

Children and Young People Priority Based PPB Report

Reporting Period: Quarter 2 2021/22

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 **Child in Need Teams Restructure**

The restructure of the Child in Need Teams has been approved at Steering Group. Following the Ofsted Focus Visit the implementation will be incremental, with full implementation on 4th January 2022. The restructure is informed by staff feedback, that is, the current remit of the team is too broad, and this is linked to the outcome of Ofsted Inspection in March 2020 that identified drift and delay. The new structure will consist of the Assessment and Support Team (Duty); Children and Family Support Team (Long Term Team) to ensure families are receiving appropriate support and intervention at the earliest opportunity. The restructure will also include the Systemic Hub, Halton is committed to embedding a Systemic Model of Practice. This team will provide intensive therapeutic support to families, supporting children to remain at home with their families. The Systemic Hub will also support embedding the practice model across the service and partnership.

2.2 **Early Help**

Team around the Family (TAF) Early Help have been successful in securing funding to recruit a parenting coordinator role. This role will play a vital part in the development and vision of the parenting offer in Halton including a dedicated web based advice and information parenting hub.

The Early Help health engagement Officers are now based within some GP surgeries at least one day a week. This has increased relationships and partnership working with the GP's and has enabled better access and support for families' reducing the time they will need with GP appointments.

The reducing parental conflict agenda is currently been delivered through localities and children centres. We have recruited an ambassador role for this project who will develop a training package to roll out to embed this agenda into the work of all professionals working with families.

2.3 **Early Years Foundation Stage Reforms**

Early Years has a new statutory framework which is effective from 1st September 2021 and has a range of changes to learning and development requirements; safeguarding and welfare updates; assessment and consideration of teacher workload. Aims of this new framework include:

- Improve outcomes at age 5, particularly in language and literacy
- Reduce workload, such as unnecessary paperwork

All schools and early years' providers in England must follow the new EYFS framework from September 2021.

There are key documents which support the changes:

- Statutory framework for the Early Years Foundation Stage Setting the standards for learning, development, and care for children from birth to five
- Changes to the Early Years Foundation Stage
- Development matters- the non-statutory guidance (updated July 2021)

2.4 **Numeracy and Literacy Catch Up Funding**

In mid-July the DfE announced a £10 million catch-up scheme to provide specialist training and materials to support focused sessions to boost pupils' numeracy and literacy skills. Beginning in the autumn term, schools will be prioritised if they have high proportions of pupils from disadvantaged backgrounds. Maths sessions will target pupils in KS1 and Year 7. English support includes, for eligible primary schools, a grant of up to £6000 for validated phonics programmes.

2.5 **Nurture Strategy**

Halton's nurture network have devised a revised Nurture Strategy. Early research shows that children and young people's wellbeing has decreased during the coronavirus pandemic. Children with special educational needs and disabilities, children from disadvantaged backgrounds and children from the Black Asian and Minority Ethnic backgrounds are also recognised as experiencing higher levels of anxiety and lower personal wellbeing than children without these characteristics.

The revised Nurture Strategy is designed to be more practical for schools and settings to use and support them in supporting children and young people's emotional health and wellbeing. It also contains some useful school case studies, building on the excellent provision developed in Halton schools. These case studies also explain the cost implications and systems which may need to be considered when developing this approach. Alongside this there are also practical tips and resources for schools regardless of whether schools identify themselves as having developed nurture provision or not. There is also a dedicated section on nurture provision in Early Years linked to the Revised Early Years Development Matters Framework.

Halton continue to have a well-attended Nurture Network who meet on a half termly basis. They provide mutual support and training for schools. This is delivered by Halton SEN Service alongside the Education Psychology

2.6 **14-19 Secondary Schools Update to Guidance: Careers, Education, Training**

In July 2021 the Government updated their statutory guidance document relating to Careers guidance. The main updates were:

- Bringing together the statutory guidance for schools and the guidance for colleges on careers guidance into a single document;
- New section to bring the key points for governors and senior leaders into one place;
- Text added to describe the range of support made available by the department, particularly through The Careers & Enterprise Company and the National Careers Service, to help schools and colleges achieve the Gatsby Benchmarks;
- New paragraphs explaining the importance of the skills and technical education reforms set out in the department's white paper, 'Skills for Jobs: Lifelong Learning for Opportunity and Growth' and how schools and colleges should highlight the opportunities these reforms will create for students;
- Text added to make it clear that schools and colleges should not promote HE as a better or more favourable route than FE and apprenticeships; and should inform

students when evidence suggests that courses they are considering lead to poor career outcomes;

- Changes to reflect the coverage of careers guidance in Ofsted’s Education Inspection Framework, published in 2019 and Ofsted’s school inspection handbook, updated in June 2020;
- References to the impact of the COVID-19 pandemic and how schools and colleges can adapt their careers provision.

2.7 Targeted Youth Outreach Service

The new Halton targeted outreach service was launched in July 2021. Between July to September, Vibe (the provider) has completed 72 sessions across the Halton area. This equates to 216 hours of outreach youth work on the streets in Halton comprising 719 contacts during Thursday evenings, 770 contacts on Friday evenings, and 670 contacts on a Saturday evening. During these sessions, they have actively engaged with, and signposted approximately 1074 young people contacts in the Runcorn area WA7 and 1085 young people contacts in the Widnes area, a total of 2159 contacts with young people.

2.8 Specialist Provision

Officers continue to work with special school colleagues to expand specialist provision in Halton. Work was undertaken during the summer break at Cavendish School with some internal adaptations and modernisation to assist the school in meeting additional demand. Discussions are also continuing with the School to explore options in terms of a 2 classroom extension to add further capacity.

3.0 Emerging Issues

3.1 Unaccompanied Asylum Seeking Children

There continues to be a significant increase in the number of Unaccompanied Asylum Seeking Children being accommodated. This is due to the dispersal of these young people into a Hotel in Runcorn.

3.2 Recruitment and Retention of Children’s Social Care Staff

Recruitment and retention of staff remains challenging, this is a national issue.

3.3 Referrals to Social Care

There continues to be an increase in referrals and complexity of cases. As predicted there continued to be an increased in cases over the school summer holidays and then when children returned to school.

3.4 Eclipse Families, Children and Young People System

Eclipse data recording system has been rolled out and training has been completed. The systemic continues to present numerous challenges for workers at all levels, due to the complexities of the system and the impact on capacity for teams.

3.5 Early Help

Demand for Early Help services have significantly increased over the last 12 months in particular. This is very challenging to balance with staffing issues. We have had early retirements, long term sickness, secondments and promotions to deal with. Early intervention in iCART has seen a rapid increase in referrals. The team has been up and running for five years

now and has the same staffing structure but referrals have increased by 50%. This is a challenge and will require an urgent review in the coming months.

Children Centres have been open during the pandemic but still operate under covid restrictions so the demand for services to resume is out weighing the capacity to deliver. We are targeting services to the most vulnerable families but this has reduced the capacity to deliver universal support.

3.6 **Virtual School**

Overall Personal Education Plan (PEP) quality assurance has been impacted upon by the difficulties schools have experienced in utilising the new Eclipse system, and also the disruption to learning experienced by our children in care due to high levels of transmission, so there has not been the continuing improvement hoped for. To seek to resolve this, the Virtual School, in consultation with Designated Teachers, have made the decision to move to a new online ePEP platform which will streamline the process and provide greater clarity around improving quality.

3.7 **Attendance of Children in Care**

Attendance in the Secondary cohort of children and young people in care has been impacted by a small number of pupils who have been discharged from secure accommodation and then requiring specialist or bespoke provision, both of which have been hard to source prior to their move in the pandemic climate. There has also been an increase in the number of Unaccompanied Asylum Seeker Children. Delays in age assessments and the need to develop their English to enable them to access a school have meant that they have had periods of time not on a school roll. They young people are also predominantly placed outside of Halton. However, ESOL tuition has been provided as soon as they have come into care. Once age has been verified, then school places have been sourced.

3.8 **Placements**

The national shortage of both secure accommodation and placements has impacted upon where our children and young people have been placed when requiring a move, particularly in an emergency or following discharge from secure provision. However, Children's Social Care, the Placements Team and the Virtual School have worked hard to minimise the disruption to the child or young person's education. The Headteacher of the Virtual School attends the Placement Resource Panel so getting early alerts around any placement issues but also challenging any decisions that would disrupt the child's education. However, when this cannot be avoided through emergency then the relevant PEP and Progress Coordinator is fully included in the process and identifying appropriate provision in the area. If this cannot be facilitated at the same time then a tuition package is provided whilst this is resolved.

4.0 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	20/21 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 MAP, pre-MAP or specific target interventions in Children's Centres at any point in the year) (financial year cumulative to end of quarter)	716 EH Intervention 170 MAP (prov)	N/A	494 EH Intervention 226 MAP (prov)	N/A	N/A

Supporting Commentary: Val Armor

These figures are provisional at this time due to a change in recording processes we are still in talks with OLM around the reporting on early help work.

Early help assessments have seen a steady increase year on year however the data is still provisional due to the changeover of data systems.

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. Training for schools and early years settings is now complete and training for health staff has commenced and will end early November, there will be ongoing support offered through the MAP ambassador roles in the locality teams.

We have now created an easy leaflet and guidance for parents and carers about the MAP process and also one for children and young people to help them understand the process.

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 0-2 agenda for families with young babies in lockdown. Universal services have commenced within the centres but we are still working in restrictions due to COVID and rising numbers. This has impacted upon the number of people accessing as we cannot meet current demand due to room capacity and staff sickness.

Early Help locality teams have been inundated with referrals to open early help assessments. This has put huge pressure on the teams to allocate all cases. A RAG rating and priority based system is currently in place to allocated the families who need the most support and help.

The request for MAP's in the under 5 age group for children centres has also increased and staff are now holding many caseloads as well as delivering the core offer through to universal and targeted services.

PED01 02	Improve overall attendance at schools: Primary –Pri PRU – PRU Secondary – Sec Special – Spec Total	LA 92.8% Pri 93.2% Sec 92.8% Spec 88.7% PRU 62.5% (2019/20)	95%	LA 92.6% Pri 94.4% Sec 90.7% Spec 85.4% PRU 69.1% (Up to 1 st half term)		Refer comment
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Supporting Commentary: Debbie Houghton/Scott Middlehurst

Attendance has improved in primary and secondary but reduced in special schools and the PRU.

One of the main reasons for absence is authorised absence due to Covid, in the spring term as children with EHCPs or open to Social Care were given an authorised absence if they choose not to attend and from September 2021 not attending due to Covid had to be classed as an illness code again an authorised absence. Previously it was an X code which didn't impact on attendance.

Ref:	Milestones	Quarterly Progress
PED01a	Work with schools to maintain the level of attendance at Primary and Secondary Schools. Martin West / Debbie Houghton (March 2022)	

Supporting commentary: Debbie Houghton

Education Welfare Service continue to work with schools and families to support attendance, but remain faced with continuing absences due to COVID for both pupils and school based staff.

PED01b	Implement Pause project and support women to make positive choices, improving their relationships with their children and preventing further children being taken into care. (Val Armor March 2022)	
<p><u>Supporting commentary:</u> Val Armor</p> <p>The PAUSE project went live in Halton on 1st April 2021. Since implementation staff have been recruited and trained. There are currently 13 women engaged in the programme. The project is overseen by Divisional Manager for early help and strategically there is a project board chaired by Halton Director of Children's Services. This is joint project with Knowlsey and funding is through Liverpool City Region. The service is going well and has already started to make an impact on the women.</p> <p style="text-align: center;"> 2021 Q1 Report - Halton Knowsley - Bo</p> <p>A quarterly report is available here</p>		
PED01c	Revise Halton's parental offer that will include further developmental of reducing parental conflict training (Val Armor March 2022)	
<p><u>Supporting commentary:</u> Val Armor</p> <p>Halton offers a variety of parenting support groups from low level 'terrific twos' and 1-1 support through to evidence based parenting such as Nurture and Triple P. The reducing parental conflict agenda is also part of the early help division and will be rolled out borough wide. Some of this training took place pre Covid-19 however the pandemic had an impact on further training. We have successfully recruited to the Ambassador role for RPC and this role will develop the training package for all practitioners which will be embedded in everyday work in the borough. After years of trying to coordinate parenting across the borough, we have now secured funding for a three year parenting coordinator post. We successfully recruited to this post end of October and the role will commence hopefully in December. This will help to create a parenting offer and online parenting hub for Halton families.</p>		

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

Ref:	Measure	20/21 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)	465	500 (full year)	592		
<p><u>Supporting commentary:</u> Angela Povey</p> <p>The rate of referrals projection remains above the annual target. It is difficult to directly link the increase to the impact of Covid-19, we continue to experience a high level of complex cases and increase in none accidental injuries. 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.</p>						
PED02 02	Monitor the rate of children in need (CIN) per 10000 0-18 year olds (snapshot at end of quarter)	221	380	214		
<p><u>Supporting commentary:</u> Angela Povey</p> <p>The rate of children in need has reduced slightly, although figures have fluctuated. As outlined above, we have continued to experience an increase in complex of cases. The conversion to referral/allocation has also increased slightly. This further evidences 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. Due to the success of the temporary Duty and Assessment team, as outlined above, the restructure of the CIN Teams will embed this within the permanent structure for the Children in Need Service.</p>						

Ref:	Measure	20/21 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)	50	45	49		
<p><i>Supporting commentary: Angela Povey</i> Child Protection cases have remained consistent, which is lower than previous years. Q2 2021-22 shows Halton is below local comparator averages but in line with England average. 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. The introduction of the overview panel is now embedded in practice, this ensures senior management oversight and review of cases were children have been subject to lengthy Child Protection plans.</p>						
PED02 04	Monitor the rate of children in care per 10000 0-18 year olds (snapshot at end of quarter)	103	90	114		
<p><i>Supporting commentary: Liz Davenport</i> There has been an increase in Q2.</p>						
PED02 05	Reduce the number of children and young people who enter the care system (financial year, cumulative to end of quarter)	75	68	68 (Apr-Sept)		
<p><i>Supporting commentary: Angela Povey</i> Halton have continued to experience an increase in children and young people who enter the care systemic, this has been impacted by a number of contributing factors, including; increase in significant injuries to children under 5 years old; cases blocked within Court Proceedings (this is a national issue); significant increase of referrals in respect of unaccompanied asylum seeking children (this is due to the dispersal of these young people into a local Hotel in Runcorn), there are currently 35 ongoing assessments in relation to unaccompanied asylum seeking children, these young people are children in care.</p> <p>The proposed restructure of the Child in Need Teams will strengthen support to families at the earliest opportunity, this will include the formulation of a Systemic Hub, who will work therapeutically with children and families to prevent family breakdown and will support children and young people remaining at home. The restructure will be implemented on 1st November 2021.</p>						
PED02 06	Reduce the average caseload in Children in Need Teams (snapshot end of quarter)	22	18	22		
<p><i>Supporting commentary: Angela Povey</i> The average caseload remains consistent and has decreased and is close to target. 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)	88%	85%	64%		
<p><i>Supporting commentary: Clare Hunt</i> For this time period, there have been 75 return interviews completed with 47 young people by the commissioned service. 64% of young people completed a return interview and 84% were completed within 72 hours. Declines for return interviews have increased with 46 incidents.</p>						
PED02 08	Reduce the number of children who repeatedly run away in Halton (in last 12 months, snapshot end of quarter)	38	N/A	9		N/A
<p><i>Supporting commentary: Liz Davenport; Clare Hunt</i> For this reporting period, there has been a total of 160 notifications, a decrease of 26% from the previous quarter, there have been nine CYP with repeat missing incidents. Five of the nine repeat CYP are in care, one CYP are home accommodated, two are young people in 20 mile radius and one are CYP from Other Local authority. The nine CYP that made five or more incidents during the quarter, accounted for 49% of all missing incidents in the quarter. 12% 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 was one 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>						

Ref:	Measure	20/21 Actual	20/21 Target	Current	Direction of Travel	Quarterly Progress
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)	243	N/A	74	Refer comment	N/A
<p><i>Supporting commentary: Angela Povey; Liz Davenport; Clare Hunt</i> There has been a decrease since last quarter of 55 missing incidents. There was also a decrease in the number of CYP making these incidents, 74 compared to 80 in the previous quarter. These decreases are partly attributable to the impact of the direct work completed with a number of the repeat cohort who have significantly reduced the number of missing incidents compared to the previous quarter. The significant reasons that CYP reported as the reasons for missing this quarter were boundary issues, whereabouts unknown and family conflict. Boundary issues and whereabouts unknown are consistent with the significant reasons reported by professionals as the reason for missing incidents, in addition to peer pressure also. There is a small cohort of young people who are repeat missing from care.</p>						
PED02 10	Record the number of young people flagged as at risk of Child Sexual Exploitation (snapshot end of quarter)	19	20	31		
<p><i>Supporting commentary: Angela Povey</i> Young people continue to be appropriately recorded as at risk of Child Sexual Exploitation within our new case management system. The multi-agency monthly CSOG meeting reviews children who are high risk of child sexual exploitation.</p>						
PED02 11	Record the number of young people flagged as at risk of Child Criminal Exploitation (snapshot end of quarter)	35	12	45		
<p><i>Supporting commentary: Angela Povey</i> Young people continue to be appropriately recorded as at risk of Child Sexual Exploitation within our new case management system. The multi-agency monthly CSOG meeting reviews children who are high risk of child sexual exploitation.</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 2022)	
<p><i>Supporting commentary: Tracey Coffey</i> A number of the original cohort of workers trained in Systemic have left the authority, this has impacted on the full implementation of systemic practice in Halton; the implementation has been reenergised through the commencement of additional training and there will be a Systemic Practise Team in place early 2021</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 2022)	
<p><i>Supporting commentary: Tracey Coffey</i> Further work will be undertaken around this area in the OFSTED Improvement Plan</p>		
PED02c	Implement redevise structure for children and need service to ensure better resilience and management accountability to provide a safe and structured environment for social workers. (March 2022 Angela Povey)	
<p><i>Supporting commentary: Angela Povey</i> The restructure of the Child in Need Teams has been approved at Steering Group and was to be implemented on 1st November 2021 (now deferred to January 2022). The restructure is informed by staff feedback, that is, the current remit of the team is too broad, and this is linked to the outcome of Ofsted Inspection in March 2020 that identified drift and delay. The new structure will consist of the Assessment and Support Team (Duty); Children and Family Support Team (Long Term Team) to ensure families are receiving appropriate support and intervention at the earliest opportunity. The restructure will also include the Systemic Hub, Halton is committed to embedding a Systemic Model of Practice. This team will provide intensive therapeutic support to families, supporting children to remain at home with their families. The Systemic Hub will also support embedding the practice model across the service and partnership.</p>		
PED02d	Implement redevise quality and assurance framework to monitor improvements in practise (Tracey Coffey 2022)	
<p><i>Supporting commentary: Tracey Coffey</i> Following a peer audit the quality assurance framework will be reviewed</p>		

Linking the audit process more clearly to service model and expected practise standards. Terms of reference and membership of the QA meeting will also be reviewed to take into account inclusivity of social workers as well as managers.

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

Ref:	Measure	20/21 Actual	21/22 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)	34	20	38		
<p><i>Supporting Commentary: Liz Davenport/ Sam Murtagh</i> The permanency leadership board manages the step down to foster care project. A number of children and young people are in the targeted cohort where placements and regional events are sought to safely return them to foster care. A quarterly panel has recently been undertaken whereby social workers attend with an updated assessment of their CIC and the cohort of children has been amended to support more CIC moving to foster care with one young person having successfully transitioned from Residential to foster care in Q2 .The increase in Residential numbers is echoed across the neighbouring local authorities and in line with the increase of children and young people entering care.</p>						
PED03 02	Reduce the number of children who are placed in independent fostering agencies (snapshot at end of quarter)	49	35	52 (prov)		
<p><i>Supporting Commentary: Liz Davenport/Sam Murtagh</i> All placements are tracked through the resource and placements meeting where sourcing Halton's mainstream foster carers is a primary focus. The current level of sufficiency due to increase of Children in Care is resulting in the use of Independent Fostering Agencies, and in some circumstances residential, however as foster carers approvals are also tracked there are means to place with in house carers planned. Halton have in the last quarter seen a small number of foster carers retire which impacts on use of IFA placements, however we currently have seven assessments of potential new foster carers is underway</p>						
PED03 03	Maintain the percentage of Care Leavers in suitable accommodation (snapshot at end of quarter)	94%	95%	98%		
<p><i>Supporting Commentary: Liz Davenport/Sam Murtagh</i> 74 of 76 Former Relevant Care Leavers are in touch The care leaver's accommodation group runs monthly and tracks all care leavers requiring independent accommodation. This is a multi-agency meeting with housing providers. The panel has successfully moved a growing number of Care Leavers into their own accommodation via this route Recently a further Registered Social Landlord has joined the group. Ashley house is due to be commissioned which will also provide suitable accommodation. Furthermore we have successfully obtained a two bedroom flat from Halton Housing Trust in Widnes, which is utilised to support and develop Care Leavers independent living, prior to moving onto their own tenancy. Talks have also begun sourcing a 2nd trainer flat in the Runcorn area of the borough – a viewing is planned imminently (SM)</p>						
PED03 04	Increase the percentage of Care Leavers in Education, Employment or Training (snapshot at end of quarter)	39%	65%	38%		
<p><i>Supporting Commentary: Liz Davenport</i> 74 of 76 former Relevant Care Leavers are in touch. Cooperative work with the Virtual school and head is underway to improve progress in this are through stronger links with local FE to promote education and training.</p>						
PED03 05	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 40% Leaving Care 78%	N/A	N/A
<p><i>Supporting Commentary: Sam Murtagh</i> The increase in Children In Care numbers have impacted on the increased numbers of placements being required at the same time as taking more team resource to placement search for young people with complexity . This in turn impacts on the requirement for a quality monitoring visit as well as some previously visited providers now requiring a further annual visit. The Placement team have prioritised visits for the coming quarter to increase the p with each Officer completing a minimum of 2 visits each month. The 80% target has been slightly missed for Leaving Care provision this quarter with 14 of the 18 providers having received a visit within the last 12 months. (SM)</p>						

PED03 06	Report on the budget spent on independent and out of borough placements for Children in Care (Forecast end of year) (Liz Davenport/Sam Murtagh)	Year end Residential £9,695,579 IFA £2,201,092 Total £11,896,671 (*these figures include all Covid-19 related costs)	Projected 9,583,822	Year end Residential £12,808,229 IFA £2,657,459 Total £15,465,688 (these figures include all Covid 19 costs)		
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Supporting Commentary: Liz Davenport/Sam Murtagh

In order to address these rising costs, the following initiatives have been introduced help to reduce spend in this area: Residential Step Down ,Supported Lodgings, Care Leavers Training Flat, In House Care Leaver/Edge of Care accommodation – Liz Davenport

Since the start of the financial year there has been over a 10% increase in the numbers of Residential placements, a 6% increase in the use of IFAS (Independent Fostering Agencies) and a significant increase in the numbers of Unaccompanied Asylum Seeking Children – at the start of the financial year this was 4 and is now 43 accounting for a total spend of £961,188, the increase in numbers is also compounded by the diminished availability of qualified workers to undertake appropriate age assessments – this is currently being addressed with the Home Office.

There is also ongoing work to build a children's home within the borough to be operated by a social enterprise to begin reduce reliance on the private Residential sector. The increase in budget costs is directly linked to the increase in the Children in Care overall numbers. Currently a number of land sites in the borough are being explored for this purpose (SM)

PED03 07	Report on number of children placed within 20 miles of Halton	N/A	N/A	52 (prov)	N/A	N/A
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Supporting Commentary: Sam Murtagh

There are 52% placed in Halton. Further work about postcode mapping is required by research and intelligence colleagues to outline the percentage of children placed within 20 miles of the borough (SM)

Ref:	Milestones	Quarterly Progress
PED03a	Ensuring all children in care achieve permanency in a timely way. (Liz Davenport/ Angela Povey March 2022)	
<p>Supporting Commentary: Liz Davenport/ Angela Povey</p> <p>The progress of Long Term matching to achieve permanency is tracked via weekly PIMMS meeting and on a monthly basis during CIC and Fostering Management meeting in addition to Resource and Placement Panel. Where adoption is the child's plan monthly tracker meetings identify cases from care proceedings to track early and those children already subject to a Placement Order. Currently we have successfully identified families for all children subject to a pan of adoption.</p>		
PED03b	Ensure that Safeguarding Unit escalate any delays or concerns using escalate policy (Susanne Leece March 2022)	
<p>Supporting Commentary: Susanne Leece</p> <p>The Independent Reviewing Officer (IRO) dispute resolution process was reviewed and strengthened in Q3 2020/21. As a result there was an increase in the number of formal escalations during Q3 and Q4 2020/21, however, the application of the procedure by IRO team at this formal level, is not yet consistent and the number of formal escalations in Q1 and Q2 2021/22 have reduced.</p> <p>In the last report it was noted that there was anecdotal evidence that there was greater challenge at an informal stage by the IRMs with a greater ability to resolve issues without having to progress to formal process. Eclipse is being used to capture these more informal discussions/challenges and we are working on using the system to extract data in terms of the number of recorded informal escalations.</p> <p>A number of development sessions with the IROs are being undertaken during Q3 2021/22 to increase consistency into their responses to any drift or delay in planning.</p>		
PED03c	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 (March 2022 Sam Murtagh)	
<p>Supporting Commentary: Sam Murtagh</p> <p>A Liverpool City Region framework for Fostering the Residential placements has now been fully implemented. One of the positive outcomes has been two Halton young people moving from Residential to a Fostering placement via a step down process. Work has now begun on a procurement for a Halton based Leaving Care group support provider – engagement</p>		

sessions have taken place on site with 14 potential providers outlining our requirements/expectations. Work also continues with the LA Assets team and Regeneration team regarding the potential development of a children's home on a development site in Runcorn as well as a scoping exercise of all available land sites in the borough for Residential purposes Work is planned for the next quarter with local Residential providers to discuss their plans for increasing their capacity locally utilising the change in OFSTED legislation regarding multiple building registration to increase local placement sufficiency(SM)

PED03d	Through the quality assurance of Personal Education Plans (PEP), identify areas of need and support to improve outcomes for individual Children in Care (March 2022 Sharon Williams)	
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Supporting Commentary: Sharon Williams

At the end of the academic year 2020-21 percentage PEP completion was as follows:

Early Years 80%; Primary 100%; Secondary 85%; Post 16 68%, meaning that overall 89% of children and young people in care had a PEP completed.

Of the PEPs completed the percentage rated as at least good were as follows:

Early Years 80%; Primary 94%; Secondary 67%, Post 16 53%, meaning that overall 88% of PEPs completed were judged as good or better.

As can be seen from the data above there is still more work to be done in Post 16 both in terms of completion and quality. The main reason for the lower quality in the Secondary phase was around SMART target setting and also issues with Eclipse.

We have addressed the issues with Eclipse by moving to an online ePEP through Welfare Call. Training has been completed with all education provisions and to date feedback has been good. With regards to the quality issues, training has been provided by the Phase PEP Coordinators to address specific issues and share good practice. The training also addressed the need for creative uses of Pupil Premium Plus to address lost learning and recovery as our young people are reporting being 'screen tired' so the more traditional online catch up is not engaging them in the usual way.

The Virtual School has restarted its activity programme to support our children in care in transferable skill development. In addition to this every child in care has received a 'Keeping in Touch' packs over the Summer) which contain fun curriculum based activities to support continued learning at home. 1:1 tuition and book parcels have continued to be offered to pupils whose PEPs identify these as appropriate strategies. Also our new Education Support Workers are providing some direct work sessions aimed at encouraging engagement in learning and also modelling/coaching carers and parents on how to establish effective learning at home routines and practices.

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

Ref:	Measure	20/21 Actual	21/22 Target	Current	Direction of Travel	Quarterly Progress
PED04 01	Increase the percentage of Education Health Care Plan assessments completed within 20 weeks (academic year cumulative to end of quarter)	2021 YTD= 80.9%	75%	80.5%		

Supporting Commentary: Adrian Leach

Despite the highest ever number of referrals for assessment in the last term of 2020/21 and the highest September and October figure for requests to assess the SENAT team have continued to maintain a high level of plans delivered within 20 weeks. Reporting back from the monthly DfE Covid SEN report indicates that this puts Halton in the top 30% of local authorities nationally. The national average is currently 55% completed in 20 weeks.

PED04 02	Reduce the number of incidents of fixed term exclusion (academic year cumulative to end of quarter)	707	500	498 (2020-2021 academic year)		
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Supporting Commentary: Vanessa Nice / Scott Middlehurst

In 2020-2021 there were 498 fixed-term exclusions (now called suspensions by the DfE). Of these; 84.9% were for children in KS3 & KS4
75.7% were given to boys

50.6% were given to children with SEN. This is higher than national figures and an inclining trend.

62.45% were given to children entitled to free school meals.. This is higher than national figures and an inclining trend.

24.9% were given for persistent disruptive behaviour and 24.3% were given for verbal abuse or threatening behaviour towards adults. These two categories will inform the support offered to individual teachers and school-wide by HBSS this academic year

PED04 03	Reduce the number of children subject to fixed term exclusions (academic year cumulative to end of quarter)	349	350	304 (2020-2021 academic year)		
<p>Supporting Commentary: Vanessa Nice / Scott Middlehurst This figure relates to the 2020-2021 academic year. This is a decrease from 347 the previous academic year. The new School Behaviour checklist and Toolkit (SBT&C) has been introduced so that children with challenging behaviour are identified and supported at an early stage. This also encourages schools to consider whether the child has unmet SEMH needs.</p>						
PED04 04	Reduce the number of children subject to a permanent exclusion (academic year cumulative to end of quarter)	21	30	15 (2020-2021 academic year)		
<p>Supporting Commentary: Vanessa Nice / Scott Middlehurst This figure relates to the 2020-2021 academic year. This is a reduction from 21 in 2019-2020 and 48 in 2018-2019. There have been three Permanent exclusions in Autumn 2021</p>						
PED04 05	Report on the proportion of children subject to Education Health Care Plan (EHCP) placed in independent and out of borough provisions (snapshot end of quarter) – long term target is to reduce	N/A	94%	7.1%		N/A
<p>Supporting Commentary: Adrian Leach There has been a slight increase in the proportion of pupils with an EHCP being placed out of borough over the course of the reporting year. This is due primarily to the available appropriate provision within Halton having reached and in many cases exceeded its capacity. Over the last three to four years Halton Council have worked in partnership with school colleagues to ensure that we continue to meet the needs of Halton children this has allowed us to achieve the development of a number of satellite provisions (Brookfields at The Grange, and Ashley) as well as build capacity in the sector. However with severely limited capital funds and the end of the SEND Capital Grant the limits of the current special estate have been reached. This causes new who are unable to remain in mainstream to be placed out of borough.</p>						
PED04 06	Report on the budget spent on independent and out of borough (OOB) provision for SEND (Forecast end of year)	ISS/NMSS OOB Schools end of year £4,280,879 Overspend of £1,108,429	£250000 reduction	ISS/NMSS OOB Schools end of year £5,272,786. 68	N/A	
<p>Supporting Commentary: Sam Murtagh Within this last quarter there has been a significant increase in the numbers of requests for out of borough (OOB)/ ISS/ None Maintained Special School placements (NMSS). For context there were 27 referrals for NMSS placements received between Sept 20 and August 21, 10 of these were made in July and August 2021 for September 2021 places. There has also been an increase in the number of children placed in the last year:- as of Sept 2020 - 77 children were placed in 26 NMSS settings increasing in Sept 2021 to 87 children placed in 29 NMSS settings. This in turn is leading to most local OOB provision, especially for social emotional mental health needs being full resulting in increased travel time and transport costs. Work continues on a special educational needs and disability (SEND) Sufficiency Strategy being collated by the Divisional Manager Inclusion that will offer a number of opportunities in relation to types of provision locally available in Halton – it is planned this will in turn result in the reduced requirement for Out of Borough SEN placements. New providers wishing to open some smaller provision in the borough are being communicated with.</p>						
PED04 07	Increase the percentage of children subject to EHCP placed in mainstream provision (snapshot end of quarter)	26.3%	65%	Refer comment	N/A	N/A
<p>Supporting Commentary: Adrian Leach The 2020 SEN2 data shows that Halton is narrowing the gap to national with respect to the proportion of pupils with an EHCP educated in mainstream schools. Cumulatively in 2021 42.5% of children with new EHCPs have been placed in mainstream schools. This is expected to lead to a narrowing of the gap to national rates when the 2021 figures are released in Feb 2022. This metric is important as evidence shows us that children with SEND achieve better outcomes and are more prepared for adulthood if they can access a broader mainstream curriculum and school community</p>						

PED04 08	Monitor the percentage of Special Schools with overall effectiveness of Good or Outstanding	100%	100%	100%		
<i>Supporting Commentary: Jill Farrell</i> All special schools are good or outstanding graded by Ofsted						
PED04 09	Increase the percentage of Education Health and Care plans for Child Protection and Children in Care completed in 16 weeks (academic year cumulative to end of quarter) (Adrian Leach)	N/A	75%	Refer comment	N/A	N/A
<i>Supporting Commentary: Adrian Leach</i> This is a new and aspirational metric for 2021/22. It is not part of any official reporting or monitoring by regulators and as such there is no pre-existing reporting mechanism. Work is still underway to develop the reporting capacity in Synergy to be able to monitor this metric and as such it has not yet been baselined. Moreover due to the reduced capacity and high levels of demand for new EHCPs experienced by SENAT there has not been the opportunity to focus on this cohort specifically.						

Ref:	Milestones	Quarterly Progress
PED04a	Develop and Implement the Social Emotional and Mental Health Strategy (SEMH) by March 2022. Impact to be monitored through the action plan. (Adrian Leach)	
<i>Supporting Commentary: Adrian Leach</i> SEMH is one of four areas of need recognised by the 2015 SEND Code of Practice. Halton has experienced a significant rise in SEMH needs over the last few years in line with many other local authority areas. Because of the central importance in identifying early pupils SEMH needs and helping schools to meet them effectively the objectives and outcomes for pupils with SEMH needs are fully embedded into the local areas SEND Strategy 2021-25. In particular the Inclusive Education Priority focused on understanding the causes of SEMH needs and the associated behaviour and identifying them and managing them more effectively		
PED04b	Review the current framework of support for children and young people with disabilities, including short breaks provision (Sam Murtagh March 2022)	
<i>Supporting Commentary: Sam Murtagh</i> All short breaks provision will be re-commissioned in the coming months with all current contracts ending on 31 st March 2022. Information has begun to be captured from families and young people in terms of future short breaks provision – this work will continue in the coming quarters prior to the re-writing of service specifications and requests being made for families and young people to be directly involved in the commissioning process. An event is planned next quarter with the Parent/Carer Forum (SM)		
PED04c	Review direct payments with all recommissions co-produced with parents and young people. (March 2022 Val Armor)	
<i>Supporting Commentary: Val Armor</i> 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 services 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 disrupted 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.		
PED04d	Improve quality and timeliness of Education Health and Care Plans. (March 2022 Adrian Leach)	

Ref:	Milestones	Quarterly Progress
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Supporting Commentary: Adrian Leach

AN EHCP Improvement Plan is in place to monitor progress in timeliness and quality of EHCPs. The plan is divided into four work stream areas: Resources and Staffing, Quality Assurance, Process efficiency and Monitoring, MI and ICT. A range of quality improvements have been implemented within this framework. Quality assurance checks across health and inclusion are in place during fortnightly Partnership Panel meetings where plans are QA'd and decisions to assess or issue draft EHCPs are made. In addition termly multiagency QA meetings are held to evaluate EHCPs. Feedback from these processes have informed an improvement in consistency, clarity and appearance of plans with improved specificity and clarity in outcomes and provision in the plans. There remains work to do to build on these improvements and this is being supported by investment across the SENAT with most of the team undertaking the L4 SEN Casework Award (the only professionally accredited training course for EHCP Co-ordinators. Over 2020/21 Halton has continued to make great strides with respect to the timeliness of EHCPs and Halton is on track to be in the top third of local authorities with 80% of EHCPs delivered within 20 weeks by the end of 2021. This compares well to the position in 2019 where only 35% were delivered in 20 weeks

PED04e	Quality assure all provision currently being utilised to ensure that provision meets the needs of our children and young people (March 2022 Sam Murtagh)	
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Supporting Commentary: Sam Murtagh

The quality monitoring visits that restarted in the autumn term in line with National lockdown requirements – as at academic year end with 17% of NMIS schools had received a monitoring visit which covered 40% of pupils placed within independent and non-maintained settings. The two quality monitoring visits planned in for quarter 2 took place, meaning that 24% of NMIS schools have now received a monitoring visit covering 46% of children placed. Outcomes from one of the visits has led to a suspension on referrals whilst improvement plans are implemented. A further monitoring visit to assess progress being made at the school will take place in November 2021. There are four visits planned for quarter 3, and two learning walks for schools that have been previously visited but the learning walks couldn't take place due to COVID restrictions. One of the visits this quarter we were accompanied by the Designated Clinical Officer to confirm the providers clinical offer in place was appropriate. We are also working closely with the Safeguarding Children In Education (SCIE) OFFICER

PED04f	Review in borough specialist provision and revise to meet the needs of Halton's children and young people (March 2022 Adrian Leach)	
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Supporting Commentary: Adrian Leach

Officers within the Local Authority have undertaken a series of meetings with special school head teachers to assess supply and demand for places going forward. It is proposed that some capital development will be undertaken to add capacity.

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

Ref:	Measure	20/21 Actual	21/22 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)	85	100% of eligible	91		

Supporting Commentary: Jill Farrell / Belinda Yen/Gail Hodgkinson-Vaughan

The DfE provided a target of 564 children to be placed. Halton have placed 516 (not including 3 Out of Borough (OOB) settings) which equates to 91%. This number is slightly higher 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 Childminders provision.

PED05 02	Increase the take up of Early Years Entitlement for 3 to 4 year olds.	97%	96%	91%		
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Supporting Commentary: Jill Farrell / Belinda Yen/Gail Hodgkinson-Vaughan

The current 91% figure is based on national data produced from the January annual census as recorded in July's LAIT figures. This does not include any quarterly breakdown and as take up increase throughout the year with Early Years children this is not a fully reflective view of spring and summer term increases. Previous figures were based on local quarterly information which is not currently available so there is no drop from the actual figure as it was a different source and measurement. There has been some decline in uptake due to parental anxiety of sending children to provision during the Covid-19 pandemic. This encouragement and marketing of the benefits of accessing free early years entitlement is being promoted across a range of early years and multi- agency teams.

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	Refer comment	N/A	N/A
<i>Supporting Commentary: Jill Farrell / Belinda Yen/Gail Hodgkinson-Vaughan</i> Processes are in place to monitor the effectiveness of all provisions. However due to the COVID pandemic inspections were paused until the summer term unless settings were newly registered or in a category of concern. Full inspections have now recommenced. Since Quarter 1, one Day Care setting has been inspected, moving from 'Outstanding' to 'Good' and one Pre-School was inspected and graded 'Good' (first inspection).						
ED05 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)	N/A	N/A	84%	N/A	N/A
<i>Supporting Commentary: Jill Farrell</i> Since September 1 st 2021, since the revised Education Inspection Framework has been introduced, Halton have to date experienced three primary school inspections. None of these reports are as yet published so cannot be shared, however the new framework is extremely rigorous and places a strong focus upon the quality of education and scrutinises the role of governors and middle leaders. This framework is very much addressing a broad and balanced curriculum with in depth learning of "sticky knowledge" so that pupils embed their learning and make focused connections across all areas of learning applying knowledge to a breadth of areas.						
PED05 05	Monitor the percentage of Secondary schools with overall effectiveness of Good or Outstanding (snapshot end of quarter)	N/A	N/A	50%	N/A	N/A
<i>Supporting Commentary: Jill Farrell</i> The revised Education Inspection Framework was introduced in September 2021. To date no Halton secondary schools have been inspected under this framework. Of the 8 mainstream secondary schools; six are academy schools and one school has a directive academy order to convert. Ofsted inspections are therefore the same as they were pre pandemic with 50% of schools rated good or outstanding.						

Ref:	Milestones	Quarterly Progress
PED05a	Monitor and evaluate educational outcomes of all pupils, vulnerable pupils (CIC: EHCP etc.), disadvantaged pupils and the impact of funding streams (including Free EY Entitlement, Catch Up funding, Pupil Premium, Sports Premium etc.) to raise achievement for all and diminish the difference between vulnerable groups and their peers (March 2022 Jill Farrell)	
<i>Supporting Commentary: Jill Farrell</i> Statutory assessments were paused for 2020 and 2021 in Early Years and Primary phases. Secondary assessments were graded through Teacher Assessed Grades, but results will not be published so we are unable to report about outcomes. The principles of improving outcomes for children and young people do however remain and are developed across all educational provisions. Statutory assessments are returning for the academic year 2021-2022.		
PED05b	Monitor and evaluate the impact of COVID-19 lockdown and remote learning offer on all pupils and vulnerable pupils learning (March 2022, Jill Farrell)	
<i>Supporting Commentary: Jill Farrell</i> Remote learning offer was the prime focus for Associate School Improvement Advisor (ASIA) visits during the spring term 2021 and has continued as a key enquiry. The impact of Covid-19 has been shared in reading/maths audits but was only able to share qualitative statements, not any quantitative measures. Schools have reported impact on learning to varying degrees depending upon individual circumstances. Catch up funding has been used to support interventions and addressing any gaps in learning, but the national tutoring programme has been limited in the region with schools reporting difficulty in finding available tutors or varying quality of offer.		
PED05c	Review the process of risk assessment for schools and settings to target support and drive improvement (March 2022 Jill Farrell)	
<i>Supporting Commentary: Jill Farrell</i> Schools are categorised based on a range of indicators indicating school capacity to continue improvement or any vulnerabilities. Due to the cancellation of statutory assessments the process has been revised and is based on factors including capacity and or experience of effective leadership. Over the last academic year, primary schools have seen a 20% turnover in headship and this has also impacted throughout all stages of leadership structures. Support and training is in place for all levels of leadership as is future succession planning across schools. Cross service monitoring group coordinates a risk assessment across a range of services which may impact upon schools capacity to improve and or identified vulnerabilities requiring support.		

Ref:	Milestones	Quarterly Progress
PED05d	Build engagement, capacity and governors understanding of the strategic roles and responsibilities (March 2022 Jill Farrell)	
<p><i>Supporting Commentary: Jill Farrell</i> Governors training, advice and support contract is commissioned with Entrust Governor services. In addition termly governors' briefings and reports are led by HBC education colleagues and shared with key updates. Schools who buy into this service level agreement gain access to NGA Gold membership and Modern Governor training as well as Entrust training sessions. Bespoke governor training is delivered by school improvement colleagues within targeted schools and governors are supported with head teacher and leadership recruitments. During COVID, training take up decreased so is a renewed area of focus and Halton Reminder of Governor group will be supported to regroup and drive governance across the system. Governors are also represented systemically across Halton Learning Alliance and key regional priorities are shared to increase awareness.</p>		
PED05e	In partnership with schools, review and design an effective educational vision for the region that meets pupils needs whilst raising ambitions (March 2022 Jill Farrell)	
<p><i>Supporting Commentary: Jill Farrell</i> Halton Learning Alliance has been successfully launched and four key work streams identified; Early Language Communication and language Acquisition; Inclusive Education; Curriculum for future schooling and health and wellbeing of pupils and the workforce. Each group is devising priorities and plans which will raise ambition for all children and young people across Halton</p>		
PED05f	Launch Halton Learning Alliance 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 2022, Jill Farrell)	
<p><i>Supporting Commentary: Jill Farrell</i> Halton Learning Alliance has been successfully launched. The shadow board are working on four key priorities coming out of a shared vision for Halton. This will form a strategic action plan which will report against key indicators once formulated by all stakeholders. Each working group have now met; a newsletter for Halton Learning Alliance is being devised and a website developed to share the visions and work of HLA across Halton. Currently gaining capacity from the wider school led system is challenging due to ongoing pandemic pressures.</p>		

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

Ref:	Measure	20/21 Actual	21/22 Target	Current	Direction of Travel	Quarterly Progress
PED06 01	Maintain the percentage of 16-17 year olds not in education, employment or training (snapshot end of quarter, end of year information February)	3.4%	4.0%	4.4%		
<p><i>Supporting Commentary: Háf Bell</i> Current measure reported is the latest verified data from August 2021 and is compared to August 2020. Whilst the progress in Quarter 2 2021 is better than Quarter 2 2020 it's too early to assess whether the overall target for 2021/22 will be met because this depends on the progression of young people into education, training or employment from September 2021 onwards.</p>						
PED06 02	Maintain the percentage of 16-17 year olds whose activity is not known (snapshot end of quarter, end of year information February)	0.6%	0.3%	0.6%		
<p><i>Supporting Commentary: Háf Bell</i> Current measure reported is the latest verified data from August 2021 and is compared to August 2020. Whilst we look to be on course to meet the target all destination information needs to be rechecked again from September 2021 onwards, therefore we don't yet know how successful our tracking exercise will be in autumn 2021.</p>						
PED06 03	Increase the percentage of 16-17 year olds with an offer of learning (September guarantee)	96.8%	98%	98%	95.6%	
<p><i>Supporting Commentary: Háf Bell</i> Current progress in verifying offers of learning is further ahead than this time last year. As part of the process we are finding more young people who are in employment without training, which doesn't qualify as an offer of learning. For this reason we anticipate not achieving the target for 2021/22.</p>						

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)	92.9%	92%	90.3%		
<p>Supporting Commentary: Háf Bell <i>Current measure reported is the latest verified data from August 2021 and is compared to August 2020. Whilst we look to be on course to meet the target all destination information needs to be rechecked again from September 2021 onwards. In 2020/21 fewer young people progressed to employment without training, which doesn't meet the definition of full participation. It is anticipated this was influenced by the effects of the pandemic on businesses and could change for 2021/22.</i></p>						

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 2022)	
<p>Supporting Commentary: Háf Bell <i>Analysis of cohort and discussions with those working with young people have informed the re-commissioning of a service to encourage, enable and assist young people to participate in education, employment or training from April 2022.</i></p>		
PED06c	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. (July 2022) (Háf Bell)	
<p>Supporting Commentary: Háf Bell <i>Plans are in place to progress this work with institutions from spring term 2022.</i></p>		
PED06d	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 progressed can be identified and contacted to offer support (October 2021) (Háf Bell)	
<p>Supporting Commentary: Háf Bell <i>Whilst institutions have been working well with us we have found inaccuracies in data provided that hindered our ability to identify where young people had progressed too efficiently.</i></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 (March 2022) (Háf Bell)	
<p>Supporting Commentary: Háf Bell <i>Staff capacity issues due to a long term absence from work is currently hindering the progression of this work stream. We anticipate this should not be an issue by Q4 2021/22.</i></p>		

5.0 Financial Summary



Children and Families Q2 Final.do



EIP Q2 2021.22 Final.docx

6.0 Appendix I

6.1 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.

6.2 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.

6.3 Key for responsible officers:

MW Martin West, Interim Operational Director, Education, Inclusion and Provision Service

TC Tracey Coffey, Operational Director, Children and Families Service