

# QUARTERLY MONITORING REPORT

**DIRECTORATE:** Children & Young People  
**SERVICE:** Universal & Learning Services  
**PERIOD:** Quarter 2 to period end 30th September 2009

## 1.0 INTRODUCTION

This quarterly monitoring report covers the Universal & Learning Services Department second quarter period up to 30 September 2009. It describes key developments and progress against all objectives and performance indicators for the service.

The way in which traffic lights symbols have been used to reflect progress to date is explained within Appendix 7.

## 2.0 KEY DEVELOPMENTS

### 2.1 Pupil Achievement

Provisional attainment data has been released and performance across all stages has been generally positive. Foundation Stage Profile results continued to see increases, with Halton performing above the national average. Key Stage 1 results have increased, particularly at Level 2. Halton performs above the national average at Key Stage 2, whilst relatively stable against previous years. Performance at Key Stage 4 has also continued to show improvement. The percentage of young people achieving 5 or more GCSE's A\*-C increased by 1% to it's highest ever performance. The percentage of young people achieving 5 or more GCSE's A\*-C including English and Maths has increased by 11% since 2006, although a decrease in performance from 2008. A Level results have seen some significant improvements with the percentage of A grades increasing from 5% to 13%, A-C grades from 55% to 65%. Halton's percentage achieving A-E grades is above the national average.

Focus continues to be given to the drive on improving standards in pupil achievement, particularly with National Challenge schools and those schools where results in English and/or Maths dipped in 2009.

### 2.2 Specialist Resource Bases

Informal consultation completed on the review of Primary Specialist Resource Bases. The next step will be to move to formal consultation. Preparation has started for the development of Secondary Specialist Resource Bases in line with the plans for Building Schools for the Future.

### 2.3 14-19 Plan

Local Area Statement of Need (LASN) has been produced by the Local Learning and Skills Council to inform Commissioning. The LASN provides a summary statement of commissioning priorities for 14-19 residents in Halton will inform purchasing of provision in 2010/11.

107 learners have enrolled onto new diploma programs. The following diplomas are available:-

- Construction Built Environment
- Society health and Development
- Media and Performing Arts
- Information Technology
- Business Administration

## 3.0 EMERGING ISSUES

### 3.1 England and Maths Attainment

The Local Authority will complete a detailed analysis of the results to identify the reasons for the fall in both English and Mathematics performance, in particular around the attainment of 5 or more GCSE's grade A\*-C including English and Maths. From this analysis a detailed Support Plan will be developed to address the issues that emerge.

### 3.2 Specialist Educational Needs budgets

The re-distribution of SEN budgets in line with 3 year financial cycle of school budgets will be an emerging issue. The increasing costs of inclusion for pupils with severe and complex medical/physical needs in mainstream settings will have budget implications




### 3.3 14-19 Plan

Work required on information and guidance for new curriculum pathways to ensure that they are fully understood by Young People and Parents.

### 3.4 Assessing Pupil Progress (APP) data

Core subject consultants will need to continue to work with school Senior Leadership Teams to ensure they are knowledgeable about the interplay between Assessment for Learning and Assessing Pupil Progress. There is a requirement to support the development of school tracking systems so they interact with APP data as a key pupil tracking process.

## 4.0 PROGRESS AGAINST OBJECTIVES / MILESTONES

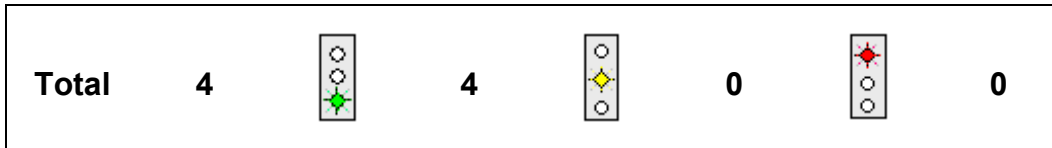
<b>Total</b>	<b>21</b>		<b>21</b>		<b>0</b>		<b>0</b>
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Good progress is being made towards all objectives/milestones. For further details, please refer to Appendix 1.

## 5.0 SERVICE REVIEW

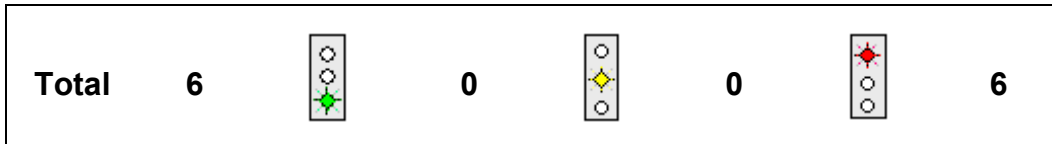
Nothing to report.

## 6.0 PROGRESS AGAINST KEY PERFORMANCE INDICATORS



Good progress is being made towards all 4 “Key” performance indicators. For further details, please refer to Appendix 2.

## 7.0 PROGRESS AGAINST OTHER PERFORMANCE INDICATORS



All attainment targets are set at Fischer Family Trust D levels which is set at measuring outcomes against the best 25% of schools and local authorities nationally. Targets are therefore both challenging and ambitious. For further details, please refer to Appendix 3.

## 8.0 RISK CONTROL MEASURES

During the production of the 2009-12 Service Plan, the service was required to undertake a risk assessment of all Key Service Objectives.

Where a Key Service Objective has been assessed and found to have associated ‘High’ risk, progress against the application of risk treatment measures is to be monitored, and reported in the quarterly monitoring report in quarters 2 and 4.

For further details please refer to Appendix 4.

## 9.0 PROGRESS AGAINST HIGH PRIORITY EQUALITY ACTIONS

During 2008/09 the service was required to undertake an Equality Impact Assessment. Progress against actions identified through that assessment, with associated High priority are to be reported in the quarterly monitoring report in quarters 2 and 4.





For further details please refer to Appendix 5.




## **10.0 DATA QUALITY**



The author provides assurance that the information contained within this report is accurate and valid and that every effort has been made to avoid the omission of data. Where data has been estimated, has been sourced directly from partner or other agencies, or where there are any concerns regarding the limitations of its use this has been clearly annotated.




## **APPENDICES**

Appendix 1- Progress against Objectives/ Milestones  
Appendix 2- Progress against Key Performance Indicators  
Appendix 3- Progress against Other Performance Indicators  
Appendix 4- Progress against Risk Control Measures  
Appendix 5- Progress against High Priority Equality Actions  
Appendix 6- Financial Statement  
Appendix 7- Explanation of traffic light symbols




Service Plan Ref.	Objective	2009/10 Milestone	Progress to date	Commentary
ULS 1	To Narrow the Gap in Educational Outcomes for Vulnerable Groups	Complete a comprehensive review of all Early Years provision within the borough by March 2010		Consultation completed – Report pending.
		Reinvest the savings gained by the reduction in statutory assessments achieved through capacity building in the mainstream sector by March 2010		Continuing reduction in the number of Statements of SEN. Increase in the number of children receiving earlier intervention through Enhanced Provision in schools and Early Years Private and Voluntary settings. Evaluation from report by National Strategies Regional SEN Advisor (visit Sept 2009) said the LA, based on 2008 data, ensures that young people with SEN in Halton achieve above the average for other children nationally with SEN.
		Complete the review of Learning Difficulty and Disability (LDD) provision and support by March 2010		Review of Secondary SEN Units completed. Review of Primary SEN Units ongoing – informal consultation on proposals complete. Requesting move to formal consultation.
		Further develop support service for English as an Additional Language (EAL) children from the resource base at St Chad's Specialist Language college by March 2010		Service is established and has been running for one year. Feedback from schools is positive and service objectives have been more than met.




Service Plan Ref.	Objective	2009/10 Milestone	Progress to date	Commentary
		Education support service to develop curriculum based group activities for Children in Care by March 2010		Activity programme is on going with consultation of young people. A variety of providers and LA personnel deliver the programme.
ULS 2	To Improve Educational Outcomes for all Children at Foundation Level	Communication Language and Literacy Development (CLLD) project implemented to improve standards of literacy at Foundation Stage by March 2010		91% children working at phase 2 in Early Years Foundation Stage at end of 2009 compares to 89% nationally. Good progress in EYFS needs to be transferred to year 1 to ensure positive impact continued.
		Review and evaluate Early Years Outcome Duty (EYOD) project to provide a consistent framework for Early Years provision by March 2010		The Early Years Outcome Duty Steering group is now an established team who have collaborated on a comprehensive action plan to support the achievement of Halton's statutory Early Years Outcomes duty targets. There is shared accountability for quality assurance across all EYFS settings and the group continues to meet to review impact on a termly basis. Criteria for success to be reviewed and refined in the next action plan.




Service Plan Ref.	Objective	2009/10 Milestone	Progress to date	Commentary
		Develop a quality assurance system to ensure consistency of Early Years Provision by March 2010		<p>A policy for support and intervention for EYFS settings is currently in draft and outlines the quality assurance criteria to support the 'categorisation' of settings. The LA will be using National Strategy resources – Early Years Quality Improvement Support Programme (EYQISP) and ECERs (Early Childhood Environmental Rating Scale) to establish criteria. A steering group is currently reworking the first draft and it is expected that this will be in place from January 2010. This information will be used to inform the deployment of support and intervention across private, voluntary and maintained settings. 18 HBC Staff trained in in ECERs. LA intend to commission an audit in a phase over next 18 months. Funds need to be identified for this. Seeking to introduce ECERs to maintained nursery schools in the Spring term 2010 as part of strategy for the rollout.</p>
		Deliver the ICAN project across a broader range of settings by March 2010		<p>To date 86 participants have attended 'supporting' course and 60 have attended 'enhance up' course. 7 settings have gained accreditation. A further 10 settings are currently going through the accreditation process resulting in a total of 17 settings across private, voluntary and maintained sectors.</p>

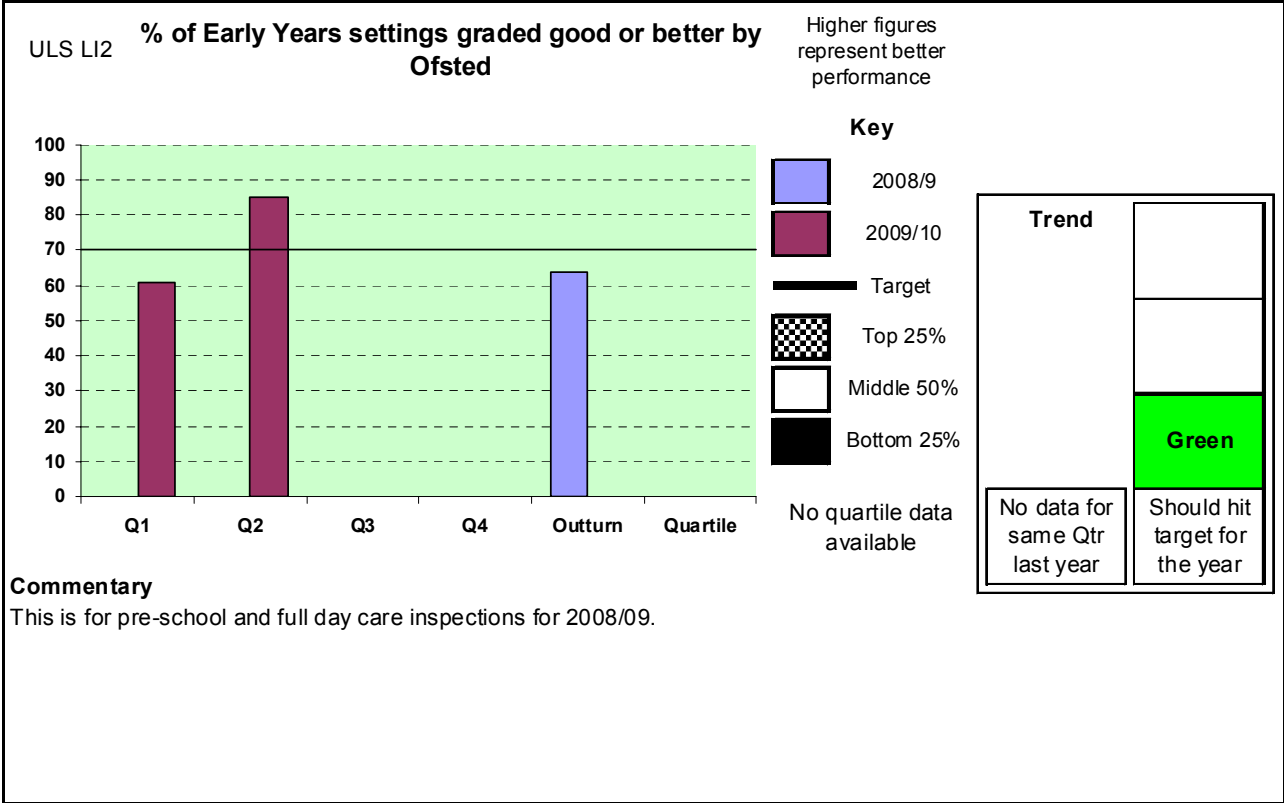
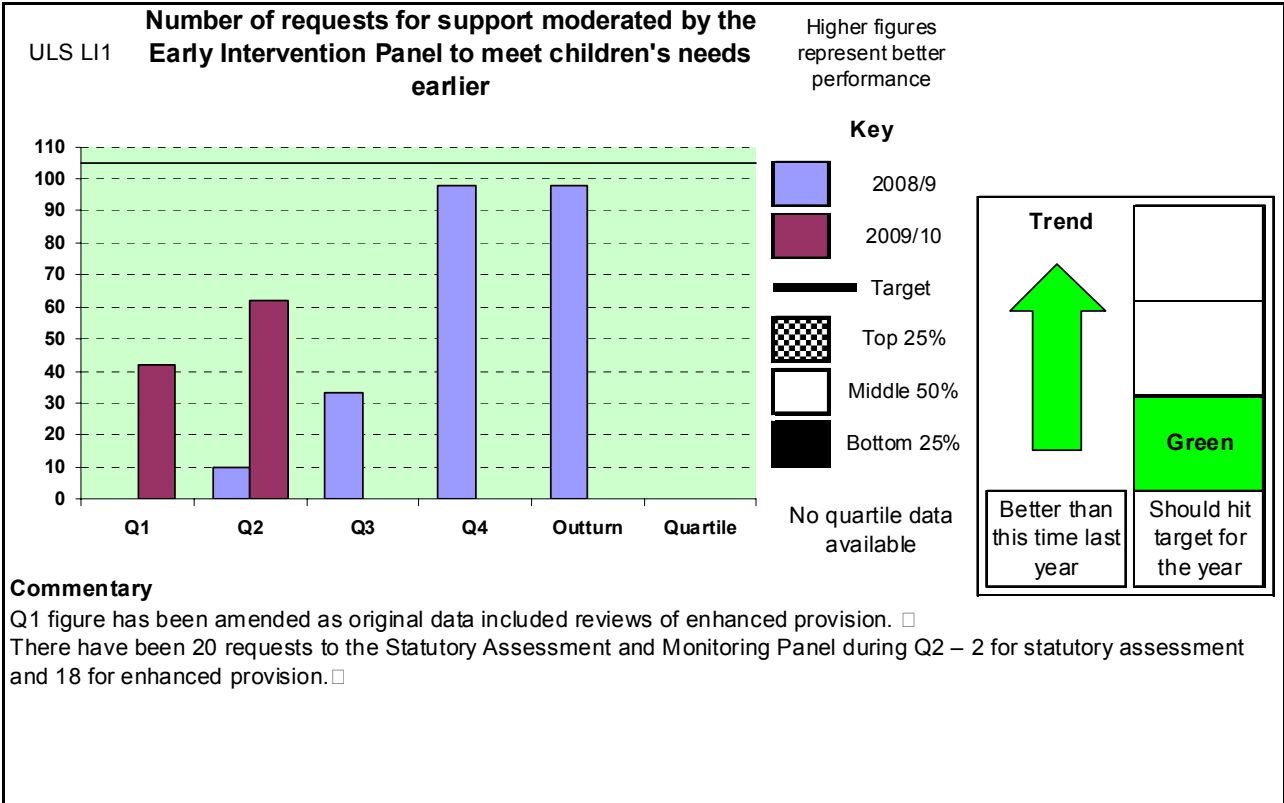
Service Plan Ref.	Objective	2009/10 Milestone	Progress to date	Commentary
ULS 3	To Improve Educational Outcomes for all Children at Primary Level	Review and evaluate alerts and triggers system by March 2010		<p>The draft alerts and triggers criteria have been shared with headteachers as part of the consultation process, and 3 primary schools have trialled their use in support of their self-review process. The final version has now been shared with schools although is expected that further sections will be added over time. The system is currently being translated into an electronic format so that the data can be maintained and evaluated. Expected to be in operation by the end of Autumn term 2009.</p>
		Work with schools via the SIP process to ensure they set challenging targets by January 2010		<p>All SIPs are aware of the Statutory targets that need to be set and the level of challenge associated with them</p>
		Implement systems for managing schools at risk of formal categorisation by March 2010		<p>There is a comprehensive system in place to manage schools at risk of categorisation in line with the LA's strategy for support an intervention. Where appropriate the LA uses its powers of intervention including the issuing of warning notices and also undertakes school reviews as necessary. There is a Cross Service Monitoring Group (CSMG) in place to provide a 'team around the school' approach and Single School Updates are held to support the planning of collaborative support for schools most in need. The outcome of SIP visits is fundamental to this process.</p>

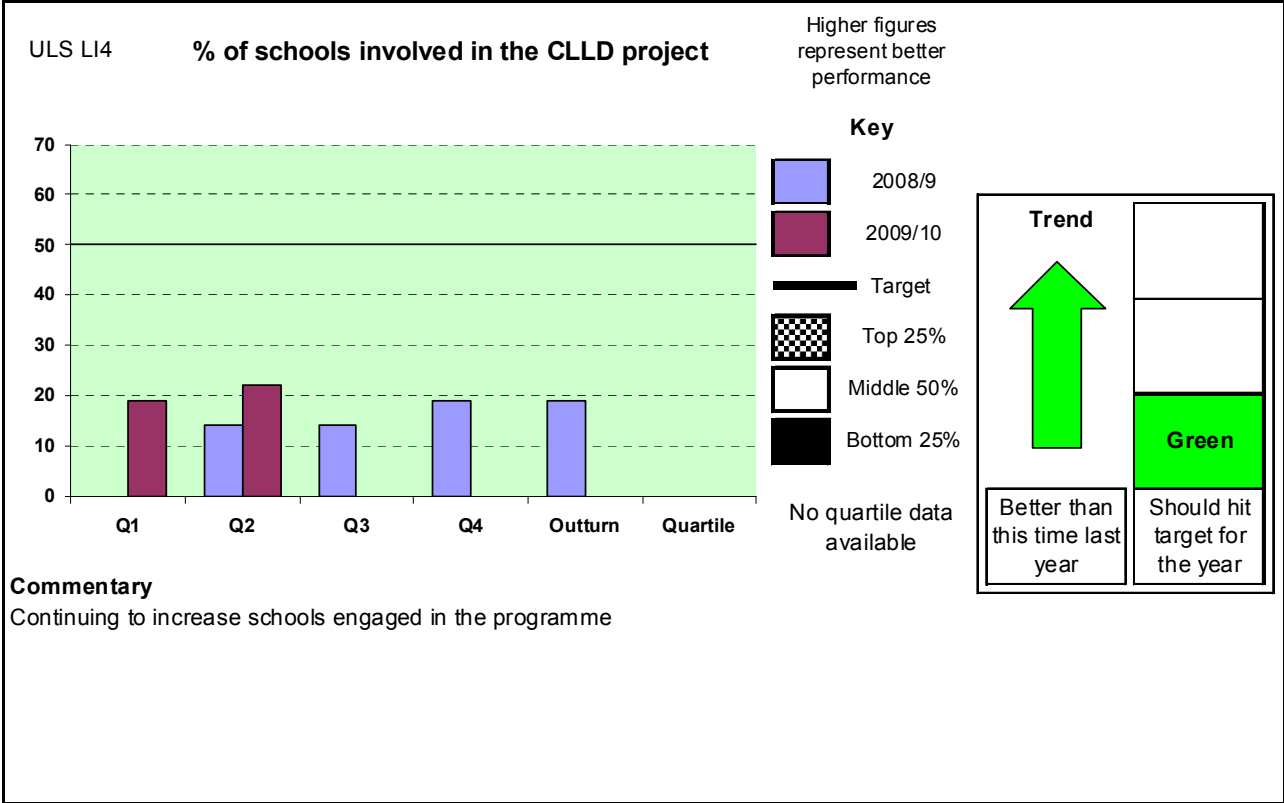
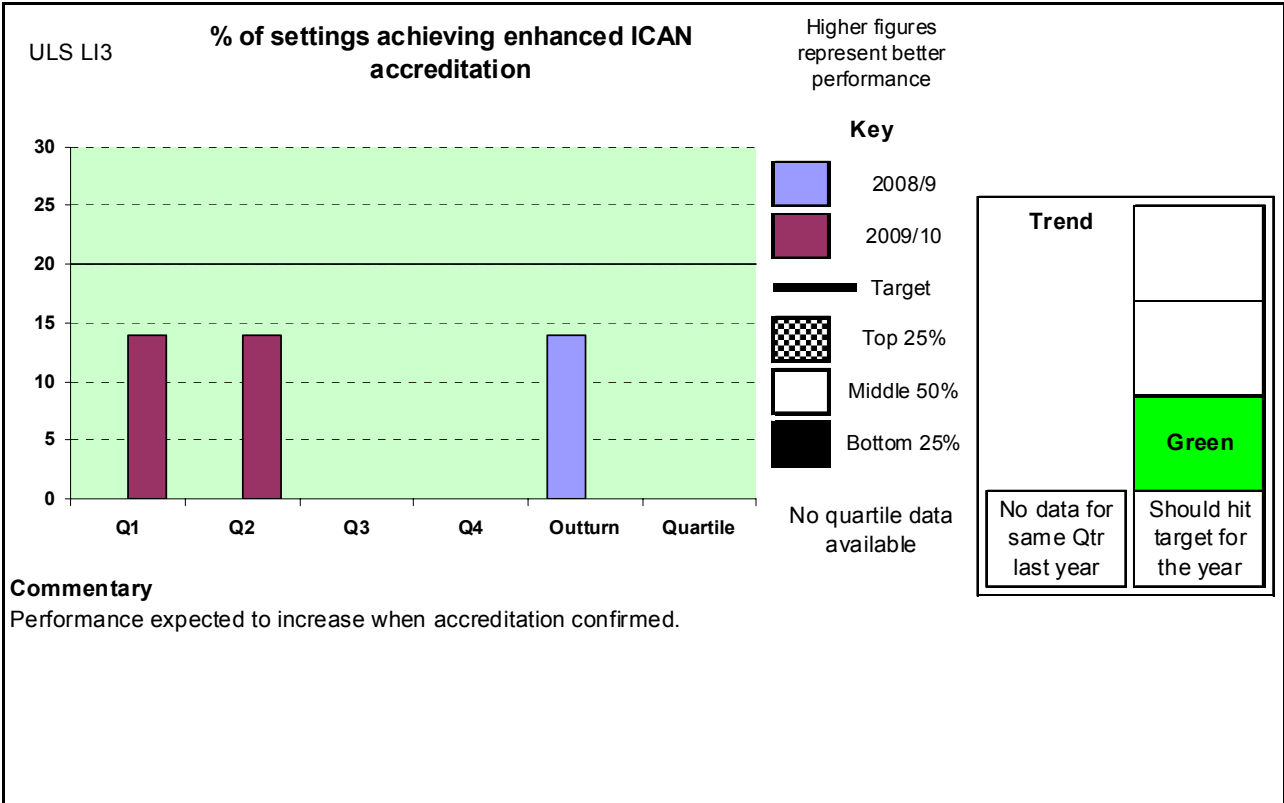





Service Plan Ref.	Objective	2009/10 Milestone	Progress to date	Commentary
		Engage schools in literacy and numeracy projects to improve standards by March 2010		The primary team continue to provide a range of projects for schools, targeted where required. This includes Assessment for Learning (AfL) and Assessing Pupil Progress (APP); Improving Schools Programme (ISP); 1 to 1 tuition; Every Child a Reader (ECAR) and the LA's Leading Teacher programme. An emerging issue is the attendance at CPD for schools accessing this 'universal' training offer. Whilst standards at key stage 2 in Halton remain in line with national, this masks the difference between individual schools.
ULS 4	To Improve Educational Outcomes for all Children at Secondary Level	Deliver Social, Emotional Aspects of Learning (SEAL) Programmes to targeted schools by March 2010		All secondary schools have engaged with the programme and to date 6 of the schools have implemented the SEAL programme.
		Implement plan for schools identified as in need of targeted intervention by March 2010		Plans formulated and implementation underway.




Service Plan Ref.	Objective	2009/10 Milestone	Progress to date	Commentary
		Review and evaluate alerts and triggers system by March 2010		<p>The draft alerts and triggers criteria have been shared with headteachers as part of the consultation process, and 3 primary schools have trialled their use in support of their self-review process. The final version has now been shared with schools although is expected that further sections will be added over time. The system is currently being translated into an electronic format so that the data can be maintained and evaluated. Expected to be in operation by the end of Autumn term 2009.</p>
		Work with schools via the SIP process to ensure they set challenging targets by January 2010		<p>All SIPs are aware of the Statutory targets that need to be set and the level of challenge associated with them</p>
		Implement systems for managing schools at risk of formal categorisation by March 2010		<p>There is a comprehensive system in place to manage schools at risk of categorisation in line with the LA's strategy for support an intervention. Where appropriate the LA uses its powers of intervention including the issuing of warning notices and also undertakes school reviews as necessary. There is a Cross Service Monitoring Group in place to provide a 'team around the school' approach and Single School Updates are held to support the planning of collaborative support for schools most in need. The outcome of SIP visits is fundamental to this process.</p>

Service Plan Ref.	Objective	2009/10 Milestone	Progress to date	Commentary
ULS 5	To Improve Outcomes Post-16	From emerging Learning and Skills Council (LSC) /LA transitional arrangements pilot a demand led commissioning process for local provision based on need by March 2010		Local Area Statement of Need (LASN) produced by the Local Learning and Skills Council to inform Commissioning. LASN provides a summary statement of commissioning priorities fro 14-19 residents in Halton will inform purchasing of provision in 2010/11.
		Collaboratively deliver a range of needs led diplomas at levels 1,2&3 by March 2010		107 learners are now engaged in diploma delivery. The following diplomas are available:- <ul style="list-style-type: none"> <li>• Construction Built Environment</li> <li>• Society health and Development</li> <li>• Media and Performing Arts</li> <li>• Information Technology</li> <li>• Business Administration</li> </ul>
		Map the range and quality of post-16 provision in the borough by March 2010		School by school analysis of KS4 options is now completed. Further analysis required to inform commissioning.





Ref	Description	Actual 2008/9	Target 09/10	Quarter 2	Progress	Commentary
<b>Service Delivery</b>						
ULS LI5	% of schools setting targets at FFT D (Fischer Family Trust)	73%	75%	N/A		Targets set in January 2010.
NI72	Early Years Foundation Stage attainment	45.4%	48%	46.9%		Although the 2008 / 09 target of 48% was not met, there has been a 1.5% increase in the % of children scoring 6+ across both communication, language and literacy and Personal and Social Education. The target for July 2010 is 52%.
NI73	Proportion achieving L4+ at KS2 in English & Maths (Threshold)	75.8%	77%	73%		All attainment targets are set at Fischer Family Trust D levels which is set at measuring outcomes against the best 25% of schools and local authorities nationally. Targets are therefore both challenging and ambitious. Although a slight dip compared to the significant gains made in 2008, Halton has maintained above national performance in this indicator.
NI75	Proportion achieving 5 A*-C GCSE including English & Maths (Threshold)	49.3%	49%	44.3%		All attainment targets are set at Fischer Family Trust D levels which is set at measuring outcomes against the best 25% of schools and local authorities nationally. Targets are therefore both challenging and ambitious. This was caused mainly by a decline in percentage gaining C+ in English in 3 schools. This is being addressed (see Key Developments and Emerging Issues).



Ref	Description	Actual 2008/9	Target 09/10	Quarter 2	Progress	Commentary
NI80	% of young people achieving Level 3 qualification by 19	33%	40.5%	N/A		Improved performance at 5 A*-C GCSEs and improved information, advice and guidance should improve 2009/10 performance. Information not yet available, expected by Q3 reporting.
NI92	Achievement Gap at Early Years Foundation Stage	30.5%	30.6%	31.4%		The target was not met and as a result the gap has not been narrowed between the bottom 20% and the median score of the cohort – although the threshold did rise. The target for July 2010 is 27.6%.
NI93	Proportion progressing by two levels at KS2 in English	85%	95%	86%		All attainment targets are set at Fischer Family Trust D levels which is set at measuring outcomes against the best 25% of schools and local authorities nationally. Targets are therefore both challenging and ambitious. Halton's performance in 2009 was 4% above national average.
NI94	Proportion progressing by two levels at KS2 in Maths	81%	87%	80%		All attainment targets are set at Fischer Family Trust D levels which is set at measuring outcomes against the best 25% of schools and local authorities nationally. Targets are therefore both challenging and ambitious. Adrift of target and 1% below national average.
NI97	Proportion progressing by two levels at KS4 in English	62%	64%	N/A		Data not yet available, expected by Q3 reporting.
NI98	Proportion progressing by two levels at KS4 in Maths	24%	30%	N/A		Data not yet available, expected by Q3 reporting.


Ref	Description	Actual 2008/9	Target 09/10	Quarter 2	Progress	Commentary
NI104	SEN/Non-SEN achievement gap at KS2 English and Maths (Threshold)	40.4%	38.5%	N/A		Data not yet available, expected by Q3 reporting.
NI105	SEN/Non-SEN achievement gap at GCSE 5A*-C including English and Maths (Threshold)	32.1%	31%	N/A		Data not yet available, expected by Q3 reporting.





### Additional National Indicators:






The indicators below form part of the new National Indicator Set introduced on 1<sup>st</sup> April 2008. These indicators are subsidiary indicators to the main indicators monitored through the service plan. Where appropriate information will be provided as exception reports within the quarterly monitoring reports.





NI	Description	2008-09 Actual	2009-10 Target	Quarter 2	Progress	Commentary
52	Take up of school lunches (Primary)	43.9	Target information awaited.	N/A		Annual assessment recorded in Spring.
52	Take up of school lunches (Secondary)	46.9	Target information awaited.	N/A		Annual assessment recorded in Spring.
57	Children and young people's participation in high-quality PE and sport	89%	Change in calculation of indicator 2009-10 will set baseline.	87%		2008/09 data has been amended in light of the new indicator definition. Performance for Q2 is inline with previous year.
69	Children who have experienced bullying (TellUs)	41.5	40	N/A		Data taken from TellUs 3 Survey which is carried out in Autumn term 2009. Data expected during Spring 2010.
76	Reduction in number of schools where fewer than 55% of pupils achieve level 4 or above in both English and Maths at KS2	2	2	3		3 schools did not attain 55%+ combined level 4+ English and maths
78	Reduction in number of schools where fewer than 30% of pupils achieve 5 or more A*- C grades at GCSE and equivalent including GCSEs in English and Maths	1	1	1		1 school did not attain more than 30%. This school is currently being supported through the National Challenge programme.




NI	Descriptor	2008-09 Actual	2009-10 Target	Quarter 2	Progress	Commentary
81	Inequality gap in the achievement of a Level 3 qualification by the age of 19	19.0	18	N/A		Data not yet available, expected for Q4 reporting.
82	Inequality gap in the achievement of a Level 2 qualification by the age of 19	48.0	49	N/A		Data not yet available, expected for Q4 reporting.
84	Achievement of 2 or more A*– C grades in Science GCSEs or equivalent	56.3	54	N/A		Data not yet available, expected for Q4 reporting.
85	Post-16 participation in physical sciences (A Level Physics)	22	30	N/A		Data not yet available, expected for Q4 reporting.
85	Post-16 participation in physical sciences (A Level Chemistry)	31	50	N/A		Data not yet available, expected for Q4 reporting.
85	Post-16 participation in physical sciences (A Level Maths)	33	50	N/A		Data not yet available, expected for Q4 reporting.
89	Reduction of number of schools judged as requiring special measures and improvement in time taken to come out of the category	1.0	1	2		2 primary schools are currently in special measures, 1 has had 2 satisfactory progress monitoring visits.
90	Take up of 14-19 learning diplomas		Awaiting data publication to set baseline prior to setting targets	N/A		Data not yet available, expected for Q4 reporting.

NI	Description	2008-09 Actual	2009-10 Target	Quarter 2	Progress	Commentary
91	Participation of 17 year-olds in education or training	73.0	80	N/A		Data not yet available, expected for Q4 reporting.
102	Achievement gap between pupils eligible for free school meals and their peers achieving the expected level at Key Stage 2	17.1	No targets set as not included in statutory target setting at the time	N/A		Data not yet available, expected for Q3 reporting.
102	Achievement gap between pupils eligible for free school meals and their peers achieving the expected level at Key Stage 4	31.0		N/A		Data not yet available, expected for Q3 reporting.
103	Special Educational Needs – statements issued within 26 weeks (excluding exceptions)	100.0	100	100		There have been 4 statements issued without exceptions during Q2, all within 26 weeks
103	Special Educational Needs – statements issued within 26 weeks (including exceptions)	100.0	100	100		There have been 5 statements issued with exceptions during Q2, all within 26 weeks
106	Young people from low income backgrounds progressing to higher education	21.0	20	N/A		Data not yet available, expected for Q4 reporting.

NI	Description	2008-09 Actual	2009-10 Target	Quarter 2	Progress	Commentary
107	Key Stage 2 attainment for Black and minority ethnic groups (White)	76.5	No targets set as not included in statutory target setting as cohort is too small	N/A		Data not yet available, expected for Q3 reporting.
107	Key Stage 2 attainment for Black and minority ethnic groups (Mixed)	75.0		N/A		Data not yet available, expected for Q3 reporting.
108	Key Stage 4 attainment for Black and minority ethnic groups (White)	49.0		N/A		Data not yet available, expected for Q3 reporting.
108	Key Stage 4 attainment for Black and minority ethnic groups (Mixed)	70.0		N/A		Data not yet available, expected for Q3 reporting.
108	Key Stage 4 attainment for Black and minority ethnic groups (Asian)	50.0		N/A		Data not yet available, expected for Q3 reporting.
108	Key Stage 4 attainment for Black and minority ethnic groups (Black)	100.0		N/A		Data not yet available, expected for Q3 reporting.

Objective Reference	Risk Control Measures	Progress	Commentary
ULS 1	Vulnerable children to be supported in mainstream education to give them the best opportunities to achieve.		Currently the systems are being reviewed regarding the support of vulnerable children and other vulnerable groups to ensure the best possible outcomes for all young people. Awaiting implementation.
	Good practice from the Education Support Services for Children in Care to be rolled out to other Vulnerable Groups.		Currently the systems are being reviewed regarding the support of vulnerable children and other vulnerable groups to ensure the best possible outcomes for all young people. Awaiting implementation of reviewed systems.
	Children in Care to be rolled out to other Vulnerable Groups. Improved tracking of vulnerable children and early identification of those at risk of underperformance.		SIPs are required to examine the tracking of vulnerable children and early identification of those at risk of underperformance. This is also a requirement of the new OfSTED framework for schools
ULS 2	CLLD project rolled out in an increasing number of settings to ensure consistency and drive up standards.		91% children working at phase 2 in EYFS at end of 2009 compares to 89% nationally  The CLLD project has been extended to include additional target schools and settings. There has been an observable impact in the acceleration of phonic development in those schools and settings that have implemented the programme.
	Implementation of the Early Years Outcome Duty to provide a consistent framework		The Early Years Outcome Duty Steering group is now an established team who have collaborated on a comprehensive action plan to support the achievement of Halton's statutory Early Years Outcomes duty targets. There is shared accountability for quality assurance across all EYFS settings.

Objective Reference	Risk Control Measures	Progress	Commentary
	Development of quality assurance systems to evaluate quality of provision		A policy for support and intervention for EYFS settings has been drafted to include quality assurance criteria to support the 'categorisation' of settings. The LA will be using National Strategy resources - Early Years Quality Improvement Support Programme (EYQISP) and ECERs (Early Childhood Environmental Rating Scale) to establish criteria. Expected that this will be in place from January 2010. This information will be used to inform the deployment of support and intervention across private, voluntary and maintained settings.
ULS 5	Piloting demand lead commissioning of post-16 provision		Local Area Statement of Need (LASN) produced by the Local Learning and Skills Council to inform Commissioning. LASN provides a summary statement of commissioning priorities for 14-19 residents in Halton will inform purchasing of provision in 2010/11.
	Roll out of specialist diplomas		107 learners are now engaged in diplomas. The following diplomas are available: Construction Built Environment, Society Health and Development, Media and Performing Arts, Information Technology, and Business Administration.
	Mapping the range of post-16 provision in Halton		School by school analysis of KS4 options is now completed. Further analysis required to inform commissioning.

HIGH Priority Actions	Target (Resp. Officer)	Progress (Traffic lights)*	Commentary
Ensure staff participate in a programme of Equality and Diversity training	Mar 2010 OD Universal & Learning Services and all DM's		Key staff have allocated training dates with the programme team.
Participate in programme of Equality Impact assessments on all Strategy, Policy, and Service Areas	Mar 2010 OD Universal & Learning Services and all DM's		A number of staff have contributed to the Equality Impact Assessments on all strategy, policy and service areas.
Embed a system of stakeholder engagement, participation and consultation in all aspects of Service Delivery	Mar 2010 OD Universal & Learning Services and all DM's		We are engaging with schools through training programme to update school staff and governors.

## UNIVERSAL & LEARNING SERVICES DEPARTMENT

### Revenue Budget as at 30<sup>th</sup> September 2009

	Annual Budget	Budget To Date	Actual To Date	Variance To Date (overspend)	Actual Including Committed Items
	£'000	£'000	£'000	£'000	£'000
Employees	1,989	994	899	95	925
Premises	128	55	55	0	55
Supplies & Services	93	47	77	(30)	85
Transport	7	4	4	0	4
Agency Related Expenditure	16	11	6	5	6
Central Support	515	154	154	0	154
Service Recharges					
Independent School Fees	1,714	1,103	1,103	0	1,103
Inter Authority	748	0	0	0	0
Special Needs					
Speech Therapy	46	0	0	0	0
<b>Total Expenditure</b>	<b>5,256</b>	<b>2,368</b>	<b>2,298</b>	<b>70</b>	<b>2,332</b>
Reimbursements & Other Income	-41	-2	-2	0	-2
Schools SLA Income	-127	-64	-69	5	-69
Inter Authority Income	-565	0	0	0	0
<b>Total Income</b>	<b>-733</b>	<b>-66</b>	<b>-71</b>	<b>5</b>	<b>-71</b>
<b>Net Expenditure</b>	<b>4,523</b>	<b>2,302</b>	<b>2,227</b>	<b>75</b>	<b>2,261</b>

#### Comments on the above figures:

In overall terms revenue spending to the end of quarter 2 is under the budget profile.

Employees: Staffing is currently under budget profile due to a small number of vacancies across the department, although this is partly offset by the use of external agency staff. It is important to note that the back-pay of 1% of salaries will impact on the quarter 3 monitoring reports.

Supplies and Services: Expenditure at Quarter 2 exceeds the budget profile primarily as a result of additional annual expenditure incurred on contracted services for professional fees in the Special Needs team.

At this stage it is anticipated that overall revenue spending will be below the Departmental budget by the end of the financial year



**STANDARDS FUND GRANTS – CENTRALLY RETAINED**

**As at 30<sup>th</sup> September 2009**

	Annual Budget	Budget To Date	Actual To Date	Variance To Date (overspend)	Actual Including Committed Items
	£'000	£'000	£'000	£'000	£'000
Ethnic Minority Improvement	11	5	5	0	5
Targeted Improvement	12	12	12	0	12
Making Good Progress	26	22	22	0	22
One to one tuition	191	126	6	120	6
Extended Schools	205	72	10	62	10
Sustainability					
Extended Schools Subsidy	48	8	0	8	0
Primary Strategy	650	229	186	43	186
Targeted					
Secondary Strategy	69	16	9	7	9
Targeted					
Early Years	180	112	0	112	0
Flexibility of free entitlement					
Music	210	152	95	57	95
Aim Higher	189	124	26	98	26
Key Stage 4	104	50	50	0	50
Engagement Programme					
National Challenge	29	26	26	0	26
Building Schools for the Future	50	0	0	0	0
Schools Connectivity / Broadband	7	7	7	0	7
<b>Total Standards Fund</b>	<b>1,981</b>	<b>961</b>	<b>454</b>	<b>507</b>	<b>454</b>

## GENERAL SURE START & CHILDRENS CENTRE GRANT SCHEMES

**As at 30<sup>th</sup> September 2009**

	Annual Budget	Budget To Date	Actual To Date	Variance To Date (overspend)	Actual Including Committed Items
	£'000	£'000	£'000	£'000	£'000
General Sure Start Main	2,476	1,238	885	353	1,030
2 Year Old Free Entitlement	158	0	0	0	0
Ditton CC	566	278	229	49	236
Brookvale CC	519	260	303	(43)	335
Halton Lodge CC	443	222	235	(13)	247
Halton Brook CC	595	298	235	63	275
Kingsway CC	623	312	241	71	275
Warrington Road CC	93	47	45	2	48
Widnes All Saints CC	10	0	0	0	0
Our Lady of Perpetual Succour CC	15	7	6	1	6
Runcorn All Saints CC	10	5	2	3	3
Castlefields CC	10	0	0	0	0
Palacefields CC	70	35	15	20	15
Windmill Hill CC	80	40	81	(41)	81
Children's Centre General	720	360	232	128	261
<b>Total General Sure Start &amp; Children's Centres</b>	<b>6,388</b>	<b>3,102</b>	<b>2,509</b>	<b>593</b>	<b>2,812</b>

## OTHER EXTERNAL GRANT SCHEMES

**As at 30<sup>th</sup> September 2009**

	Annual Budget	Budget To Date	Actual To Date	Variance To Date (overspend)	Actual Including Committed Items
	£'000	£'000	£'000	£'000	£'000
LSC Post 16 Transport	25	18	18	0	18
Children's Workforce Development	56	15	11	4	11
Walking to School Initiative	4	0	0	0	0
IS Contact Point	267	62	62	0	62
Info Systems for Parents & Providers	4	0	0	0	0
Children's Workforce Higher Level	130	65	60	5	82
Teaching Assistants	67	0	0	0	0
Arts Education Development	99	49	39	10	39
National Remodelling School Workforce	149	34	34	0	34
Basic Skills Quality Mark – Primary	4	0	0	0	0
Schools Music Service	17	7	7	0	7
Build Capacity for Leadership Succession	53	0	0	0	10
PE & Sports	580	290	237	53	241
Aim Higher	336	26	26	0	29
14-19 Advisory	493	168	168	0	173
Education Business Link	225	113	108	5	113
Neighbourhood Managers Project	59	25	25	0	29
Enterprise Game	128	64	54	10	57
14-19 Diploma	315	56	56	0	56
Parenting Strategy	50	3	3	0	10
St Chads – Lottery	8	8	8	0	8
Gateway Plus	115	53	31	22	31
Mental Health in Schools	220	6	6	0	11
<b>Total Other External Funding</b>	<b>3,404</b>	<b>1,062</b>	<b>953</b>	<b>109</b>	<b>1,021</b>

## LOCAL STRATEGIC PARTNERSHIP SCHEMES

**As at 30<sup>th</sup> September 2009**

	Annual Budget	Budget To Date	Actual To Date	Variance To Date (overspend)	Actual Including Committed Items
	£'000	£'000	£'000	£'000	£'000
Neglect – PACT	125	62	31	31	31
Barnardos Missing from Home	70	35	35	0	35
Teenage Pregnancy (Health)	157	78	0	78	0
Portage	16	16	0	16	5
Attendance	22	22	22	0	27
HITS	50	25	10	15	10
Vikings in the Community	38	19	17	2	17
Connexions – NEET	46	46	0	46	0
Canal Boat Adventure	45	22	0	22	0
Improved Education for Vulnerable Youngsters	40	20	6	14	15
Kingsway Literacy Development	355	178	53	125	53
Youth Activity	27	27	27	0	27
H9P PEP Dowries	3	3	3	0	9
Alcohol Outreach	100	50	0	50	0
Unallocated Funds	71	36	0	36	0
<b>Total LSP</b>	<b>1,165</b>	<b>639</b>	<b>204</b>	<b>435</b>	<b>229</b>

### **Comments on the above figures:**

Local Strategic Partnership (LSP) funding spending to the end of quarter 2 is below budget profile.

Regular monitoring reports are sent to the LSP in respect of all LSP projects and any areas of concern are dealt with throughout the year by the CYP commissioning / finance team. Further support is provided by the LSP team in the Policy & Performance Division as well as individual project managers.

There are some projects which have been allocated working neighbourhood funds for the first four months of the year so the budgets have been profiled to reflect this.

**CAPITAL PROJECTS CYPD at 30<sup>th</sup> September 2009**

	2009/10 Capital Allocation £'000	Allocation To Date £'000	Actual Spend To Date £'000	Total Allocation Remaining £'000
Asset Management Data	5	0	0	5
Fire Compartmentation	15	0	0	15
Capital Repairs	1,174	962	1,148	26
Contingency	178	43	43	135
Fairfield School	316	299	299	17
Asbestos Management	20	0	0	20
Cavendish School	43	42	42	1
Changing Rooms				
All Saints Upton School PCP	713	235	21	692
Our Lady Mother of Saviour School	100	0	0	100
My Place Children's Centre	1,625	206	206	1,419
General	58	0	0	58
Astmoor CC	25	16	16	9
Runcorn All Saints CC	8	0	0	8
St Augustine's CC	4	0	0	4
The Park CC	18	12	12	6
Windmill Hill CC	17	0	0	17
Children's Centre	53	53	53	0
Maintenance				
Brookfields School	17	0	0	17
Cavendish School	41	0	6	35
Early Years Childcare	217	82	82	135
School Access	98	13	13	85
Play-builder Capital	388	60	60	328
Moore Primary	290	29	29	261
Lunts Heath	63	60	0	63
Westbank School	80	76	0	80
Hillview School	94	72	0	94
Cavendish School	38	38	38	0
Furniture & Equipment				
Aim Higher for Disabled Children	285	62	62	223
Harnessing Technology	543	118	118	425
ICS Implementation	30	0	0	30
Info systems parents	3	1	1	2
<b>Total Capital</b>	<b>6,559</b>	<b>2,479</b>	<b>2,249</b>	<b>4,310</b>




**Comments on the above figures:**

There are still some capital schemes with no actual expenditure up to the end of Quarter 2.

It is important that these projects get underway as soon as possible and are closely monitored during the year, in order to ensure that the relevant capital allocations are fully utilized by the financial year end.

There are a number of schemes where the works will take place in the 2010-11 financial year as the funding is permitted to be carried forward.

The traffic light symbols are used in the following manner:

	<u>Objective</u>	<u>Performance Indicator</u>
<b><u>Green</u></b>	 <p>Indicates that the <u>objective is on course to be achieved</u> within the appropriate timeframe.</p>	<p>Indicates that the <u>target is on course to be achieved</u>.</p>
<b><u>Amber</u></b>	 <p>Indicates that it is <u>unclear</u> at this stage, <u>whether the milestone/objective will be achieved</u> within the appropriate timeframe.</p>	<p>Indicates that it is either <u>unclear</u> at this stage or too early to state whether the target is on course to be achieved.</p>
<b><u>Red</u></b>	 <p>Indicates that it is <u>highly likely or certain that the objective</u> will not be achieved within the appropriate timeframe.</p>	<p>Indicates that the <u>target</u> will not be achieved unless there is an intervention or remedial action taken.</p>