

Children and Young People Priority Based PPB Report

Reporting Period: Quarter 4 2020/21

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 (CYP). 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 **Troubled Families New Phase**

The Ministry of Housing, Communities and Local Government (MHCLG) in March 2021 announced ‘In 2021-22, we want to take the Troubled Families Programme into a new phase, with a refreshed vision, strengthened objectives and an even stronger momentum to tackle barriers and create lasting change. We are launching the next phase of the programme – Supporting Families – which will focus on building the resilience of vulnerable families, and on enabling system change locally and nationally. This means ensuring that every area has joined up, efficient local services, able to identify families in need and provide the right support at the right time.’ For Halton the commitment is still the same supporting vulnerable families via whole family support from a lead professional where families are experiencing multiple complex problems. The partnership will continue to identify families in need of extra help, target services more effectively and track family level outcomes over the long term. For Halton during 2021/22 we can claim successful outcomes for 236 families.

2.2 **OFSTED report regarding how remote learning is working for children with special Educational Needs and Disabilities**

During the response to Covid, as governors will be aware remote learning was the offer for many children during lockdown. For children with Special Educational Needs and Disabilities (SEND), this did create some additional difficulties. However many schools, settings and colleges found wonderful ways to meet the needs of pupils with Special Educational Needs and Disabilities (SEND).

During autumn term 2020 and Spring Term 2021, Ofsted inspectors carried out a range of interim visits and have shared some of the findings with regard to how well children and young people’s needs were met.

Main messages

- “Careful selection and sequencing of curriculum content is the essential starting point for providing remote education. This means really focusing on the most important things for children and young people with Special Educational Needs and Disabilities (SEND) to learn.
- Structure, routine and consistent support continue to be important for many children and young people with Special Educational Needs and Disabilities (SEND). However, the flexibility of asynchronous approaches to remote education is really helping some children and young people with Special Educational Needs and Disabilities (SEND) to learn and make progress.
- Effective communication with families and carers is crucial. Strengthening relationships with parents and carers and giving them the knowledge and practical help, they need to support their child’s learning has had a positive impact and may have longer-term benefits

- We know that the disruption to essential education, health and care services has had a huge impact on children and young people with Special Educational Needs and Disabilities (SEND). Not all children and young people with Special Educational Needs and Disabilities (SEND) will return to their education setting on 8 March. Some are clinically vulnerable. Some may need to wait longer to return to training sites, and others may be sent home to self-isolate. For the further education sector, learners returning to training sites may take slightly longer.”

Ofsted have shared some slides and video to share some effective practice which can be seen using the link.

<https://www.gov.uk/government/publications/remote-education-and-send/how-remote-education-is-working-for-children-and-young-people-with-send>

Sexual Abuse in Schools - Special Edition

You will no doubt have heard on the news and online, a website called ‘Everyone’s Invited’ has gained publicity due to the huge volume of victims of peer on peer sexual abuse who have disclosed their own personal testimonies. Not all of the disclosures are about schools, however over 100 schools have so far been named on the website – some multiple times – and there are instances where reports were made to individuals in positions of trust by pupils, which have then been suppressed, dismissed or ignored.

Following this, the Department for Education (DfE) have tasked Ofsted with completing a review into sexual abuse in schools. The terms of reference for this review have now been published and full details can be found here:

<https://www.gov.uk/government/publications/ofsted-review-of-sexual-abuse/ofsted-review-into-sexual-abuse-in-schools-terms-of-reference>

What is the purpose of ‘Everyone’s Invited’?

Everyone’s Invited is a website, set up in 2020, where young people can submit testimonies of sexual violence and abuse. The aim of the website is to eradicate rape culture by revealing the abuse that happens in schools in the hope that it leads to change. At the time of writing, over 12,000 have been submitted with many schools being named.

Given the current focus, it would be prudent and advisory that all schools reflect upon their current practice and ensure that reporting procedures are an enabler, not a blocker, to young people feeling able to disclose. Advice and guidance has been circulated to all schools by the Safeguarding Children in Education Officer.

Not in Education Employment or Training (NEET) and Not Known

Despite the significant change to the experience of education for young people since March 2020 Halton’s young people have achieved exceptionally positive outcomes in continuing their engagement with education and training. Once again in 2021 we have seen a reduction in the number of 16 and 17 year old young people who are Not in Education Employment or Training (NEET) or whose activity was not known to the authority (Not Known). The Department of Education measure Not in Education Employment or Training (NEET) and Not Known figures annually as a 3 month average of performance from December to February.

The number of young people in Halton who are Not in Education Employment or Training (NEET) Or Not Known from the 16-18 year old cohort for 2020/21 is 4.0% compared to 4.3% in 2019/20 and 5.1% in 2018/19. The National figure for 2020/2021 is 5.5%.

This is a really positive result demonstrating how well the partnerships across schools, the College, Post 16 providers, support services and the Local Authority (LA) is in making a real difference to the progression opportunities for young people.

2.3 Careers Guidance in school and September Guarantee

The offer should be appropriate to the young person's needs and can include:

- full-time education in school sixth-forms or colleges
- an apprenticeship or traineeship
- employment combined with part-time education or training

As part of a Stable Careers Programme (Gatsby Benchmark 1) and following on from Personal Guidance (Gatsby Benchmark 8) the Local Authority asks schools and the College to provide information about the intended destination for all Year 11 and Year 12 pupils in April, with further updates being sent throughout the summer term.

Previous year's performance: Percentage of Year 11 and Year 12 pupils with an offer of education or training for September 2020

Offer Made	2020
Halton	96.8%
LCR Average	96.2%
Statistical Neighbours	96.1%
North West	96.0%
England	94.3%

3.0 Emerging Issues

3.1 Assessment Procedures for summer 2021 Teacher Assessed Grades

On 25th February 2021 the Department for Education (DfE) published a press release regarding arrangements for the assessment and grading of pupils who were due to sit General Certificate of Secondary Education (GCSEs), Advanced Subsidiary (AS) - and Advanced (A) -levels this summer.

Pupils will receive grades awarded and determined by teachers and will only be assessed on what they have been taught.

Teachers will be able to draw on a range of evidence when determining grades, including the optional use of questions provided by exam boards, as well as mock exams, coursework, or other work completed as part of a pupil's course, such as essays or in-class tests.

No algorithm will be used.

Teachers will submit grades to exam boards by 18 June and results days for General Certificate of Secondary Education (GCSEs), Advanced (A) -levels and some vocational qualifications will take place in the week **of 9 August 2021**. These earlier dates provide additional time for appeals to be completed, so students reliant on those outcomes to achieve their college or university offer have the best chance of accessing a place.

Further guidance will be published by exam boards before the end of the spring term, to support teachers in making their judgements.

3.2 **Statutory Framework for the Early Years and Foundation Stage (EYFS)**

In September 2021 the revised 2021 version of the Statutory Framework for the Early Years Foundation Stage (EYFS) will come into effect and will be mandatory for all early years' providers in England.

The Early Years Foundation Stage (EYFS) sets the standards that all early years' providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

3.3 **Early Years Foundation Stage (EYFS)**

The completion of the Early Years and Foundation Stage (EYFS) profile is non-statutory in 2021. The DfE released a statement as follows:

*The Early Years and Foundation Stage (EYFS) Profile is a valued assessment by teachers and early years' professionals and is a **crucial tool in supporting children's development and the transition from reception to year 1**. It is for that reason we are requiring teachers and early years practitioners to use their best endeavor's to still complete the Early Years and Foundation Stage (EYFS) Profile for children in the summer term, if at all possible, and to provide this important information to parents and to Year 1 teachers, should the situation at the time allow.*

The Early Years and Foundation Stage (EYFS) framework has been revised and the new framework is to be implemented across all schools from September 2021. This includes changes to the Early Years and Foundation Stage (EYFS) profile for 2022. Schools are encouraged to attend LA led briefings on the new Early Years and Foundation Stage (EYFS) framework if they have not already done so.

<https://www.gov.uk/government/publications/changes-to-the-early-years-foundation-stage-eyfs-framework/changes-to-the-early-years-foundation-stage-eyfs-framework>

The national **reception baseline assessment (RBA)** is to be implemented across all schools from September 2021 and will be completed in the first 6 weeks of the reception year. Some schools have opted to be 'early adopters' of the reception baseline assessment (RBA) this year.

<https://www.gov.uk/guidance/reception-baseline-assessment>

3.4 **Key Stage 1 (KS1) and Key Stage 2 (KS2) Standard Assessment Tests (SATs) and Teacher Assessment**

On the 6th January, Gavin Williamson, Secretary of State for Education announced that: *Statutory key stage 1 and key stage 2 tests and teacher assessments planned for summer 2021, including the key stage 2 tests in reading and mathematics, will not take place.*

We know that schools will continue to use assessment during the summer term to inform teaching, to enable them to give information to parents on their child's attainment in their annual report and to support transition to secondary school. We strongly encourage schools to do this, using past test papers if they wish. Primary assessments have a crucial role in supporting pupils to grasp the basics of reading, writing and mathematics and to prepare them for secondary school.

3.5 Phonics Screening Check

There is no statutory requirement to complete the year 1 and year 2 phonics screening checks in 2021. Schools may however choose to complete a screening check for year 1 pupils, and also for year 2 pupils who did not achieve the threshold in autumn 2020, using phonics checks from previous years.

The results of the Year 2 phonics check completed in the autumn term 2020 should be reported to parents in the annual report.

3.6 Year 4 Multiplication Tables Check (MTC)

This is an online assessment designed to determine whether pupils are able to fluently recall their multiplication tables up to 12 through a set of 25 timed questions. The June 2021 [multiplication tables check \(MTC\)](#) is optional for schools who choose to administer the check to some or all of their year 4 pupils. Schools can now access MTC service through [DfE Sign-in](#).

Schools will be able to view pupil results, however there is no requirement to report these results to parents or carers as the assessment is not statutory for this year. No performance data will be published.

3.7 Holiday Activity Fund

Building on the success of last year's Halton Activity Fund (HAF) there is now funding available for 2021. This has been expanded to cover 6 weeks during Easter, summer and Christmas school holidays.

Funding is targeted at those children eligible for means tested free school meals. There will be flexibility in how provision is delivered but should include a lunch time meal, activity and enrichment per session. Schools that want to apply for funding or schools that want to open premise will be supported to do so. Sessions can be face to face, online or offline (activity packs and hampers)

4.0 Progress against high priority equality actions

5.2 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>

5.0 Performance Overview

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	19/20 Actual	20/21 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)	421 open 1047 activity 290 pre CAF	N/A	716 EH Intervention 170 MAP (prov)		N/A

Supporting Commentary: Val Armor

Data is provisional at this time. When QA processes are completed after the Eclipse migration and Eclipse procedures are in place this figure will be refreshed for Q2 2020/21.

Early help assessments have seen a steady increase year on year.

The assessments which have transitioned from CAF (Common Assessment Framework) to MAP (Multi Agency Plan) for internal staff only are now on the eclipse system, there is continued work at the MAP working group with regards to the roll out of the MAP for external partners. This means that the reporting system for MAPs held in the borough is currently in two systems so manual adding is needed at present. However once training is completed it will all be on one system. All school have now been trained by a team of super users in early help. This has been very successful and started on early years in May 2021

Early help provision in locality and children centres has continued throughout the lockdown and creative ways have successfully been explored and implemented to support families from a virtual platform. The children centres are now in a position to offer some small group work in doors and are concentrating on the 02 agenda for families with young babies in lockdown.

PED01 02	Maintain overall attendance at schools: Primary –Pri PRU – PRU Secondary – Sec Special – Spec Total	Autumn Term 2020 (Halton data) Primary 96.08% Secondary 92.80% Special 80.99% PRU 62.27%	95%	Spring Term 2021 (Halton data) Primary 94.15% Secondary 83.35% Special 52.22% PRU 46.07%		
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Supporting Commentary: Debbie Houghton

Schools were only open to vulnerable children from January to 8th March 21, which has had a significant impact on the spring term attendance data. Since 8th March 2021, all pupils are now back in school. From January to 8th March 2021 vulnerable children not attending school were required by Department for Education (DfE) to be given an authorised absence code, whereas children who were not vulnerable received an X code which did not impact upon their attendance. The definition of vulnerable children was also widened from previous lockdowns, so applied to significantly more children. This has meant that this period of time has significantly impacted on the attendance of vulnerable children not attending school. This is shown in the amount of authorised absence 5.2% at primary, 14.9% at secondary, 46.74% at special schools and 34.18% at the PRU. Unauthorised levels of absence are very low in primary at 0.66%, 1.75% at secondary and 1.04% at special and higher at the PRU 19.76%. The spring term data above therefore cannot be compared directly to the autumn term data when all pupils (except those extremely clinically vulnerable) were expected to attend. It is important to note that although vulnerable children were encouraged and supported to attend school, attendance was not statutory and many of these children did access their education at home as did children not classed as vulnerable.

Ref:	Milestones	Quarterly Progress
PED01a	Work with schools to maintain the level of attendance at Primary and Secondary Schools. Martin West / Debbie Houghton (March 2021)	

Supporting commentary: Martin West / Debbie Houghton

From January to 7th March 2021 attendance was not statutory and therefore statutory processes such as legal action for non-attendance could not be used. Following lockdown restrictions in January 2021, the Education Welfare Service (EWS) again supported schools with vulnerable pupils and their families, encouraging attendance and providing advice and support to parents and schools. The EWS made contact with parents of vulnerable children who were not attending through phone calls, home visits to speak to families and children, made appropriate referrals to other services were needed. EWS also supported

were pupils were struggling to work from home or were parents were not contacting schools to establish any issues and then working with schools to help resolve them including taking out work and laptops for children who met the criteria. We continued to work in partnership with other professionals including SEN and Social Care, attending Multi Agency Plan (MAP), Child in Need (CIN) and Child Protection (CP) meeting for pupils open to EWS. EWS also provided regular updates to schools on Government Guidance around managing and recording attendance and use of attendance codes.

From 8th March 2021 the EWS monitored school attendance together with schools. This identified pupils who didn't return or attendance is poor. EWOs completed home visits to families where children didn't return to establish why and offer support if needed including reassurance and setting out attendance expectations. EWS worked with schools through telephone conversations and sending letters to parents setting out expectations for attendance. If new issues were raised for example mental health then referrals will be made to appropriate agencies for support.

Throughout regular bulletins were provided to schools with up to date information around a range of issues including attendance, although EWS were also on hand to deal with day to day queries from schools and parents.

The EWS again supported the Children in Care Team in monitoring daily school attendance of vulnerable pupils within Halton.

PED01b	As a result of the review of Early Help Services, plan and implement transformation model. Val Armor (March 2021)	
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Supporting commentary: Val Armor

The transformation model of early help assessments has been completed and the borough has fully transitioned to MAP – multi agency plans. All schools have been trained and now early years settings will be trained by end of May. Health colleagues will then be trained.

The next transformation model is the development of the parenting offer in Halton. There is an operational sub group mapping out the needs of the borough and funding is being sought for a parenting coordinator role which is very much needed in the borough to really unpick some of the deep rooted parental issues our families are facing.

PED01c	Workforce development, including targeted training, to be further developed and implemented Val Armor (March 2021)	
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Supporting commentary: Val Armor

Training has been delivered less this year due to the restrictions but early help and intervention staff are embedding all training into their work including Solihull, systemic and nurturing approaches. The parenting Halton steering group are also embedding parental conflict agenda and looking to broaden the staffing across parenting.

Level 4 training for practitioners used through the apprenticeship levy is continuing and will be completed by July 21st 2021.

Some staff are currently studying play therapy. More online training has been accessed during the lockdown which has been a huge positive and a matrix of all staff training is currently being worked on.

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

Ref:	Measure	19/20 Actual	20/21 Target	Current	Direction of Travel	Quarterly Progress
PED02 01	Monitor the rate of referrals to Children's Social Care per 10000 0-18 year olds (Forecast annualised rate at end of financial year)	422	500 (full year)	465 (prov)		

Supporting commentary: Angela Povey

The rate of referrals to social care has continued to increase, whilst it is difficult to directly link the increase to the impact of COVID-19, we have seen trends in data that would support this hypothesis, i.e. when there was a reduction in provision of universal services there was a reduction in referrals, when services reopened, we experienced an increase. We continue to use the assessment toolkit in order to improve the quality of referrals, ensuring we have all relevant information at the earliest opportunity for children to receive the appropriate level of support as soon as possible. The Multi-Agency Contact challenge meetings continue to review and monitor the responses and decision making.

PED02 02	Monitor the rate of children in need per 10000 0-18 year olds (snapshot at end of quarter)	362	380	221 (prov)	N/A	N/A
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Supporting commentary: Angela Povey

The number of children in need has remained the same during the last quarter, figures have fluctuated, however, 636 for March 21 is same as March 20. We have continued to experience an increase in complex of cases. The number of contacts has also fluctuated throughout the year, however, March 2021 saw the highest number of contacts i.e. 903 with the lowest in August of 518; March 2020 was 670. The number of contacts have increased, with the conversion to referral/allocation also increasing. This demonstrates CIN cases are being effectively managed, seeing the throughput of cases. Whilst we are unable to evidence the increase is a direct link between children returning to school and COVID-19 restrictions easing, the data throughout the year would support this hypothesis. The temporary Duty and Assessment Team has continued to support the progression of cases and plans and alleviate the additional pressures due to capacity within the CIN Teams.

Ref:	Measure	19/20 Actual	20/21 Target	Current	Direction of Travel	Quarterly Progress
PED02 03	Monitor the rate of children subject to a child protection plan per 10000 0-18 year olds (snapshot at end of quarter)	54	45	50 (prov)		N/A
<p><i>Supporting commentary: Angela Povey</i> Open cases are fluctuating but for January to March 2021 appear in line with North West averages. We have continued to see an increase of complex cases particularly in children under 5 years old. We have seen an increase in allocations/referrals, this correlates with the increase of contacts received. The temporary Duty and Assessment Team has continued to support the progression of cases and plans. It is believed, the increase is linked to surge of new cases coming in as a result of COVID-19 and easing of restrictions.</p>						
PED02 04	Monitor the rate of children in care per 10000 0-18 year olds (snapshot at end of quarter)	99	90	103 (prov)		N/A
<p><i>Supporting commentary: Liz Davenport</i> We track and monitor all Children In Care (CIC) on a monthly basis and plan for discharge of care when safe and appropriate to do so. We are heading in a good direction and thus far we have discharged 8 children from care, 2 children have been made subject to Special Guardianship Order's (SGO) in favour of their foster carers and 2 children have been formally adopted.</p>						
PED02 05	Reduce the number of children and young people who enter the care system (financial year, cumulative to end of quarter)	95	68	75 (prov)		N/A
<p><i>Supporting commentary: Liz Davenport</i> Children enter care either through an emergency due a crisis or to S47 or on a planned basis. All entries to care are subject to approval of the Divisional Manager (DM) and therefore deemed appropriate for safeguarding reasons, all CIC are monitored and tracked accordingly.</p>						
PED02 06	Reduce the average caseload in CIN Teams (snapshot end of quarter)	21	18	22		
<p><i>Supporting commentary: Angela Povey</i> The introduction of the temporary Duty and Assessment Team has enabled the CIN Teams to focus on CIN cases in order to progress plans and appropriately reduce the level of need and progress cases to Early Help where appropriate.</p>						
PED02 07	Increase the proportion of missing incidents where a return interview is completed (financial year, cumulative to end of quarter)	72%	85%	88%		
<p><i>Supporting commentary: Clare Hunt</i> For this time period, there have been 164 return interviews completed with 44 young people by the commissioned service. 88% of young people completed a return interview and 90% were completed within 72 hours. Declines for return interviews have decreased with 19 incidents</p>						
PED02 08	Reduce the number of children who repeatedly run away in Halton (in last 12 months, snapshot end of quarter)	114	N/A	10 (Q4)	N/A	N/A
<p><i>Supporting commentary: Angela Povey; Liz Davenport; Clare Hunt</i> For this reporting period, there has been a total of 165 notifications, a decrease from the previous quarter, there have been ten CYP with repeat missing incidents. 7 of the 10 repeat CYP are in care, 3 CYP are home accommodated. The 10 CYP that made 5 or more incidents during the quarter, accounted for 60% of all missing incidents in the quarter. 18% of all CYP for the quarter are within the repeat cohort. All of the CYP that fit in this cohort received at least one return home interview during the quarter, there were 2 declined interviews. The commissioned service has supported the repeat cohort to reduce missing episodes this quarter through direct work, taking a different approach both with face to face and virtual contacts.</p>						
PED02 09	Reduce 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	55 (Q4)	N/A	N/A
<p><i>Supporting commentary: Angela Povey; Liz Davenport; Clare Hunt</i> There has been a decrease since last quarter of 59 missing incidents. There was also a decrease in the number of CYP making these incidents, 56 compared to 67 in the previous quarter. 82% of the CYP making incidents in this quarter are aged 10 – 15years, the remaining 18% were aged 16-18years. The reasons for missing incidents remain consistent with the previous quarter, boundary issues, older peers and own substance misuse. Additionally, 'other' was selected, a high proportion of these were relating to CYP wanting to spend time with friends.</p>						
PED02 10	Record the number of young people flagged as at risk of Child Sexual Exploitation (snapshot end of quarter)	26	20	19		

Ref:	Measure	19/20 Actual	20/21 Target	Current	Direction of Travel	Quarterly Progress
<p><i>Supporting commentary: Angela Povey</i> Young people are now being appropriately recorded as at risk of Child Sexual Exploitation within our new case management system.</p>						
PED02 11	Record the number of young people flagged as at risk of Child Criminal Exploitation (snapshot end of quarter)	N/A	12	35		N/A
<p><i>Supporting commentary: Angela Povey As above.</i></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 2021)	
<p><i>Supporting commentary: Tracey Coffey</i> This is underway</p>		
PED02b	Review and update Workforce Strategy in line with the Knowledge and Skills framework and the Professional Capabilities Framework. Developing the competencies, skills and knowledge of the workforce making them motivated, stable and ambitious will improve the outcomes for families and keep them at the heart of everything we do. (Tracey Coffey) March 2021	
<p><i>Supporting commentary: Tracey Coffey</i> This is underway</p>		
PED02c	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. Angela Povey (March 2021)	
<p><i>Supporting commentary: Angela Povey</i> The Temporary Duty and Assessment Team has continued and has been operational since 10.08.2020. This has enabled the CIN Teams to focus on multi-agency risk assessments. This continues to address drift and delay of cases and ensure plans progress, ultimately reducing caseloads to a sustainable and management level to give workers capacity to deliver quality and focussed interventions to improve outcomes for vulnerable children. However, as anticipated we have experienced a further surge of referrals as a result of the impact of COVID-19 and a consequence of restrictions and lockdown.</p>		
PED02d	Monitor demand for statutory services for children and young people Angela Povey (March 2021)	
<p><i>Supporting commentary: Angela Povey</i> The demand for statutory services will continue to be monitored and consideration given to capacity due to the impact of COVID-19. As predicted we have again experienced a surge of referrals of complex cases as a consequence and result of restrictions of lockdown and an increase in contacts and referrals when universal services resumed and children returned to school.</p>		

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

Ref:	Measure	19/20 Actual	20/21 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	34 (prov)		
<p><i>Supporting Commentary: Liz Davenport</i> This continues to be reported on and monitored through Permanency Leadership board and children identified and targeted to plan for step down from residential, we also engage in regional events to promote the identification of children requiring foster care. Due to the complexity of some CIC needs and local and regional sufficiency this remains a challenge for us-in addition to that of the global pandemic.</p>						
PED03 02	Reduce the number of children who are placed in independent fostering agencies (snapshot at end of quarter)	61	35	49		
<p><i>Supporting Commentary: Liz Davenport/Sam Murtagh</i> We currently have more of our CIC placed in our mainstream fostering households than previous years so progress is improving. There is a lack of sufficiency locally and nationally which increases the need for Independent Fostering Agency (IFA) as a placement choice for children rather than a more expensive residential placement. However due to the targeted success of the fostering team a number of mainstream carers have been presented to panel recently and are awaiting an ADM, which will improve resources available in house. A more localised IFA framework has been implemented across The Liverpool City Region from December 2020, initial results appear too positive with more children placed more locally either within or close to Halton.</p>						
PED03 03	Increase the percentage of children in care making progress against their expected outcomes (based on termly Personal Education Plan (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		N/A	N/A
<p><i>Supporting Commentary: Sharon Williams</i> Early Years 89% have made progress in more than one area (11% - 2 children, have remained at Autumn stages)</p> <p>Primary 56% have made progress in one or more area since the Autumn term, however some schools reported that Spring term assessments were yet to take place. It also needs to be taken into consideration that PEPs take place throughout the term, therefore PEPs in January may have made more progress by the end of the term. This is compared to 45% in Spring 2020.</p> <p>Secondary 66.1% are making expected progress from starting points in two or more areas. These assessments have been conducted by teacher assessments and formal assessments haven't been completed due to the lockdown during the Spring Term.</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		N/A	N/A
<p><i>Supporting Commentary: Sharon Williams</i> Primary data</p> <ul style="list-style-type: none"> 65% had 100% attendance and/or engagement of at least 90% in their remote learning offer A further 13% had 95 – 99% attendance and/or engagement An additional 4 % had 90 – 94% attendance and/or engagement. <p>Giving a total Of 82% who had above 90% attendance and/or engagement</p> <p>Secondary data</p> <ul style="list-style-type: none"> 53.4% had 100% attendance and/or engagement of at least 90% in their remote learning offer A further 14% had 95 – 99% attendance and/or engagement <p>Giving a total of 67.4% who had above 90% attendance and/or engagement</p> <p>Engagement with the agreed plan was monitored on a daily basis by the school and the Virtual School. If engagement dropped below 90% then a multi-agency risk discussion was carried out to resolve the issues. If a return to school was agreed, this was then brokered by the Virtual School to ensure all support was put in place. The remote learning offer and the quality of the provision were monitored by Halton's School Improvement Service through their termly visits and by the Virtual School through their discussions with the Designated Teachers including during PEP meetings.</p>						

Unfortunately we have some secondary age young people who have complex issues which meant they had poor attendance prior to the lockdown. All steps were put in place to mitigate against this but for a small group of young people this did not improve their attendance. However, on the converse we did have some secondary age young people who were struggling with attendance prior to the lockdown whose engagement did substantially improve.

PED03 05	Maintain the percentage of Care Leavers in suitable accommodation (snapshot at end of quarter)	92%	95%	93.7% (prov)		
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Supporting Commentary: Sam Murtagh/Liz Davenport
 The Care Leavers Accommodation Group (CLAG) continues to meet monthly to track and place all Care Leavers requiring suitable accommodation, with an increasing number of successful outcomes.
 Due to Covid-19 and lack of movement in the transfer or properties and evictions the availability of accommodation has limited however this appears to be improving from January 2021.
 Recently a trainer flat has been secured from the largest local Registered Social Landlord for 16/17 year old Care Leavers to offer an opportunity of trialling independent living whilst remaining in their current placement – this will be developed in the coming quarter and is a positive addition to the support available for Care Leavers.

PED03 06	Increase the percentage of Care Leavers in Education, Employment or Training (snapshot at end of quarter)	68%	65%	39% (prov)		
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Supporting Commentary: Liz Davenport
 Post 16 worker now in post with clear targets and expectations. Working closely with CIC&CL team to target this cohort of young people. Post 16 PEPs will have clear SMART targets that focus on raising achievement and include both short and long term educational planning.

PED03 07	Benchmarking year – Percentage of CIC Residential and Leaving Care placements that have received a Quality Assurance Visit from the Placements Team within the previous 12 months (cumulative from April to end of quarter)	N/A	N/A	Residential 50% Leaving Care 84.2%	N/A	N/A
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Supporting Commentary: Sam Murtagh
 The delivery of on-site quality assurance visits has continued to be significantly impacted by Covid-19 lockdowns and localised restrictions, however throughout this period urgent visits have continued to take place. More recently following appropriate risk assessments a virtual pre visit has been implemented following providers submitting self-assessment documents, this has then been followed up by a virtual visit prior to a time-limited on site visit – adhering to all the required Covid-19 guidance and law.
 This % figure has slightly decreased this quarter for Leaving Care this relates to 2 different providers being used and the time to complete the planned visits – this is expected to increase again next quarter back to 100%. The Residential figure has remained stable this quarter, this has been much slower than expected due to the substantial increase in Residential placements being required this quarter (8 new placements in total). Overall there has been a 25% rise in Residential placements from the outset of Covid-19. Quality Assurance visits continue to be risk based taking account of current OFSTED rating, distance, cost and any issues raised. It is expected that the Residential figure will increase to 60% next quarter.

PED03 08	Report on the budget spent on independent and out of borough placements for Children in Care (Forecast end of year) (Liz Davenport/Sam Murtagh)	9,672,589	N/A	Year end Residential £9,695,579 IFA £2,201,092 Total £11,896,671 (*these figures include all Covid-19 related costs)		N/A
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Supporting Commentary: Liz Davenport/Sam Murtagh
 There has been a 25% increase in the number of Residential placements currently commissioning since the onset of Covid-19. All associated Covid-19 costs relating to inability for young people to move into other types of placements due to lockdown directives have been apportioned elsewhere however are included in the figures above. There is now a Children's Continuing Care panel in place chaired by Health colleagues to enhance timely joint funding agreements. Its planned that the information about the Continuing Health Care assessment process will be outlined / reminded to the Social Work teams

The rising costs of individual placement packages (seen Regionally and Nationally) and the growing number of young people placed within residential provision has significantly increased the spend in this area.

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 2021)	
<i>Supporting Commentary</i> Tracey Coffey <i>This has been completed and is informing the revised sufficiency strategy</i>		
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 2021)	
<i>Supporting Commentary: Sam Murtagh</i> <i>Quality assurance of currently accessed placements is ongoing as highlighted in PED03 07. A procurement timeline has now been developed to commission a Leaving Care support service to deliver into an existing council owned site in Runcorn which will operate as a four bed Leaving Care group living, the same provider will also deliver some floating support to young people in their own accommodation – either Registered Social Landlords property or sourced from the private sector. The timescale for this tender has been significantly impacted by Covid-19 due to provider's capacity to engage with a pre tendering engagement exercise and the practicalities of hosting on site visits. It is planned this will be in place in 2021 with the service in place for late summer.</i>		
PED03c	Through the quality assurance of Personal Education Plans (PEP), identify areas of need and support to improve outcomes for individual Children in Care. Sharon Williams (March 2021)	
<i>Supporting Commentary: Sharon Williams</i> Two areas identified by Ofsted in the ILACS March 2020 have been strengthened. Post 16 and Early Years workers have been appointed with clear targets and expectations. PEPS are being tracked, monitored and scrutinised as per usual process in the VS. The VS now has additional capacity through Early Years and Post 16 to drive improvements.		

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

Ref:	Measure	19/20 Actual	20/21 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%	2021 YTD= 80.9%		
<i>Supporting Commentary: Adrian Leach/ Eileen Picton</i> <i>During the last reporting period the number of Education Health Care (EHC) needs assessment requests has increased as schools have welcomed back a higher proportion of their pupils following the 8th March restriction easing. This increase in requests to assess has moved Halton back in line with the number of requests to assess being seen prior to the Covid-19 pandemic. Since the start of 2021 the SEN Assessment Team have been at the establishment number of assessment co-ordinators. Since April the team has also had a new interim manager in place. Currently fully staffed the tem is better able to meet demand in terms of the number of new requests for EHC needs assessments. Improvement in the timeliness or advice being received by educational psychologists and health services has had a significant impact on the assessment team's ability to consistently finalise plans within the 20 week timescale. Where plans go over 20 weeks this is due to pressure to find suitable provision or where there are ongoing discussions with parents regarding the contents of a draft plan.</i>						
PED04 02	Reduce the number of incidents of fixed term exclusion (academic year cumulative to end of quarter)	707	500	240		
<i>Supporting Commentary: Vanessa Nice / Scott Middlehurst</i> <i>Schools have reported an increase in dis-regulated children post-lockdown and are reporting that some pupils have found the transition back to fulltime schooling a challenge in terms of self-regulation and maintaining good behaviour. This could have led to an increase in behaviour incidents, Fixed term exclusions. However, during the last 15 months the LA has provided schools with robust advice and support in order to meet the needs of their cohorts. There has been a decline in fixed term exclusions owing to school's recognition of the importance of behaviour as a communication of need and supporting it as they would support any other area of SEN.</i>						

The Secondary Behaviour Teacher now works with all 8 secondary schools and has provided training to Initial Teacher Training (ITT), Newly Qualified Teachers (NQTs) and Recently Qualified Teachers (RQTs) in these schools. The secondary lead is also providing bespoke, in-class packages of support to a number of school staff.

The Primary Behaviour Teacher is working in a large number of schools across the borough and has provided one-off support and longer packages of support to schools. The primary lead is also providing bespoke mental health and behaviour management training to schools.

There has been a reduction numbers of FTEs during the first part of Spring Term. Persistent disruptive behaviour was highest reason at 26%, followed by Verbal abuse/Threatening behaviour against an adult 22%.

PED04 03	Reduce the number of children subject to fixed term exclusions (academic year cumulative to end of quarter)	349	350	169		
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Supporting Commentary: Vanessa Nice / Scott Middlehurst
Because of the national lockdown and school closures, there were reduced numbers of FTEs during the first part of Spring Term. 81.3% of FTEs were given to boys and 18.8% given to girls. This is a decrease in FTEs for girls from 22.3% at the same point in 2019-2020 (and obviously an increase for boys from 77.7%).

PED04 04	Reduce the number of children subject to a permanent exclusion (academic year cumulative to end of quarter)	21	30	11		
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Supporting Commentary: Vanessa Nice / Scott Middlehurst
.4 of the 11 PEx were in Autumn and 7 occurred between March 8th (end of school closures) and Easter break on 1st April.
KS1 – 1 KS2 – 1 KS3 – 2 KS4 – 7

PED04 05	Report on the proportion 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	Refer comment	N/A	N/A
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Supporting Commentary: Adrian Leach / Eileen Picton
Currently Halton places a number of children with Education Health Care Plan's (EHCP) in independent non-maintained special schools outside of the borough the current proportion of pupils with EHCPs in independent special schools is 7.2%. This is almost double the national average (4.1%). The reliance on out of borough independent provision is primarily a result of a mix and balance of specialist provision in borough that does not meet the needs of the cohort. This places significant strain on the council core grant through increased costs for home to school transport as well as the schools' grant high needs block (£1.1m overspent in 2020/21)

A number of work streams are in place to address this issue and these form the core of Halton SEND Strategy's Inclusive Education priority. This includes the development of a sufficiency strategy to more closely align provision to need, and a range of interventions to support more inclusive mainstream provision (to free up space in Halton specialist provision: see PED04 07)
Specific developments already in train to address Halton's reliance on OOB INMSS are:

- Development of an SEMH free school in partnership with St Helens Metropolitan Borough Council and The Star Academy Trust
- Development of more flexible resource base provision
- Supporting Ashley school to be able to take a wider level of need for pupils with speech and communication and autistic spectrum conditions

PED04 06	Report on the budget spent on independent and out of borough (OOB) provision for SEND (Forecast end of year)	N/A	£250000 reduction	ISS/NMSS OOB Schools end of year £4,280,879 Overspend of £1,108,429	N/A	
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Supporting Commentary: Sam Murtagh
There were 3 starters in Quarter 4 compared to 10 starters in Quarter 4 of 2019/20. The projected overspend has reduced by £152,983 in Q4
Work has continued reviewing all current available placements in borough including Mainstream, Resource bases and Special Schools whilst at the same time being clear about likely future needs both in terms of number of pupils and types of needs. This work will result in a SEND Sufficiency Strategy statement

The Social Emotional Mental Health (SEMH) Re-integration service level agreement continues with The Bridge School in Halton, this enables pupils to return to their home mainstream school. The performance continues to be positive both with regard to embedding the change to practice in terms of the home school remaining involved through-out the re-integration placement at The Bridge School, no exclusions to date and also in terms of actual reintegration plans and timescales. Children are able to remain on the reintegration pathway for a maximum of 12 weeks. The next group of pupils are planned to reintegrate in late June 2021.

PED04 07	Increase the percentage of children subject to EHCP placed in mainstream provision (snapshot end of quarter)	44%	30%			
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Supporting Commentary: Adrian Leach

Despite progress being made over the last year with regards to the proportion of new plans naming mainstream provision Halton still lags some way behind the national average in terms of all pupils with EHCPs. 26.3% compared to 34.3% nationally. It is one of Halton's four strategic priorities for SEND to improve education inclusion, including mainstream schools confidence and ability to meet the needs of pupils with special educational needs. Work streams within the priority include:

- Embedding nurture based approaches to meet the needs of pupils to ensure they are ready to learn.
- Revising and relaunching the local area's graduated response to provide a toolkit of strategies for schools, settings and providers.
- Working with key schools on a Whole School SEND project supported by the national association for special needs (NASEN)
- Embedding the local areas inclusion charter for schools

PED04 08	Monitor the percentage of Special Schools with overall effectiveness of Good or Outstanding	100%	100%	100%		
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Supporting Commentary: Jill Farrell

100% of Special schools are rated good or outstanding by OFSTED.

Ref:	Milestones	Quarterly Progress
PED04a	Develop and Implement the Social Emotional and Mental Health Strategy (SEMH) by March 2021. Impact to be monitored through the action plan. (Adrian Leach)	

Supporting Commentary: Adrian Leach

The proposed SEMH Strategy is embedded within the broader revision of Halton's SEND Strategy. Monitoring and progress and delivery of the SEND strategy is undertaken by the SEND strategic partnership.

PED04b	Review the current framework of support for children and young people with disabilities, including short breaks provision and direct payments (March 2021) with all recommissions co-produced with parents and young people. (Sam Murtagh/ Val Armor)	
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Supporting Commentary: Sam Murtagh/ Val Armor

The direct payments component has been delayed due to Covid-19 as the priority has been to maintaining commissioned service support to the most vulnerable young people, particularly during the national lockdown. The current commissioned providers have continued to work extremely hard to offer innovative ways of supporting young people with disabilities and their families throughout, zoom calls, online design activities, social activities, shopping delivery etc. – some service have continued to offer face to face services to our most vulnerable young people. All short breaks services have been commissioned in a co-produced manner involving parents and young people, an example of this has been the setting up of swimming lessons for young people with disabilities – this came from a conversation with a number of parents when we were evaluating the most recent tenders for short breaks – unfortunately due to the national lockdowns and government restrictions the lessons were only able to be delivered for three weeks however the funds remain in place for when they are able to be delivered in a safe manner. With the planned National roadmap published plans are ongoing to start the lessons as soon as possible and over deliver if possible

All commissioned short breaks now in place with regular performance reports being submitted and interrogated. A grant application with NHS England for additional funding (£10k) for the delivery of different types of short breaks for young people who have had services disrupt due to Covid-19 was successful with delivery taking place in the Easter holidays. The feedback about the collaborative bid (Commissioning, CCG, Disabled children services) from the evaluators was extremely positive. Work has also started linking in with the Holiday Activity Fund which is focussed on young people who access Free School Meals for support delivery during summer school holidays based on nutrition, enrichment, a healthy lunch and physical activity.

PED04c	Improve the quality of assessment criteria for Education Health and Care Plans. (Adrian Leach)	
<p><i>Supporting Commentary: Adrian Leach</i> A multi-agency task and finish group has been reviewing and revising the local areas graduated response. The graduated response sets out clearly for schools families and professionals the expectations about how children and young people with SEND should be supported prior to needing and EHCP. The expectations around levels of need requiring an EHCP.</p>		
PED04d	Quality assure all provision currently being utilised to ensure that provision meets the needs of our children and young people (Sam Murtagh)	
<p><i>Supporting Commentary: Sam Murtagh</i> The quality monitoring visits that restarted in the autumn term in line with National lockdown requirements – as at year end with 17% of NMISS schools having now received a monitoring visit which covers 37% of pupils placed within independent and non-maintained settings. The monitoring framework used has been reviewed and updated and also shared with the Designated Clinical Officer at Warrington and Halton CCG (Clinical Commissioning Group), who have agreed to accompany the Council to schools that have a clinical offer. Further work will take place with the Parent/Carer forum in relation to completion and promotion of the Parental feedback information to be utilised in the visits.</p>		
PED04e	Review in borough specialist provision and revise to meet the needs of Halton’s children and young people (Ann McIntyre)	
<p><i>Supporting Commentary: Ann McIntyre</i> A Sufficiency Strategy is now been developed to set out the key areas of need and how this need will be addressed in Halton</p>		

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

Ref:	Measure	19/20 Actual	20/21 Target	Current	Direction of Travel	Quarterly Progress
PED05 01	Ensure all eligible children for the vulnerable 2 year old funding access quality EY provision (internally collected termly information – may not match to published data from Jan census)	90%	100% of eligible	85%	Refer comment	Refer comment
<p><i>Supporting Commentary: Jill Farrell / Belinda Yen/Gail Hodgkinson-Vaughan</i> The DfE provided a target of 583 children to be placed. We have placed 495 (includes 12 Out of Borough (OOB) settings) which equates to 85%. This number is slightly lower than usual; process of placement continues as normal, however some places were declined until parents felt more comfortable for their children to return/commence due to the effects of the pandemic. 100% of day care and pre -school settings are good or outstanding; funded two year olds are only placed in good/outstanding provision</p>						
PED05 02	Increase the take up of Early Years Entitlement for 3 to 4 year olds.	93%	96%	97%		
<p><i>Supporting Commentary: Jill Farrell / Belinda Yen/Gail Hodgkinson-Vaughan</i> Halton funded 1868 3 & 4 year olds out of a population of 1932 ONS statistics.</p>						
PED05 03	Monitor the percentage of Early Years settings (pre-schools, day care, out of school clubs, childminders) with overall effectiveness of Good or Outstanding (snapshot end of quarter)	95%	N/A	95%	95%	N/A
<p><i>Supporting Commentary: Jill Farrell /Belinda Yen/Gail Hodgkinson-Vaughan</i> 100% of pre-schools and day care provisions are graded as good/outstanding; 2 new day cares have not yet been inspected; 76 childminders are registered in Halton (8 have not yet been inspected; 8 received a “met” outcome as children were not present at point of inspection; 6 childminders are graded as Requires Improvement; all others are good/outstanding) There is no change since the last QMR and no inspections have taken place, due to the pandemic. Inspection activity for OFSTED re-commenced on 4th May 2021, although to date no Early Years provision has been inspected since then.</p>						
PED05 04	Monitor the percentage of Primary schools with overall effectiveness of Good or Outstanding N.B. 6 out of the 8 schools are academies. (snapshot end of quarter)	87.8%	N/A	Refer comment	Refer comment	N/A
<p><i>Supporting Commentary: Jill Farrell</i></p>						

<i>Due to the pandemic, only monitoring visits have taken place and therefore inspection gradings have not changed. Inspection activity re-commenced on 4th May 2021.</i>						
PED05 05	Monitor the percentage of Secondary schools with overall effectiveness of Good or Outstanding (snapshot end of quarter)	50%	N/A	Refer comment	Refer comment	N/A
<i>Supporting Commentary: Jill Farrell</i> <i>Due to the pandemic, only monitoring visits have taken place and therefore inspection gradings have not changed. Inspection activity re-commenced on 4th May 2021. 6 of the 8 secondary schools are academy schools. We are working closely with our maintained schools providing challenge and support to improve outcomes and achievement for all.</i>						

Ref:	Milestones	Quarterly Progress
PED05a	Monitor and evaluate educational outcomes and the impact of funding streams (including Free EY Entitlement, Pupil Premium) to raise achievement for all and diminish the difference between vulnerable groups and their peers (March 2021). (Jill Farrell)	Refer comment
<i>Supporting Commentary: Jill Farrell</i> <i>Due to the pandemic, statutory assessments in primary schools have been paused and in secondary schools, teacher assessed grades will be submitted. Therefore there is no public data published. Schools have been asked to share effective practice and also any barriers to learning so that support and training can be developed as appropriate. Wider work with schools focusing on meeting all pupils' needs and achievement for all vulnerable groups is continuing as a key focus.</i>		
PED05b	Review the process of risk assessment for schools and settings to target support and drive improvement. Jill Farrell (March 2021)	Refer comment
<i>Supporting Commentary: Jill Farrell</i> <i>Schools are risk assessed based on information shared. Whilst public performance data is not available; wider information is known regarding changes in senior leadership and school performance prior to Covid-19 and during the pandemic including attendance; behaviour; inclusion; governance; leadership capacity etc. The categorisation and risk assessment process will be amended due to the impact of Covid-19, however support will be targeted based on levels of need.</i>		
PED05c	Build engagement, capacity and understanding of the strategic role of governors (Jill Farrell) (March 2021)	Refer comment
<i>Supporting Commentary: Jill Farrell</i> <i>Governor recruitment, training and access to CPD is ongoing. Unfortunately during the pandemic uptake has been limited, although training has been provided virtually throughout. This remains a key area to continue developing.</i>		
PED05d	In partnership with schools, review and design an effective curriculum model for the region that meets pupils needs whilst raising ambitions (Jill Farrell) (March 2021)	Refer comment
<i>Supporting Commentary: Jill Farrell</i> <i>This work was interrupted due to the pandemic as schools have responded to their own curriculum needs. Partnership working with schools has been strengthened throughout the pandemic, although focusing upon wider aspects than a regional curriculum model.</i>		
PED05e	Launch Halton Learning Alliance (HLA) Strategic Partnership to develop an inclusive, ambitious approach developing contributing, successful citizens locally, nationally and globally. All educational stakeholders and community members acting with morale purpose for Halton children, young people and community members (March 2021, Jill Farrell)	
<i>Supporting Commentary: Jill Farrell</i> <i>Halton Learning Alliance was successfully launched in March 2021 and was well attended by the school and college sector. Colleagues agreed to the key principles and vision. The shadow board is now progressing to develop operational work following this launch.</i>		

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

Ref:	Measure	19/20 Actual	20/21 Target	Current	Direction of Travel	Quarterly Progress
PED06 01	Maintain the percentage of 16-17 year olds not in education, employment or training (NEET) (snapshot end of quarter, end of year information February)	4.0%	4.0%	3.4%		
<i>Supporting Commentary: Háf Bell</i> <i>The annual figure reported above as current is an average of December 2020 – February 2021 results. The direction of travel is very positive, particularly given the effect the pandemic has had on the experience of education and employment opportunities. The rise of the Not Known figure below will have impacted the NEET figure, there is the potential within those whose activity is Not Known that some are NEET.</i>						

PED06 02	Maintain the percentage of 16-17 year olds whose activity is not known (snapshot end of quarter, end of year information February)	0.3%	0.3%	0.6%		
<i>Supporting Commentary: Háf Bell</i> The annual figure reported above as current is an average of December 2020 – February 2021 results. Our ability to track the activity of young people has been hindered by the limitations on contact with young people. In previous years we would visit people in their homes if we were unable to contact them via phone, email or social media, this we have chosen not to do during the pandemic to limit the amount of staff travel around the borough.						
PED06 03	Increase the percentage of 16-17 year olds with an offer of learning (September guarantee)	97.4%	98%	96.8%		
<i>Supporting Commentary: Háf Bell</i> There was a reduced number of young people with confirmed offers of learning or training for September 2020, reported as the current figure above. Some young people waited to see how the national picture in relation to Covid-19 developed before making a decision about what they would do next. September 2021 figures are not yet available.						
PED06 04	Increase the percentage of 16-17 year olds participating in education or training that meets the Government definition of full participation (known as Raising the Participation Age)	91.8%	92%	92.2%		
<i>Supporting Commentary: Háf Bell</i> The annual measure is taken in March each year; March 2021 figures are reported as current above. We have observed more young people, particularly 17 year olds, continuing in education instead of leaving to take up employment without training, meaning we are making positive progress in this measure.						
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 2021)					
<i>Supporting Commentary: Háf Bell</i> The focus for 2020/21 has been on ensuring young people are aware of how to access our support and to prioritise young people who have previously suffered from anxiety, or who approached us asking for additional support. Changes were made to our way of working because of lockdowns and restrictions and the impact on young people. This means we have used information to guide the effective use of our resources, although the environment we were responding to was very different to what we expected when planning for 2020/21. As we continue to review whether the country is able to move away from all social distancing restrictions permanently in the future we will continue to consider the impact on young people and how we can support them through our commissioned services.						
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 2020)					
<i>Supporting Commentary: Háf Bell</i> Whilst we continued to have excellent communication with and from schools and the College the process of supporting young people into the next phase of education or training post 16 became more difficult being done at a distance. All schools continued to maintain contact with young people and support where they could, but some young people were not sure what they wanted to do in September 2020 because of the Covid-19 situation.						
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 2021)					
<i>Supporting Commentary: Háf Bell</i> Covid-19 has meant the focus has been on developing a blended offer.						

6.0 Financial Summary

Attached to e mail

7.0 Appendix I

7.1 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.

7.2 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.

7.3 Key for responsible officers:

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

TC Tracey Coffey, Operational Director, Children and Families Service