July 2016 a group of concerned agencies formed an action group to consider how we could help this cohort to re-engage. They included High Schools, Educational Psychologists, CAMHS, Education Welfare Officers, School Nurses and Special Educational Needs Service. As a result of this work a pilot project has emerged based upon research by Miller 2008. The Inclusion Division has allocated a .5 member of the Behaviour and Attendance team to drive the project within our participating High Schools.

The Project aims

- To gather data on Pupils already refusing education with SEMH, and those who may be at risk.
- Model the use of a diagnostic tool that helps to identify why an individual has anxiety that affects their attendance.
- Gather case studies of good practice
- Change systems and practice within schools if that is a factor influencing refusal to attend.
- Facilitate multi-agency meetings that ensure young people who are not in school are seen and that actions are happening to promote reengagement.

We intend to report on the pilot projects outcomes in August 2017

2.8 Children Missing Education (AMc)

A number of data sets have now been brought together into one electronic data set, along with an electronic data system which has replaced the previous paper based way of working. This allows the Children missing education (CME) cohort to be managed and updated more easily. CME policies have been updated in line with recent Government Guidance, the multi-agency CME working group has been re-established and a new CME policy and procedure document is being drafted to outline the new CME process in Halton.

2.9 Children and Social Work Bill (TC & AMc)

The Children in Social Work Bill is now before the House of Commons, having started in the House of Lords. It recommends a number of changes including the option for local authorities to apply for exemptions from statutory duties, the extension of support to care leavers until the age of 25, the abolition of local safeguarding childrens boards and the introduction of accreditation for social workers, supervisors and leaders. The option for exemption from statutory duties has proved highly controversial, and the government have made a number of amendments to the Bill to assure MPs of the scrutiny and approval

process before any exemptions are granted. These amendments have been passed; the Bill will be subject to further scrutiny as it progresses.

Please use the link below to access further information:

<https://www.gov.uk/government/news/governments-proposals-for-a-new-regulator-for-social-workers>

Within the Bill there is a duty for a Local Authority to make educational achievement advice and information available, to any person who has parental responsibility for a child who has ceased to be in care through certain legal orders and the child's school Designated Teacher. In order to fulfil this duty the Local Authority must appoint at least one member of staff and this person must be an officer employed by the Local Authority. Once the Bill has received Royal Assent, the Government have stated that their intention is amend current legislation to expand the duties of the Virtual School Head teacher within each LA to include this duty. The Bill also requires the governing bodies of all schools, including academies and free schools, to designate a member of staff to have responsibility to promote the educational achievement of children who have ceased to be in care but are registered pupils. The Designated person must also undertake appropriate training and have regard to any statutory guidance. The Government have stated that they intend this duty to be included in the current role of Designated Teacher for Children in Care

The Bill will next be considered at the Report Stage in the Commons followed by a Third Reading. The dates for these remaining stages have not yet been set.

Please use the link below to access further information:

<https://www.gov.uk/government/news/governments-proposals-for-a-new-regulator-for-social-workers>

2.10 NCER Children Looked After Project (AMc)

Halton has signed up to be part of the development of a national data system to measure performance and progress of young people in care. This project will provide valuable data to all Virtual School Head teachers that will allow them to clearly monitor their children's achievement and attainment, including comparisons with national and regional trends. There are currently 147 local authorities signed up the project. NCER, who are leading on the project, are due to undertake BETA testing of the system and North West Virtual School Head teachers are an integral part of this process. It is hoped that the system will go live in March 2017. NCER are discussing with the DfE data access arrangements for future years.

3.0 Emerging Issues

3.1 Horizon scanning/National drivers

Care Leavers (TC)

Due to changes in legislation and criteria, the traineeships that the Council have offered Care Leavers are in the process of being reviewed. This means that there is currently a limited offer available. Plans are being put in place to make this system more robust and to ensure that we are compliant with the new requirements. Care leavers will continue to be directed toward the range of education, employment and training opportunities, including apprenticeships, that are available to all young people in the borough.

Early Years (AMc)

From September 2017 working parents with 3 and 4 year olds will be eligible for an additional 15 hours per week of free childcare. To support this significant development the Government has produced legislation in the Childcare Act 2016 and has been introduced a new Early Years Single Funding Formula (EYSFF) which is intended to bring about fairer funding arrangements and to incentivise the Private, Voluntary and Independent (PVI) Childcare sector to deliver the additional places. The new entitlement will be supported by investment in new IT modules to improve the application and eligibility checking systems for parents, providers and the local authority.

Please use the link below to access the Childcare Act 2016:

<http://www.legislation.gov.uk/ukpga/2016/5/enacted>

Schools National Funding Formula (AMc)

The first phase of the consultation on reforming the system for funding schools and high needs commenced in March 2016. Phase 1 outlined the vision, principles and structure of the proposed changes. Having received responses from over 6,000 partners on 14th December 2016, the Department for Education launched the phase 2 consultation on the introduction of the national funding formula and its revised approach to funding high needs.

A national funding formula for schools, revised funding for high needs and local authority services to schools will be introduced for 2018/2019 with full implementation from 2019-2020. The Dedicated Schools Grant (DSG) will be split into 4 blocks; schools, high needs, early years and central school services. The schools block allocation will be ring fenced for spending on schools. The national funding formula will consist of 12 factors plus mobility and the high needs formula will comprise of 9 factors.

In 2018/2019 those schools gaining from the new funding formula will receive up to 3% per pupil and 2.5% the following year. Reductions to school budgets as a result of the introduction of the national funding formula will be limited to 3% per pupil. The minimum funding guarantee will continue to apply at minus 1.5% year on year.

For high needs those local authorities gaining under the formula will receive up to a 3% increase in 2018/2019 and 2019/2020. It is proposed that there will be no cash losses for local authorities as a result of the high needs proposals.

The Department for Education has illustrated the impact of the introduction of the national funding formula on each school.

School Forum will consider the phase 2 proposals at the meeting on 23rd January 2017 and will consider how to respond to the consultations. In addition, individual schools and settings are urged to respond. The consultation closes on 22nd March 2017.

For more details please see the following:

<https://consult.education.gov.uk/funding-policy-unit/schools-national-funding-formula2>

<https://consult.education.gov.uk/funding-policy-unit/high-needs-funding-reform-2>

3.2 Halton Specific

Children in Care Placements (TC)

The last quarter has seen continued demand for placements and a number of placement breakdowns. Sufficiency of placements, both within Halton's resources and externally, is proving extremely challenging. Halton's In house provision is very limited and foster care recruitment is producing few new carers. The need to purchase external placements, from a declining pool, incurs high costs. The lack of placement choice can result in some placements being made out of necessity rather than because they are a good match, and this often impacts on stability and the success of the placement. Foster care recruitment is ongoing and the strategy for recruiting new carers is regularly reviewed and revised. Plans to share some of this activity with other local councils, all of whom are facing similar challenges, are being discussed. Support by supervisory social workers to existing foster carers has been increased to try to sustain placements and retain carers.

Model for Enhanced Provision for pupils in mainstream schools and academies (AMc)

Enhanced provision was introduced in Halton a number of years ago with the intention of providing funding to pupils on a short term basis as early as possible once a specific need had been identified and without the requirement for schools to go through the statementing process.

The enhanced provision/top up funding has been linked to additional hours of support a child or young person may require and in many cases has stayed with that child through the duration of their primary/secondary education. Although there is some Head teacher representation on the assessment panel this is limited. In addition, the paperwork and gatekeeping needed to process the number of applications has diverted SEN Officers from monitoring the quality of provision and providing advice, support and guidance to schools.

As part of the Review of SEN currently being undertaken the levels of funding allocated to early years, primary and secondary settings has been scrutinised, along with the current methodology for allocation and a revised more sustainable aimed at providing support early, develop schools capacity, allow more flexible use of resources and promoting independence for children and young people with SEND has been developed. It is essential that we introduce a change to the current methodology by April 2017 as the current model is no longer sustainable. This model has been discussed in detail at the SEN Review meeting and your views and that of parents and carers in Halton has been sought.

4.0 Risk Control Measures

- 4.1 Risk control forms an integral part of the Council's business planning and performance monitoring arrangements. As such, directorate risk registers were updated in tandem with the development of the 2016-17 business plan.

The implementation of all relevant high risk mitigation actions were reported to the Board at Quarter 2.

5.0 Progress against high priority equality actions

- 5.1 Equality issues continue to form a routine element of the Council's business planning and operational decision making processes. Additionally the Council must have evidence to


















demonstrate compliance with the Public Sector Equality Duty (PSED) which came into force April 2011.

The council's latest annual progress report in relation to achievement of its equality objectives is published on the Council's website <http://www4.halton.gov.uk/Pages/councildemocracy/Equality-and-Diversity.aspx>

6.0 Performance Overview

6.1 The following information provides a synopsis of progress for both milestones and performance measures across the key business areas that have been identified by the local authority contributing the priority of Children and Young People.

Objective: Improve outcomes for children and young people through effective multi-agency early intervention (PED01)

Ref	Measure	15/16 Actual	16/17 Target	Current	Direction of Travel	Quarterly Progress
PED01 01	Monitor the average length of time between a child returning home and their return interview (Commissioned Service)	72 hrs	72 hrs	48 hours		
PED01 02	Reduce the number of young people who repeatedly run away in Halton (Commissioned Service)	127	115	41 (Q3) 118 YTD		
PED01 03	Monitor the number of young people who go missing in the year (Commissioned Service)	223	N/A	100 (Q3) 297 (YTD)		
PED01 04	Monitor the number of young people flagged as at risk of child sexual exploitation (snapshot at the end of the quarter)	17	N/A	27		
PED01 05	Reduce the Secondary School persistent absence rate	5.1%	5%	17%		
PED01 06	Reduce the number of children subject to fixed term exclusions	303	270	156 children 240 instances		
PED01 07	Reduce the rate of permanent exclusions	0.04%	0.035 %	0.287% 21 instances		
PED01 08	Increase the number of children involved in early intervention (e.g. CAF) (All those who have had a CAF involvement recorded during the year)	593	650	699		
PED01 09	Monitor the rate of referrals to childrens social care per 10,000 0-18 yr olds	336	N/A	370 (forecast)		
PED01 10	Reduce the number of children and young people who enter the care system	81	75	74		

Supporting commentary:

PED01 01: During this quarter return interviews are being completed within 48 hours.

PED01 02 & 03: This quarter there have been 208 missing notifications from police and 16 from social care that come from 100 individuals. There are 41 individuals that have created 141 episodes, with 15 individuals running between 2 and 4 times. There has been a decrease in the notifications to Catch22 from both police and social care. The decrease appears to be around males living at home, or Children in the care of other local authorities. Halton is on average still recording the highest amount of notifications compared to the other Cheshire local authorities.

PED01 08: Audits continue to show good quality assessments and plans are in place for children supported through CAF.

Ref:	Milestones	Quarterly
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		Progress
PED01a	Establish a multi-agency front door for complex dependency programme (April 2016).	
PED01b	Establish and implement a multi-agency locality provision (March 2017).	
PED01c	Multi-agency information Sharing Agreement to be in place (March 2017).	
PED01d	Implement the Cheshire IT Portal (March 2017).	
PED01e	Implement the regional adoption agency (amended timescale from March 2017 to June 2017).	
PED01f	Use performance information effectively to ensure that early intervention is responsive to trends of those being referred to childrens social care (March 2017).	

Supporting commentary:

PED01a: The multi-agency iCART service has continued to develop over Q3. Further refinements have been made to the 360 profile and the multi-agency team have received some training and support in this area. Positive relationships have been developed with the Police. They now use Carefirst 6 to inform their decisions and consequently iCART are receiving more appropriate referrals and VPAs are being actioned in a timelier manner, reducing delay of support for those who would benefit from it. A workshop to look at the new model took place with multi-agency strategic leads and they confirmed that they found changes to be positive and they would like this new model to continue. Senior managers need to agree how this can happen, giving consideration to funding.

PED01b: Work is ongoing to establish multi-agency teams across locality bases. Partners are well engaged through weekly Working Together meetings to ensure a multi-agency response to assessed needs at Level 2.

PED01c: Completed

PED01d: A provider has been selected after procurement; a local authority is now required to pilot its introduction but further clarity is needed on the capacity to implement.

PED01e: As a result of funding changes from the Department of Education, which have subsequently been resolved, there is a change to the timetable. The implementation is now set for 1 June 2017.

PED01f: Performance reports are now in place supported by a fortnightly performance meeting.

Objective: Close the gap in attainment at Key Stage 2 including between vulnerable groups and their peers (PED02)

Ref	Measure	15/16 Actual	16/17 Target	Current	Direction of Travel	Quarterly Progress
PED02 01	Reduce the gap in attainment for pupils attaining the expected standard at Key Stage 2 in Reading, Writing and Maths between disadvantaged pupils and their peers	As this is a new system of assessment it is not possible compare with previous data		24%	As this is a new system of assessment it is not possible compare with previous data	
PED02 02	Increase the percentage of pupils achieving the expected standard at KS2 in Reading, Writing and Maths			47%		
PED02 03	Increase the percentage making sufficient progress in Reading KS1 to KS2			-0.2		
PED02 04	Increase the percentage making sufficient progress in Writing KS1 to KS2			-1.4		
PED02 05	Increase the percentage making sufficient progress in Maths KS1 to KS2			-0.4		
PED02 06	Increase the percentage of Children in Care achieving expected outcomes at KS2	Refer comments below				

Supporting commentary:

PED02 06: KS2 Outcomes 2015-16

There were nine children in the 12 mths+ care cohort. Eight children were placed in borough. No child had a school move and only 1 had a placement move during Year 6. 3 children have EHCP, with 1 child attending a Special School. All children's attendance was above 90%, with 7 being above 95%. 8 children were in Good or better schools.

Outcomes

Attainment measure = % achieving expected standard and gap to Halton non-care peers:

- Reading – CIC 33% with a gap of 30%
- Writing – CIC 33% with a gap of 32%
- Maths – CIC 33% with a gap of 32%

- RWM – CIC 11% with a gap of 37%

Analysis:

Prior attainment at Key Stage 1 was not good for this cohort – Level 2 and Level 2b+ were the previous expected standards: 5 children did not achieve Level 2 in Reading 5 and 6 did not achieve Level 2b+; for Writing 6 did not achieve Level 2 and 7 did not achieve Level 2b+; for Maths 5 did not achieve Level 2 and 6 did not achieve Level 2b+.

There were 2 children who were either in Special School or judged to not be able to achieve the expected standards in the tests. If these 2 children are taken out of the data the attainment difference does close slightly (Reading 20%, for Writing and Maths 22%).

Progress measure = how the child performs in comparison to the children nationally who have the same prior attainment banding as them at Key Stage 1.

- Reading – CIC 44% with a gap of 4%
- Writing – CIC 33% with a gap of 14%
- Maths – CIC with a gap of 4%

Analysis:

The progress data for children in care is a positive picture with the gap being very small in Reading and Maths. This means that given their starting point Halton children in care are making accelerated progress compared to other children with the same prior attainment.

There is evidence of accelerated progress for individual children (3 in Reading, 3 in Writing and 4 in Maths). 1 child achieved the higher assessed outcome of Greater Depth at the Expected Standard in Writing.

Ref:	Milestones	Quarterly Progress
PED02a	Based on data analysis and feedback from the Cross Service Monitoring Group, undertake categorisation process for all schools by October 2016 and identify actions, including levels of support and intervention, required to improve inspection outcomes.	
PED02b	Conduct the annual analysis of school performance data for all primary schools during September to December 2016 (with further reviews undertaken at key points in the data release cycle).	
PED02c	Analyse, evaluate and report end of Key Stage 2 achievement outcomes, including success in closing the gap (December 2016).	
PED02d	Identify areas of need and support for Children in Care and Free School Meals pupils (December 2016).	
PED02e	With schools, monitor the impact of Pupil Premium in closing the gap between Free School Meals and non-Free School Meals pupils (March 2017).	
PED02f	Ensure appropriate deployment of school improvement support for identified schools and settings, including school to school support as appropriate (March 2017).	

Supporting commentary:

PED02a: A revised categorisation process system has been shared with schools. All head teachers and Chairs of Governors have received the schools categorisation letter. Link officers are meeting with schools to identify actions.

PED02b: Performance data is being analysed as it is released and shared with schools, settings, officers and Council members. Further validated data will be released throughout the Spring term.

PED02c: A report was taken to PPB in September with provisional attainment data, further detail will be shared at PPB in October. A further report will go to January PPB on diminishing the difference.

PED02d: The Children in Care and Care Leaver strategy has been reviewed and identifies areas for support. These include the development of more apprentice opportunities, support for schools in managing attachment issues, and supporting children in care to achieve their potential. Progress of implanting the Strategy is monitored through the Children in Care Partnership Board.

PED02f: Schools and settings have been categorised and levels of support identified linked to the schools category or degree of vulnerability. School to school bids have been written in collaboration with Teaching schools and outcomes are awaited. Any school causing concern is identified support through Halton's school improvement service and the wider school improvement system.

Objective: Raise achievement in Early Years (PED03)

Ref	Measure	15/16 Actual	16/17 Target	Current	Direction of Travel	Quarterly Progress
PED03 01	Increase the percentage of children achieving a good level of development in Early Years	55%	65%	62%		

Ref	Measure	15/16 Actual	16/17 Target	Current	Direction of Travel	Quarterly Progress
	Foundation Stage					
PED03 02	Reduce the good level of development attainment gap between those previously in receipt of 2 year old early years entitlement and their peers at EYFS	21%	12%	20%		
PED03 03	Increase the take up of Early Years Entitlement for vulnerable 2 year olds	536	580 (revised target from DfE)	572		
PED03 04	Increase the take up of Early Years Entitlement for 3 to 4 year olds	92%	95%	91%		
PED03 05	Monitor the percentage of Early Years settings (pre-schools, day care, out of school clubs, childminders) with overall effectiveness of Good or Outstanding	84%	84%	94%		
PED03 06	Reduce the good level of development attainment gap for disadvantaged children and their peers at EYFS	19%	16%	Data available at Q4		

Supporting commentary:

PED03 01: There has been an increase in good level of development of 7% and the gap to the national average has reduced by 4%.

PED03 02: Attainment has increased for both groups with the gap narrowing by 1%.

PED03 04: Only three neighbouring authorities responded to cross-border enquiries.

PED03 05: Figures show significant improvement across the sectors. Exceeded target.

Ref:	Milestones	Quarterly Progress
PED03a	Analyse the outcomes of children who have accessed funded two year old placements to ensure this provision is closing the gap between the most vulnerable children and their peers (January 2017).	
PED03b	Complete RAG categorisation process for all EYFS setting by October 2016 and identify actions, including levels of support and intervention required to improve inspection outcomes.	
PED03c	Through the annual conversation, ensure that the performance of all children's centres is in line with expectations. This will need to take into account any changes required as a result of revised Ofsted frameworks (March 2017).	
PED03d	Analyse, evaluate and report on the outcome of the Early Years Pupil Premium (March 2017).	
PED03e	Act on research findings from the Early Years Review undertaken by Ofsted and commissioned research (March 2017).	

Supporting commentary:

PED03b: EYFS settings have been RAG rated and support and identification identified. Halton currently only have two settings not rated as good or better by Ofsted.

PED03c: Children's centres continue to perform well with high levels of engagement and access. The proposed national review of children's centres has still not been announced and inspections remain suspended.

PED03e: Following the Early Years review and Ofsted Early Years thematic inspection, a One Halton Strategic Group has been established to create an Early Years vision and strategic action plan. Recommendations are being acted upon and have been shared at an Early Years event in November 2016.

Objective: Improve the offer for children and young people with SEND through effectively implementing the SEND Reforms (PED04)

Ref	Measure	15/16 Actual	16/17 Target	Current	Direction of Travel	Quarterly Progress
PED04 01	Increase participation in the POET survey from parents/guardians/carers	33	35	Available Q4		

PED04 02	Increase the percentage of Education Health and Care Plans completed within 20 weeks	26.8%	50%	66%		
PED04 03	Increase the number of schools identified as Nurture champions	0	8	8		
PED04 04	Increase the percentage of Statements converted to Education Health Care Plans to meet published timescales	22.9%	80%	Data not available August 2017		
PED04 05	Increase the number of people accessing the Local Offer (proxy measures of sessions measured annually in October)	3868	3950	7398		

Supporting commentary:

PED04 01: Halton is aiming to significantly increase the participation in the evaluation and are working closely with the parent/carers association, settings and agencies to increase involvement.

PED04 03: Halton currently have six schools who have established nurture groups, three with a developing nurture group and five schools in the process of establishing a group. There are three early years settings, three primary, three secondary and four special schools who have signed up to the nurturing schools programme. These has also been expressions of interest into nurture from a further three schools. 22 schools are actively embracing nurture and working on developing the six Principles of Nurture.

PED04 05: Target has been exceeded by 87%. Ongoing development work has significantly increased usage numbers. Work in progress is detailed within the team work plan.

Ref:	Milestones	Quarterly Progress
PED04a	Conduct the annual analysis of progress data for children and young people with additional SEND funding through Enhanced provision or Education health care plans (March 2017).	
PED04b	Improve provision in Halton for young people with social, emotional and mental health challenged (March 2017).	
PED04c	Evaluate qualitative data through Personal Outcomes Evaluation Tool (POET) of family and individual views within the SEND reform process in Halton to increase satisfaction with their experience (March 2017).	

Supporting commentary:

PED04a: The data is currently being collected from schools using a simplified matrix model that can illustrate progress in smaller steps than the current assessment measures.

PED04b: Halton has increased and improved the types of provision available to young people experiencing SEMH issues. There is a range of universal, targeted and specialist provision for young people. However evidence of the impact and outcomes for children, young people and families is limited.

PED04c: The POET is being repeated and will be reported in quarter 4.



Objective: Improve participation and skills for young people to drive Halton's future (PED05)

Ref	Measure	15/16 Actual	16/17 Target	Current	Direction of Travel	Quarterly Progress
PED05 01	Reduce the percentage of 16-18 year olds not in education, employment or training	5.1%	5%	Data available in quarter 4		
PED05 02	Reduce the percentage of 16-18 year olds whose activity is not known	3.7%	3.5%			
PED05 03	Increase the percentage of 19 year olds achieving a Level 2 qualification	86.9%	87.5%			
PED05 04	Increase the percentage of 19 year olds achieving a Level 3 qualification	56.5%	57.5%			
PED05 05	Monitor the percentage of young people progressing to Higher Education	25%	25%			

Supporting commentary:

PED05 01:

Ref:	Milestones	Quarterly Progress
PED05a	Develop the 14-19 Commissioning statement to reflect Local Enterprise Partnership priorities (March 2017).	




PED05b	Implement the European Social Fund coaching programme, integrated to Raising the Participation Age strategy (March 2017).	
PED05c	Develop a Post-16 monitoring framework to demonstrate how providers are supported and challenged in the borough (March 2017).	
<p>Supporting commentary:</p> <p>PED05a: Final update to document will take place once 2016 KS4 and 5 results are available in January 2017.</p> <p>PED05b: A contract is in place with a company to deliver this programme from 1 July 2016.</p> <p>PED05c: Area base review now completed. Discussion has taken place with School Improvement colleagues to link the post 16 Monitoring Framework to the School Improvement Strategy which is due for review and presented to Management Team.</p>		

7.0 Financial Summary

Awaited from Finance.




8.0 Appendix I

8.1 Symbols are used in the following manner:

Progress		Milestone	Measure
Green		Indicates that the milestone is on course to be achieved within the appropriate timeframe.	Indicates that the annual target is on course to be achieved.
Amber		Indicates that it is uncertain, or too early to say at this stage whether the milestone will be achieved within the appropriate timeframe.	Indicates that it is uncertain or too early to say at this stage whether the annual target is on course to be achieved.
Red		Indicates that it is unlikely or certain that the objective will not be achieved within the appropriate timeframe.	Indicates that the target will not be achieved unless there is an intervention or remedial action taken.

8.2 Direction of Travel indicator

Where possible measures will also identify a direction of travel using the following convention:

Green		Indicates that performance is better compared to the same period last year.
Amber		Indicates that performance is the same as compared to the same period last year.
Red		Indicates that performance is worse compared to the same period last year.
N/A		Indicates that the measure cannot be compared to the same period last year.

8.3 Key for responsible officers:

AMc Ann McIntyre, Operational Director, Education, Inclusion and Provision Service

TC Tracey Coffey, Operational Director, Children and Families Service