

Children and Young People Priority Based PPB Report

Reporting Period: Quarter 2, 1st July 2019 – 30 September 2019

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 School Finance

The Government has announced that it will be increasing the funding for Education with a three year plan to increase school funding by £7.1 billion by 2022-2023.

The headline details of the Government announcement are summarised below and include: (AMc)

- A new minimum level of funding of per pupil spending of £5,000 in secondary and £4,000 in primary schools;
- An extra £700 million for pupils with special educational needs;
- A teachers starting salary of £30,000 from 2022-2023 to help address teacher recruitment
- £66 million additional funding for early years provision; and
- £400 million support for further and vocational education.

Specific details for each local authority area have yet to be shared. A technical note on funding changes for 2020-2021 is due for release shortly to Local Authority Finance Officers and once more details are available these will be shared with all schools and settings. (AMc)

2.2 Reducing Teacher Workload

The number of teachers on long-term sick leave due to stress increased to over 3,500 last year. The DfE has acknowledged that workload is a significant cause and is actively encouraging senior leaders, including governors and trustees, to reduce excessive and unnecessary workload demands; see the Policy Paper on reducing teacher workload, updated on July 19 2019. (AMc)

<https://www.gov.uk/government/publications/reducing-teachers-workload/reducing-teachers-workload>

The updated Governance Handbook, on page 135 in Section 7.5, states the following: “The ‘Making Data Work’ report and the workload reduction toolkit contain principles and resources for executive leaders and boards to work with staff to address teacher workload issues. Boards should be aware of these materials and act on the recommendations to support staff wellbeing and retention.”

The latest edition of ‘Governing Matters’ (September/October 2019) includes an article on teacher workload and wellbeing which outlines steps governors and trustees can take to help develop a positive school culture. (AMc)

2.3 **Reception Baseline Assessment**

This term over 10,000 schools nationally (NFER data: Sept 2019) are participating in the 2019/20 reception baseline assessment pilot. All schools were invited to participate in the full pilot before the intended introduction of the statutory reception baseline assessment (RBA) in autumn 2020.

Once individual pupil's responses to the assessment activities have been submitted online to NFER, the school will have received a series of narrative statements to describe how each pupil performed on the assessment. (AMc)

2.4 **Multiplication Tables Check (MTC)**

The national voluntary pilot of the multiplication tables check took place between 10 and 28 June 2019. The MTC is an online test where the pupils are asked 25 questions on times tables 2 to 12. For every question you have 6 seconds to answer and in between the questions there is a 3 second rest. Questions about the 6, 7, 8, 9, and 12 times table come up more often. The questions are generated randomly based on the rules of the MTC. (AMc)

2.5 **Careers Hub**

The Careers Hub is a DfE funded initiative, supported by the Careers and Enterprise Company and the Liverpool City Region Local Enterprise Partnership. Liverpool City Region has had a Careers Hub since September 2018 and have been successful in securing funding for a Wave 2 expansion. This will mean that, from September 2019, 80 City Region Secondary Schools will be part of the Careers Hub. For Halton it will mean 6 secondary schools are part of the Careers Hub. The model will also bring the rest of the region's schools who are part of the Enterprise Advisor Network within the auspices of the Careers Hub. The Careers Hub feel this will allow them to be able to support more schools and more young people in preparing them for the world of work. (AMc)

3.0 **Emerging Issues**

3.1 **Reading Strategy**

Halton as a borough are aiming to promote reading for pleasure across the region. Whilst there will be a focus upon schools to further develop their teaching and learning of reading skills and strategies, there will also be many approaches to develop reading engagement for all community members. In early spring we will be holding a Reading Strategy Launch at Halton stadium and aim to have representation from all members of the community. Following this launch, we will also be holding a large scale Reading event at the stadium on 25th March. The purpose will be to promote this increased focus on reading across the community and provide increased accessibility to reading materials for all. There will continue to be an ongoing focus for all community members, schools and businesses whilst also trying to reach all generations to enjoy reading for pleasure. Further information will be available regarding the promotion of reading as the term progresses.

3.2 **Commissioning of Children in Care Placements**

The commissioning of Children in Care placements remains a challenge, specifically in relation to locating localised Fostering placements that will maintain young people's educational placements. Halton is not alone in relation to this challenge. The Liverpool City Region Children's Commissioners have been working together on a Market Reform Programme which will be delivered / outlined to the LCR Directors of Children's Services and Assistant Directors in early October 2019. This significant evidence based report outlines a number of decision requests which once combined could enable more localised availability of placements. (AMc)

3.3 **Joint Halton and St Helen's Secondary Social Emotional and Mental Health Free School**

By the 30th September all applications had to be submitted by potential proposers interested in developing the joint SEMH secondary Free School in Widnes. Between September and December 2019 an assessment process of the application then takes place including the interview process. Applications are assessed against the published criteria and proposers must set out their vision, curriculum plan, capacity and capability and financial viability. The assessment which is undertaken by both LAs and the DFE then makes its recommendations. The Secretary of State will then make the final decision and this will be announced in early 2020.

3.4 **Review of High Needs Provision**

The review has been split into three workstreams; Identifying Need, Meeting Need and the Pupil Referral Unit. Each of the workstreams was independently Chaired by Peopletoo and representatives across the workstreams included parents and carers, schools and settings, Riverside College, Social Care, colleagues from Health, Educational Psychology, Early Years, Commissioning, Admissions, Virtual School, Education Welfare and LA SEND. Peopletoo also undertook separate consultation with parents and carers and children and young people.

To date a number of key themes have started to emerge which include the opportunity to streamline the current process, the need for a better understanding by all partners of what an EHCP is and what it is not, the need for better involvement with young people and the development of a "pledge", more use of the graduated approach, clearer definition of the roles and responsibilities of those involved in EHCPs, development of a banding model for funding, the extent to which there is a focus on independence and preparation for adulthood and better triangulation of education, health and social care contributions.

The focus of the second task group is Meeting Needs. The themes considered to date include the need for better inclusion in Halton Schools, identifying need early through understanding the need in the early years, need to share expertise within the borough through developing clusters of mainstream and specialist provision, providing a continuity of specialist resource provision and special school support across the age range linked to the main primary identified SEND needs and revision of SLAs and their monitoring.

The role and remit of the third task group is to change the operating model of the PRU and its relationship to schools so that it can maximise the integration of pupils back into mainstream. Emerging issues included the impact of the "Care Schedule", role of the Educational Psychology team in terms of early intervention, the role of CAMHS, the need for a more positive narrative for parents underpinned by the PRUs role in early intervention and evidenced by case studies, need to gain the views of young people and the role and capacity of vocational provision offered by the PRU.

The aim is for the three workstreams to complete their work by December 2019. In January 2020 a report will be submitted to the Executive Board of the Council setting out the proposed changes for their consideration. If the recommendations of this report are agreed formal consultation on the revised arrangements will then be undertaken.

3.5 **Preparing for Adulthood**

Halton are involved in a project with the National Team for Preparing for Adulthood. The aim is to achieve cultural change across education health and care in order to embed person centred practice across our local area. This will ensure young people with Special Education Needs and/or Disabilities are listened to; their aspirations sought and they shape their future.

In February 2019, a shared vision across education, health and social care of what a good life looks like for Halton's 16-25 year olds with SEND was agreed.

We are holding a series of workshops in October and November, delivered by national and internationally renowned experts; bringing together families and practitioners across education, health and care. Working together they will develop the skills and tools to be confident having good quality conversations to identify what is important to young people as they move into adulthood. We are initially focusing this work for young people with an Education Health and Care Plans and are in key transition years 9, 11 and 14. (AMc)

3.6 Inclusion Conference

There were two inclusion conferences with schools over the last academic year. At these events one of the key priorities was for schools to work together to develop a Halton Inclusion Charter. Prior to the conference all this work was pulled together and incorporated into the final Halton Inclusion Charter which was then given to all schools to adopt and to share with all staff and governors.

The conference was well attended and included contributions on inclusion from an outstanding Halton Special School, Ridgeway Secondary School on the Wirral who have reduced exclusions and improved attendance through their approach to behaviour management and the Governments Behaviour Lead, Tom Bennett.

3.7 End of European Social Fund (ESF) funded Coaching provision for 16 to 18 Year olds

Since 2016 Halton has benefitted from £355,000 ESF funding to buy a Peer Coaching and Mentoring service for 16 to 18 year olds who are not accessing education, training or have a job. The service is unique because it will work with young people in their own home until they become confident enough to start meeting outside the home and with a small group of peers, building up to going into education, training or getting a job.

This funding comes to an end in March 2020 and only 5% of the current service can be bought using core Council funding, significantly reducing the ability to work with 16 to 18 year olds who require more than basic Careers Guidance. (AMc)

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 2019-20 business plan.

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 indicators across the key business areas that have been identified by the Directorate. It should be noted that given the significant and unrelenting downward financial pressures faced by the Council there is a requirement for Departments to make continuous in-year adjustments to the allocation of resources in order to ensure that the Council maintains a balanced budget. Whilst every effort continues to be made to minimise any negative impact of such arrangements upon service delivery they may inevitably result in a delay in the delivery of some of the objectives and targets contained within this report.

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

Ref	Measure	18/19 Actual	19/20 Target	Current	Direction of Travel	Quarterly Progress
PED01 01	Increase the number of children with an early help assessment (measured as those subject to CAF, pre-CAF or specific target interventions in Children's Centres at any point in the year) (financial year cumulative to end of quarter)	N/A	450	359		
<p><i>Supporting Commentary: There has been a steady increase in the number of early help assessments through CAF and pre-CAF over the past 12 months, this is in correlation with an increased demand for early help support direct from iCART screenings. The number of universal plus referrals have also increased from Health visitors. There has been an increase in the number of pre CAF assessments from the early year's team identified through universal provision in some cases this has led to a full CAF assessment. Ongoing support and training offered through early help teams with partners.</i></p>						
PED01 02	Maintain overall attendance at schools: Primary – Pri PRU – PRU Secondary – Sec Special – Spec Total	Pri-95.35 Pru-63.83 Sec-92.67 Spe-91.28 Tot-94.1 (17-18)	TBC	Pri-95.49 Pru-69.75 Sec-93.44 Spe-90.97 Tot-94.51 (18-19)	Refer comment	N/A
<p><i>Supporting Commentary: Debbie Houghton</i> School attendance for 18/19 has improved from 17/18. Primary attendance has improved from 95.35% to 95.49%, Secondary from 92.67% to 93.44%, PRU from 63.83% to 69.75%. However special school attendance has deteriorated from 91.28% to 90.97%. The Education Welfare Service (EWS) continue to support schools with attendance and work with pupils and families including issuing Penalty Notices and taking legal action where appropriate. THE EWS have seen an increase in the number of primary schools trading with the service and this is having a positive impact on school attendance. None of the special schools currently trade with the EWS. Going forward the EWS are looking at attendance data for all schools and will be reviewing how best to engage with schools not trading with the service around school attendance.</p>						

Ref:	Milestones	Quarterly Progress
PED01a	Work with schools to maintain the level of attendance at Primary and Secondary Schools (Martin West/Debbie Houghton) (March 2020)	
<p><i>Supporting commentary: The LA continues to work with schools through its traded and core service offers. See also comment PED01 02.</i></p>		
PED01b	As a result of the review of Early Help Services, plan and implement transformation model (Val Armor) (March 2020)	

Supporting commentary: A report has been submitted in October with proposals of a re design of children centre services, this will look at all eight centres and current delivery versus cost. There has already been a reduction in some of the universal provision offered in each ward to offer savings. Work has also been undertaken on updating early help assessments, this will coincide with the new IT system.

PED01c	Workforce development, including targeted training, to be further developed and implemented (Val Armor) (March 2020)	
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Supporting commentary: The borough has adopted the Solihull approach within the children's workforce, to date there have been over 380 staff from social care, early help. Fostering, education, health and private and voluntary sector have been trained. Level 4 in integrated children and young peoples practice has been secured through the apprenticeship levy and will commence January 2020. Staff from social care, early help and schools will be trained. Work is ongoing with commissioning to offer targeted training on parental conflict this will roll out from November 2019, with train the trainer elements that will fit into Halton's existing early help model for parenting. Further funding is available for domestic abuse training through the gateway programme.

Objective: Keeping Children and Young People safe by improving practice (PED02)

Ref	Measure	18/19 Actual	19/20 Target	Current (6 mths)	Direction of Travel	Quarterly Progress
PED02 01	Monitor the rate of referrals to Children's Social Care per 10000 0-18 yr olds (Forecast annualised rate at end of financial year)	524 (full yr)	500 (full yr)	259 (6 mths)		
<i>Supporting commentary: CIN & CPP Divisional Manager The rate of referrals remains fairly steady with occasional peaks in activity</i>						
PED02 02	Monitor the rate of children in need per 10000 0-18 yr olds (snapshot at end of quarter)	330	380	242		
<i>Supporting commentary: CIN & CPP Divisional Manager Staff are able to work more effectively with cases at this level of need as workloads remain manageable and with the implementations of systemic practice fewer children are escalating to CP or CIC</i>						
PED02 03	Monitor the rate of children subject to a child protection plan per 10000 0-18 yr olds (snapshot at end of quarter)	45	45	39		
<i>Supporting commentary: CIN & CPP Divisional Manager There has been a reduction of children with a CP plan as outlined above; this measure needs continuous review to confirm the level is appropriate</i>						
PED02 04	Monitor the rate of children in care per 10000 0-18 yr olds (snapshot at end of quarter)	94	90	83		
<i>Supporting commentary: Liz Davenport LAM process continues to identify and track cases where CO can be discharged, Target group remains placement with Parent.</i>						
PED02 05	Reduce the number of children and young people who enter the care system (financial year, cumulative to end of quarter)	59	68	49 (6 mths)		
<i>Supporting commentary: CIN & CPP Divisional Manager While the rate of entry has remained low overall, there has been a recent peak in young children being admitted following serious injuries. Given their ages, the majority of these children will leave care fairly quickly, either by returning to a parents, family member or adoption</i>						
PED02 06	Reduce the average caseload in CIN Teams (snapshot end of quarter)	N/A	18	20	N/A	
<i>Supporting commentary: CIN & CPP Divisional Manager This is kept under regular review</i>						
PED02 07	Increase the proportion of missing incidents where a return interview is completed (financial year, cumulative to end of quarter)	72%	85%	60%		
<i>Supporting commentary: CIN & CPP Divisional Manager, Clare Hunt 198 (60%) return interviews were complete of which 75% were complete in 72 hours.</i>						
PED02 08	Reduce the number of children who repeatedly run away in Halton (number of children with 2+ missing incidents in last 12 months, snapshot end of quarter)	114	N/A	19 (Q2)	N/A	

Ref	Measure	18/19 Actual	19/20 Target	Current	Direction of Travel	Quarterly Progress
<p><i>Supporting commentary: CIN & CPP Divisional Manager; Liz Davenport; Val Armor Clare Hunt</i> For this quarter there have been 331 notifications from the police and 21 from social care. With regard to repeat individuals there are 19 individuals that have 2 or more incidents. These YP Generated 183 Incidents.- Clare Hunt Early help work with the commissioned service in this area to reduce this number and work in a preventative way offering advice guidance and support.-Val Armor There are a small cohort of CIC&CL who represent this repeat MFH, all being targeted utilising the correct procedures.- Liz Davenport</p>						
PED02 09	Monitor the number of children who go missing in the year (number of children recorded as missing in last 12 months, snapshot end of quarter)	265	N/A	Refer comment	N/A	N/A
<p><i>Supporting commentary: CIN & CPP Divisional Manager; Liz Davenport Clare Hunt</i> The number of notifications have decreased slightly since last quarter, the average age and the breakdown of genders are similar to last quarter's demographics. However an increase of 6 in the amount of missing incidents for CYP under 10 years old. – Clare Hunt There are a small cohort of CIC&CL who represent this repeat MFH, all being targeted utilising the correct procedures. - Liz Davenport</p>						
PED02 10	Monitor the number of young people flagged as at risk of Child Sexual Exploitation (snapshot end of quarter)	26	20	32		
<p><i>Supporting commentary: CIN & CPP Divisional Manager</i> There is an operational group that meets monthly and scrutinises and monitors this area of work, this information is fed into the sub group.</p>						
PED02 11	Monitor the number of young people flagged as at risk of Child Criminal Exploitation (snapshot end of quarter)	N/A	12	24	N/A	
<p><i>Supporting commentary: CIN & CPP Divisional Manager</i> There is improved awareness and identification of this vulnerable group which is positive</p>						

Ref:	Milestones	Quarterly Progress
PED02a	Embed a systemic model of social work practice across the whole service; social workers, managers and senior leaders Tracey Coffey (March 2020)	
<p><i>Supporting commentary:</i> The training is ongoing and the first round will be completed by March 2020. Further training over the next 3 years will be needed to ensure the whole workforce has the relevant skills and knowledge</p>		
PED02b	Implement and embed new Multi-agency safeguarding arrangements to replace LSCB Tracey Coffey (March 2020)	
<p><i>Supporting commentary: This has not been completed</i></p>		
PED02c	Implement a revised safeguarding model for vulnerable teenagers under the Contextual Safeguarding Framework Tracey Coffey (March 2020)	
<p><i>Supporting commentary:</i> This work is underway following the Joint Targeted Area Inspection and a revised model and pathway agreed in principle with the launch in December 2019</p>		
PED02d	With a focus on multi-agency risk assessment, reduce caseloads to a sustainable and manageable level to give workers capacity to deliver quality and focussed interventions to improve outcomes for vulnerable children CIN & CPP Divisional Manager (March 2020)	
<p><i>Supporting commentary:</i> The MARAF form (Multi-agency risk assessment form) is one of the tools utilised by the social workers when they are stepping down or closing the case, this enables multi-agency partnership working in relation to managing risk and agreeing levels of need, this has supported the positive reduction of caseloads and enables social workers to have the capacity to deliver quality and focussed interventions.</p>		
PED02e	Monitor demand for statutory services for children and young people CIN & CPP Divisional Manager (March 2020)	
<p><i>Supporting commentary:</i> Performance reports allow continual monitoring of performance, demand and future planning for service delivery for children and young people. This information is fed into and evaluated by Senior Leadership Team.</p>		

Objective: Improve outcomes for Children in Care and Care Leavers (PED03)

Ref	Measure	18/19 Actual	19/20 Target	Current	Direction of Travel	Quarterly Progress
PED03 01	Reduce the number of children who are placed in residential care (snapshot at end of quarter)	31	20	31		
<p><i>Supporting Commentary: Liz Davenport</i> <i>The children both under the age of 13 and over the age of 16 remain tracked via the Permanency Leadership Board in terms of individual plans - Sam Murtagh/Liz Davenport</i></p>						
PED03 02	Reduce the number of children who are placed in independent fostering agencies (snapshot at end of quarter)	61	N/A	57		
<p><i>Supporting Commentary: Liz Davenport</i> <i>The numbers in IFA placements have begun to reduce this quarter, the weekly Resource panel continues to track new referrals as well as "at risk" placements. – Sam Murtagh/Liz Davenport</i></p>						
PED03 03	Increase the percentage of children in care making progress against their expected outcomes (based on termly PEP outcomes of children making the expected rate of progress in line with their peers with the same prior attainment across reading, writing and maths)	N/A	N/A	Available Q3	N/A	N/A
<p><i>Supporting Commentary: Sharon Williams</i></p>						
PED03 04	Increase the percentage of children in care with 95% or above attendance (attendance is cumulative across an academic year – data is based on the term that the QMR falls within)	N/A	N/A	Available Q3	N/A	N/A
<p><i>Supporting Commentary: Sharon Williams</i></p>						
PED03 05	Maintain the percentage of Care Leavers in suitable accommodation (snapshot at end of quarter)	80%	95%	88%		
<p><i>Supporting Commentary: Liz Davenport/Sam Murtagh</i> <i>The new referral pathway for Care Leavers with Halton Housing has begun to deliver in terms of the first properties for young people. This work is currently being expanded to other Registered Social Landlords local. - Sam Murtagh/Liz Davenport</i></p>						
PED03 06	Increase the percentage of Care Leavers in Education, Employment or Training (snapshot at end of quarter)	60%	65%	62%		
<p><i>Supporting Commentary: Liz Davenport</i> <i>Work is coordinated and tracked with the Virtual school to target a changing cohort of 10 CL who are currently NEET. Individual impact reports Evidence some progress in this area.</i></p>						
PED03 07	Benchmarking Year: Percentage of CIC provision where QA visit has been undertaken (cumulative from April to end of quarter)	N/A	N/A	Resid 45.16% completed Leaving Care 57.14% completed	N/A	N/A
<p><i>Supporting Commentary: Sam Murtagh</i> <i>Within this quarter 3 QA visits have taken place with Residential providers and 3 visits have taken place with Leaving Care providers. This means that the projection of all placements having received a visit by the end of the year remains on target. There are further visits planned for Q3 2019-20.</i></p>						
PED03 08	Monitor the budget spent on independent and out of borough placements for Children in Care (forecast end of year)	9,672,589	N/A	9,259,036 projected	N/A	N/A
<p><i>Supporting Commentary: Liz Davenport/Sam Murtagh</i> <i>Monthly meetings are held with finance and all managers to ensure all spend and forecasted spend is accounted for. Finance also attend the weekly placement panel. Review meetings are also held with finance to ensure budget control.</i></p>						

Ref:	Milestones	Quarterly Progress
PED03a	Review the process for children entering and exiting care to ensure there is a sufficient range and choice of provision to meet their needs Tracey Coffey (March 2020)	
<i>Supporting Commentary:</i> The Operational Director tracks all children entering care and a permanence leadership board is in place which tracks and scrutinises plans for children		
PED03b	Review and quality assure the commissioning of services for Children in Care and Care Leavers to ensure that they meet the needs of Halton's population and inform future commissioning decisions. Sam Murtagh (March 2020)	
<i>Supporting Commentary:</i> Currently reviewing the commissioning of the E bed provision and delivering quality assurance visits to Residential and Care Leaver organisations		
PED03c	Restructure the Children in Care and Care Leavers service to create a more flexible, permanent and resilient workforce Liz Davenport (March 2020)	
<i>Supporting Commentary:</i> Restructure agreed at Steering group, but declined by head of finance. COMT Report in progress to ensure budget form existing resources/allocated budget in Ed Rd are released to support the structured establishment moving forward.		
PED03d	Through the quality assurance of Personal Education Plans, identify areas of need and support to improve outcomes for individual Children in Care. Sharon Williams (March 2020)	
<p><i>Supporting Commentary:</i> Personal Education Plans are completed every term for each child in care from the age of 3 to 19 years old. The Virtual School quality assures each Personal Education Plan to ensure that they are high quality, effective plans providing support to each child according to their identified needs. The Virtual School also monitors the use and impact of the Pupil Premium Plus funding that is requested through the Personal Education Plan, to ensure that it is targeted appropriately to improve the educational outcomes of each child and accelerate their expected progress. Data analysis is undertaken of each child's outcomes across the core subjects to identify their individual areas for development however, subject specific analysis is also undertaken across the cohorts. In Spring Term 2018/19 over 60% of children in Reception, Y1, Y3 and Y5 were making at least expected progress across all core subjects. However, the majority of children in Y2, Y4 and Y6 were not progressing as well as their peers. Across the Primary cohort writing is an area that children in care need additional support in to achieve their expected progress and to perform in line with national expectations. Over 55% of pupils in Y7 and Y8 are making at least expected progress across all core subjects, whilst those in Y9, Y10 and Y11 are not. English and Science are subjects in which Secondary age young people in care need additional support to achieve their expected progress and to perform in line with national expectations.</p>		

Objective: Improve the offer for children and young people with disabilities and those with Special Educational Needs (PED04)

Ref	Measure	18/19 Actual	19/20 Target	Current	Direction of Travel	Quarterly Progress
PED04 01	Increase the percentage of EHCP assessments completed within 20 weeks (academic year cumulative to end of quarter)	49%	75%	38%		
<i>Supporting Commentary:</i> Eileen Picton/ Inclusion Divisional Manager We continue to address the issue of EHCPs being issued after 20 weeks. An action plan has been identified to ensure that the number completed in time increases during the remainder of this academic year.						
PED04 02	Reduce the number of incidents of fixed term exclusion (academic year cumulative to end of quarter)	944 18-19 academic	500	119 (Q2 01/07/19 to 30/09/19)		The Q2 data is on track to achieve the target set
<p><i>Supporting Commentary:</i> Debbie Houghton/Vanessa Nice Towards the end of the academic year, we identified that the schools were not always recording fixed term exclusions accurately on SIMs and therefore the data held by the LA was inaccurate and had been inaccurate for some time. We have now put structures in place to ensure that our records of FTEs are accurate and we know that this may have a negative impact on the number of FTEs shown at an LA level in the short term but we now have increased confidence that our figures are accurate. We have started 2 pilot projects:</p> <ul style="list-style-type: none"> - Pivotal Education with 4 schools (2 primary, 1 secondary and 1 through school). This is a behaviour management programme which involves senior leaders in understanding behaviour as a communication of need and trying to meet need before behaviour escalates. 						

ACEs (Adverse Childhood Experiences) with 3 schools (1 primary and 2 secondary's). This project looks to increase staff understanding of ACEs and the impact they have on CYP's ability to learn and engage in a constructive way. This understanding should increase the empathy and capacity of staff to manage more challenging behaviour and to reflect on the causes of it and attempt to mitigate the cause.

PED04 03	Reduce the number of children subject to fixed term exclusions (academic year cumulative to end of quarter)	483 18-19 academic	350	93 (Q2 01/07/19 to 30/09/19)		The Q2 data is on track to achieve the target set
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Supporting Commentary: Debbie Houghton/Vanessa Nice

Similar to the overall number of FTEs across the borough, we had concerns last year about the recording of FTEs and about the number of CYP who were subject to incorrectly recorded exclusions. We have worked with the EWS to address this issue and both services challenge this when they become aware of it. In the short term, this may lead to an increase in the number of children who have more than 1 FTE recorded.

AS HBSS now check all FTEs before they are sent to admin, we now respond to emails about FTEs and tell schools that they must start the CARE schedule for pupils who have had more than 1 FTE recorded. We now need to address the analysis of this document and subsequent action plan that should ensue from it.

As part of the agenda on the Inclusion Conference, we worked with school leaders to develop a borough-wide graduated approach to SEMH. This will give the schools a common framework to work to and enables us to have a common language around children who need additional support. This approach gives suggested strategies for schools to try and also challenges schools to demonstrate that they have put consistent support into place to meet the needs of individual pupils at an early stage. This will hopefully have a marked impact on the number of children receiving repeated FTEs moving forward.

PED04 04	Reduce the number of children subject to a permanent exclusion (academic year cumulative to end of quarter)	47 18-19 academic	30	3 (Q2 01/07/19 to 30/09/19)		The Q2 data is on track to achieve the target set
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Supporting Commentary: Debbie Houghton/Vanessa Nice

The data provided for the last quarter is on track to achieve the targets set, however this quarter does include the 6 week summer break so figures may be lower than other quarters. The local authority has been supporting schools with managing behaviour through the new Behaviour Support Service. School exclusions has also been discussed at an event for schools this quarter and schools are being encouraged and supported to better manage behaviour in order to reduce school exclusions.

We have attempted to engage the 3 schools that accounted for over 50% of the permanent exclusions in the pilot projects. 2 of the schools (33.4%) have already signed up to the projects and we hope to bring the 3rd school on board this month. In addition, the 2 speakers at the Inclusion Conference (8th October 2019) spoke about reducing permanent exclusions and gave the headteachers ideas about how this can be achieved in our settings. School leaders from the 3 schools that excluded the most children in the last year were there but disappointingly, one of these schools was not represented by the headteacher.

Of the secondary schools in the borough, disappointingly, only 2 sent HTs to the Inclusion Conference and 3 were not represented at all. This is obviously disappointing as secondary account for 87% of PEX.

HBSS have taken an area of responsibility with regard to exclusions.

PED04 05	Monitor the number of children subject to EHCP placed in independent and out of borough provisions (snapshot end of quarter) – long term target is to reduce	N/A	N/A	78	N/A	N/A
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Supporting Commentary: Eileen Picton/ Inclusion Divisional Manager

This is a reduction from the number recorded in last quarter.

PED04 06	Monitor the budget spent on independent and out of borough provision for SEND (Forecast end of year)	N/A	£250000 reduction	Refer comment	N/A	N/A
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Supporting Commentary: Sam Murtagh: Budget meeting set for October 2019

PED04 07	Increase the percentage of children subject to EHCP placed in mainstream provision (snapshot end of quarter)	N/A	30%	41%	N/A	
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Supporting Commentary: Eileen Picton/Inclusion Divisional Manager

This represents a slight increase from last quarter.

PED04 08	Monitor the percentage of Special Schools with overall effectiveness of Good or Outstanding	100%	100%	100%		
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Supporting Commentary: Inclusion Divisional Manager

Ref:	Milestones	Quarterly Progress
PED04a	Implement the Social Emotional and Mental Health Strategy (SEMH) by March 2020. Impact to be monitored through the action plan. Sharon Williams	
<i>Supporting Commentary:</i> The SEMH strategy is part of a broader development across the Council to improve Inclusion within our schools. The strategy is in draft format but needs to be aligned with the inclusion Strategy prior to full implementation.		
PED04b	Monitor the impact of the Behaviour Support Team in improving inclusive practice in schools. Sharon Williams (March 2020)	
<i>Supporting Commentary:</i> All short breaks contracts have been recommissioned , all submissions were evaluated with Parent and children / young people		
PED04c	Review the current framework of support for children with disabilities, including short breaks provision and direct payments with all recommissions co-produced with parents and young people Sam Murtagh/ Val Armor (March 2020)	
<i>Supporting Commentary: All commissioned short breaks now in place with regular performance reports being submitted and interrogated</i>		
PED04d	Improve the quality of assessment criteria, Education Health and Care Plans, and quality assure all provision currently being utilised to ensure that provision meets the needs of our children and young people Ann McIntyre (March 2020)	
<i>Supporting Commentary:</i> Please see 3.4 in Emerging Issues above. This is a key focus for one of the Task and Finish Workstreams Chaired by Peopletoo.		
PED04e	Work with schools to ensure that they are more inclusive Ann McIntyre (March 2020)	
<i>Supporting Commentary:</i> An Inclusion Charter has been developed with all schools. The final Charter was shared with All Schools at the Inclusion Conference on 8 th October 2019		
PED04f	Review in borough specialist provision and revise to meet the needs of Halton's children and young people Ann McIntyre (March 2020)	
<i>Supporting Commentary:</i> Independent Consultants Peopletoo are currently facilitating a working group of stakeholders to consider the most appropriate provision to meet local needs.		
PED04g	Implement and monitor dynamic risk register for Learning Disability as per Transforming Care requirements Sam Murtagh (March 2020)	
<i>Supporting Commentary: Process remains fully in place chaired by CCG colleague</i>		

Objective: Raise achievement across Early Years and all Key Stages, and diminish the difference between vulnerable groups and their peers (PED05)

Ref	Measure	18/19 Actual	19/20 Target	Current	Direction of Travel	Quarterly Progress
PED05 01	Ensure all eligible children for the vulnerable 2 yr old funding access quality EY provision (internally collected termly information – may not match to published data from Jan census)	80%	100%	99.9% 2/516 funded children access a RI setting		
<i>Supporting Commentary: Belinda Yen/Gail Vaughan-Hodkinson/ Jill Farrell</i> Two children out of 516 placed are accessing their two year old entitlement in Requires Improvement provision. This can be related to parental request and availability of places within a particular area. Quality of provision is monitored by the two year old officer and audited, whilst training and support is also offered by Early Years officers. All child minders must be rated good or outstanding by Ofsted to access two year old funding placements.						
PED05 02	Increase the take up of Early Years Entitlement for 3 to 4 year olds (internally collected termly information – may not match to published data from Jan census)	93%	96%	93%	Refer comment	N/A
<i>Supporting Commentary: Jackie Durr/Gail Vaughan-Hodkinson /Jill Farrell</i> The latest summary tables indicate that 93% of 3 & 4 year olds are benefitting from funded Early Education places. (Data taken from 'Provision for children under 5 years of age' – last updated, January 2019).						
PED05 03	Monitor the percentage of Early Years settings (pre-schools, day care, out of school clubs,	N/A	N/A	Of those settings inspected:	N/A	N/A

	childminders) with overall effectiveness of Good or Outstanding (snapshot end of quarter)			Day care 100% good+; Pre-schools 92% good+; Childminders 93% good+; Out of school clubs 100% good+		
<p><i>Supporting Commentary: Jan Harvey/ Gail Vaughan-Hodkinson/ Jill Farrell</i> If a child minder does not have any registered children then they will only be identified as having met or not met requirements. The figures above are now all collated separately for each type of provision and refer to those settings who have had an Ofsted inspection – Jill Farrell</p> <p>95% of Early Years Settings with an Ofsted grade, are graded ‘Good’ or ‘Outstanding’; 77% of Early Years settings, including those with a ‘Met’ or have not yet been inspected, are graded ‘Good’ or ‘Outstanding’; 4% are graded ‘Requires Improvement’; 0% are graded ‘Inadequate’;</p> <p>However, of the above, 9% are ‘meeting the requirements’ (this is the judgement awarded to Child minders/Out of School Clubs who have an inspection when there are no children present) and 9% of the above, have not yet been inspected. - <i>Gail Vaughan-Hodkinson</i></p>						
PED05 04	Monitor the percentage of Primary schools with overall effectiveness of Good or Outstanding (snapshot end of quarter)	N/A	N/A	83.6%		
<p><i>Supporting Commentary: Jill Farrell</i> Latest data indicates 83.6% of primary schools are good or outstanding. Other school inspections have been carried out but are not yet published and in the public domain.</p>						
PED05 05	Monitor the percentage of Secondary schools with overall effectiveness of Good or Outstanding (snapshot end of quarter)	50%	N/A	57.4%		
<p><i>Supporting Commentary: Jill Farrell</i> One school has converted to academy status so has no inspection history. This leaves seven secondary schools with inspection ratings.</p>						

Ref:	Milestones	Quarterly Progress
PED05a	Monitor and evaluate outcomes from the use of funding streams (including Free EY Entitlement, Pupil Premium) to raise achievement and diminish the difference between vulnerable groups and their peers. (Jill Farrell) (March 2020)	
<p><i>Supporting Commentary: Jill Farrell</i> Individual settings are monitoring the performance of groups and the impact of interventions. However currently due to some IT issues and concerns regarding information sharing from private day care businesses, not all this information from Early Years settings is submitted to the LA. Colleagues are working on finding a solution to share across the LA but in the meantime are including a focus on training and evidence based research methods as to how to diminish the difference between vulnerable groups and their peers.</p>		
PED05b	Review the process of risk assessment for schools and settings to target support and drive improvement. (Jill Farrell) (March 2020)	
<p><i>Supporting Commentary: Jill Farrell</i> The risk assessment process has been refined for schools and settings. These changes have been implemented. Schools that have been downgraded have been told verbally ahead of categorisation letters being sent out to schools. Pre-warning meetings have also been held for schools that are causing concern in order to identify appropriate co-ordinated support and challenge. Challenge and support will be targeted appropriately to meet the needs of establishments with the greatest vulnerabilities, whilst capacity will also be drawn upon from effective practice within the sector. This is in line with DFE and Central government policies.</p>		
PED05c	Build engagement, capacity and understanding of the strategic role of governors (Jill Farrell) (March 2020)	
<p><i>Supporting Commentary: Jill Farrell</i></p>		

Ref:	Milestones	Quarterly Progress
	<i>The Governor working group meets termly and is progressing information sharing and support for governor colleagues, this was shared at the autumn term Governors briefing. Over the last academic year, more rigorous monitoring of school governor representation at the termly governor briefing has led to an increase in attendance and engagement at termly governor briefings and governor training. Further plans will continue to develop the strategic role of governors. Governor support and clerking is being recommissioned so that one sole provider provides both aspects of governor support and training.</i>	
PED05d	In partnership with schools, review and design and effective curriculum model that meets pupils needs whilst raising ambitions (Jill Farrell) (March 2020)	
	<i>Supporting Commentary: Jill Farrell Initial meetings were held with all schools in the secondary sector and all schools in the primary sector to develop a Halton curriculum. It was found that many schools are members of different academy trusts and or diocesan boards and all have their own requirements. It was therefore decided that work would focus upon developing shared principles and aims for all schools and that this would be developed through the Halton learning Alliance. Halton Learning Alliance is a long term, borough wide development that will work with all educational, business partners and the wider community to develop a Halton vision and raise aspiration, ambition leading to successful, healthy, contributing citizens of Halton.</i>	
PED05e	Develop and implement the Reading strategy (Jill Farrell) (March 2020)	
	<i>Supporting Commentary: Jill Farrell A Reading Strategy group and smaller working groups are developing a Halton Reading Strategy. This will now be launched on 3rd March 2020, followed by a large scale reading event to be held at the stadium on 25th March 2020. Throughout the year there will be a range of events and longer term initiatives, This will reflect the vision and ambitions from the Halton Learning Alliance whilst promoting a passion for reading and enhancing the purpose and value of reading for all.</i>	

Objective: Improve participation and skills for young people to drive Halton's future (PED06)

Ref	Measure	18/19 Actual	19/20 Target	Current	Direction of Travel	Quarterly Progress
PED06 01	Maintain the percentage of 16-17 yr olds not in education, employment or training (snapshot end of quarter, end of year information February)	4.8%	4.4%	6.3%		
	<i>Supporting Commentary: Háf Bell Measure from August 2019 DfE return With limited provision of education or training available in July/August we see an annual increase in NEET figures at this time of year. Our figure for August 2019 is 0.5% lower than August 2018.</i>					
PED06 02	Maintain the percentage of 16-17 yr olds whose activity is not known (snapshot end of quarter, end of year information February)	0.3%	0.8%	0.2%		
	<i>Supporting Commentary: Háf Bell Measure from August 2019 DfE return Continued use of quality tracking processes means we have maintained a very low percentage of young people who we are unable to contact. Our figure for August 2019 is 1.3% lower than August 2018.</i>					
PED06 03	Increase the percentage of 16-17 yr olds with an offer of learning (September guarantee)	96.9%	98.2%	96.2%		
	<i>Supporting Commentary: Háf Bell Measure from IO database 16th October 2019 We are in the final process of making contact with young people who are 17 & 18 year old and who did not attend a Halton institution to confirm if they have continued in education, employment or training in September 2019. This will finalise the September Guarantee figure for the return to DfE at the end of October 2019, which we anticipate will match 2018/19 figures but will not meet the 2019/20 target.</i>					
PED06 04	Increase the percentage of 16-17 yr olds participating in education or training that meets the Government definition of full participation (known as Raising the Participation Age)	89.8%	93%	87.2%		
	<i>Supporting Commentary: Háf Bell Measure from August 2019 DfE return</i>					

The number of young people who are in employment without training has increased by 0.6% from August 2018. Whilst this is a positive destination for young people compared to being NEET it does not meet the Raising the Participation Age requirement for 16 & 17 year olds to be in education or training. This is discussed with schools in relation to Careers Guidance given each year, but Halton continues to underperform in this area.

Ref:	Milestones	Quarterly Progress
PED06a	Closely monitor the cohort of young people not in education, employment or training and identify common patterns/issues to inform actions, guide the effective use of resources and to identify any future commissioning needs (Háf Bell) (March 2020)	
<p><i>Supporting Commentary: Háf Bell</i> Analysis of the cohort continues to take place and where we can adapt and make changes to working practice we have done. There are gaps identified in the support we can offer young people who are long term NEET but we have been unable to identify any existing service to meet the gap, or funding to commission services.</p> <p>The milestone is on course to be achieved because we are carrying out the monitoring work, but there is not the resource available to address the gaps identified.</p>		
PED06b	Work with schools, the College and training providers to review the post 16 offers of learning made to young people and increase the amount of offers made before the end of an academic year (Háf Bell) (July 2019)	
<p><i>Supporting Commentary: Háf Bell</i> Excellent communication with and from schools and the College meant that the amount of information available before the end of the school term in July was significantly higher than last year, reducing the additional tracking workload needing to be carried out by our Commissioned Service.</p>		
PED06c	Work with schools, the College and training providers to report where young people progress to Post 16 as quickly as possible, so those who haven't been progressed can be identified and contacted to offer support (Háf Bell) (October 2019)	
<p><i>Supporting Commentary: Háf Bell</i> Meetings currently taking place with schools to discuss young people who have not progressed post 16.</p>		
PED06d	Work with Post 16 education and training providers in the borough to support the development of provision that does have clear progression opportunities (Háf Bell) (March 2020)	
<p><i>Supporting Commentary: Háf Bell</i> A training provider in the borough ceased provision in June 2019 due to funding issues. Three new training providers have expressed an interest to deliver in Halton. This has not progressed beyond initial discussions with two providers, one provider has now secured premises and delivered an open day event to begin recruitment. Further work needs to take place to map the provision compared to current borough provision and re-identify progression routes.</p>		

7.0 Financial Summary

To follow

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