

Children and Young People Priority Based PPB Report

Reporting Period: Quarter 4 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 **Mockingbird Programme Fostering**

Halton now have a robust 6–8-month Implementation Plan, funding from DfE to recruit Practice Lead secured and post to be advertised by the end April 2024. **(KA)**

2.2 **Leaving Care Service**

Experienced Principal Manager and Practice Lead now in post. Care Leaver offer under review and initial discussions held with Mark Riddell MBE, Mark is the DfE National Implementation Advisor for Care Leavers to conduct a two-day visit that will assist shape Halton's offer and ambition for its Care Leavers. **(KA)**

2.3 **Participation & Inclusion Officer**

We have appointed and successfully onboarded Participation & Inclusion Officer. This has resulted in improved engagement with our children in care and care leavers i.e. increased membership of Children in Care Council, Care Leaver Forum. **(KA)**

2.4 **Corporate Parenting Board.**

Delighted to report we have identified a care leaver who has agreed to become the co-chair of the Corporate Parenting Board, this will commence from 25th April 2024. **(KA)**

2.5 **Young People Caseworker appointment**

Following successful recruitment, a new Young People Caseworker will join the 14-19 Team on 1st June 2024. This will go some way to relieve the significant increase in caseloads for the Young People Caseworker team whilst long term illness and a resignation had left them short staffed. **(CF/BH)**

2.6 **Supporting Families**

We have successfully achieved 100% again from targets set by the Department of Education for the Supporting Families programme. The Halton Supporting Families team continue to be supported by our internal audit team with selected audit days to dip sample 10% of the families that we highlighted have achieved successful outcomes to claim against a payment by results framework. Halton has successfully achieved 100% PBR for 23/24 with funds contributing towards front line delivery of services in early help and social care. **(CF/BH)**

- 2.7 **Family hubs:** Halton has launched first Family Hub with Kingsway Family Hub which was launched in July 2023 and In October 2023 we launched Runcorn Family Hubs. Warrington road and Ditton hubs will be launched towards the end of September 2024.

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.

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 a starting well strategic governance 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. Halton Family Hubs has been recognised nationally due to the innovative practice and progress made on the family hub offer. We have been commended for the infant feeding work and the perinatal baby showers, In January 2024 we had a visit from the Secretary of State of Education the right honourable Gillian Keegan MP. This highlights the dedication and hard work of all the partnership working. **(KA)**

2.8 **PAUSE Project**

Pause Project in Halton is now well established, with 16 women already graduated and a further cohort engaging. The programme works with women who have previously had two or more children removed from their care. In September 2023 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 2023 for another 12 months for the programme. Currently being funding 50/50 by LA and ICB. Head of service for early help and PAUSE practice lead are meeting with partners over the next few months for further discussions. None of the participants have gone on to have more children and two children have returned home to their mother as a consequence of the work completed and the changes made. Pause has also resulted in savings across agencies, including Mental Health services, A&E department, Police, housing and drug and alcohol services totalling up to £209,914. The cumulative cost savings are £3,256,537, equating to a cost benefit ratio of £4.49 for every £1 spent. **(KA)**

2.9 **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 Multi-Disciplinary team (MDT) will work from Halton lea library. 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. **(KA)**

2.10 **Childcare Expansion**

The childcare expansion for children for working parents of 2-year-olds will come into effect from April 2024, this extends to working parents of nine months olds from September 2024. Our current forecast shows we have sufficient places for 2’s and 3 and 4-year-olds across the borough, thereby not negatively impacting the availability of spaces for disadvantaged eligible 2-year-olds. To monitor the uptake of the expansion and ensure sufficiency of places we will be

looking to collect occupancy and vacancy numbers termly as the expansion rolls out. Communication resources from childcare choices have been sent out to Early Years Providers, put on social media, and shared with Family hubs to promote the childcare expansion to working parents. Currently code validation in Halton is 82.44% which has risen from 41.18% at the beginning of March. **(CF/BH)**

2.11 Wraparound Care Programme

In line with the national wraparound care programme, we are working to expand the provision of wraparound care from September 2024. The government's ambition is that all parents and carers of primary school-aged children who need it will be able to access term time childcare in their local area from 8am-6pm. This could be provided by schools or PVI providers (including childminders and early years settings). We have submitted a supply and demand analysis to the DfE and are currently recruiting for a Wraparound care coordinator to take a lead on this project. **(CF/BH)**

2.12 SEND- Delivering Better Value

Delivering Better Value (DBV) is a programme primarily working to identify and implement local opportunities to improve the outcomes for children and young people with SEND across 54 LAs, and aid local systems (alongside existing local and other DfE programmes) in their objective of achieving financial sustainability. Halton was one of the LA's identified as eligible to apply for DBV grant funding. Our application was submitted on the 20th December 2023 and requested £1m of grant funding, primarily to build resilience across all educational systems to support and include learners with Social, Emotional Mental Health Needs. The initiatives outlined in our bid are designed to allow schools and settings to support SEND children effectively, without necessarily having to request an Education Health and Care assessment, alleviating the demand for specialist placements, and reducing both the risk of out of borough placement and permanent exclusions. We were notified in March that our bid was successful and that we had been awarded the full £1m grant. This additional resource presents a significant opportunity to positively transform inclusive practices across Halton.

We are now entering the implementation phase of the action plan. We will launch our ambitious delivery plan at a briefing for Headteachers and SENco's at Halton Stadium on 30th May 2024. **(CF/BH)**

2.13 SEND Sufficiency- MIME Data Projections

The placement of complex children remains a significant challenge across the borough. The development of 100 additional in-borough placements in specialist resource bases has alleviated this situation to an extent, but we are still finding it a challenge to keep pace with the demand for specialist places. We are currently drafting the second phase of our SEND Sufficiency Strategy. In order to progress this piece of work, we have commissioned extensive data projections from MIME Consultancy. MIME use data and technology to help complex organisations make effective decisions for positive change and are particularly concerned with supporting change for social benefit. Mime have extensive experience working with local authorities, regional and national government on SEND data and analysis. They have been commissioned to provide an EHCP cohort projection modelling tool for Halton Borough Council. The modelling tool uses a range of data, including pupil level SEN2 datasets and population projections, to provide a robust understanding of the future makeup of Halton's EHCP cohort, including by primary need type and provision type. This will therefore support the Council to develop robust plans for sufficient provision, including being able to easily complete the specialist section of the SCAP DfE return, compare supply to projected upcoming demand for different provision, and inform financial including specialist provision capital investment decisions. Mime will be using their updated EHCP modelling tool, developed and tested with local authorities, which will allow the Council to see the projected EHCP cohort under different

scenarios over time by adjusting the underlying EHCP assessment request rate, refusal rate, speed of ceasing of EHCPs, and early identification rate. The tool also allows Councils to model the impact of moving to England average rates.

MIME are currently analysing our raw data and will use this to generate a report, which will show growth projections across all types of SEND at all age phases. This data will allow us to plan sufficiency with more accuracy and confidence than we ever have previously. We will receive the data projections by mid-May 2024, and we can then use this information to complete phase 2 of the SEND sufficiency strategy.

(CF/BH)

2.14 Department for Education High Needs Provision Capital Grant Allocation

Members will recall that in 2022 Halton Borough Council was awarded circa £3.3M of High Needs Provision Capital Funding and used that to increase existing Special Educational Needs (SEND) Provision and offer new SEND in the borough. By September 2024 over 100 new places will be available for use in Halton for SEND placements. On 26th March 2024, the Department for Education wrote to Halton and advised that a further allocation of circa £2.1M had been allocated to Halton. This will allow for the progression of a number of further capital projects that were discussed/agreed when the original funding was received, but due to the budget limitations and priorities at that time, were unable to proceed. Colleagues have reinvigorated those conversations, and discussions are underway to continue to expand and enhance Halton's in-borough SEND place availability. This will help to offer in-borough SEND places to Halton residents, and help to reduce costly out of borough SEND placements and associated out-borough transport costs. Colleagues will also discuss further opportunities for High Needs capital spend in line with the second phase of the SEND Sufficiency Strategy, and the findings from any MIME reports (item 2.13 above refers). **(CF/BH)**

2.15 SEND- Priority Action Plan

Between 6th and 24th November 2023, Halton SEND Local Area Partnership were inspected by Ofsted and the Care Quality Commission (CQC). The purpose of the inspection was to evaluate the effectiveness of the area's partnership SEND arrangements in improving experiences and outcomes for children and young people with SEND, including the extent to which: children and young people's needs are identified accurately and assessed. The Inspection Outcome, published in January identified widespread and/or systemic failings leading to significant concerns about the experiences and outcomes of children and young people with special educational needs and/or disabilities (SEND), which the local area partnership must address urgently. A monitoring inspection will be carried out within approximately 18 months. The next full reinspection will be within approximately three years. As a result of this inspection, His Majesty's Chief Inspector required the local area partnership to prepare and submit a priority action plan (area SEND) to address the identified areas for priority action. The priority action plan was developed in partnership with stakeholders from across the area, which was subsequently approved by Ofsted and the CQC and is now at the point of implementation. The Local Area has installed a Strategic Improvement Board and appointed an independent chair. The first meeting of the board took place on 17th April 2024. Stakeholders from across the area partnership were joined by representatives from the Department for Education and NHS England, who fed back that the meeting was productive and effective and that they are encouraged by our shared approach and our progress to date. **(CF/BH)**

2.16 Eligible 2-year provision

We are reviewing the current process of placing eligible 2-year-olds into provision. This is to ensure the Early years team are deployed and working in the most effective ways to impact on the quality of provision and early years education for children and to improve the efficiency for

parents in sourcing childcare. This may mean working in partnership with Family Hubs to maintain uptake of eligible 2-year-old places. **(CF/BH)**

3.0 Emerging Issues

3.1 Young People who are not in education, employment, or training

The number of young people who are not in education, employment, or training (NEET) continues to rise in Halton. Extremely limited provision choices for mid-year starts have impacted on progression for young people who are NEET. The rise seen in Halton is greater than seen in other Local Authorities, and the gap between Halton’s performance and National outcomes is growing:

Annual 3-month average results:

	Halton	National	Statistical Neighbours
2020/21	4%	5.5%	5.2%
2021/22	3.3% -0.7% from previous year	4.7% -0.8% from previous year	5.3% +0.1% from previous year
2022/23	4.9% +1.6% from previous year	5.2% +0.5% from previous year	5.3% No change from previous year
2023/24 (draft fig.)	5.8% + 0.9% from previous year	5.4% +0.2% from previous year	6% + 0.7% from previous year

An application has been made in March 2024 to the Department of Education requesting the commissioning of new Post 16 provision in Halton that will allow learners to join part way through an academic year. **(CF/BH)**



3.2 Special Educational Needs and Disabilities (SEND) Sufficiency Placement Challenges


The placement of complex children remains a significant challenge across the borough. The development of 100 additional in-borough placements in specialist resource bases has alleviated this situation to an extent, but we are still finding it a challenge to keep pace with the demand for specialist places. We have commissioned data projections to allow us to effectively plan for the placement of these learners going forward. We will need to continue to develop in-borough provision and are working particularly with the secondary sector to develop further resource bases, and are optimistic that our high schools are increasingly open to developing additional resources. Until we can develop more in-borough provision however, we continue to depend on expensive Independent Non-maintained Specialist Settings, to accommodate these learners. This dependency places excessive burden on both the high needs block and the home to school transport budget. **(CF/BH)**



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 Year	Quarterly Progress
PED01 01	Increase the number of early help assessments (MAP) health/education and other partners are leading on	613 MAP	N/A	526 MAP (prov)		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. Head of service and performance team are currently looking at data collection as the way that data is interpreted for early help is not a true picture of early help offer in the borough and across the partnership. New OD now in place and will establish an early help partnership board to offer scrutiny and accountability for partners.</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 - 92.25% Pri – 94.28% Sec - 90.14% Spe - 87.59% PRU – 56.69%		N/A
<p>Supporting Commentary: Debbie Houghton /Scott Middlehurst The session attendance data covers the period 04/09/23 to end of Spring term 2024. It excludes data from 3 secondary schools, Ormiston Chadwick Academy, Ormiston Bolingbrook Academy and Sandymoor Academy due to these schools being in the process of migrating their data to a new School Information Management System (SIMS) server.</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 April 2024 we have received Priority Education Investment Area (PEIA) funding from the DfE to employ five School Attendance Support Officers (SASO) who will be working with schools, families and pupils to reduce persistent absence at Halton schools where persistent absence is higher than national. In addition, DfE funding has been used to run an Attendance Matters Campaign which aligns to the national campaign. The Education Welfare Service is continuing to support schools with the increased statutory duties in relation to attendance in line with the Government's Working Together to Support School Attendance alongside the offer of additional traded support and supporting the work of the SASOs.</p>		

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 PAUSE in Halton is now over 18 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. Funding for a further 12 months have finally been secured in March 2024. A plan is now in place to secure further funding from partners for 3-5 years. The new cohort of women for 24-25 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><u>Supporting commentary:</u> Val Armor 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 2023, April 2023, January 2024, 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 two 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 five 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 Year	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	500 (full year)	591.2 (prov)		
<p><u>Supporting commentary:</u> Sarah Ellison</p>						
PED02 02	Monitor the rate of children in need (open cases including care leavers) per 10,000. 0-18-year-olds (snapshot at end of quarter)	499	500	457 (prov)		
<p><u>Supporting commentary:</u> Jamie Pope, Andrew Jones Children in Care numbers are high in Halton. This is now stabilising with a slight reducing trend.(JP)</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	54 (prov)	Is lower positive?	Is lower positive?
<p><u>Supporting commentary:</u> Sarah Ellison, Andrew Jones</p>						
PED02 04	Monitor the rate of children in care per 10000 0-18-year-olds (snapshot at end of quarter)	133	90	139 (prov)		
<p><u>Supporting commentary:</u> Jamie Pope Halton's rate of children in care has remained above all comparators for the past 18 months. The number of children in care has been impacted by the need of general population and number of Unaccompanied Asylum-Seeking Children (UASC) which is currently equivalent to 6%.</p>						

Ref:	Measure	22/23 Actual	23/24 Target	Current	Direction of Travel compared to same Qtr Prev Year	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	203 (prov)		
<p><u>Supporting commentary:</u> Andrew Jones</p> <p>There has been a reduction this quarter compared to previous quarter. Work is underway in terms of supporting teams and practitioners in the effective use of Pre-proceedings, this includes head of service review and scrutiny and legal gateway to help embed a new culture. This should help divert the need for the number children entering the care system and for help ensure that for those that do need to come into care we make timely permanence decisions.</p> <p>Additionally, we are guiding practitioners in refining our approach to families where concerns persist. We are building and embedding a culture that gives significant consideration to the potential negative impact entering the care system might have on some children and weighing this up against the concerns home. Similarly, we are supporting practitioners in thinking about how we hold and work with risks, when court intervention is not likely to result in separation. By doing so, we can ensure that our actions are balanced and consider the best interests of the families involved.</p>						
PED02 06	Reduce the average caseload in Children in Need Teams (snapshot end of quarter)	21	18	19		
<p><u>Supporting commentary:</u> Andrew Jones</p> <p>There continues to be stability in our caseloads, there is some work to do to ensure cases transfer to our CIC teams in timely way which will help with this area of work. There is currently a review underway of the transfer process to support with this. We also need to improve the numbers of step-down cases to early help; this has been discussed in recent aiming high meetings.</p>						
PED02 07	Increase the proportion of missing incidents where a return interview is completed (financial year, cumulative to end of quarter)	70%	85%	60%		
<p><u>Supporting commentary:</u> Clare Hunt</p> <p>For this period, there have been 96 return interviews completed with 63 young people by the commissioned service. 60% of all incidents have had a return interview and 77% were completed within 72 hours, this is an increase from the previous quarter. The Declines for return interviews were 87 incidents by 37 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	23		
<p><u>Supporting commentary:</u> Clare Hunt</p> <p>For this reporting period, there has been a total of 220 notifications from the commissioned service. There have been 23 young people with repeat missing incidents. These three young people have made three or more incidents during the quarter, accounted for 59% of all missing incidents in the quarter. The repeat cohort was made up of 12 males and 11 females. 19 of the 23 young people received a return home interview. The repeat cohort continues to have good engagement with the MFH service and will mainly engage with Return Home Interview's (RHI). For those who continue to decline RHI's, With You case workers have identified alternative ways to engage CYP including joint visits with social workers/lead professionals and offering alternative locations/methods of completing RHIs. The repeat cohort are known to Children's Social Care and other services due to having trigger meetings to discuss their individual circumstances and a plan of support for these CYP. Where RHI's have been declined, the attempts made have been clear on the decline form and a request for social worker to complete instead.</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	100		
<p><u>Supporting commentary:</u> Clare Hunt</p> <p>The total missing incidents this quarter are the same as last quarter, however the total missing individuals has increased by 20% from 82 to 100. The gender of CYP being reported missing remains equal in both age cohorts. This increase is down to children from home cohort. Despite the increase of total missing individuals, caseworkers were able to complete 37% more return home interviews with individuals than quarter 3. The total missing incidents has increased by 18% compared to Q4 2023. During this quarter, caseworkers have focussed on completing return home interviews within 72 hours, which is shown</p>						

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



by 14% increase from Q3 2023/24. The main reasons young people said they went missing this quarter was due to boundary issues at home or care, family conflicts or relationship issues. Caseworkers also identified further reasons of substance misuse, peer pressure, older peers, or mental health. The main things that young people said they experienced while away was poor safety planning, which is consistent with caseworkers' views along with substance misuse and ASB. For Young People who said that substance misuse or mental health was their reason for going missing, onward referrals were offered to support. For any young person with Child Criminal Exploitation/Child Sexual Exploitation indicators, the appropriate screening tools have been completed/contributed to and discussed in risk meetings. Advice & information has been given to young people following RHI's around these factors to prevent further missing incidents, including the use of portable chargers or the risks and dangers of having their phones switched off.

PED02 10	Record the number of young people flagged as at risk of Child Sexual Exploitation (CSE) (snapshot end of quarter)	13	20	7 (prov)		
----------	---	----	----	----------	---	---

Supporting commentary: Andrew Jones/Jamie Pope


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. Attendance at this meeting by social workers with updated assessments has improved considerably over the past few months, this results in partners having a good picture of the risk and management of it. (JP)

Children identified as at medium or high risk of Child Sexual Exploitation are reviewed and recorded via the monthly multi-agency contextual safeguarding operation group (CSOG), offering multi-agency oversight and scrutiny of those identified as being at most risk. An issue regarding timeliness of tools being updated and reviewed has been identified and is being addressed to ensure that this improves. We have identified that there is work to be done to ensure consistency between the lists held by children's service and CSOG – this is progressing. In addition, funding has been secured to recruit to a Contextual Safeguarding Co-Ordinator, this will help offer additional scrutiny, challenge and oversight to work in this area. (AJ)

PED02 11	Record the number of young people flagged as at risk of Child Criminal Exploitation (CCE) (snapshot end of quarter)	34	12	39 (prov)		
----------	---	----	----	-----------	---	---


Supporting commentary: Andrew Jones/Jamie Pope

Children identified as at medium or high risk of Child Criminal Exploitation are reviewed and recorded via the monthly multi-agency contextual safeguarding operation group (CSOG), offering multi-agency oversight and scrutiny of those identified as being at most risk. An issue regarding timeliness of tools being updated and reviewed has been identified and is being addressed to ensure that this improves. We have identified that there is work to be done to ensure consistency between the lists held by children's service and CSOG – this is progressing. In addition, funding has been secured to recruit to a Contextual Safeguarding Co-Ordinator, this will help offer additional scrutiny, challenge and oversight to work in this area.

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: Katherine Appleton

Halton currently has a high rate of Agency Social Workers (although reducing) and therefore the embedding of systemic practice model is complex. In preparation for this in the longer term agreement was made that Halton would pause the roll out of the systemic model and move to systemic practice principles whilst we continue to increase permanent staff group. SLIP are supporting the systemic principle approach.

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: Katherine Appleton

The CSC workforce board is now in place and the sub groups of the board, Staff wellbeing, Recruitment and Retention are also in place. The recruitment subgroup have written the workforce strategy and it is currently going through quality assurance and governance checks. The progression pathway is formalised and promoted by the Social Work Academy and senior leaders.

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: Katherine Appleton

The service re-design of CSC has started and is supported by TDU. The wholesale re-structure of CSC will be reviewed following the completion of the pilot programmes being implemented. This staged approach to the re-structure is required in Halton as the future structure should be considered when the number of children currently supportive is more reflective of Halton need.

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

Supporting commentary: Susanne Leece

Our Quality Assurance (QA) & Learning Framework enables us to robustly relate performance management data with quality assurance with three simple interrelated questions:

How much did we do? (Service activity),



How well did we do it? (Quality),

Did we make a difference to children lives? (Is anyone better off?).

Measuring the impact of our work at all levels across children's services is crucial in closing the quality assurance loop and demonstrating the difference our services make to improving children's outcomes. Each month we present the findings of our QA activity in an overview report, the purpose of this report is to support each service area to develop effective practice improvement responses and to provide measurement of previous improvement activity. There is peer scrutiny of service responses via our Aiming High meetings and findings are also presented to the Improvement Board to offer assurance about the quality of our practice.







The information within these reports do evidence that during 2024 there has been incremental improvement in the quality of our practice across all service areas.

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 Year	Quarterly Progress
PED03 01	Reduce the number of children who are placed in residential care (snapshot at end of quarter)	40	20	50 (prov)		

Supporting Commentary: Jamie Pope



Review of those children and young people who are placed in a residential placements continues to ensure that only those children and young people who require this type of placement remain in such placements. Monitoring meetings take place to ensure appropriate timely plans are in place for young people moving towards independence as well as reviewing progress. Newly formed cross departmental Resource Panel has been established and High-Cost Placement Meeting chaired by Director of Children's Services is now in operation.

PED03 02	Reduce the number of children who are placed in independent fostering agencies (snapshot at end of quarter)	71	35	94 (prov)		
<p>Supporting Commentary: Jamie Pope Placement requests are authorised and tracked through a range of forums i.e. Resource Panel / Legal Gateway where sourcing Halton's mainstream foster carers is a primary focus. The current level of sufficiency due to increase of children in care is resulting in the use of Independent Fostering Agencies, and in some circumstances residential, however as foster carers approvals are also tracked this provides opportunity to consider in house carers. 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% (prov)		
<p>Supporting Commentary: Jamie Pope The Care leaver accommodation group (CLAG) 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 (EET) (snapshot at end of quarter)	57%	65%	59%		
<p>Supporting Commentary: Jamie Pope Halton's Leaving Care Service now has experienced Principal Manager, Practice Lead and full complement of permanent 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	Refer comment	N/A	N/A
<p>Supporting Commentary: Kevin Greaves Over the past 6 months there have been resource constraints in the placements team that has impacted on the ability to complete some planned quality monitoring visits. As a result, the team have prioritised accordingly and have scheduled in as many visits as possible on a rota basis and in relation to any specific need or issues. In addition to the planned visits there have been a number of responsive visits that have taken place linked to quality concerns from Professionals and in addition to the result of OFSTED inspection outcome reports. In March 2024 the vacant post of Placement Officer was successfully recruited which will provide the capacity required to deliver a more consistent quality monitoring function across a larger cohort of placements. By the end of Qtr.1 2024/25 these developments will have started to become embedded as the new placement officer starts to deliver this new way of working.</p>						
Ref:	Measure	22/23 Actual		Current	Direction of Travel compared to same Qtr Prev Year	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	Refer comment	N/A	N/A
<p>Supporting Commentary: Kevin Greaves Several initiatives are being implemented to effectively manage and reduce spend on placements:</p> <ul style="list-style-type: none"> • Comprehensive market development exercise being undertaken to test the feasibility of new models of care across supported accommodation, children's homes & UASC provision. • Focused interrogation of the highest cost placements via a targeted cohort approach whereby an agreed selection of young people can be tracked in relation to spend and interventions at review. • Greater engagement with providers to understand the cost base of placements and how this is matched against need to determine best fit. • Staff training 						

- Supported Lodgings, Commissioned Care Leavers Group and Training Flats
 - Reviewing 'CARE Cubed' model alongside Salford colleagues in peer support group.
- Consistent work being carried out with support from the Transformation & Delivery Unit to review cost.

Ref:	Milestones	Quarterly Progress
PED03a	Ensuring all children in care achieve permanency in a timely way. <i>Supporting Commentary:</i> Sarah Ellison	
PED03b	Ensure that Safeguarding Unit escalate any delays or concerns using escalate policy. <i>Supporting Commentary:</i> Jamie Pope 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 have 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 <i>Supporting Commentary:</i> Kevin Greaves The children's commissioning team are visiting all existing providers as part of a targeted review programme to ensure value for money and adherence to performance indicators and quality assurance. In addition to this and as part of a new 'sufficiency approach' several new providers are being engaged who are new to Halton to develop greater choice in the market, drive down cost and improve quality. This work is being used to inform the development of the HBC Commissioning Strategy.	
PED03d	Through the quality assurance of Personal Education Plans (PEP), identify areas of need and support to improve outcomes for individual Children in Care <i>Supporting Commentary:</i> Ben Holmes At the end of the Spring term, 93% of PEPs were completed, this is slightly lower than the previous term, Autumn 2023. Following our first multi-agency moderation during the Spring term, PEPs continue to be graded consistently, however, due to the completion rate for the term being slightly lower, the number of PEPs graded green or above, has also dropped for the term. The multi-agency moderation process will continue in the summer term, alongside a regional Virtual School network moderation, this will ensure that we are inline or better than our regional partners. Overall, the PP+ spend continues to be mostly focussed on 1:1 tuition or social and emotional support. An analysis of PP+ spend linked to outcomes has been completed for the financial year and the academic year so far. This evidences that the identified areas of need are being supported through PP+. It also evidences that our year groups of most need, also have the highest spend, with progress being made in their outcomes. The roll out of the 2-year-old PEP has begun, and whilst in its infancy, we are beginning to see the benefits of the Virtual School being included in care planning meetings to identify areas of need earlier.	

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 Year	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%	20%		
<i>Supporting Commentary:</i> Charlotte Finch The trajectory of improvement in this area continues. Our 12-month rolling improvement figure is actually 65%, which is in line with national average. We are confident we will hit our 75% target, unless unexpected external factors impact on service.						

Delivery. All indicators are positive, and performance is improving on a week-by-week basis. Weekly monitoring and strong oversight and management supports this improvement.

PED04 02	Reduce the number of incidents of fixed term Suspensions (academic year cumulative to end of quarter)	1218	500	1489	N/A	N/A
----------	---	------	-----	------	-----	-----



*Supporting Commentary: Debbie Houghton/ Scott Middlehurst
The data covers the period 04/09/23 to 31/03/24. The number of suspensions has increased from 1218 to 1489 this quarter.*

PED04 03	Reduce the number of children subject to fixed term suspensions (academic year cumulative to end of quarter)	552	350	635	N/A	N/A
----------	--	-----	-----	-----	-----	-----

*Supporting Commentary: Debbie Houghton/ Scott Middlehurst
The data covers the period 04/09/23 to 31/03/24.
The data covers the period 04/09/23 to 31/03/24. 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.*

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	44	N/A	N/A
----------	--	---	----	----	-----	-----






*Supporting Commentary: Debbie Houghton/ Scott Middlehurst
The data covers the period 04/09/23 to 31/03/24.
The data covers the period 04/09/23 to 31/03/24. The number of permanent exclusions has increased to 44. The Team around the School meetings are taking place each week to discuss children at risk of permanent 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. The main reason for permanent exclusion is persistent disruptive behaviour followed by physical assault on an adult and verbal/threatening behaviour towards an adult.*




Ref:	Measure	22/23 Actual	23/24 Target	Current	Direction of Travel compared to same Qtr Prev Year	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 2022/23	3.6%	7.6% As of end of Q4		




*Supporting Commentary: Charlotte Finch
Our Delivering Better Value action plan is targeting this particular work stream, and we hope to see a reduction in this area by 2026, but realistically it is not likely to start to reduce before then.*

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	Refer comment	N/A	N/A
----------	--	--	-------------------	---------------	-----	-----



*Supporting Commentary: Kevin Greaves
114 pupils are placed at 32 non-maintained and independent schools, no change since Q3 2023/24. In Q4 2023/24 – 18 new non maintained independent special schools Search requests were received and there are currently 38 active searches, of these 14 are parental requests to consult with a None Maintained Independent Special School. The average placement cost has risen to £60,572. Of the children on-roll their Primary Needs are: - 38 Cognition and Learning or have ASC as a primary need, SEMH – 64, Speech, Language and Communication - five and Visual Impairment – seven, the children are in Key Stages are: - KS1: 5, KS2: 16, KS3: 40, KS4: 41, KS5: 12.*







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%	55.2% 668 of 1210 school aged as of Q4		
<i><u>Supporting Commentary:</u> Charlotte Finch</i> The number of children with EHCPs in Halton placed in mainstream settings is growing. We are not yet in line with our statistical neighbours, with a disproportionate number of children attending specialist settings, both in and out of borough						
PED04 08	Monitor the percentage of Special Schools with overall effectiveness of Good or Outstanding	100%	100%	100%		
<i><u>Supporting Commentary:</u> Ben Holmes</i> This continues to be an area of strength within Halton, with 100% of special schools graded good or outstanding.						
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%	100%		N/A
<i><u>Supporting Commentary:</u> Charlotte Finch</i> We continue to maintain our significant improvement in this area. Whilst we are unable currently to monitor assessment data for Children Subject to a Child Protection Plan children, we are closely monitoring the assessment performance of children in care. Performance has significantly improved in this area.						


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.	
<i><u>Supporting Commentary:</u> Charlotte Finch</i> SEMH remains the second highest area of need in Halton. The Strategy on SEMH requires revision following the successful establishment of additional resource bases for SEMH and the opening of the new Free School. In addition to this, we recently secured a Delivering Better Value (DBV) grant of £1m, and our action plan focusses heavily on SEMH, and contains many new initiatives to support this group of vulnerable learners. We believe our DBV work will transform the offer for SEMH learners exponentially. This will need to be reflected in a refreshed SEMH strategy		
PED04b	Review the current framework of support for children and young people with disabilities, including short breaks provision	
<i><u>Supporting Commentary:</u> Claire Gurney</i> Short Breaks – monitoring visits to Short Breaks funded providers have started in collaboration with Short Breaks for Disabled Children’s Service. One provider was visited in Q4 2023/24, and we were able to gather positive feedback from both children and families during the visit. Delivery has maintained through Q4 2023/24, and providers are submitting their completed Q4 2023/24 quarterly performance information during April 2024. Eight of the nine Short Break activities have been extended into 2024/25: - Halton Play Council – Play Services, Vibe – Friendship Groups and Positive Future Consultancy - PA Support. These are supported by small grant awards to Everton in the Community – Trips and Visits, Vibe – Outdoor Activities, Sport Works – Splash Play and Swimming Lessons and Mako Create – Digital Media Workshops and will continue to provide support to children and families to April 2025. Motiv8 Sports Dance, Drama and Art Workshops ended in Q4 2023/24.		
PED04c	Review direct payments with all recommissions co-produced with parents and young people.	
<i><u>Supporting Commentary:</u> Val Armor</i> This has been reviewed in terms of commissioning to get the best offer and value for parents and carer.		

Ref:	Milestones	Quarterly Progress
PED04d	Improve quality and timeliness of Education Health and Care Plans (EHCP).	
<p><i>Supporting Commentary: Charlotte Finch</i> The trajectory of improvement in this area continues. Our 12-month rolling improvement figure is actually 65%, which is in line with national average. We are confident we will hit our 75% target, unless unexpected external factors impact on service Delivery. All indicators are positive, and performance is improving on a week-by-week basis. Weekly monitoring and strong oversight and management supports this improvement. We are now launching Invision 360, which adds a robust level of Quality Assurance to the EHC assessment process and EHCPs. We are confident this will allow us to accelerate our improvement in this area and also will provide data which will allow us to evidence the improvement in quality.</p>		
PED04e	Quality assure all provision currently being utilised to ensure that provision meets the needs of our children and young people.	
<p><i>Supporting Commentary: Kevin Greaves</i> Monitoring visits for Independent non maintained special school continue with visit's taking place in Q4 2023/24 and of the 32 schools commissioned 14 have been monitored covering 60% of children placed. Short Breaks - a new monitoring document has been developed to use during provider monitoring visits, and this has continued to be rolled out in Q4 2023/24.</p>		
PED04f	Review in borough specialist provision and revise to meet the needs of Halton's children and young people	
<p><i>Supporting Commentary: Charlotte Finch</i> The first phase of the SEND Sufficiency Strategy has been delivered. Phase two of the strategy is now being coproduced with stakeholders. An additional 117 specialist places have been developed in partnership with our schools and settings. A new SEMH Free School will open its doors in September 2024, providing up to 36 additional specialist school places across Halton and St Helens. This will increase to 64 places in total by Sept 2026. Phase 2 of the SEND sufficiency strategy will look at the development of additional resource base places at secondary phase, in order to provide smooth transition from primary aged resource base. We are currently liaising with School Place Planning analytics company, MIME, to secure accurate SEND Forecasting data, to allow more forensic planning in the next phase of the sufficiency strategy.</p>		

Objective: Raise achievements 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 Year	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	93%		
<p><i>Supporting Commentary: Sarah Campbell</i> 443 eligible children 2-year-olds out of 475 were placed in Early Years settings based on January headcount 2024. Sufficiency for eligible 2-year-olds is not current predicted to be impacted by childcare expansion from April 2024. Uptake of the expansion programme will be closely monitored to ensure sufficiency.</p>						


Ref:	Measure	22/23 Actual	23/24 Target	Current	Direction of Travel compared to same Qtr Prev Year	Quarterly Progress
PED05 02	Increase the take up of Early Years Entitlement for 3- to 4-year-olds.	93.9%	96%	89.9%		
<i>Supporting Commentary: Sarah Campbell</i> 3- & 4-Year-old uptake is currently 89.8% based upon January 2024 headcount and GP Registrations from October 2023.						
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%		
<i>Supporting Commentary: Sarah Campbell</i> 97 % of Early Years Providers are good, outstanding, or met. Out of these, 9 settings are outstanding, 74 settings are good and 11 are met. 1 setting and 1 childminder have received a requires improvement judgement following inspection and are being supported by the Early years team.						
PED05 04	Monitor the percentage of Primary schools with overall effectiveness of Good or Outstanding	76%	Dependent on Inspection dates	81.6% As of 29th Feb 2024		N/A
<i>Supporting Commentary: Ben Holmes</i> The number of primary schools graded good or outstanding continues to increase across Halton. The 18.4% of schools graded as inadequate or requires improvement are receiving support through the LA, via DfE 'Priority Education Investment Area' funding and through Multi-Academy Trust support.						
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% As of 29th Feb 2024		N/A
<i>Supporting Commentary: Ben Holmes</i> The number of secondary schools graded good or outstanding remains at 50%, with the 4 below this grading receiving intensive support through their Academy trusts.						

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.	
<i>Supporting Commentary: Ben Holmes</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. The Vulnerable Learners Partnership Board has been established, which is a multi-agency board chaired by the Director for Education alongside education leads and wider partners to ensure there is strategic scrutiny and challenge to removes barriers to learning for our most vulnerable 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.		

Ref:	Milestones	Quarterly Progress
PED05c	Review the process of risk assessment for schools and settings to target support and drive improvement.	


Supporting Commentary: Ben Holmes

The School Improvement Team risk assess schools termly (and after Ofsted visits) and adjust targeted support to meet needs of schools. In Q4 all school gradings were reviewed ready for implementation of a new Service Level Agreement, due to the termination of the School Improvement, Monitoring and Brokering Grant for Las. This 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 launch from 1st April. We now have a school improvement website to support our new offer. <https://haltonschoolimprovement.co.uk/>

PED05d	Build engagement, capacity and governors understanding of the strategic roles and responsibilities.	
--------	--	---

Supporting Commentary: Ben Holmes


Governor training and briefings were well attended in Q4. During workshops the governor roles and responsibilities were promoted in relation to being confident about their roles in relation to safeguarding, PEIA actions and around school finances. Further training from Ofsted is scheduled for 24/25 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.

PED05e	In partnership with schools, review and design an effective educational vision for the region that meets pupils needs whilst raising ambitions	
--------	---	---

Supporting Commentary: Ben Holmes

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.



Halton's Children's Services and working with wider partners, school communities and residents to create a new Children and Young People's Plan which will be published in 24/25 and shape our educational vision for the next 3 years.

PED05f	Launch Halton Learning Alliance (HLA) Strategic Partnership to develop an inclusive, ambitious approach developing contributing, successful citizens locally, nationally, and globally. All educational stakeholders and community members acting with moral purpose for Halton children, young people and community members	
--------	---	---

Supporting Commentary: Ben Holmes

The HLA has been paused for 23/24 to enable focus on the PEIA across the authority. Schools have now been clustered to ensure all benefit and develop greater collaboration between neighbouring schools. The HLA will be considered in the creation of the CYP Plan.



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 Year	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%	5.5%		

Supporting Commentary: Háf Bell



The number of young people not accessing education, employment or training continues to grow in Halton. This growth is greater than seen in other local authorities. Lack of post 16 provision in the borough impacts this. Conversations are taking place with the Department for Education about commissioning new post 16 provision.

All young people who are not in education, employment or training are offered support via a Young People Caseworker. Due to a vacancy in the team the current caseloads for Young People Caseworkers are significantly higher than operational expectations, limiting the speed of support available to young people. Whilst recruitment to the vacant post has taken place, the scale of growth in the NEET cohort means the team caseloads will still be too high to support individuals in a timely manner.

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%	0.3%		
----------	--	------	------	------	---	---



Supporting Commentary: Háf Bell

Good relationships with other services and making home visits to young people has allowed us to maintain contact with the cohort, resulting in a very small number of young people whose activity is not known to the local authority.

Ref:	Measure	22/23 Actual	22/23 Target	Current	Direction of Travel compared to same Qtr Prev Year	Quarterly Progress
PED06 03	Increase the percentage of 16–17-year-olds with an offer of learning (September guarantee)	96.02%	97%	94.7%		


Supporting Commentary: Háf Bell

This is the September 2023 reported figure as figures leading up to September 2024 are not currently available. The outcome is a result of the increased number of young people in academic Year 13 who are not in education, employment or training.

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%	89.4%		
----------	---	-------	-----	-------	---	---


Supporting Commentary: Háf Bell

Whilst we have seen an increase in the number of young people who are not in education, employment, or training since last year, there are fewer young people in jobs without training, which impacts positively on this measure.

Ref:	Milestones	Quarterly Progress
PED06a	Closely monitor the cohort of young people not in education, employment or training and identify common patterns/issues to inform actions, guide the effective use of resources and to identify any future commissioning needs	

Supporting Commentary: Háf Bell

Ongoing analysis takes place to respond to need and ensure the resources available are being targeted appropriately. Work continues to raise the lack of access to in year provision for young people within the combined authority and with the Department for Education.

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


Supporting Commentary: Háf Bell

Successful outcome achieved for those who were in learning.

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	
--------	---	---

Supporting Commentary: Háf Bell

Data from the college and training providers in the borough submitted in a timely manner.

PED06d	Work with Post 16 education and training providers in the borough to support the development of provision that does have clear progression opportunities	
--------	---	---

Supporting Commentary: Háf Bell




Lack of in year progression an issue within Halton and being discussed with the Combined Authority and Department for Education. Looking for an external solution by bringing a new provider into the borough.

5.0 Financial Summary

To follow




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:

CF/BH Charlotte Finch/Ben Holmes, Acting Assistant Operational Directors, Education, Inclusion and Provision Service – in Jill Farrell's absence.

KA Katherine Appleton, Operational Director, Children and Families Service.