

Children and Young People Priority Based PPB Report

Reporting Period: Quarter 1 2023-24

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 names 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

Since the Ofsted Inspection known as ILACS (March 2020) there has been a continuous circle of priorities and plans, audits and reviews, two Ofsted Focus Visits including one which led to the issue of a DfE Improvement Notice (Jan 2022) and the creation of a Children's improvement Board. Serial changes to senior staffing have introduced both turbulence and complexity. Covid contributed to the challenges faced by the service, as did rising numbers of cases coming through the Front Door. An increase in staffing levels, predominantly agency staff above establishment, helped mitigate rising caseloads to some degree but this created significant budget pressures. Placement costs for children and young people with complex needs have risen dramatically, both as a consequence of the lack of suitable placements regionally and nationally and due to the escalating degree of need presented by a small number of young people. Furthermore, the lack of educational provision for children and young people with SEND in the Borough adds transport cost pressures to the budget outturn as children travel out of Borough.

The turbulence associated with changes at senior level is stabilizing and the appointment of the new Director of Children Services, Zoe Fearon, who starts in late October provides the context for the creation of our twelve-week priority plan. This plan focusses our work in ensuring that children of the Borough are safe and that we know they are safe, distilled in three priorities

see children, hear children, help children.

- 2.1 Early years language and mathematics have been identified as areas for development and have been prioritised in the 'Priority Education Investment Area' Action Plan. WellComm Screening and TALK Boost intervention programmes are to be introduced into all Primary Schools. Bespoke training programmes designed to raise standards in mathematics are to be delivered in 21 targeted Primary Schools by the Maths Hub. All programmes to commence September 2023.
- 2.2 Early years communication and language have been identified as areas for development in the 'Home Learning Environment' strand of the Family Hubs agenda. Funding has been secured to deliver Early Talk Boost training to all Early years settings, commencing in September 2023.

- 2.3 The 'Team Around the School' project successfully launched in Q1 with visits to all secondary schools within the authority. These multi-agency meetings include a wide variety of professionals including the school improvement service, educational psychologists, Virtual School, early help, mental health support, specialist teachers and education welfare who visit each school to discuss and support children and young people, who are at risk of exclusion, as well as offering support to schools to improve practice. These meetings will continue throughout the new academic year but evolve to also discuss children with extreme persistent absence and emotional based school non-attendance. Throughout the year, we will look to enhance this offer further to clusters of primary schools.
- 2.4 The Priority Education Investment Funding has been determined and commissioning of services and providers is nearing completion for 3 of the strands (Improving outcomes at EYFS, KS2 and KS4). All schools have been informed of their selection to be involved in all activities. The attendance strand will be finalised in Q2 with targeted schools informed during Q2. All work is expected to conclude by March 2025.
- 2.5 The Halton Lea 'Right to Succeed' Project education strand continues to make good progress, with services and activities commissioned and agreed with all schools who have engaged in the programme, with delivery due to begin in Q2.
- 2.6 The Virtual School has worked with social care colleagues to improve the timeliness of new into care PEPs, with 100% of EY, Primary and Secondary New into Care PEPs completed within 20 days. The focus is to now increase the timeliness for Post 16 to be in line with the other cohorts. This will be supported by the introduction of a new grant to support the completion of P16 PEPs, as this has been identified as a national priority.
- 2.7 The Safeguarding Children in Education Officer began in January 2023 has continued to develop strong working relationships with school leaders, colleagues within EIP and multiagency safeguarding partners, including Early Help, Social Care and Health. An extensive offer of training to education settings has been offered and well attended by settings. The SCIE Officer has worked alongside Early Help Managers to co-deliver training to support education settings knowledge and skills in undertaking and navigating MAP assessments. Regular CPD workshops, network meetings and model policy and procedures are regularly shared with education settings in meeting their safeguarding responsibilities.
- 2.8 Education Officers have recently met with Liverpool Diocese regarding the Diocesan Academisation plan. The Diocesan plan is for schools within their Diocese who wish to convert to academy status would join a Liverpool Diocesan Multi Academy trust alongside schools in Warrington and a Knowsley School. Within Halton there are eight schools within this Diocese who could select this option moving forwards. To date, no schools have informed the Local Authority that they are planning to convert, although a couple of schools are potentially interested to learn more. If schools do plan to convert, the Local Authority would work in partnership with these schools, but there could be a potential loss of buyback to Local Authority of back-office services moving forwards. Halton have three other Diocese across the region with Chester Diocese providing a similar offer to their three Halton schools.
- 2.9 SEND Resource bases: The additional resource bases using DFE SEND capital funding have now been approved and over the next academic year (2023-2024) these will provide 97 new places of Resource base provision in borough. These will align with additional provision required as identified by the SEND sufficiency strategy.

Delivering Better Values- Halton are part of the DE Delivering Better Values programme. Data analysis as part of the discovery phase has been happening from May 2023 onwards and training is occurring throughout August. Stakeholder consultation events will be held throughout the Autumn term and will be used to identify and inform future plans. Once key areas have been identified, Halton will have the opportunity to apply for up to £1 million funding to address systemic change and reduce high needs DSG overspend in relation to SEND.

2.10 **Family hubs**

Halton has launched first Family Hub – Kingsway Family Hub launched in July!

Excitingly Halton is one of 75 local authorities to be eligible for Family Hub funding to transform existing provision into family hubs model and framework. DM for early help is the strategic lead for coordinating this and working closely with all partners to deliver the new model. A steering group has been set up and will progress the different work streams and feed into the group. Year one funding has been rolled over. Branding is now in place which was co-produced with children and families Governance structure of accountability has been suggested and ready for management sign off. The vision is that an Early Help Partnership board will offer scrutiny, challenge and support to many streams of work within early help and prevention including family hubs, supporting families, right to succeed, early help assessments, reducing parental conflict and parenting. Runcorn family Hubs will be launched in October 23.

2.11 **Pause** in Halton is now well established, and the first graduation took place on 20th January. The programme works with women who have previously had 2 or more children removed from their care. In September the annual event and celebration was held with huge success. The project has already made significant impact on the women and really made a difference to their lives. Evidence already shows positive outcomes including women moving into adult education and gaining employment. After a sustainability report and constant persistence funding was finally secured in March 23 for another 12 months for the programme. Currently being funding 50/50 by LA and ICB. Divisional Manager for early help and PAUSE practice lead are meeting with partners over the next few months for further sustainability.

2.12 **Right to Succeed** – This project is part of the Steve Morgan foundation and working with Liverpool city region. Halton Lea was the ward that was identified 18 months ago to work in to improve outcomes for children and families. A hub model approach will be delivered and aligned with Halton’s family Hub model. The programme has completed the discovery phase and has now moved into dedicated steering groups looking at education and wider services. The DM for early help and the OD for education represent the borough on the regional board

2.13 **Staff Redeployment**

The local authority has taken the decision to close 2 full DayCare provisions due to the financial cost of both settings. Since neighbourhood nursery money expired, the LA have attempted to maintain the provisions however at a financial loss. The settings will close in August 23. However, after a very difficult and challenging few months the divisional manager for early help has successfully re deployed 13 members of the staff into Team around the Family to support the early years function in the family hub model. All staff are excited with their new roles and look forward to their new roles commencing in September 23. This offer will widen the universal and targeted offer to families in the community.

2.14 **Nursery School Wrap around provision:** Following the decision to close Local Authority Day care provisions, two maintained nursery schools are developing extended provision so that families in the Warrington Road and Ditton region have access to wrap around care. This extended provision will be opening from September 2023.




3.0 Emerging Issues


- 3.1 **National Childcare changes:** In the Spring Budget 2023 the Chancellor announced the single biggest changes to childcare policy ever seen in England. 30 hours childcare for every child over the age of 9 months will be available for working parents by September 2025, where eligibility will match the existing 3-4 year old 30 hours offer. This offer will be introduced in phases, with 15 hours childcare for working parents of 2 year olds coming into effect in April 2024 and 15 hours childcare for working parents of 9 months to 3 year olds, in September 2024. These changes will bring challenges to the Early Years Sector, with an increasing number of places needed and an increasing number of appropriately qualified staff. Early Years officers are working with all stakeholders, including Early Years settings, DfE and wider LCR colleagues to address both the needs of the sector and the challenges to the sector, in order to enable us to be ready and prepared to deliver the new entitlements effectively and efficiently.
- 3.2 **School Improvement Monitoring and Brokering Grant:** The School Improvement Service has historically been funded by the 'School Improvement, Monitoring and Brokering Grant', which has enabled Local Authorities to provide educational, curriculum and leadership support and challenge to all our maintained schools. This also funded provision for training, briefings and cluster networks for school staff, led by Associate School Improvement Advisors (ASIA) colleagues. Sadly, this grant has been ceased and we therefore need to move towards the service becoming funded through a service level agreement with all schools. This presents risks in engaging all schools and ensuring support is purchased back at a sufficient level to enable them to receive the necessary support, challenge and guidance. The SLA and course and network meeting charges will be shared in Q2, with a launch by the end of Q4.
- 3.3 **School Attendance:** The Secretary of State for Education has written to all Local Authorities requesting a renewed focus upon attendance in educational provision. Post pandemic nationally, attendance has declined with more pupils accessing less education as a consequence and increases in pupils identified as having persistent absence and severe persistent absence. This concern not only impacts educational opportunities and potential future education, employment and training opportunities, it can also be a safeguarding concern and can affect vulnerable pupils disproportionately. In order to improve attendance for all, Halton will be working with all stakeholders to ensure that "Attendance is everyone's business." Over this next academic year, services across health, social care, education, council, local employers, schools, colleges and childcare will all be driving this key message and supporting parents/carers to promote children and young people attendance and engagement at school/college. Whilst childcare is non statutory, developing strong attendance habits and valuing the benefits of education is key. The attendance strategy and attendance initiatives will be promoted and developed to support this and are also a significant priority within the Priority Educational Investment Area action planning.
- 3.4 **Section 175 audit:** All schools have recently submitted their Section 175 audits to the Safeguarding Partnership. The three key themes as an area of focus are:
- develop the confidence of education settings in the use of professional challenge and escalation with safeguarding partners.
 - develop education settings knowledge and understanding of CE and the screening tools to support young people with CE concerns.
 - Increase the number of Early Help Plans and Assessments (MAPS) led upon by education providers.



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	22/23 Actual	23/24 Target	Current	Direction of Travel compared to same Qtr Prev Yr	Quarterly Progress
PED01 01	Increase the number of early help assessments (MAP/PRE-MAP) health/education and other partners are leading on	613 MAP 263 PRE-MAP	N/A	400 MAP 114 PRE-MAP		N/A
<p>Supporting Commentary: Val Armor Work is continuing with regards to the roll out programme for training health and education in accessing the system and taking the lead professional role. Runcorn Locality manager is the lead officer in driving this forward. We are also going to develop a team around the school approach in collaboration with education colleagues. This will focus on increasing attendance but will also help to support school colleagues with MAP's. Support clinics and weekly working together meetings will oversee the increase in partnership uptake in the borough.</p>						
PED01 02	Improve overall attendance at schools: Primary –Pri PRU – PRU Secondary – Sec Special – Spec Total	LA - 92.12% Pri - 93.86% Sec - 90.38% Spe - 87.62% PRU - 54.61%	95%	LA – 91.64% Pri– 93.89% Sec- 89.09% Spe – 87.83% PRU – 54.66%		
<p>Supporting Commentary: Debbie Houghton /Scott Middlehurst The 22/23 data column is attendance data until end of the spring term 23. The current data is from Synergy for full academic year 22/23 including the summer term until end of July 23. For primary schools attendance has further improved from 93.86% to 93.89% and special schools attendance has further improved from 87.62% to 87.83%. Attendance data for the PRU has also increased from 54.61% to 54.66%. Secondary school attendance is showing as decreasing from 90.38% to 89.09%, however the overall attendance will include data for year 11, many of whom will have been on study leave for exams for part of the summer term which will have Impacted on the overall attendance figure.</p>						



Ref:	Milestones	Quarterly Progress
PED01a	Work with schools to maintain the level of attendance at Primary and Secondary Schools. Debbie Houghton (March 2024)	
<p>Supporting commentary: Debbie Houghton From September 23 the governments new guidance 'Working together to improve school attendance' comes into effect. This sets out that attendance is everyone's business and that all agencies must work together with schools and families to improve school attendance. We will be running a high-profile publicity campaign in Halton to raise the profile of school attendance in September. The Guidance increases the statutory support provided to schools from the Education Welfare Service alongside their traded offer and very much focuses on support for children and families to address barriers to school attendance. In addition, Halton has been allocated some additional funding from the DfE to target priority schools and cohorts of children where attendance is of a particular concern.</p>		

Ref:	Milestones	Quarterly Progress
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.	
<p><u>Supporting commentary:</u> Val Armor</p> <p>PAUSE in Halton is now over 12 months old and we have celebrated an annual event showcasing the superb work that is being carried out. The project is already having a significant positive impact on the lives of the women involved. The first cohort of women graduated on 20th Jan 23 at a wonderful ceremony highlighting their achievements over the last 18 months. Funding for a further 12 months have finally been secured in March 23. A plan is now in place to secure further funding from partners for 3-5 years. The new cohort of women for 23-24 have been contacted and are in the engagement process of the programme over 50% of the women have already signed up to the programme.</p>		
PED01c	Revise Halton's parental offer that will include further developmental of reducing parental conflict training.	
<p><u>Supporting commentary:</u> Val Armor</p> <p>The Parenting officer has been in post since January 2022 and now all referrals for parenting go to one central point. This has made it much easier for partners to understand. There have been three parenting events so far in June 2022, January 23 and April 23 and this will be on a rolling programme so partners in the borough are aware of all of the parenting offer. Talks are still in place with IT to develop our own parenting hub. The reducing parental conflict programme has been rolled out over the past 2 years and over 160 workers have been trained. The aim is to embed this work into the everyday work of frontline practitioners. A new partnership with Amity (training provider) has been established and the parenting coordinator will become a train the trainer and roll this programme out in the next quarter. The success in this parenting role has resulted in the need to look for further funding to have an assistant parenting role to help with the delivery and coordination of the parenting hub. This funding will be aligned with Family Hubs transformation and two scale 5 parenting assistants will be recruited to by July 23. The borough continues to embed nurture principles through all of our parenting work across the workforce.</p>		

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


Ref:	Measure	22/23 Actual	23/24 Target	Current	Direction of Travel compared to same Qtr Prev Yr	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)	617 (prov)	500 (full year)	619		
<p>Supporting commentary: Claude Madembo <i>We are strengthening the understanding and application of thresholds at the front door to ensure that only children is need of support and intervention at tier 3 and 4 progress to referrals. We are also working closely with Early Help/ Intervention to prevent children entering statutory services who do not need to. Work is also beginning with community partners to do more for children and families before referring to Children Social Care by completing comprehensive Multi-agency plans (MAPs) for tier 3 cases.</i></p>						
PED02 02	Monitor the rate of children in need (open cases) per 10000 0–18-year-olds (snapshot at end of quarter)	499 (includes care leavers)	500	481		
<p>Supporting commentary: Claude Madembo <i>We will visit children more frequently and make decisions early during assessments ensuring that cases do not unnecessarily drift or stay open. Working closely with Early Help soon after assessments cases which do not require statutory services will be transferred. A CIN Reviewing Officer recently appointed will support case progression of CIN cases.</i></p>						
PED02 03	Monitor the rate of children subject to a child protection plan per 10000 0–18-year-olds (snapshot at end of quarter)	70	45	69		
<p>Supporting commentary: Claude Madembo <i>By strengthening the understanding and application of thresholds at different transition points (contact to referral, referral to assessment/ strategy discussion) we will reduce the number of cases progressing as CP. We are also strengthening the quality of our assessments and intervention to reduce number of cases escalating to CP. Practice Improvement Lead and CIN Reviewing Officer will support managers in iCART/ DAT ensure that cases are progressing at the right levels.</i></p>						
PED02 04	Monitor the rate of children in care per 10000 0–18-year-olds (snapshot at end of quarter)	133	90	129		
<p>Supporting commentary: Liz Davenport <i>Halton's rate of CLA has remained above all comparators for the past 13 months. The number of children in care has been impacted by the number of Unaccompanied Asylum-Seeking Children (UASC) as an LA. In June-23 there were 20 UASC. There has been an increase in the CLA numbers April-23 to June-23</i></p>						
PED02 05	Reduce the number of children and young people who enter the care system (financial year, cumulative to end of quarter)	147	68	128		
<p>Supporting commentary: Raj Bharkhada <i>Prevent children entering the CIN service by ensuring that Early Help services are targeted towards meeting the needs of the children in the community in conjunction with the front door. Those children that are within the CIN service robust and clear plans monitored in a timely fashion will need to be in place. A 6 week and a 12 week plan has started which requires us to visit children more frequently and provide clear plans for those children ensuring better outcomes. Supervision will need to focus specifically on ensuring that plans are adhered to and outcome focused for the children that we work with.</i></p>						

Ref:	Measure	22/23 Actual	23/24 Target	Current	Direction of Travel compared to same Qtr Prev Yr	Quarterly Progress
PED02 06	Reduce the average caseload in Children in Need Teams (snapshot end of quarter)	21	18	19.5		
<p>Supporting commentary: Raj Bharkhada</p> <p>The process of reducing the number of children has already begun. Nearly 100 cases have been closed and we are monitoring closely those cases that could be stepped down into Early Help. We also plan to involve Early Help in cases that are currently in Children in Need Services so that we are able to return children to community and universal services. For this to materialise closer working relationships will need to be formed with Early Help services. Additionally, a member of staff has been appointed who will be reviewing all Children in Need cases at the front door prior to them being transferred to Children in Need services. We anticipate that this will result in fewer cases escalated to CIN Services and thereby eventually reduce the numbers coming into care.</p>						
PED02 07	Increase the proportion of missing incidents where a return interview is completed (financial year, cumulative to end of quarter)	70%	85%	55%		
<p>Supporting commentary: Clare Hunt</p> <p>For this period, there have been 106 return interviews completed with 68 young people by the commissioned service. 55% of all incidents have had a return interview and 82% were completed within 72 hours, this is an increase from the previous quarter. The Declines for return interviews were 108 incidents by 53 young people.</p>						
PED02 08	Reduce the number of children who repeatedly run away in Halton (in last 12 months, snapshot end of quarter)	21	N/A	5		
<p>Supporting commentary: Clare Hunt</p> <p>For this reporting period, there has been a total of 240 notifications from the commissioned service. There have been five young people with repeat missing incidents. These five young people have made five or more incidents during the quarter, accounted for 28% of all missing incidents in the quarter. The repeat cohort was made up of 2 males (1 20 miles I Care) and 3 females (1 Care, 20mile, 1 home). With You's engagement rate with this cohort is 80%, with 4 out of 5 in this quarter engaging with at least one return home interview.</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)	357	N/A	143		
<p>Supporting commentary: Clare Hunt</p> <p>There has been an increase of 29% of missing incidents from 186 to 240, as well as an increase of 57% young people from 91 to 143. The number of incidents remains significantly lower than the figures seen pre-covid, with 326 incidents in Q1 of 2019, compared to 240 in Q1 of 2023, a 26% reduction. In contrast, the number of CYP in Q1 of 2023 (143 CYP) is 27% higher than in Q1 of 2019 (113 CYP). This is indicative of a significantly smaller repeat cohort of CYP and therefore a comparative increase in the number of First Time missing incidents. It continues to be the case that the majority (50%) of CYP reported as their main reasons/trigger for going missing this quarter were boundary issues (Home & Care), direct family conflict, substance misuse and issues at school. Looking at the professional reasons identified within the RHI alongside this, these reasons were largely agreed with, however peer pressure was identified by the professional completing the RHI as a key trigger for CYP going missing.</p>						
PED02 10	Record the number of young people flagged as at risk of Child Sexual Exploitation (snapshot end of quarter)	13	20	19		
<p>Supporting commentary: Raj Bharkhada</p> <p>Multi-agency meetings are in place and are attended regularly by partner agencies. Social Care is the co-chair for this meeting. We need to ensure that all relevant cases are reviewed by this panel, actions addressed. And where required social workers are to provide a detailed and current risk assessment. All cases are heard at the monthly meeting with a targeted risk management plan for each child. Police and Social Care need to work closely over the next few months to establish good working relationships.</p>						

Ref:	Measure	22/23 Actual	23/24 Target	Current	Direction of Travel compared to same Qtr Prev Yr	Quarterly Progress
PED02 11	Record the number of young people flagged as at risk of Child Criminal Exploitation (snapshot end of quarter)	34	12	19 Low 20 Med 10 High (U18's only)		


Supporting commentary: [Raj Bharkhada](#)

Multi-agency meetings are in place and are attended regularly by partner agencies. Social Care is the co-chair for this meeting. We need to ensure that all relevant cases are reviewed by this panel, actions addressed. And where required social workers are to provide a detailed and current risk assessment. All cases are heard at the monthly meeting with a targeted risk management plan for each child. Police and Social Care need to work closely over the next few months to establish good working relationships.

Ref:	Milestones	Quarterly Progress
PED02a	Embed a systemic model of social work practice across the whole service, social workers, managers and senior leaders.	


Supporting commentary:

The 'roll out' of training in support of systemic practice remains ongoing. Systemic principles are being aligned to policy and procedures, including social work practice standards and the supervision policy. Practitioners are beginning to use systemic principles in their work with children and families.

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.	
--------	---	---


Supporting commentary:

Work is continuing in developing a workforce strategy. A "star chambers" approach has been adopted to align the service structures with the current staffing establishments in Early Help and Children's Social Care.

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.	
--------	---	---

Supporting commentary:









The Service structure supporting Children in Need is currently under review.

PED02d	Implement redevise quality and assurance framework to monitor improvements in practice	
--------	--	---

Supporting commentary:

Quality assurance and audit systems are in place; these provide accurate narrative on the quality of practice across the Service. The framework for learning, to convert this narrative in to practice improvement, has been strengthened by a small team of Practice Improvement Leads who provide mentoring, training and support to practitioners and first line managers.



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

Ref:	Measure	22/23 Actual	23/24 Target	Current	Direction of Travel compared to same Qtr Prev Yr	Quarterly Progress
PED03 01	Reduce the number of children who are placed in residential care (snapshot at end of quarter)	40	20	42	 39 Q1 22/23	
<p>Supporting Commentary: Liz Davenport <i>A review of the Local Authorities Sufficiency Strategy been concluded which provided information to consider and take forward in reducing the number within residential placements. Within Halton two sites for children's homes are being explored along with some joint work with the Community Land Trust. This will enable more placements more locally based and also increase the number of placements with the not-for-profit sector as opposed to the independent sector. There is a significant focus currently in respect of reviewing those children and young people who are placed in a residential placement to ensure that only those children and young people who require this type of placement remain in such placements. Tracker meetings take place to ensure appropriate timely plans are in place for young people moving towards independence as well as reviewing progress. Furthermore, the Care Leavers Accommodation Group continues to meet on a monthly basis to discuss all referrals for those young people aged 17 plus who require their own accommodation in line with their Pathway Plan.</i></p>						
PED03 02	Reduce the number of children who are placed in independent fostering agencies (snapshot at end of quarter)	71	35	85 (Prov)	 65 Q1 22/23	
<p>Supporting Commentary: Liz Davenport <i>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 looked after children 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. All requests for a fostering placement on Eclipse go to the internal fostering team to ensure best use of resources as well as tracking against new applicants at an early stage and only after this is a referral made to the independent sector. This remains an ongoing area of focus and the fostering team are looking to strengthen their fostering recruitment for in house carers.</i></p>						
PED03 03	Maintain the percentage of Care Leavers in suitable accommodation (snapshot at end of quarter)	94%	95%	93%	 100% Q1 22/23	
<p>Supporting Commentary: Liz Davenport <i>The Care leaver accommodation group continues to meet monthly and track young people alongside sourcing appropriate accommodation for them to transition into. The number in unsuitable has been affected by one care leaver entering custody which is recorded as unsuitable accommodation.</i></p>						
PED03 04	Increase the percentage of Care Leavers in Education, Employment or Training (snapshot at end of quarter)	57%	65%	56%	 54% Q1 22/23	
<p>Supporting Commentary: Liz Davenport <i>The leaving care team are currently recruiting five further Personal Advisors and a Practice Lead post making ten Personal Advisors and two Practice Leads to support care leavers. This increase in capacity will allow for further joined up working with the virtual school in sourcing appropriate EET opportunities and supporting Care Leavers to access them. One of the Personal Advisors will be developing into a role whereby they will be education lead PA and they will have a focus on developing the service to make links with education providers locally and alongside the virtual school. Monthly NEET meetings with the Virtual school are in place to target those Care leavers who are not in education, employment or training.</i></p>						

Ref:	Measure	22/23 Actual	23/24 Target	Current	Direction of Travel compared to same Qtr Prev Yr	Quarterly Progress
PED03 05	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)	Residential 42% Leaving Care 94.7%	N/A	TBC	N/A	N/A


Supporting Commentary: [Sam Murtagh](#)

The increase in the number of placement requests this quarter as well as previous quarter has impacted on the teams ability to complete some planned quality monitoring visits. However, as well as the planned visit there have been a number of responsive visits that have taken place linked to quality concerns from Professionals as well as a result of OFSTED inspection outcome reports (SM)

PED03 06	Report on the budget spent on independent and out of borough placements for Children in Care (Forecast end of year) (Sarah Riley/Lucy Freaney)	Projected spend forecast for 2022/23 Residential £13,805,604.33 IFA £2,713,219.28 UASC Residential £1,550,840.21 IFA £189,878.55	Projected 9,583,822	Projected spend forecast for 2023/24 Residential £15,777,052 IFA £3,731,551 UASC Residential £1,316,508 IFA £101,463 Total overspend of £3,283,331		
----------	--	--	---------------------	---	---	---


Supporting Commentary: [Liz Davenport](#)

In order to address these rising costs, the following initiatives have been embedded to help to reduce spend in this area: High-cost tracker meeting, Residential Step Down to Fostering events and an increase in, Supported Lodgings, Commissioned Care Leavers Group and Training Flats. This is in line with other neighbouring local authorities, there have also been an increase in the number of potential Continuing Health Care assessments for the young people in care which may result in joint funding being put in place with Health services.

Ref:	Milestones	Quarterly Progress
PED03a	Ensuring all children in care achieve permanency in a timely way.	

Supporting Commentary: [Liz Davenport](#)



The permanence panel is embedded operationally in the service and meets monthly. All CIC are presented at the panel to add scrutiny and oversight to their permanence plan. The revised procedure and TOR for permanence and the panel have been launched and delivered at social care and early help development briefings. Panels are being arranged to review and track children's permanency plans. Thus far 156 children and young people have been presented and tracked through the panel

PED03b	Ensure that Safeguarding Unit escalate any delays or concerns using escalate policy	
--------	---	---









Supporting Commentary: [Susanne Leece](#)







The Safeguarding Unit use the dispute resolution process to ensure timely and effective planning for our Children in Care and Children who are subject of a Child Protection Plan. The IRO's raise escalations through this process when more informal discussions with the Social Worker and Practice Lead has not led to satisfactory resolution/progress in planning for an individual child.



During Q1 2023/2024 there were 129 escalations recorded in the system by IRO's for Children in Care and 39 for Children subject of a Child Protection Plan.





Ref:	Milestones	Quarterly Progress
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	
<p>Supporting Commentary: Sam Murtagh</p> <p><i>Work remains ongoing within the Liverpool City Region framework for Fostering and Residential placements. The Team continues to work with colleagues across the Council to identify further properties for residential purposes within Halton, to assist in driving costs down. As well as the identification of landsites to develop local Childrens Homes. A financial due diligence exercise has been completed recently with the Social Enterprise Juno who would be the provider to deliver the Childrens Homes staffing - the outcome of which was positive. This workstream is linked to a 6-month project plan with the Transformation team that is being discussed. It is likely that further commissioning work will come from the revised Sufficiency Strategy as well as the work linked to the Edge Of Care service and diversionary work to avoid children becoming looked after Discussions have also took place with a local voluntary provider to support local families to avoid children coming into care (SM)</i></p>		
PED03d	Through the quality assurance of Personal Education Plans (PEP), identify areas of need and support to improve outcomes for individual Children in Care	
<p>Supporting Commentary: Ben Holmes</p> <p><i>At the end of the Summer Term 2023,95% of PEPs were completed within timescale in secondary and post 16 (up from 80% in the spring term) and 98% of EY and Primary. These figures are in line or better than the same time last academic year. Internal Moderation of PEP judgements have been established and will be expanded to include partners in the process in Q2. As a result of the more rigorous QA process introduced in the spring term, it has resulted in an increase in Amber rated PEPs, particularly within Primary. However, the SMART targets training has now been delivered, with further targeted support put in place and a conference planned for Q2 in 23/24, which will further develop the quality of PEPS. The focus on the timeliness of 'new into care' PEPs has seen a dramatic increase in their completion within 20 days with 100% of EY, primary and secondary completed in time ensuring swift action and support is in place. Overall, the most popular requests for Pupil Premium + funding are for Speech and Language support in EY, SEMH in Primary and 1:1 tuition in secondary. A focus in the new academic year will be the development of our offer for Post 16 and more structured strategic support for young people and their schools and carers as they leave care (whether that be at 18, or via an SGO, adoption or returning to parents).</i></p>		

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











Ref:	Measure	22/23 Actual	23/24 Target	Current	Direction of Travel compared to same Qtr Prev Yr	Quarterly Progress
PED04 01	Increase the percentage of Education Health Care Plan assessments completed within 20 weeks (academic year cumulative to end of quarter)	25.8%	75%	37.2%	 56.5% Q1 22/23	
<p>Supporting Commentary: <u>Charlotte Finch</u> (completed by Jill Farrell) <i>SEND assessment team are working in a recovery mode following significant increase in volume of applications and significant absence and vacancy. Staffing and recruitment have been resolved, processes refined and weekly reporting and monitoring of data show week on week improvements.</i></p>						
PED04 02	Reduce the number of incidents of fixed term Suspensions (academic year cumulative to end of quarter)	1218	500	1866	 1021 Q1 22/23	
<p>Supporting Commentary: <u>Debbie Houghton/ Scott Middlehurst</u> <i>We have seen a significant increase in suspensions from 1218 to 1866. This is a particular concern as it impacts significantly on the pupils missing school due to suspension but also other pupils whose learning may be disrupted by behaviour in the classroom. The local authority have established a multi-agency group to work with schools to identify pupils at risk of exclusion with a view to advising on support and strategies to avoid permanent exclusion. The group meets every week at a different school to look at support and processes in place at each school and any pupils raised at risk of exclusion. We have seen an increase in suspensions following Covid. This includes younger primary children in Reception and Year 1 with behavioural issues possibly due to limited experience of Nursery provision due to Covid and also lack of transition support when starting in primary. We have also seen increases in behaviour concerns in early secondary years again possibly due to lack of transition support. During Covid there was also lack of face to face support for families and children which again may have had an impact. During Covid the gap in learning for some children has widened from their peers which has impacted on self esteem, engagement with school and behaviour.</i></p>						
PED04 03	Reduce the number of children subject to fixed term suspensions (academic year cumulative to end of quarter)	552	350	741	 457 Q1 22/23	
<p>Supporting Commentary: <u>Debbie Houghton/ Scott Middlehurst</u> <i>This year we have seen a significant increase in children subject to suspensions from 552 to 741. With the number of suspensions there has been an increase across Halton we are also seeing the number of children being suspended increasing. The target of 350 hasn't been met.</i></p>						
PED04 04	Reduce the number of children subject to a permanent suspension (academic year cumulative to end of quarter)	39 (but 40 PERM Exc. One child excluded from 2 schools	30	54 (52 children) (2 children received 2 permanent exclusions)	 30 Q1 22/23	
<p>Supporting Commentary: <u>Debbie Houghton/ Scott Middlehurst</u> <i>There has been a significant increase in permanent exclusions of pupils from schools particularly at KS3 to 54 in academic year 22/23. The local authority established a multi-agency group is working with schools to identify pupils at risk of exclusion with a view to advising on support and strategies to avoid permanent exclusion. The rise in permanent exclusions reflects the rise in suspensions with a significant majority being for persistent disruptive behaviour. The multi-agency group is working with schools to better understand what behaviours are seen in schools and any patterns of behaviour and interventions in place looking to identify areas of good practice and share with other schools.</i></p>						






Ref:	Measure	22/23 Actual	23/24 Target	Current	Direction of Travel compared to same Qtr Prev Yr	Quarterly Progress
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	8% As of Q3 22/23	3.6%	15%		
<p>Supporting Commentary: Charlotte Finch <i>There has been an increase in the number of applications for an EHCP and an increase in numbers of EHCP's. Whilst more children with an EHCP are attending mainstream provision, there has also been an increase in numbers placed out of borough. Some of this is due to the DFE delay in the building and opening of an SEMH Free School. Further resource base provision will be opening in borough during the academic year 2023-2024</i></p>						
PED04 06	Report on the budget spent on independent and out of borough (OOB) provision for SEND (Forecast end of year)	Total year projected spend £6,726,000	£250000 reduction			
<p>Supporting Commentary: Sam Murtagh <i>The overall budget is projected to be £160,000 less than last year There has been an increase in placements with 114 children placed in non-maintained and independent special school placements at the end of June 2023. The average placement cost is £56,732 with Halton using 32 schools. Work is continuing as an individual authority and collaboratively with the Liverpool City Region and Warrington to mitigate the uplift requests from providers settling around 7%. Thirty-two referrals for NMISS placements were received in quarter 1, of these, 5 were parental requests for a consultation with a NMISS setting. Of the 32 referrals: - 25 were male; 7 female; 12 have a primary need of SEMH, 9 Communication and Interaction, and ASC; 9 Cognition and Learning, and ADHD; 2 Sensory and/or Physical</i></p>						
PED04 07	Increase the percentage of children subject to EHCP placed in mainstream provision (snapshot end of quarter)	51% As of Q3 22/23	65%	36.8%		N/A
<p>Supporting Commentary: Charlotte Finch <i>Halton closer to the national average in terms of school inclusion.</i></p>						
PED04 08	Monitor the percentage of Special Schools with overall effectiveness of Good or Outstanding	100%	100%	100%		N/A
<p>Supporting Commentary: Jill Farrell <i>All special schools are rated good or outstanding and provide high quality, inclusive educational provision</i></p>						
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)	N/A	75%			N/A
<p>Supporting Commentary: Charlotte Finch</p>						

Ref:	Milestones	Quarterly Progress
PED04a	Develop and Implement the Social Emotional and Mental Health Strategy (SEMH) by March 2023. Impact to be monitored through the action plan.	
<p>Supporting Commentary: Charlotte Finch <i>Due to significant absence and vacancies within SEND, this has been delayed due to focus being placed upon increased volume of statutory assessments; recruiting staff and building service capacity and developing provision within borough aligned to the SEND sufficiency strategy. This will be developed in consultation with stakeholders across the next academic year.</i></p>		
PED04b	Review the current framework of support for children and young people with disabilities, including short breaks provision	
<p>Supporting Commentary: Sam Murtagh</p>		









Ref:	Milestones	Quarterly Progress
<p>Children accessed 1498 hours of short breaks in quarter 1, compared to 1352.5 in quarter 1 last year, which is an increase of 145.5 hours. 159 children engaged with activities (22 of the 159 accessed two types of break and 3 accessed 3 types of breaks), which is a further increase on the average of 140 children during 2022/2023. Quarterly and bi-annual meetings are taking place with providers to monitor provision and a provider meeting took place in quarter 1 – this was well attended. A further forum is planned for September which will be attended by procurement colleagues to support providers with funding bids.</p>		
PED04c	Review direct payments with all recommissions co-produced with parents and young people.	
<p><u>Supporting Commentary:</u> Val Armor This has been reviewed in terms of commissioning to get the best offer and value for parents and carers.</p>		
PED04d	Improve quality and timeliness of Education Health and Care Plans.	
<p><u>Supporting Commentary:</u> Charlotte Finch Weekly reporting and monitoring is showing week on week improvements in timeliness. There are still some cases over timescale which are being developed, but it is evident that timeliness trajectory is improving</p>		
PED04e	Quality assure all provision currently being utilised to ensure that provision meets the needs of our children and young people	
<p><u>Supporting Commentary:</u> Sam Murtagh The 2 monitoring visits for NMIS in quarter 1 were completed. Of the 32 schools currently commissioned, 13 have been monitored which encompasses 56% of pupils placed. Updated process of monitoring will be rolled out for autumn term 2023 reflecting some of the learning to date from the process.</p>		
PED04f	Review in borough specialist provision and revise to meet the needs of Halton's children and young people	
<p><u>Supporting Commentary:</u> Charlotte Finch The SEND Sufficiency Strategy has been consulted upon with schools. It led to submissions of expressions of interest for additional resource bases, which resulted in the development of additional resource base places during the academic year of 2023-2023. These will address needs in the areas of SLCN, SEMH, ASC and complex needs. 25 SEMH places will also be created at the shared free school, scheduled for opening in September 2024. We continue to explore additional satellite bases across the LA, to add capacity at both Brookfield and Cavendish Schools. Scoping is underway to explore adding capacity at a special school.</p>		



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



Ref:	Measure	22/23 Actual	23/24 Target	Current	Direction of Travel compared to same Qtr Prev Yr	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 census)	98%	100% of eligible	91%	 91% Q1 22/23	
<p>Supporting Commentary: <i>Jill Farrell / Belinda Yen</i> The DfE provided a target of 485 children to be placed. Halton have placed 442 (including 8 Out of Borough (OOB) settings) which equates to 91%. Although the percentage of children placed appears to have gone down since last quarter, the target has increased. Also, once all placements had been made, there were no children waiting to be placed and all eligible referrals were placed.</p>						
PED05 02	Increase the take up of Early Years Entitlement for 3- to 4-year-olds.	93.9%	96%	89%	 89% Q1 22/23	
<p>Supporting Commentary: <i>Jill Farrell / Gail Vaughan-Hodkinson</i> The current 89% figure is based on national data published in the LAIT. This figure has remained the same as previous quarter as LAIT figures have not been updated. This figure has also remained constant for the past two years. Using the PCT GP registration data and the summer headcount of 3 & 4 year old funded children, 91.7% of 3 & 4 year olds are accessing a funded place. There are sufficient places for all 3 & 4 year olds who require a place. The Early years team continue to actively market places, via media channels, posters shared with EYs settings and attendance at summer campaigns/activities across the borough.</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)	91%	N/A	96%	 86% Q1 22/23	
<p>Supporting Commentary: <i>Jill Farrell / Gail Vaughan-Hodkinson</i> 3.85% of early years settings are graded 'Requires Improvement'; and no settings are graded 'Inadequate'. There are currently 10 settings who have not yet been inspected and 14 who are 'meeting the requirements' (this is the judgement awarded to Child minders and Out of School Clubs who have an inspection when there are no children present).</p>						
PED05 04	Monitor the percentage of Primary schools with overall effectiveness of Good or Outstanding	76%	Dependent on Inspection dates	74%		
<p>Supporting Commentary: <i>Ben Holmes</i> Based on the latest data published, 100% maintained nurseries and 74% primaries are graded good or outstanding. A high number of schools were inspected over the summer term, including several graded inspections, but not all reports have yet been published. With published reports, there is a dip of 2%, as one more school has dipped to being graded 'requires improvement' based on published outcomes in Q1. All maintained schools receive support and challenge from their Associate School Improvement Advisor.</p>						
PED05 05	Monitor the percentage of Secondary schools with overall effectiveness of Good or Outstanding (snapshot end of quarter) N.B. 7 out of the 8 schools are academies. (snapshot end of quarter)	50%	N/A	50%	 50% Q1 22/23	
<p>Supporting Commentary: <i>Ben Holmes</i> 50% of secondaries, 100% special schools and the Pupil Referral Unit are graded good or outstanding. One school retained its outstanding rating, while another moved from inadequate to Requires Improvement – both of which are fantastic achievements.</p>						

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	
<p><i>Supporting Commentary: Jill Farrell</i> <i>ASIA Link Officers to maintained and faith schools, as part of their termly visits, hold leaders to account for educational outcomes and progress of all pupils, especially disadvantaged and SEND. Disadvantaged working groups are led by the local authority, but work alongside education leads, SENDCOs and DSLs to ensure there is an effective pupil premium strategy within each school and that funding is being used to best effect to secure improved outcomes and life chances for children and young people. Guidance is provided to school governors through the directors briefing and through governor briefings to enable them to fulfil their duties.</i> <i>The Virtual School tracks the outcomes for Looked After Children and during 23/24 will expand this to also track Children with a Social Worker.</i></p>		
PED05b	Monitor and evaluate the impact of COVID-19 lockdown and remote learning offer on all pupils and vulnerable pupils learning	N/A
<p><i>Supporting Commentary: Jill Farrell</i> <i>No longer tracked directly as foci has shifted post pandemic.</i></p>		
PED05c	Review the process of risk assessment for schools and settings to target support and drive improvement	
<p><i>Supporting Commentary: Ben Holmes</i> <i>The School Improvement Team risk assess schools termly and adjust targeted support to meet needs of schools. In Q1 all school gradings were reviewed ready for implementation in Q2. Due to the termination of the School Improvement, Monitoring and Brokering Grant for LAs, the service will move to an SLA model over Q2-Q4, which will impact on the level of support schools can receive, but this will be tracked closely alongside plans for when urgent, intensive support is required.</i></p>		
PED05d	Build engagement, capacity and governors understanding of the strategic roles and responsibilities	
<p><i>Supporting Commentary: Ben Holmes</i> <i>Governor training and briefings were well attended in Q1 during which governor roles and responsibilities were promoted in relation to being confident about their roles in relation to safeguarding, PEIA actions and during inspections. Further training from Ofsted is scheduled for Q2 for Governors. Peer reviews are being carried out in partnership with school leadership teams and SEND governors.</i></p>		
PED05e	In partnership with schools, review and design an effective educational vision for the region that meets pupils needs whilst raising ambitions	
<p><i>Supporting Commentary: Ben Holmes</i> <i>The Halton Learning Alliance has been paused to enable a focus on the work of the Priority Educational Investment Area plans. Key priorities include Early Years development; improving outcomes in reading and maths through all key phases and improving attendance. A focus of inclusion runs throughout all key priority themes. Plans and Organisation leads for each strand have been identified and commissioning actioned during Q1, with delivery beginning in Q2.</i></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 moral purpose for Halton children, young people and community members	
<p><i>Supporting Commentary: Jill Farrell</i> <i>The HLA has been paused for 23/24 to enable focus on the PEIA across the authority. Schools will be clustered to ensure all benefit and develop greater collaboration between neighbouring schools.</i></p>		

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

Ref:	Measure	22/23 Actual	22/23 Target	Current	Direction of Travel compared to same Qtr Prev Yr	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)	4.4%	4.4%	6.2%	 4.6% Q1 22/23	
<p>Supporting Commentary: Háf Bell A continuation of the issues seen in 2022/23: a significant greater number of young people are not available to the labour market due to illness, including mental health issues, compared to previous years. In addition, there are a greater number of young people who are not in education, employment or training this year. Since March 2023 there has been no education or training options that young people could join mid-year within the borough.</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)	0.5%	0.5%	0.6%	 0.6% Q1 22/23	
<p>Supporting Commentary: Háf Bell If young people (and/or their families) refuse to disclose the young person's activity or where they are currently living meaning they are recorded as cannot be contacted or refused to disclose. In addition, for some households we are unable to gain a response to contact at the door, via phone, email or letter. The current situation is comparable to last year, so we anticipate being able to make progress by the February 2024 end of year measure for this outcome.</p>						
PED06 03	Increase the percentage of 16-17 year olds with an offer of learning (September guarantee)	96.02%	97%	72.4%	 74% Q1 22/23	
<p>Supporting Commentary: Háf Bell The increase in the number of young people who are not in education employment or training and not available to the labour market also affects this figure as those young people are not ready to accept an offer of learning.</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)	88.6%	90%	86.7%	 88.2% Q1 22/23	
<p>Supporting Commentary: Háf Bell The increase in the number of young people who are not in education employment or training also affects this figure as they are not participating in education or training.</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	
<p>Supporting Commentary: Háf Bell Ongoing analysis takes place to respond to need and ensure the resources available are being targeted appropriately. For summer term 2023 work has been targeted at raising the lack of provision issue with the Liverpool City Region Combined Authority and discussing the support for young people with poor mental health with the Health Improvement Team and the Mental Health in Schools team.</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.	

Ref:	Milestones	Quarterly Progress
<p><i>Supporting Commentary: Háf Bell</i> <i>Work is ongoing with schools and data still being collected and analysed.</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	
<p><i>Supporting Commentary: Háf Bell</i> <i>This work will begin with institutions when the academic year 2023/24 begins.</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	
<p><i>Supporting Commentary: Háf Bell</i> <i>Significant provision issues this year with two Post 16 providers losing contracted provision with little notice. A resolution was found for one and is being investigated for the second provider. Paper has been submitted to a new provider to evidence need in Halton for more provision, with the desired outcome of encouraging that provider to develop a provision base in Halton.</i></p>		

5.0 Financial Summary






EIP%20Q1%202023.
24%20Final.doc



Q1%202023.24%20C
hildren%20and%20f




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 .

6.3 Key for responsible officers:

JF Jill Farrell, Operational Director, Education, Inclusion and Provision Service