



The Sustainable Community Strategy

for Halton

2011 – 2016

Mid-Year Progress Report







01st April – 30th Sept 2013



















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This report provides a summary of progress in relation to the achievement of targets within Halton’s Sustainable Community Strategy 2011 - 2016.

It provides both a snapshot of performance for the period 1st April 2013 to 31st March 2014 and a projection of expected levels of performance to the year-end.

The following symbols have been used to illustrate current performance as against the 2013 / 2014 target and as against performance for the same period last year.

	Target is likely to be achieved or exceeded.		Current performance is better than this time last year
	The achievement of the target is uncertain at this stage		Current performance is the same as this time last year
	Target is highly unlikely to be / will not be achieved.		Current performance is worse than this time last year

Page	Ref	Descriptor	2013 / 14 Target	Direction of travel
	CYP 1	Falling Levels of infant mortality		
	CYP 2	Reduce the percentage of children who are obese in Year 6		
	CYP 3	Increase the number of children breastfeeding at 6-8 weeks		
	CYP 4	Reduce the rate of CYP admitted to hospital for substance misuse		
	CYP 5	Reduce under 18 conception rate (Rolling average)		
	CYP 6	Monitor number of children on a child protection plan for second or subsequent time.		N/A
	CYP 7	Reduce the Number of Young People who repeatedly run away in Halton		N/A
	CYP 8	Increase the percentage achieving 'good level of development average' total points for cohort.	N/A	N/A
	CYP 9	Reduce the attainment gap between FSM and Halton average at Key Stage 4	N/A	N/A
	CYP 10	Increase the percentage achieving 5+ A*-C including English & Maths		
	CYP 11	Increase the percentage achieving Level 3 at 19		
	CYP 12	Reduce the percentage of young people not in education, employment or training		
	CYP 13	Increase the percentage of children in care achieving their expected outcomes at KS2 & KS4	N/A	N/A

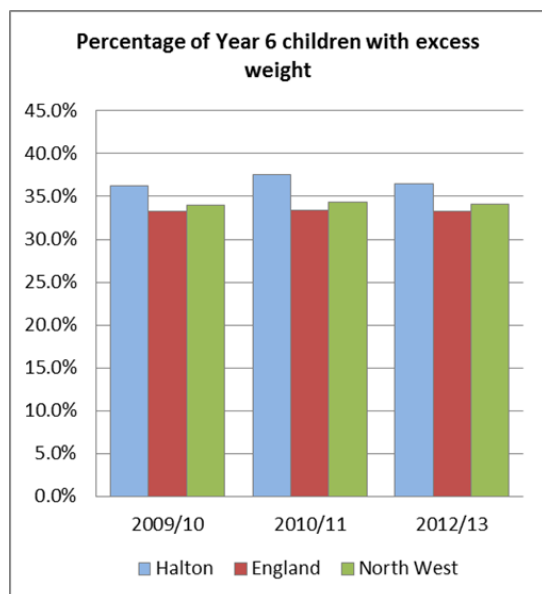
Children and Young People in Halton

SCS / CYP1	Falling levels of Infant mortality																									
<p>Infant mortality (< 1 year of age) Crude rate per 1,000 population Source: HSCIC indicator portal</p> <table border="1"> <caption>Infant Mortality Data (Crude rate per 1,000 population)</caption> <thead> <tr> <th>Year</th> <th>Halton</th> <th>North West</th> <th>England</th> <th>Halton target</th> </tr> </thead> <tbody> <tr> <td>2008-10</td> <td>4.8</td> <td>4.9</td> <td>4.6</td> <td>-</td> </tr> <tr> <td>2009-11</td> <td>4.8</td> <td>4.7</td> <td>4.4</td> <td>-</td> </tr> <tr> <td>2010-12</td> <td>4.1</td> <td>4.6</td> <td>4.3</td> <td>4.8</td> </tr> </tbody> </table>	Year	Halton	North West	England	Halton target	2008-10	4.8	4.9	4.6	-	2009-11	4.8	4.7	4.4	-	2010-12	4.1	4.6	4.3	4.8	2012/13 Actual	2013/14 Target	2013/14 Q2	2013/14 Q4	Current Progress	Direction of Travel
	Year	Halton	North West	England	Halton target																					
	2008-10	4.8	4.9	4.6	-																					
	2009-11	4.8	4.7	4.4	-																					
2010-12	4.1	4.6	4.3	4.8																						
4.8 (2009-11)	4.75	N/A	4.1 (2010-12)																							
Data Commentary:																										
<p>The infant mortality rate is calculated using three years' worth of data and includes deaths from infants under 1 year of age.</p> <p>The most recent published data available is for 2010-12.</p> <p>The rate for 2012-13 will be calculated using local (unverified) data around June 2014.</p>																										
Performance Commentary:																										
<p>Infant mortality rates have shown a slight improvement, and during 2010-12, were lower than the England and North West rates. During previous years the Halton rate has been higher than the England average.</p>																										
Summary of Key activities taken or planned to improve performance:																										
<p>Infant mortality rates have shown a slight improvement, and are lower (better) than the target. This is due to a wide range of work on smoking cessation and sudden infant death syndrome.</p>																										

Children and Young People in Halton

**SCS / CYP 2
(HH 3b)**

**Reduce the percentage of Obesity in Primary school age children in Year 6 (NI 56)
Excess Weight rates in Primary school age children in Year 6, Age 10-11**



2012/13 Actual	2013/14 Target	2013/14 Q2	2013/14 Q4	Current Progress	Direction of Travel
37.5% (2010/11)	Reduce by 1% per annum based on 10/11 actual	36.5%	36.5% (2012/13)	<input checked="" type="checkbox"/>	

Data Commentary:

Excess weight rates in primary school age children in Year 6, as shown by the National Child Measurement Programme (NCMP).

During 2011/12 there was an issue with the Leicester Height Measurement equipment that was used for Widnes school children, and it was not known how many children were affected. Therefore 2010/11 has been used instead of the 2011/12 data.

For the purposes of this indicator, children are defined as having excess weight if their body-mass index (BMI) is above the 85th centile of the reference curve for their age and sex according to the UK BMI centile classification (Cole TJ, Freeman JV, Preece MA. Body mass index reference curves for the UK, 1990. 1995; 73: 25–29). A child’s height (in metres), weight (in kilograms), date of birth and sex are needed to calculate their BMI.

Performance Commentary:

The percentage of Year 6 children with excess weight has decreased by 1% between 2010/11 and 2012/13.

Summary of Key activities taken or planned to improve performance:

In 2012/13 the rate of year 6 children who are of excess weight in Halton is lower than the rate in 2010/11. Halton has halted the year on year rise in excess weight for year 6 children. This is a small reduction but compared to the National trend it shows Halton is narrowing the gap with England and the North west.

There is an extensive range of programmes available in the schools to encourage a healthy lifestyle and healthy weight. The Fit4Life programme targets schools with the highest obesity rates and has been shown to reduce obesity rates in the schools that engage in the programme.

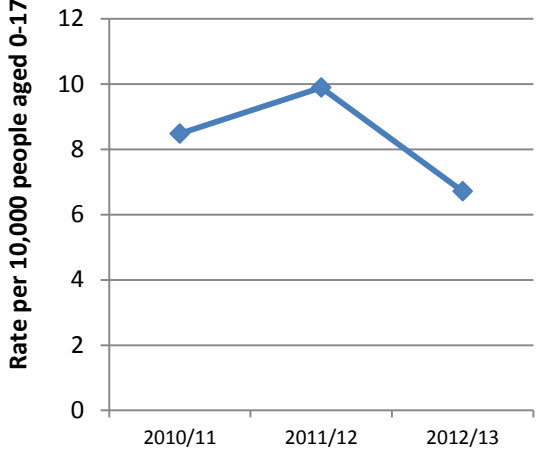



The range of programmes available to schools includes:

- An extended schools programme on weight management which includes, healthy eating, fun physical activity and healthy cooking sessions across Halton
- A healthy snacks programme in all primary schools across Halton
- Family cook and taste sessions across Halton
- MEND – which is a community based, multi- component, treatment and prevention programme for obese and overweight children and their families
- Fit for Life Academy which incorporates the growth and nutrition clinic and is a community based, multi-component, treatment and prevention programme for very obese children and their families
- Passport to Health – a training programme for all working with children and young people and their families that is designed to motivate individuals to make positive behaviour changes regarding their health focusing on areas of weight management

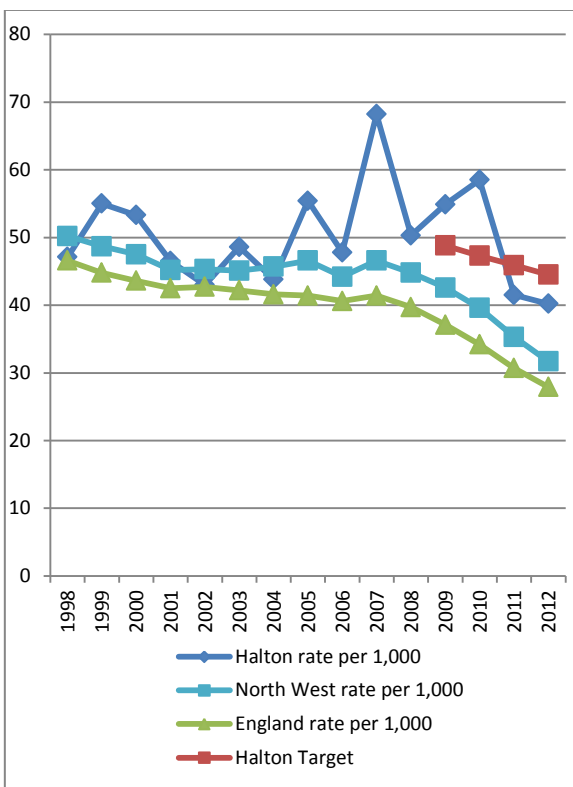






Children and Young People in Halton

SCS / CYP3	Increase the numbers of children breastfeeding at 6-8 weeks																																															
<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; margin: 0;">NI 53: % Prevalence of breastfeeding at 6 - 8 weeks</p> <table border="1" style="margin-top: 10px; font-size: small;"> <caption>Approximate data from the chart</caption> <thead> <tr> <th>Year</th> <th>Halton (%)</th> <th>North West (%)</th> <th>England (%)</th> <th>Halton Target (%)</th> </tr> </thead> <tbody> <tr> <td>2009/10</td> <td>18</td> <td>33</td> <td>45</td> <td>21</td> </tr> <tr> <td>2010/11</td> <td>19</td> <td>34</td> <td>46</td> <td>23</td> </tr> <tr> <td>2011/12</td> <td>19</td> <td>34</td> <td>47</td> <td>20</td> </tr> <tr> <td>2012/13</td> <td>18</td> <td>33</td> <td>47</td> <td>22</td> </tr> <tr> <td>2013/14 Q3</td> <td>23</td> <td>-</td> <td>-</td> <td>25</td> </tr> </tbody> </table> </div>	Year	Halton (%)	North West (%)	England (%)	Halton Target (%)	2009/10	18	33	45	21	2010/11	19	34	46	23	2011/12	19	34	47	20	2012/13	18	33	47	22	2013/14 Q3	23	-	-	25	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 12.5%;">2012/13 Actual</th> <th style="width: 12.5%;">2013/14 Target</th> <th style="width: 12.5%;">2013/14 Q2</th> <th style="width: 12.5%;">2013/14 Q4</th> <th style="width: 12.5%;">Current Progress</th> <th style="width: 12.5%;">Direction of Travel</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">17.81%</td> <td style="text-align: center;">24%</td> <td style="text-align: center;">23.7%</td> <td style="text-align: center;">22.8% (Qtr. 3)</td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> </tr> </tbody> </table>	2012/13 Actual	2013/14 Target	2013/14 Q2	2013/14 Q4	Current Progress	Direction of Travel	17.81%	24%	23.7%	22.8% (Qtr. 3)			<p>Data Commentary:</p> <p>Good performance is an increase in the percentage coverage and prevalence year on year.</p> <p>Data is available up to Q3 2013/14 (The full years data will be available towards the end of April 2014).</p> <p>The Q3 data is cumulative for 2013/14 and shows an increase in prevalence from 2012/13.</p>				
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17.81%	24%	23.7%	22.8% (Qtr. 3)																																													
Performance Commentary:																																																
<p>The choice to breastfeed is influenced by local cultural beliefs, and as such change takes time. The results for this quarter show improvements. There is always seasonal variation with breastfeeding rates. Data coverage continues to exceed the target of 95%.</p>																																																
Summary of Key activities taken or planned to improve performance:																																																
<p>Breastfeeding continues to be a priority area within the Health and Wellbeing action plan. The successful achievement of UNICEF’s Baby Friendly Initiative stage 2 in November 2013 represents a lot of work by midwives, health visitors and the breastfeeding peer support team to develop a culture and services that support breastfeeding. A breastfeeding celebration event is planned for May 2014, to mark this achievement and develop work further. The Breastfeeding steering group are also developing a local breastfeeding strategy. In March breastfeeding champions ‘CHAMPs’ ran a launch event for Breast milk ‘It’s Amazing’ website in Halton Lea shopping centre, Runcorn, which was well received and reported in the local press.</p>																																																

Children and Young People in Halton

SCS / CYP4	Reduce the rate of CYP admitted to hospital for substance misuse (will include alcohol)																										
<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; margin: 0;">Hospital Admissions for Substance Misuse & Alcohol</p> <p style="text-align: center; margin: 0;">Young People aged 0-17 years</p> <p style="text-align: center; margin: 0;">Rate per 10,000</p>  <table border="1" style="margin-top: 10px; width: 100%; border-collapse: collapse;"> <caption>Data for Hospital Admissions Graph</caption> <thead> <tr> <th>Year</th> <th>Rate per 10,000 people aged 0-17</th> </tr> </thead> <tbody> <tr> <td>2010/11</td> <td>8.5</td> </tr> <tr> <td>2011/12</td> <td>10.0</td> </tr> <tr> <td>2012/13</td> <td>6.7</td> </tr> </tbody> </table> </div>	Year	Rate per 10,000 people aged 0-17	2010/11	8.5	2011/12	10.0	2012/13	6.7	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">2012/13 Actual</th> <th style="width: 15%;">2013/14 Target</th> <th style="width: 15%;">2013/14 Q2</th> <th style="width: 15%;">2013/14 Q4</th> <th style="width: 15%;">Current Progress</th> <th style="width: 15%;">Direction of Travel</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">6.7 (12/13 complete year)</td> <td style="text-align: center;">-5.0%</td> <td colspan="2" style="text-align: center;">See data commentary</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"></td> </tr> </tbody> </table>	2012/13 Actual	2013/14 Target	2013/14 Q2	2013/14 Q4	Current Progress	Direction of Travel	6.7 (12/13 complete year)	-5.0%	See data commentary		<input checked="" type="checkbox"/>		Data Commentary:					
	Year	Rate per 10,000 people aged 0-17																									
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6.7 (12/13 complete year)	-5.0%	See data commentary		<input checked="" type="checkbox"/>																							
The total number of admissions during Q1 & Q2 2013/14 was less than 10 and when broken down to u18s are all less than 5. Figures cannot be provided due to potentially identifying patients with the numbers being so small																											
Performance Commentary:																											
Admissions for alcohol and illegal substances continue to reduce and the substance responsible for the majority of admissions is the prescription pain killer codeine.																											
Summary of Key activities taken or planned to improve performance:																											
<ul style="list-style-type: none"> Ensured 100% of workers, volunteers, and young leaders directly working in drug and alcohol services are working towards Drug and Alcohol National Occupational Standards (DANOS) through service provide contract monitoring processes and the IYSS workforce development plan. Facilitated the DfE Skills for Change and to targeted schools, in partnership with the Amy Winehouse Foundation. Ensured access to tier 3 treatment services within 5 days of referral for 100% of all referrals. Promoted Provision within Community Centres, Locality Teams, Children Centres, GP surgeries and further establish referrals/screening systems into universal, targeted and specialist provision. Used the VRMZ outreach bus and street based teams in hotspot areas 6 nights a week, to provide young people with information and advice reducing substance misuse. Facilitated the multi-agency Healthitude programme in Primary and Secondary Schools across Halton. Ensured young people aged 10 to 19yrs and affected by parental substance misuse are supported and safeguarded. Developed partnership with Riverside College, to ensure young people at risk of dis-engaging with education, training or employment are supported to remain in College. 																											

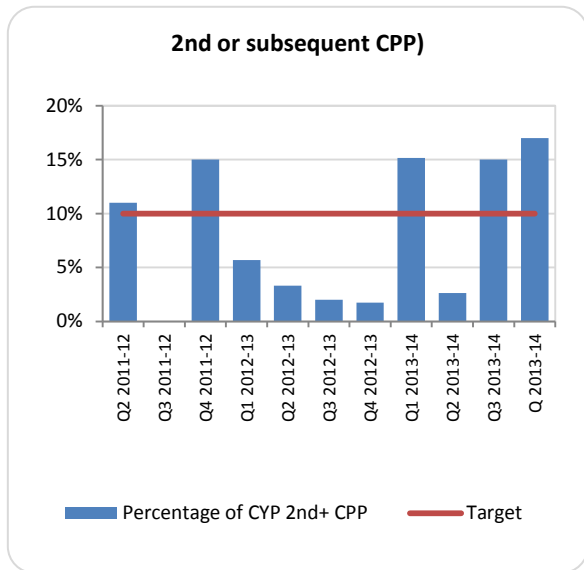
Children and Young People in Halton

SCS / CYP5	Reduce under 18 conception rate (rolling quarterly average rate)																
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e6e6fa;"> <th style="padding: 5px;">2012/13 Actual</th> <th style="padding: 5px;">2013/14 Target</th> <th style="padding: 5px;">2013/14 Q2</th> <th style="padding: 5px;">2013/14 Q4</th> <th style="padding: 5px;">Current Progress</th> <th style="padding: 5px;">Direction of Travel</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; padding: 5px;">41.5 rolling quarterly average</td> <td style="padding: 5px;">Reduction of 3% on 2009 baseline (58.9)</td> <td style="text-align: center; padding: 5px;">43.9 rolling quarterly average</td> <td style="text-align: center; padding: 5px;">40.2 rolling quarterly average</td> <td style="text-align: center; padding: 5px;"></td> <td style="text-align: center; padding: 5px;"></td> </tr> </tbody> </table>	2012/13 Actual	2013/14 Target	2013/14 Q2	2013/14 Q4	Current Progress	Direction of Travel	41.5 rolling quarterly average	Reduction of 3% on 2009 baseline (58.9)	43.9 rolling quarterly average	40.2 rolling quarterly average			Data Commentary:			
2012/13 Actual	2013/14 Target	2013/14 Q2	2013/14 Q4	Current Progress	Direction of Travel												
41.5 rolling quarterly average	Reduction of 3% on 2009 baseline (58.9)	43.9 rolling quarterly average	40.2 rolling quarterly average														
Performance is reported on a 12 month rolling average rate. Target is a 3% reduction on 2009 baseline (58.9).																	
Performance Commentary:																	
The latest ONS Data we have is for a full year 2012.																	
2011 - 2012 reduction in Number of Conceptions = 5.15% (5 less) reduction in Rate = 3.13%																	
This is an overall figure 92 conceptions, compared to 97 in 2011.																	
Halton is now seeing a downward trend for the first time since the strategy begun in 1998																	
Summary of Key activities taken or planned to improve performance:																	
<ul style="list-style-type: none"> Facilitated 12 x 18 week Teens and Tot programmes to targeted young people in targeted schools. Co-ordinated and increased the number of venues signed up to the condom distribution scheme. Offered sexual health awareness training to workers in community and health and social care settings. Increased the number of sexual health clinics and made them young people focused. Used the VRMZ outreach bus in hotspot areas on Friday and Saturday nights and during school holidays, to provide young people with information and advice on positive sexual health. Further developed teen drop-ins in some schools to include information and advice on relationships and contraception. 																	
WHAT DO WE PLAN TO DO NEXT																	
<ul style="list-style-type: none"> Embed and implement young people's services in the community and increase the number of teen drop-ins in schools. We will continue to ensure the VRMZ outreach bus provision is accessible to young people across Halton providing universal and targeted sexual health interventions. Continue to support and encourage schools to develop their SRE curriculum, through the Healthitude programme. Increase the number of High Schools involved in Teens and Tots programmes Through the Council's Public Health Department commission a fully integrated sexual health service, which will offer a comprehensive service wherever possible. 																	

Children and Young People in Halton

SCS / CYP6

Monitor number of children on a child protection plan for a second or subsequent time.



2011/12 Actual	2013/14 Target	2013/14 Q2	2013/14 Q4	Current Progress	Direction of Travel
10%	10%	14.8%	17% (prov)	<input checked="" type="checkbox"/>	N/A

Data Commentary:

The percentage of children who became subject to a Child Protection Plan at any time during the year, who had previously been subject of a Child Protection Plan, or on the Child Protection Register of that council, regardless of how long ago that was. This data is provisional at this stage due to year end quality assurance checks.

Performance Commentary:

It has been agreed this reporting year that any young person who is subject to pre-proceedings Protocol will be returned to CP conference to consider the risks and were appropriate develop a plan. This has resulted in an increase of children becoming subject to planning for a second period. All of the cases re-presented are appropriate and a child protection plan has been agreed.

Summary of Key activities taken or planned to improve performance:

Any requests for a second period of CP planning will prompt the Safeguarding Unit to review the previous conference notes and decisions to ensure that the decisions were appropriate at the time and to reflect on any actions that could have been taken to reduce the risk to the child in the future.

Any lessons to be learnt from these cases to be included in the Safeguarding Units quarterly reporting so that they are disseminated to all partner agencies.

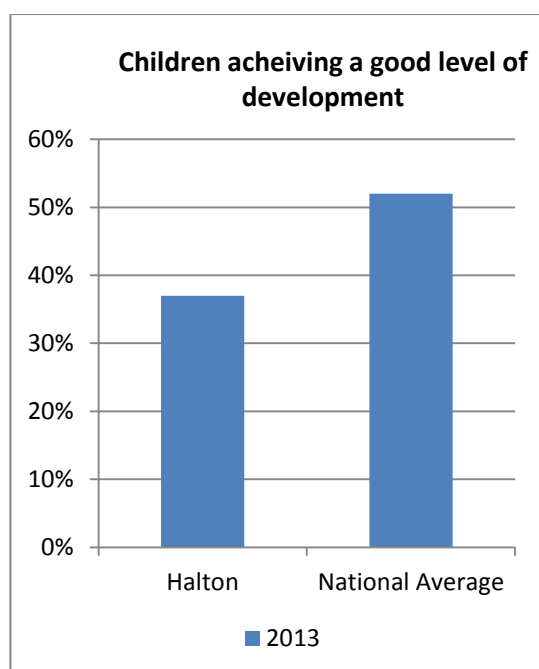
Children and Young People in Halton

SCS / CYP7	Reduce the Number of Young People who repeatedly run away in Halton																																									
<table border="1" style="margin-top: 10px;"> <caption>Line Graph Data</caption> <thead> <tr> <th>Month</th> <th>Total Missing and absent incidents</th> <th>Total incidents relating to Children</th> <th>Total missing incidents relating to Children - Care</th> <th>Total missing incidents relating to Children - Home</th> <th>Total Absent (Children)</th> </tr> </thead> <tbody> <tr> <td>January</td> <td>66</td> <td>59</td> <td>21</td> <td>19</td> <td>7</td> </tr> <tr> <td>February</td> <td>42</td> <td>33</td> <td>18</td> <td>15</td> <td>9</td> </tr> <tr> <td>March</td> <td>55</td> <td>49</td> <td>23</td> <td>24</td> <td>6</td> </tr> </tbody> </table>	Month	Total Missing and absent incidents	Total incidents relating to Children	Total missing incidents relating to Children - Care	Total missing incidents relating to Children - Home	Total Absent (Children)	January	66	59	21	19	7	February	42	33	18	15	9	March	55	49	23	24	6	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">2012/13 Actual</th> <th style="width: 10%;">2013/14 Target</th> <th style="width: 10%;">2013/14 Q2</th> <th style="width: 10%;">2013/14 Q4</th> <th style="width: 10%;">Current Progress</th> <th style="width: 10%;">Direction of Travel</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3</td> <td></td> <td></td> <td></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;">N/A</td> </tr> </tbody> </table>	2012/13 Actual	2013/14 Target	2013/14 Q2	2013/14 Q4	Current Progress	Direction of Travel	3				<input checked="" type="checkbox"/>	N/A	<p>Data Commentary:</p> <p>Cheshire Constabulary from this quarter started to collect absence incidents. However, some data quality issues have been identified. Upon resolution, data will be amended accordingly. The Police Strategic Public Protection Unit now sends the local authority a tracker that shows all missing and absent young people. The tracker will show the type of placement and the number of episodes over the last 6 months, the responsible local authority, CSE or other significant risks.</p> <p>Performance Commentary:</p> <p>Cheshire Constabulary has seen a 12% reduction in the annual number of recorded incidents from 623 to 550. The commissioned service (Catch 22) for quarter 4 2013/14 have received 100 Notifications from Police, 6 Notifications from Social Care and completed 75 return interviews and the below shows a summary.</p>				
Month	Total Missing and absent incidents	Total incidents relating to Children	Total missing incidents relating to Children - Care	Total missing incidents relating to Children - Home	Total Absent (Children)																																					
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<p>Summary of Key activities taken or planned to improve performance:</p> <p>The Missing from Home and Care protocol has been revised in April 2014 to take into account new definitions concerning children who go missing which now has 3 classifications, absent, missing and 'away from placement without authorisation.' The new protocol also defines agencies roles and responsibilities including the collecting and analysing of data to assist with trends around missing but to also make links to Child Sexual Exploitation and trafficking. From 1 April 2014 the local authority will record all episodes of 'away from placement without authorisation' regarding children in care, absent and missing for children from care and from home. We will be able to be more effective going forward to compare police and LA data to give a more accurate picture of number of children 'running' away in order to put strategies into place to reduce the number of repeat incidents. Compliance visits will be undertaken with residential providers and part of this will be to review data/ records of 'away from placement without authorisation,' absence and missing young people.</p> <p>The commissioned service (Catch 22) will report on the activity of commission around return interviews as well as further data on reasons for young people running, associates that they run with as well as highlighting positive outcomes for young people that they support with direct work. These outcomes will be reported using the outcome star model.</p>																																										

Children and Young People in Halton

SCS / CYP8

Increase the percentage achieving 'good level of development and average' total points for cohort.



2012/13 Actual	2013/14 Target	2013/14 Q2	2013/14 Q4	Current Progress	Direction of Travel
37% GLD ATP 30 points	42% GLD ATP 32 points	N/A	Available July 2014	N/A	N/A

Data Commentary:

The revised EYFS curriculum became statutory on 1.9.12 1st September 2012, with a revised curriculum and a new way of assessing children's skills in relation to whether they reached the expected level of the 17 Early Learning Goals (ELG's). The Good level of development (GLD) indicator is calculated by the percentage of children who reached the expected level in all three Prime areas of learning (Communication & Language; Physical Development and Personal, Social and Emotional Development) along with achieving the expected level in 2 Specific areas of Literacy and Maths. These curriculum areas also changed with the maths level of expected requiring children to count and use numbers up to 20; whereas the previous EYFS expected children to be able to count and use numbers up to 10. Due to the changes within the curriculum and the new method of assessing, these results cannot be compared to previous years EYFS results.

Average total points is based around the judgements of whether a child is reaching the ELG, known as expected level; hasn't yet reached it, known as emerging or has surpassed the expected standard, known as exceeding. Points are awarded with emerging =1 point; expected=2 points and exceeding = 3 points.

Performance Commentary:

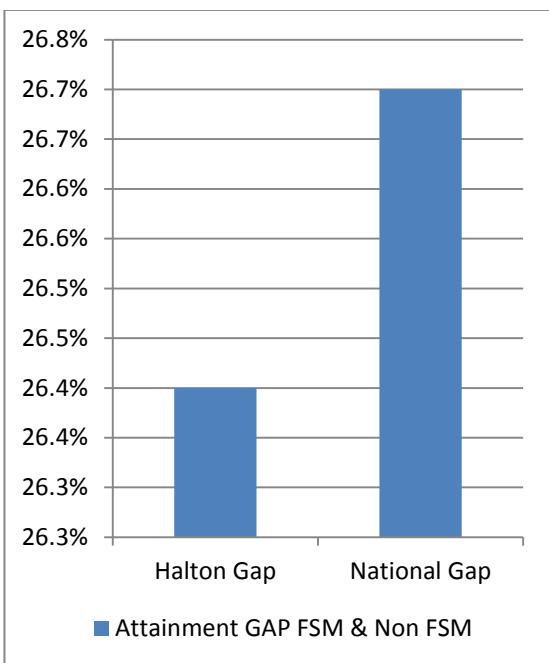
- 2013 37% of Halton children achieved a Good level of Development. The national average was 52%, with Halton ranking 150th out of 152 Local Authorities.
- 24% of FSM children in Halton achieved a GLD, ranking Halton 145 out of 152 Local Authorities. The national average for FSM GLD was 36%
- 2013, Halton children's average total points was 30, with the national average being 32.8 points.
- Halton's FSM average total points was 27.5, with the national average being 29.9 points.

Whilst these figures are low, the GLD indicator was most negatively affected by the specific areas of literacy and maths. The prime areas had a much lower gap between Halton's level of achievement and national figures.

Summary of Key activities taken or planned to improve performance:

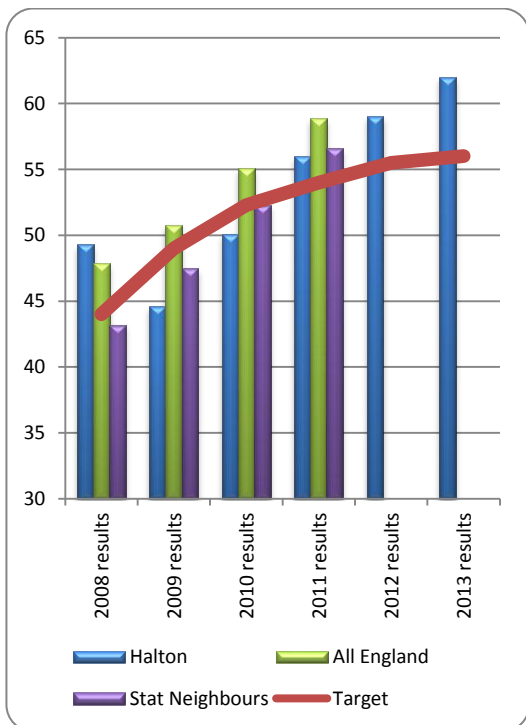
- Reception classes: moderation training sessions have been held with reception teachers and have focussed upon what it expected to reach the ELG particularly in Literacy and Maths. The moderators also shared the areas of weakness found in the previous year's moderation and profile results, so that teachers could focus upon these areas to target if relevant in their school.
- Funding has supported bespoke maths training. This training was practical and showed teachers how investigative maths and the application of maths can be achieved simply, in cost effective, imaginative ways, across many areas of learning.
- Bespoke writing training, entitled "Play, talk, think, write boxes" was delivered to reception teachers. Each reception class received a box of resources and were shown simple strategies to encourage young children's composition and writing skills.
- The Private, voluntary and independent (PVI) sector of nurseries and pre-schools have also had moderation cluster training session planned and delivered this year. The aim has been to unpick what the Early Years outcomes statements mean in terms of knowledge, skills and understanding, prior to Early Learning Goals. Practitioners are also able to share best practice and carry out cross moderation between settings. One session focussed directly upon the stages of early writing throughout the mark making process.
- Early Years Consultant Teachers (EYCT's) have also delivered a range of training to the PVI sector including The Mark Making Process; Understanding the World training; "ICAN" Communication training; various Child Development training sessions linked to Babies; Two year olds; 3-5 yr child development; observations, assessment and tracking training and SENCO cluster groups. Training has been linked to the EY development plan, partly influenced by Early Years Foundation Stage Profile results.
- An Early Years Conference was held in the autumn term with Nancy Stewart as the keynote speaker detailing the Characteristics of Effective Teaching and learning." This was attended by PVI practitioners; nursery and reception class teachers; some headteachers and Children Centre staff. The conference supported a more developed understanding of developing children's positive attitudes to learning; increasing an understanding around learning styles and how to create environments conducive to exploration, investigation; teaching and active learning. This included supporting meaningful learning in maths and literacy.
- Funding has been directed to schools and PVI sector to spend on training and/ or resource acquisition in the reception class to impact positively on the teaching and learning of Literacy and Maths. This has been received at a higher level for those schools who scores fell within the lowest quintile within Halton.
- Phonics and Letters and Sounds style training has been delivered to PVI sector to support phonics and pre reading skills. "Playclub bags" resource packs have been purchased for the PVI sector to enable these packs to support phonics activities within the setting, but also supporting family learning at home supporting phonics development.
- "Every Child a Talker" cluster meetings continue to be held half termly in a range of PVI and school settings, so that best practice communication and language acquisition strategies; activities and resources are shared amongst colleagues.
- The Statutory Assessment lead; Early Years lead and an EY moderator have worked actively with a neighbouring local authority to engage in cross LA moderation, ensuring reliability and accuracy of moderator judgements and agreement trialling. Each LA has supported and challenged the other LA re their practice, training and summary of findings and projected plans
- A refined EYFS tracker tool is being developed to accurately track children's and groups progress, so that at the earliest opportunity, interventions can be planned and implemented when a child is identified as making limited progress. This has also been the case with the PVI sector who have received positive feedback during Ofsted inspections around their ability to track and use the information effectively to plan interventions and narrow the gap for vulnerable pupils
- EY sector continue to work closely with multi agency colleagues such as Speech and Language Therapists; Health visitors; Health Improvement colleagues and Children Centre staff in order to have a coordinated plan to support transitions, interventions and working with vulnerable children and their families, so that the gap is closed and success is evidenced within EYFSP data.

Children and Young People in Halton

SCS / CYP9	Reduce the attainment gap between FSM and Halton average KS4												
 <p style="font-size: small;">The bar chart shows two bars representing attainment gaps. The 'Halton Gap' bar is at 26.4% and the 'National Gap' bar is at 26.7%. The y-axis ranges from 26.3% to 26.8% in 0.1% increments. A legend below the chart indicates 'Attainment GAP FSM & Non FSM'.</p>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 12.5%;">2012/13 Actual</th> <th style="width: 12.5%;">2013/14 Target</th> <th style="width: 12.5%;">2013/14 Q2</th> <th style="width: 12.5%;">2013/14 Q4</th> <th style="width: 12.5%;">Current Progress</th> <th style="width: 12.5%;">Direction of Travel</th> </tr> </thead> <tbody> <tr> <td>26.4% (11/12)</td> <td>N/A</td> <td>26.4%</td> <td>26.4% (12/13)</td> <td>N/A</td> <td style="text-align: right;">↑</td> </tr> </tbody> </table> <p style="margin-top: 10px;">Data Commentary:</p> <p>2012 FSM (ever 6) = 36.1%, Non/FSM = 68.0%, Gap = 31.9% 2013 FSM (ever 6)= 44.1%, Non/FSM = 70.5%, Gap = 26.4%</p> <p>Following an 8% increase in 2013, 44.1% of FSM pupils attained 5 A* - C GCSEs including English and maths compared to 70.5% non-FSM. Attainment of FSM was 6% higher than national. Halton's gap between FSM and non-FSM in this measure is 26.4% compared to a national gap of 26.7%. Attainment of both FSM and non-FSM pupils identified as significantly higher than national in this indicator.</p> <p style="margin-top: 10px;">Performance Commentary:</p> <p>The gap has narrowed and there has been good progress towards the target. Attainment of Halton's FSM pupils was 6% higher than national FSM attainment.</p>	2012/13 Actual	2013/14 Target	2013/14 Q2	2013/14 Q4	Current Progress	Direction of Travel	26.4% (11/12)	N/A	26.4%	26.4% (12/13)	N/A	↑
2012/13 Actual	2013/14 Target	2013/14 Q2	2013/14 Q4	Current Progress	Direction of Travel								
26.4% (11/12)	N/A	26.4%	26.4% (12/13)	N/A	↑								
Summary of Key activities taken or planned to improve performance:													
<ul style="list-style-type: none"> The attainment of vulnerable pupils, including those eligible for free school meals, has been further raised as a Halton wide school improvement priority. Schools were asked to completed a narrowing the gaps self-evaluation and their 'RAG' rating has been used to support subsequent work in closing gaps in attainment for vulnerable groups. A programme of LA support has been launched with 12 schools, primary and secondary, that have agreed to participate in the programme. The schools that have been invited to work together range from those with a significant gap in attainment for vulnerable groups, to those schools with a smaller gap. We considered this range of school characteristics essential to ensuring that all schools in the group, regardless of starting points, can work together and learn from each other. These schools are engaging in action research and focusing on strategies to Narrow the Gap that have been proven to work in other Local Authorities. The group will feedback to the wider network group which is being developed and is now extending into Cheshire West and Chester. Each project school has been required to identify and commit to the participation of a member of the senior leadership team responsible for vulnerable groups. <p style="margin-top: 10px;">Discussions about progress of pupils in receipt of pupil premium funding routinely form part of discussions with link schools. All schools have been sent a template to support them in capturing the use and impact of the funding and schools are required to publish information relating to pupil premium spend and impact on their websites.</p>													

SCS / CYP10

Increase the percentage achieving 5+ GCSE's grades A*-C including English and Maths



2012/13 Actual	2013/14 Target	2013/14 Q2	2013/14 Q4	Current Progress	Direction of Travel
59% (11/12)	56%	N/A	62%	<input checked="" type="checkbox"/>	

Data Commentary:

Data relates to un-validated academic results received in 2013.

Performance Commentary:

62% of Halton pupils attained 5 or more GCSEs A* - C including English and maths compared to 60% nationally. This is a 3% increase for Halton compared to 2012. This is a record high for Halton. The Halton target has been exceeded.

Benchmarking – 5A* - C GCSEs including English and maths

- With a 3% increase this is one of the largest year-on-year increases across the region.
- From 22 North West LAs who have submitted their GCSE data, Halton is ranked 7th.
- Halton has performed 2.6% above the provisional North West average in 2013
- Against Halton's Statistical Neighbours (11 in total), Halton is ranked 2nd
- Halton attained 3.8% above the provisional Statistical Neighbour average of 58.2%

The DfE attainment floor standard for 5A* - C including English and maths is 40%. The expectation is that all schools should have at least 50% of pupils getting five good GCSEs including English and Math's by 2015.

Despite previous increases in the attainment floor standard, all schools in Halton have again exceeded this threshold.

The introduction of the English Baccalaureate standard in 2010 may have impacted upon the percentage of pupils studying 5+ GCSEs and contributed to the rise in the percentage 5+ GCSEs including English and maths. 23% of pupils in Halton met the standard for the English Baccalaureate (E.Bacc) compared to 22% of pupils nationally following a 10% increase on 2012 outcomes.

Summary of Key activities taken or planned to improve performance:

Since September 2011, following the national reduction in grant funding, schools have been required to purchase school improvement support. This support is targeted at improving the quality of learning and this in turn will secure rapid progress for pupils, including vulnerable pupil groups. It is for schools to identify, through their self-evaluation process, specific aspects of teacher pedagogy that require development.

Where schools have been identified as requiring significant improvement, including those schools that have not reached the attainment or progress thresholds, they receive support and challenge from a small team of local authority school improvement officers. Working closely with the Teaching Schools, school to school support is also being provided through the deployment of National and Local Leaders of Education, specialist leaders in education and through capacity provided by good and outstanding schools. All schools are able to access a range of training opportunities provided through the Teaching Schools as well as other external providers.

Halton Local Authority retains its statutory role in improving underperforming schools and the local authority powers of intervention are outlined in the Education Act. Examples of this are the issuing of Warning Notices, school reviews and implementation of Interim Executive Boards to replace underperforming Governing Bodies.

Halton has retained a small team of School Improvement Officers to fulfil this statutory role. This team monitors and co-ordinates support to underperforming schools, particularly schools that are below the Department for Education (DfE) floor standards and those that have been judged satisfactory / requires improvement by Ofsted. The link officer works with the Headteacher to determine what resources and school improvement services need to be put in place to raise standards.

The key function of the team is to monitor, support, challenge and intervene in underperforming schools. School Improvement Officers also fulfil the Council's statutory requirements around provision for Newly Qualified Teachers (as the Appropriate Body), to ensure schools are appropriately providing statutory induction for NQTs. There is also a requirement to ensure that statutory assessment and moderation requirements are met.

In order to ensure that standards continue to rise, there is a continued focus upon the performance of all schools in order to inform where support and intervention is to be deployed. In summary this includes:

- Monitoring of all schools and settings to inform categorisation
- Support and intervention for satisfactory / inadequate schools & settings
- Statutory assessment and moderation – EYFS, KS1 and K2
- NQT registration, quality assurance of statutory regulations and induction programme

There is also a continued focus upon ensuring high quality leadership in schools. This is supported through a service that provides:

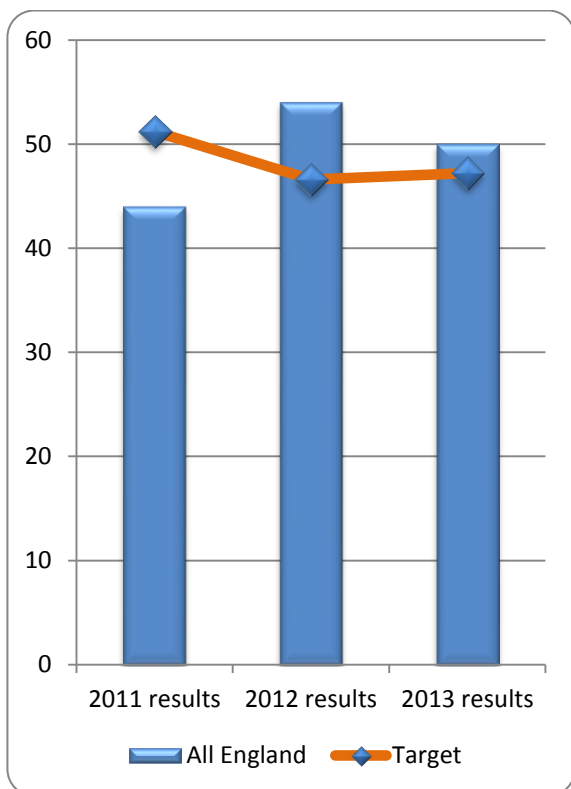
- Support to Governing Bodies for Headteacher recruitment
- Headteacher induction, leadership and succession planning

The attainment and progress of Children in Care continues to be carefully monitored by the Virtual Headteacher for Children in Care, and this role has been extended to include a range of vulnerable groups.

Children and Young People in Halton

SCS / CYP11

Increase the percentage achieving Level 3 at 19



2012/13 Actual	2013/14 Target	2013/14 Q2	2013/14 Q4	Current Progress	Direction of Travel
47.2%	50%	47.2%	51.8%	✔	↑

Data Commentary:

The data for 2013/14 (academic year 2012/13) was published by The Department for Education (DfE) as part of the matched administrative dataset at the end of March 2014.

The numerator is based on those young people studying at a school in the Local Authority in year 11 who reach Level 3 by age 19 (regardless of where they eventually gain the L3). The denominator is based on the Annual School Census figure for number attending all schools in the given LA at academic age 14.

Performance Commentary:

Summary of Key activities taken or planned to improve performance:

The 14-19 Team have continued to support and fund Halton maintained School Sixth-Forms in the use of the 'Alps' Value Added tool. Sixth Forms are using Alps to analyse subject strengths and weaknesses against the 2013 A-Level results. Early analysis shows strengths in a range of BTEC subjects and an improving trend of A-Level results.

The borough College is also continuing to work with the LA in identifying any gaps in provision through the Strategic Commissioning Statement.

Children and Young People in Halton

SCS / CYP 16	<ul style="list-style-type: none"> Increase the percentage of children in care achieving expected outcomes at Key Stage 2 and Key Stage 4 				
2012/13 Actual	2013/14 Target	2013/14 Q2	2013/14 Q4	Current Progress	Direction of Travel
KS2 100%	Increasing percentage of children in care achieving their expected outcomes	N/A	100% (from Q2)	N/A	N/A
KS4 60%		N/A	33% (from Q2)	N/A	N/A

Data Commentary:

This is a placeholder indicator to be monitored for future years. Due to small cohorts and statistical variation targets are not stated. An analysis of the small cohort is conducted on an annual basis for these children to underpin the resulting performance.

Performance Commentary:

In Key Stage 2 we had a cohort of 7 children in care as of 31st March 2013. This cohort included 1 child who was disapplied from taking the SATs exams due to a high level of special educational needs.

No	Percentage achieving Level 4+			Percentage achieving Level 4b+	
	Reading	Writing	Maths	Reading	Maths
7	86%	71%	71%	71%	57%

The comparison between the performance of children in care and all Halton children is as follows:

	Percentage achieving Level 4+			Percentage achieving Level 4b+		
	Reading	Writing	Maths	All	Reading	Maths
Halton	86%	86%	86%	78%	77%	75%
CIC	86%	71%	71%	71%	71%	57%
Gap	0	-15	-15	-7	-6	-18

Whilst there is still a gap between the children and care and their peers, there is evidence that this is closing across all the areas. However, there is a very positive picture when looking at how children in care perform against age expected levels of progress:

Percentage achieving 2 Levels Progress			
No	Reading	Writing	Maths
7	100%	100%	100%

In Key Stage 4 we had a cohort of 3 young people who were in care as of 31st March 2013. This is a very small cohort and makes any comparison with the overall population extremely difficult, as it is not statistically valid. The cohort also included 1 Unaccompanied asylum seeker and 1 young person who had a placement change and poor attendance.

No	Percentage achieving				
	5A*-C EM	5A* - C	English Bacc	3L Progress English	3L Progress Maths
3	0	0	0	33%	33%

These results are disappointing but it is worth noting that all the young people are actively engaged in post 16 education or training and they are being supported to achieve further qualifications.

Summary of Key activities taken or planned to improve performance:

Key Stage 2 – 3 Transition pupils:

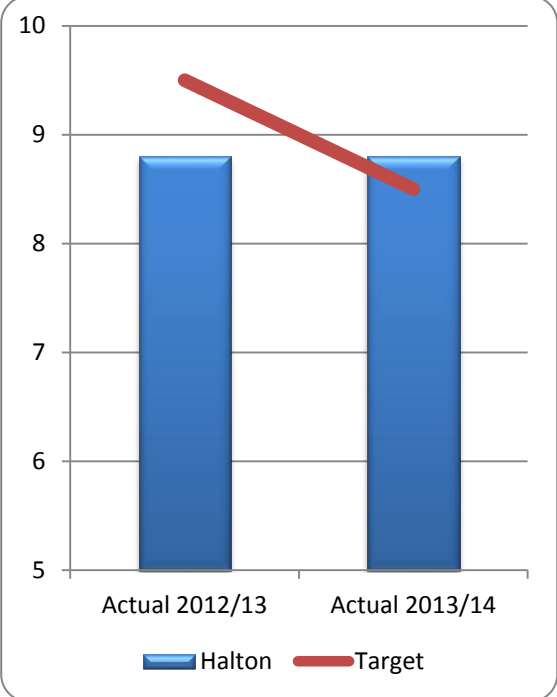



- All children in care were invited to attend a skills based transition activity day during the summer holidays run by the Virtual School, and were informed of the on-going support provided by the Virtual School.
- Through the Personal Education Plan (PEP) secondary colleagues have been informed of those young people who did not achieve Level 4 in any of the key subject areas to ensure that catch up support is put in place through appropriate use of the pupil premium.
- Those young people who did not achieve Level 4 in any of the key subject areas have been identified to receive additional packs of resources from the Virtual School that the child and foster carer complete at home. The Virtual School through the PEP will monitor the impact of these resources.
- 2 young people have been identified as requiring more targeted one-one support – this is being delivered by an Education Support Worker from the Virtual School in collaboration with the secondary school.

Key Stage 4 – Post 16 transition young people:

- All young people in this cohort are working with the EET CSW. They have a clear identified plan for accessing further education or training and are all currently participating.
- The Virtual School has invited the young people to attend a Uni 4 You event at Chester University – those who are interested will be supported to attend.

General activities to improve performance provided by the Virtual School:

1. Through analysis of the PEP targets where there is underperformance identified the following are provided by the Virtual School:
 - Personalised Numeracy activity packs
 - Personalised Literacy packs for underperformance in reading or English.
 - Personalised Writing packs
 - For children in Key Stage 2 1:1 direct support sessions delivered by an Education Support Worker
 - For young people in Key Stage 4 1:1 tuition sessions with GCSE subject specialists.
2. Skill based activity programme – each holiday excluding Christmas, the Virtual School provide a targeted activity day. The days provide fun activities that are based on the skills required to engage in learning and also build on the key subject areas of literacy and numeracy.

SCS / CYP12	Reduce the percentage of young people not in education, employment or training (NEET)																	
 <p style="text-align: center;">Actual 2012/13 Actual 2013/14</p> <p style="text-align: center;">■ Halton ■ Target</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 12.5%;">2012/13 Actual</th> <th style="width: 12.5%;">2013/14 Target</th> <th style="width: 12.5%;">2013/14 Q2</th> <th style="width: 12.5%;">2013/14 Q4</th> <th style="width: 12.5%;">Current Progress</th> <th style="width: 12.5%;">Direction of Travel</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">8.8%</td> <td style="text-align: center;">8.5%</td> <td style="text-align: center;">8.8% (June 13)</td> <td style="text-align: center;">8.4%</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"></td> </tr> </tbody> </table>	2012/13 Actual	2013/14 Target	2013/14 Q2	2013/14 Q4	Current Progress	Direction of Travel	8.8%	8.5%	8.8% (June 13)	8.4%	<input checked="" type="checkbox"/>		<p>Data Commentary:</p> <p>This data is based upon the three-month average of the number of Halton residents academic age 16-18 in NEET from November 2013 – January 2014.</p> <p>Performance Commentary:</p> <p>The annual reported figure for Halton academic age % 16-18 NEET is 8.4%, a 0.4% reduction compared to the previous year.</p> <p>The breakdown by age is as follows;</p> <ul style="list-style-type: none"> 16 year old NEET – 51 / 3.4% of 16 year olds 17 year old NEET – 98 / 7.1% of 16 year olds 18 year old NEET – 210 / 15.1% of 16 year olds 				
2012/13 Actual	2013/14 Target	2013/14 Q2	2013/14 Q4	Current Progress	Direction of Travel													
8.8%	8.5%	8.8% (June 13)	8.4%	<input checked="" type="checkbox"/>														
<p>Summary of Key activities taken or planned to improve performance:</p> <p>The NEET Vulnerable Pupils Case Conferencing Group continues to meet regularly during the Summer Term and has been supporting the 2014 year 11 school leavers most at risk of not making a successful year 12 transition to engage.</p> <p>Following a pilot in one Secondary school, more schools are working with the Local Authority to develop the Risk of NEET Indicator (RONI) with cohorts of young people identified to be at risk of not participating upon leaving school.</p>																		