

Children and Young People – Directorate Overview Report – Quarter 2

Reporting Period: Quarter 2 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 6).
- 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 6).

2.0 Key Developments

- 2.1 **Priority Education Investment Area (PEIA) Funding:** PEIA funding has been determined and commissioning of services and providers has been completed 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 and launched events have now been held. Over 90% of identified schools have now confirmed their engagement with other schools requesting involvement if spaces become available due to the strength of the offer. The attendance strand has now been finalised, with the appointment of attendance support offices and a data analyst approved. The appointment process is now underway with an anticipated start date in January 2024. All work is expected to conclude by March 2025.
- 2.2 **School Attendance:** Since the last report (Q1) an Attendance Framework document has been developed with schools, the local authority's Department for Education Attendance Adviser, Children's Social Care, and other key partners key in helping to improve school attendance in Halton. This has been issued to all schools and sets out a three-stage graduated approach to helping to improve attendance at Halton's schools. In addition, officers took a proposal to the Department for Education's Priority Education Investment Area Board (PEIA) on 29th September 2023 to bid for additional resources to support children, young people, families, schools and the local authority in tackling persistent absence in school. This was approved in principle by the PEIA Board, and it is anticipated that the DfE will fund 5 x School Attendance Support Officers who will work with families and schools to help improve the attendance of those children and young people who are persistently absent, 2 x 0.5 FTE Assistant Educational Psychologists to support families and school staff, 1 x 0.6 FTE Data/Performance Officer to provide attendance data to ensure support is targeted appropriately and that DfE receive update reports on progress, together with an Administrative Officer to support the function. These posts will be recruited to during the autumn term 2023 for a January 2024 start, and will run until 31st March 2025, and will sit within the Education Welfare Service.
- 2.3 **Team Around the School:** This project successfully launched earlier this year with visits to all secondary schools within the authority- we are now on the second round of visits. 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. We also ask for external support from Cheshire Police and the Youth Justice Service, if they are involved with the young people spoken about. These meetings will continue

throughout the academic year. They have evolved 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, although we have set a date to support one particular Primary already.

- 2.4 **Virtual School Annual Report:** The Virtual School annual report has been published and highlights the key areas of focus for the new academic year including increasing the number of care leavers in education, employment and training and the development of an 'engagement hub' to provide bespoke support, challenge and guidance for all vulnerable children including those with a Social Worker.
- 2.5 **SEND Assessments: Improvements to EHCPs-** Significant work has been undertaken in 2023 to improve both the timeliness and the quality of EHCPs. Timeliness of EHCPs had been declining steadily from the autumn term 2022 and in April 2023, had reached a low of 12.9%. This was due to staffing inconsistencies in the SEND assessment team, impacting upon the capacity of the team and absences impacting adversely. A robust staffing recovery plan was devised and implemented and from Spring onwards, the added management supervision and added staff capacity began to impact positively on timeliness performance. Improved performance reporting systems were implemented, and weekly monitoring of timeliness introduced. This demonstrated week on week performance, and an overall improvement trajectory which as of October 2023, indicates that timeliness has improved to a much healthier 58.3%. The wider application process for considering and processing requests for statutory assessment has been reviewed and improved, ensuring it is a more robust and consistent process, resulting in over 40% of requests for assessment being declined- meaning that we are only assessing those children who genuinely require assessment. A comprehensive Quality Assurance process has now been implementing using the reviewed framework and QA tool for EHCPs. The multi-agency QA group have met 4 times and audited cases from all age ranges, sectors and types of need. The finding from these audits have been fed back to contributors and the impact noted in the later QA audit sessions, where newer plans were considered to be of a much higher standard. Themes for improvement were identified across Education, health and social care, and fed back to Education and Health colleagues. These findings are also being shared with social care.
- 2.6 **SEND Sufficiency-** Resource Bases, Free School for SEMH and added Specialist Places within borough. Phase one of the SEND Sufficiency Strategy is now in implementation stage and this academic year almost 100 additional resource base places have been added across both primary and secondary settings, creating specialist provision for learners with SEMH, ASC, SLCN and complex needs. We anticipate that this added capacity and expertise will take pressure off both the mainstream and specialist sector and reduce the requirement to seek out of borough placements for our most vulnerable learners. In addition, we anticipate the opening of a Free School for SEMH Secondary learners from September 2024. This will ultimately create up to 35 places in this area, over a two year phased period, again reducing the requirement for Out of Borough placements. Further to this, we have completed scoping exercise with Ashley School and Brookfields School, with a view to adding to their cohort of learners, from September 2025 onwards.
- 2.7 **Delivering Better Value (DBV).** The Department for Education's DBV in SEND programme aims to support local authorities and their partners to improve delivery of SEND services for children and young people whilst working towards financial sustainability. Halton is one of 55 Local Authorities in this programme, which is intended to provide dedicated technical support and funding to the local areas which have opted to participate. We have worked extensively with colleagues from Newton Europe, the DfE and CIPFA to complete a range of diagnostic

tasks, also conducting a number of key sessions with representatives from all key stakeholder agencies and parents/ carers. During November 2023 a grant application to bid for up to £1 million funding will be submitted and we will learn about the success of this bid during March 2024. Ultimately the intention is to identify opportunities to support children with SEND earlier with the right support, at the right time. It also will mitigate risks to offer and enable the system to work collectively with greater efficiency, developing long term changes to systems, which will allow timely and cost effective interventions to be delivered quickly.

- 2.8 **Halton's Childcare Sufficiency Assessment:** This report has been reviewed for 2023-24. It shows that Halton continues to provide a sufficient, flexible and high-quality early years and childcare market. Despite the challenges being faced by the early years sector, new provisions are opening up and parents and carers continue to have a wide choice of high quality and affordable childcare services. However, the Early Years sector have identified that there are continuing concerns around recruitment and retention of staff, the high numbers of children coming into settings with SEND and the reduction of numbers of children. There are also concerns around the increasing costs of fuel and overheads, which are not reflected in the funding figures. Given the changes to childcare coming into effect from 2024 with childcare being offered from 9 months of age and an expansion of offer for two year olds this may pose some challenges both nationally and locally. Officers are working closely with the sector to forecast and monitor demand and ongoing sufficiency of the new expansion of offer.
- 2.9 **Wellcomm Screening:** Wellcomm screening is currently in process of being rolled out into all primary schools in Halton by the end of March 2025. This academic year 25 schools are currently engaging in the project through the Priority Education Investment Area work. Talk Boost training is due to commence in November 2023.
- 2.10 **The Halton Lea 'Right to Succeed' Project:** 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 Right to Succeed education strand continues to make good progress, with services and activities commissioned and agreed with all schools and delivery successfully underway in 100% of identified schools within the region.
- 2.11 **Family hubs:** Halton has launched first Family Hub with Kingsway Family Hub which was 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. Early help leads coordinate the hub offer 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 coproduced 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 on 25th October. There will be an open/fun day held at Brookvale children centre and throughout the other centres on the 26th and 27th October 2023.

2.12 **Pause:** 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.



3.0 Emerging Issues


- 3.1 **Post 16 Provision:** Variety of choice in types of Post 16 providers and Post 16 provision that can be accessed mid-year is limited in Halton. The sector is made more vulnerable because two Post 16 providers in Halton operate on subcontracts from FE Colleges. During 2022/23 academic year both providers experienced a loss of their subcontracted provision with very limited notice. Both providers secured new contracts, with support from the Local Authority, although for one provider the contract is only initially until December 2023 and for the other the contract limits numbers. We anticipate this second provider will not be able to take any more learners soon. The ongoing issue has been raised with the Combined Authority, who are facilitating a city region wide discussion with a view to progressing the issue to Government level, seeking more localised influence in Post 16 provision commissioning.
- 3.2 **Halton's Childcare Sufficiency:** Whilst Halton's Sufficiency Duty Report shows that Halton continues to provide a sufficient, flexible and high-quality early years and childcare market, there continue to be concerns around the recruitment and retention of staff. The Early Years team are working closely with other LA's within the Liverpool City Region to address this issue. A marketing campaign aimed at attracting Childminders into the profession is also being developed to commence January 2024.
- 3.3 **Governor recruitment and retention:** Taking on the role of a school governor is a key strategic role with increasing demands and accountabilities placed upon the governing board. Due to increasing demands; demographic profile of governors, more people are stepping down from the role leaving vacancies. Recruitment of governors is ongoing with the Chief Executive sharing the importance, value and benefits of being a school governor on social media. Work is ongoing with local businesses, community members and partners to recruit and attract new governors but is a local and national challenge.
- 3.4 **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 risk assess, quality assure and 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 have now been shared with school leaders and goes live for purchasing from Q3. Halton have offered such key services for free and are one of the last authorities to move to a charging system. There are potential benefits that this enables colleagues to work with all schools including academy partners if school leaders wish to commission the function from Halton Local Authority, through a service level agreement.
- 3.5 **Alternative Provision:** Like many areas, Halton have seen an increase in the number of permanent exclusions and an increase in demand for alternative provision. This has placed pressure on particularly Key Stage Three provision at our pupil referral unit and limited options available across Halton or local neighbour regions. We are working with our school partners and wider teams to identify solutions to resolving this pressure and increasing a preventative offer too, with the aim of reducing the need to permanently exclude and meet needs earlier.



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 49 PRE-MAP	 Q2 22-23 323 (All)	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 however we are yet to see the impact of this on number of health and schools in the lead professional role. 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 – 93.62% Pri – 95.62% Sec - 92.10 % Spe - 89.22% PRU – 52.61%	N/A	
<p>Supporting Commentary: Debbie Houghton /Scott Middlehurst Attendance across all schools for autumn term 23/24 has improved across all phases which is positive, although the 95% target has not been met other than for primary schools. There has been ongoing support to improve school attendance by the Education Welfare Service and schools supported by other partner agencies. The Education Welfare Service will again trade with schools in 23/24 alongside an increased statutory offer in line with the Government Guidance 'Working Together to Improve School Attendance'.</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 Attendance across all schools for autumn term 23/24 has improved across all phases so attendance for autumn term 23 exceeds the previous attendance for 22/23. The education Welfare Service are continuing to work with schools, parents, pupils and other agencies to help improve school attendance.</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><i>Supporting commentary: Val Armor</i> 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 90% 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><i>Supporting commentary: Val Armor</i> 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 have now been recruited to, this will enhance the reducing parental conflict agenda. 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)	637 (rate) 405 (total)	 Q2 22-23 316	
<p>Supporting commentary: Claude Madembo <i>We are strengthening the understanding and application of thresholds at the front door to ensure that only children in need of support and intervention at tiers 3 and 4 progress to referrals. There are plans to re-launch threshold document and Multi Agents referral process. We are also working closely with Early Help/ Intervention to prevent children entering statutory services who do not need to. We have an additional health specialist sitting in iCART to support screening and navigating health establishments when sharing information. 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	413 (rate) 1137 (total)	 Q2 22-23 389	
<p>Supporting commentary: Claude Madembo <i>We have re-issued our practice standards clearly articulating frequency requirements of visiting to our children. We will visit children to our set standards and make decisions early during assessments ensuring that cases do not unnecessarily drift or stay open where there is no need for it. We are strengthening our transition decision making points to ensure that only the right cases progress further in the system. 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	66 (rate) 182 (total)	 Q2 22-23 56	
<p>Supporting commentary: Claude Madembo <i>Working closely with Early Help step down cases will be worked on so that they do not escalate back into statutory services. 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 have managed to reduce our caseloads per social worker. This is strengthening the quality of our assessments and intervention to reduce number of cases escalating to CP. Practice Improvement Lead and CIN Reviewing Officer are supporting managers in iCART/ DAT to 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	143 (rate) 395 (total)	 Q2 22-23 131	
<p>Supporting commentary: <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 September 23 there were 29 UASC. There has been an increase in the CLA numbers April-23 to September-23</i></p>						

Ref:	Measure	22/23 Actual	23/24 Target	Current	Direction of Travel compared to same Qtr Prev Yr	Quarterly Progress
PED02 05	Reduce the number of children and young people who enter the care system (financial year, cumulative to end of quarter)	147	68	62	 Q2 22-23 76	
<p><i>Supporting commentary:</i> Raj Bharkhada 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. We continue to strengthen our working with our early help colleagues. The 12-week plan has seen increased visits and better planning. We anticipate better outcomes moving forward.</p>						
PED02 06	Reduce the average caseload in Children in Need Teams (snapshot end of quarter)	21	18	21	 Q2 22-23 18	
<p><i>Supporting commentary:</i> Raj Bharkhada Caseloads are continuing to stabilise. We have closed many cases and believe there are some within the system that require closure or stepped down to early Help. We will review the impact of the CIN review manager at the front door in the next few weeks.</p>						
PED02 07	Increase the proportion of missing incidents where a return interview is completed (financial year, cumulative to end of quarter)	70%	85%	53%	 Q2 22-23 46%	
<p><i>Supporting commentary:</i> Clare Hunt For this period, there have been 98 return interviews completed with 58 young people by the commissioned service. 53% of all incidents have had a return interview and 71% were completed within 72 hours, this is a decrease from the previous quarter. The Declines for return interviews were 87 incidents by 13 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	3	 Q2 22-23 8	
<p><i>Supporting commentary:</i> Clare Hunt For this reporting period, there has been a total of 184 notifications from the commissioned service. There have been three young people with repeat missing incidents. These three young people have made five or more incidents during the quarter, accounted for 14% of all missing incidents in the quarter. The repeat cohort was made up of 2 males (1 20 miles I Care) and 1 female (20mile). With You's engagement rate with this cohort is 62%, with 2 out of 3 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	96	 Q2 22-23 85	
<p><i>Supporting commentary:</i> Clare Hunt There has been a decrease of 23% of missing incidents from 240 to 184, as well as a decrease of 33% young people from 143 to 96. The largest percentage of incidents broken down by CYP accommodation status is Home CYP, at 45%, a 5% decrease compared to Q1. This is the same cohort with the highest percentage of incidents as in the previous quarter. Incidents produced by CYP residing in care saw a 4% increase compared to Q1, with 20% of incidents accounted for by this cohort. This is a 23% decrease from Q2 2022. The missing incidents are slightly higher for females compared to males for both the 10-15yrs and 16-18yrs cohorts reported MFH. The under 10 cohort saw an even split between males and females for this quarter. The main reasons for missing identified by young people in the return interviews that caused them to be reported as MFH were boundary issues at home or in care, family conflicts and school issues. These are the same as the professional reasons cited, with the addition of substance misuse and older peer influence.</p>						

Ref:	Measure	22/23 Actual	23/24 Target	Current	Direction of Travel compared to same Qtr Prev Yr	Quarterly Progress
PED02 10	Record the number of young people flagged as at risk of Child Sexual Exploitation (snapshot end of quarter)	13	20	23	 Q2 22-23 23	





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. Additionally, we have reviewed high risk cases within the service and continue to monitor them regularly.









PED02 11	Record the number of young people flagged as at risk of Child Criminal Exploitation (snapshot end of quarter)	34	12	23 Low 24 Med 13 High (U18's only)	 Q2 22-23 32	
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Supporting commentary: [Raj Bharkhada](#)

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Ref:	Milestones	Quarterly Progress
PED02a	Embed a systemic model of social work practice across the whole service, social workers, managers and senior leaders.	
<i>Supporting commentary:</i> 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.	
<i>Supporting commentary:</i> 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.	
<i>Supporting commentary:</i> The Service structure supporting Children in Need is currently under review.		
PED02d	Implement redevise quality and assurance framework to monitor improvements in practice	
<i>Supporting commentary:</i> 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	44	 Q2 22-23 43	
<p><u>Supporting Commentary:</u> 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 monthly to discuss all referrals for those young people aged 17 plus who require their own accommodation in line with their Pathway Plan.</p>						
PED03 02	Reduce the number of children who are placed in independent fostering agencies (snapshot at end of quarter)	71	35	95	 Q2 22-23 56	
<p><u>Supporting Commentary:</u> 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 carer.</p>						
PED03 03	Maintain the percentage of Care Leavers in suitable accommodation (snapshot at end of quarter)	94%	95%	96%	 Q2 22-23 98%	
<p><u>Supporting Commentary:</u> The Care leaver accommodation group continues to meet monthly and track young people alongside sourcing appropriate accommodation for them to transition into.</p>						
PED03 04	Increase the percentage of Care Leavers in Education, Employment or Training (snapshot at end of quarter)	57%	65%	56%	 Q2 22-23 54%	
<p><u>Supporting Commentary:</u> There has been an increase in the team around personal advisors which going forward will allow more focus in working with the virtual school in sourcing appropriate EET opportunities and supporting Care Leavers to access them.</p>						
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	7 Residential visits 1 Leaving Care visit	N/A	N/A
<p><u>Supporting Commentary:</u> 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</p>						

Ref:	Measure	22/23 Actual	23/24 Target	Current	Direction of Travel compared to same Qtr Prev Yr	Quarterly Progress
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:

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:

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.

PED03b	Ensure that Safeguarding Unit escalate any delays or concerns using escalate policy	
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Supporting Commentary:

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.










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	
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Supporting Commentary: Jill Farrell





Quality assurance visits are carried out with wider teams to identify strengths of offer; areas of development to meet need more effectively and review that the contract requirements are being fulfilled to meet need. Specialist teachers, school improvement colleagues and other teams support this process to monitor quality of provision in relation to quality of education and curriculum offer and interventions and strategies to meet need and plan next steps.

Ref:	Milestones	Quarterly Progress
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><i>Supporting Commentary:</i> Ben Holmes Autumn term PEPs are now underway, alongside those for children and young people who are new into care. 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. 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 successful conference delivered in Q2 with over 150 delegates from education and social care, which further developed the quality of PEPs. 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 this academic year is 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). We are also looking to rollout a PEP for 2-year-olds.</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%	58.3%	 Q2 22-23 55.9%	
<p>Supporting Commentary: Charlotte Finch Implementation of the staff recovery plan has impacted positively. Slow but steady improvement has been seen since Spring. In April, timeliness dropped to a worrying low of 12.9%. Most recent data indicate a live performance rate (based on a 12 month rolling cycle) of 58.3, which is significant recovery and put us on track to align with national average within 12 months- should staffing capacity remain stable.</p>						
PED04 02	Reduce the number of incidents of fixed term Suspensions (academic year cumulative to end of quarter)	1218	500	208 instances		
<p>Supporting Commentary: Debbie Houghton/ Scott Middlehurst The number of suspensions for this period is 208 which is slightly lower than at this point last year at 261 although it is already unlikely the target set of 500 will be met. In 22/23 the 1866 suspensions resulted in a loss of 6,784 sessions of attendance lost.</p>						
PED04 03	Reduce the number of children subject to fixed term suspensions (academic year cumulative to end of quarter)	552	350	176 Children		
<p>Supporting Commentary: Debbie Houghton/ Scott Middlehurst We are currently in the first half term of 23/24 and the number of suspensions is 176 children, which is 50% of the target set for 23/24 and slightly higher than at the same point last year of 165. The Team around the School meetings are taking place each week to discuss children with multiple suspensions at risk of exclusion. These meetings are attended by school and other partner agencies including Education Psychologist, Education Welfare Service, Mental Health Support Team, Early Help etc. The aim of the meetings is to provide support and advice to schools to reduce suspensions and exclusions. Common themes raised by school are around persistent disruptive behaviour and internal truancy.</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	6 Children Perm Excluded in the period		
<p>Supporting Commentary: Debbie Houghton/ Scott Middlehurst In this period we have had 6 permanent exclusions again predominantly KS3 children although we have had 2 year 11 KS4 children. Looking at the reasons for exclusion they are predominantly for persistent disruptive behaviour, but we have had an early number of assaults against adults which is more likely to result in school making the decision to permanently exclude. This number is slightly less than at the same point last year. The number of permanent exclusions is increasing with the actual number for 22/23 as 52 compared to 32 the previous academic year 21/22.</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	8% As of Q3 22/23	3.6%	8.5%	 Q2 22-23 8.1%	
<p>Supporting Commentary: Charlotte Finch Halton continues to place high numbers of EHCP learners OOB in independent settings. This is due to our own settings being at saturation point and possibly in part due to us not having our own SEMH provision. This situation will be positively impacted over the next 12 months by the introduction of almost 100 additional resource base places and the opening of a free school catering for SEMH learners. We should therefore see positive impact in this area in the future, although current trends are concerning.</p>						






Ref:	Measure	22/23 Actual	23/24 Target	Current	Direction of Travel compared to same Qtr Prev Yr	Quarterly Progress
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	£6,728,000	 N/A	
<p>Supporting Commentary: Claire Gurney/Jill Farrell 113 pupils are placed at non-maintained and independent schools, overall this represents an increase of 6 placements compared to September 2022. Nineteen of the 113 children were new starters. In Q2 there were 30 referrals received for non-maintained and independent schools with 19 of these parental requests for consultation. The average placement cost has risen to £59,406. Work has continued as an individual local authority as well as collaboratively across Liverpool City Region to mitigate against the uplift requests this year from providers. Of the children on-roll: - Primary Needs: - 40 are Cognition and Learning or have ASC as a primary need, SEMH – 61, Speech, Language and Communication – 5 and Visual Impairment – 7, Key Stages are:- KS1: - 5, KS2: 15, KS3: 39, KS4: 39, KS5: 15</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%	32%	 Q2 22-23 49%	N/A
<p>Supporting Commentary: Charlotte Finch Since 2018, EHCP learners in mainstream schools in Halton have been low compared to our Stat neighbours. This number is growing over time, although still lower than we would like it to be. Work on improving the graduated approach, as set out in the Improvement Action plan, should continue to impact positively on this figure over the next 12 months. In 2018 we had 98 earners with EHCPs in mainstream. Since then, the numbers have grown year on year, with by far the greatest growth occurring between 2022 and 2023, when 145 additional EHCPs were educated in mainstream. Now, in 2023 we have 480. This means that 32% of our EHCP learners are now in mainstream, which is an improvement of 4% since last year, when the figure was 28%.</p>						
PED04 08	Monitor the percentage of Special Schools with overall effectiveness of Good or Outstanding	100%	100%	100%	 Q2 22-23 100%	N/A
<p>Supporting Commentary: Jill Farrell All special schools are rated good or outstanding and provide high quality, inclusive educational provision.</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	N/A
<p>Supporting Commentary: Charlotte Finch We continue to prioritise vulnerable children for timely assessment. This data is not currently available but will be reported at next quarter.</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 We are currently working on this strategy with Nigel Hunt, who has been commissioned to lead on this work. We are exploring opportunities to tie this work in with DBV grant delivery. NH currently exploring pilot opportunities with secondary settings.</p>						
PED04b	Review the current framework of support for children and young people with disabilities, including short breaks provision					
<p>Supporting Commentary: Claire Gurney/Jill Farrell</p>						

Ref:	Milestones	Quarterly Progress
	<p>There has been 1926.5 hours of short breaks delivered to disabled children this quarter, this is always higher in Q2 due to the play schemes that run through the summer holidays. 189 children have accessed short break activities attending 8 different services: - Play Clubs and Summer Play Schemes, Swimming Lessons, Splash Play, Trips and Visits, Outdoor Activities and Digital Media Workshops. Activities are advertised on the Local Offer. Quarterly and bi-annual performance reviews continue. A provider meeting took place in the quarter expanding the membership to include other providers who deliver activities to children with special educational needs and disabilities, this is leading to joint working to broaden the offers available to children and young people.</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 As is shown in data above, timeliness is on an ever-improving trajectory. QA audits are conducted regularly and are showing improvements in the quality of plans. Headteachers report that they are noting the improving quality of plans. Invision 360 is currently being implemented, which should improve the quality of plans further.</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> Claire Gurney/Jill Farrell Monitoring visits for NMISS continue with a visit taking place in quarter 2 and of the 33 schools commissioned 14 have been monitored covering 62.8% of children placed. The updated monitoring process was presented to SEND Strategic Partnership and is being trialled with a school in the autumn term.</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 SEND sufficiency strategy phase 1 is now in implementation phase. Phase 2 now needs to be drafted. So far, the sufficiency strategy has created almost 100 additional resource base places, with potentially 50 additional special school places scheduled to be open between September 24 and 25.</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%	N/A	
<p><i>Supporting Commentary: 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%	90.10%	 Q2 22-23 89%	
<p><i>Supporting Commentary: Jill Farrell / Gail Vaughan-Hodkinson</i> The current 90.10% figure is based upon national data published in the August 2023 LAIT. Using the PCT GP registration data and the autumn headcount of 3- & 4-year-old funded children 89% 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 EY 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	97%	 Q2 22-23 93%	
<p><i>Supporting Commentary: Jill Farrell / Gail Vaughan-Hodkinson</i> 87.27% of all PVI's are Outstanding, Good or Met. This includes 11 settings (10%) who have not yet been inspected. 2 settings currently require improvement, 1 childminder is inadequate. Of those settings who have been inspected 97% are Outstanding, Good or Met.</p>						
PED05 04	Monitor the percentage of Primary schools with overall effectiveness of Good or Outstanding	76%	Dependent on Inspection dates	78%	 Q2 22-23 86.7%	
<p><i>Supporting Commentary: Ben Holmes</i> Based on the latest data published, 100% maintained nurseries and 78% primaries are graded good or outstanding. A high number of schools were inspected over the summer term, including several graded inspections, resulting in the increase from 74% the previous quarter. 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%	 Q2 22-23 80%	
<p><i>Supporting Commentary: Ben Holmes</i> 50% of secondaries, 100% special schools and the Pupil Referral Unit are graded good or outstanding.</p>						

Ref:	Milestones	Quarterly Progress
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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 director's briefing and through governor briefings to enable them to fulfil their duties. The Virtual School tracks the outcomes for Looked After Children and during 23/24 will continue to expand this to also track Children with a Social Worker. Schools have also engaged with Peer to Peer SEND Reviews, including those with SEND resource base provision.</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 after Ofsted visits) and adjust targeted support to meet needs of schools. In Q2 all school gradings were reviewed ready for implementation in September 2023. 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. The SLA model has been developed in collaboration with school leaders and will be signed up to in Q3-Q4. We now have a school improvement website to support our new offer. https://haltonschoolimprovement.co.uk/</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 Q2. During workshops the 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 Q3 for Governors. Peer reviews are being carried out in partnership with school leadership teams and SEND governors. Governors were also encouraged to attend SEND Roadshows and EHCP assessment workshops.</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>We have a continued 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 commissioned with successful launch events held towards the end of Q2 and delivery has been initiated, with 94% of schools who have been invited to engage in the projects signed up and enrolled.</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%	6.4%	 Q2 22-23 5.3%	
<p>Supporting Commentary: Háf Bell <i>As in Quarter 1 the results show 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. For those who are not in education or training since March 2023 there have been no education or training options that young people could join mid-year within the borough.</i></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%	0.9%	 Q2 22-23 0.8%	
<p>Supporting Commentary: Háf Bell <i>If young people (and/or their families) refuse to disclose the young person's activity or where they are currently living, 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 figure does rise as we come to the end of each academic year, and we experience issues making contact with young people over the summer period. The current situation is similar to last year, so we anticipate being able to make progress by the February 2024 end of year measure for this outcome.</i></p>						
PED06 03	Increase the percentage of 16-17 year olds with an offer of learning (September guarantee)	96.02%	97%	93%	 Q2 22-23 95.7%	
<p>Supporting Commentary: Háf Bell <i>Whilst the percentage of offers made to young people is currently lower than Quarter 2 last year, this report is being completed 1 week earlier, therefore we are still in the process of tracking young people and will have more information before the submission deadline to the Department for Education of 31st October 2023.</i></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%	85.7%	 Q2 22-23 87%	
<p>Supporting Commentary: Háf Bell <i>The increase in the number of young people who are not in education employment or training in 2022-23 also affects this figure as they are not participating in education or training.</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	
<p>Supporting Commentary: Háf Bell <i>Ongoing analysis takes place to respond to need and ensure the resources available are being targeted appropriately. Work has been targeted at raising the lack of provision issue with the Liverpool City Region Combined Authority and the Education and Skills Funding Agency, as well as speaking to providers in neighbouring authorities to encourage provision into the borough.</i></p>		

Ref:	Milestones	Quarterly Progress
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.	
<i>Supporting Commentary: Háf Bell</i> Final analysis of the information is still being processed to confirm final figure compared to previous year.		
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	
<i>Supporting Commentary: Háf Bell</i> Data from the college and training providers in the borough submitted in a timely manner. Schools supporting with any young people known to them.		
PED06d	Work with Post 16 education and training providers in the borough to support the development of provision that does have clear progression opportunities	
<i>Supporting Commentary: Háf Bell</i> Significant provision issues in 2023 with two Post 16 providers losing contracted provision with little notice. A resolution was found for both providers. 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, this is still in discussion with the provider.		

5.0 Financial Summary



Q2 2023.24
Children and Families



EIP Q2 23.24
Final.pdf

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