

## **Children and Young People Priority Based PPB Report**

**Reporting Period:** Quarter 4, 01 January – 31 March 2018

### **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. The way in which traffic light symbols have been used to reflect progress is explained within Appendix 1 (section 8).
- 1.2 Please note initials have been provided to indicate which officer is responsible for the commentary to aid Members, as requested by the Children and Young People Policy and Performance Board. A key is provided in Appendix 1 (section 8).

### **2.0 Key Developments**

#### **2.1 Edinburgh Road, Care Leaver accommodation (TC)**

Tendering process for Edinburgh Road Children's Home is now underway and work regarding accommodation for care leavers continues. A number of properties have unfortunately been deemed unsuitable following locality risk assessments and further discussions and meetings with Halton Housing Trust are planned.

#### **2.2 Placement Sufficiency Strategy 2017-20 (TC)**

The Placement Sufficiency Strategy for 2017-2 has been agreed and published. Please see link:

<https://www3.halton.gov.uk/Pages/EducationandFamilies/PDFs/childrensocialcare/sufficiencystrategy.pdf>

#### **2.3 Children in Care and Care Leavers Strategy 2017-20 (TC)**

The new Corporate Parenting model has been implemented and sub-groups set up to drive the Children in Care and Care Leavers Strategy 2017-20 reporting to the Children in Care Partnership Board. Please see link:

[http://haltonchildrenstrust.co.uk/wp-content/uploads/2018/01/12469CiC\\_care\\_Leavers.pdf](http://haltonchildrenstrust.co.uk/wp-content/uploads/2018/01/12469CiC_care_Leavers.pdf)

#### **2.4 Care Leavers Local Offer (TC)**

Through the Children and Social Work Act 2017, the Government introduced the requirement for local authorities to publish a Care Leaver Offer. Corporate Parenting responsibilities now extend to 25, however the focus of corporate parenting should not be on getting the young person to the age of 25 when that responsibility ends, but on preparing the young person for life, ensuring they have the skills to support themselves for their whole lives and ultimately thrive.

The local offer covers six areas which may assist care leavers in, or preparing for adulthood and independent living, and include services relating to:

- Health and well-being
- Relationships
- Education and training
- Employment
- Accommodation

- Participation in society.

Halton's Care Leavers Local Offer is on the website and a great deal of information is already there. Care leavers as well as young people about to leave care, are helping us to design this Local Offer. We will continue to listen to their views to make sure that the services we offer are what they need and to highlight any gaps in provision or support that they may need.

Whilst this work progresses, there is a booklet which provides a full explanation of entitlements for young people leaving care in Halton which will soon be available on the website.

#### 2.5 First Line Leadership programme (TC)

The second cohort of social care managers has commenced the First Line Leadership programme. Feedback from the first cohort of participants is positive.

#### 2.6 Admissions (AMc)

16 April 2018 was the National Allocation date for primary school places for the September 2018 intake. This year Halton met 91.4% of first preferences (compared to 87.4% last year). Overall, 98.3% of applications received one of their first three preferences (compared to 96.1% last year). Consultation was also undertaken with all schools, neighbouring local authority's diocesan authorities and parents/carers via the Council's website, regarding the proposed admission arrangements for the September 2019 intake, and the associated co-ordinated admission schemes for primary and secondary schools. These arrangements were approved by the Councils Executive Board.

#### 2.7 Halton School Holiday Calendar (AMc)

Halton Local Authority, as the residual employer for community and voluntary controlled schools, has a statutory duty to determine school term dates for those schools, and Halton has been working closely with colleagues across the Liverpool City Region authorities and with Cheshire West and Chester Local Authority, to seek to realign dates across the region, and respond to some of the issues that schools and some parents and carers raised.

The main issues related to the Christmas break 2017, which has been acknowledged and acted upon, and a slightly earlier finish for the summer, also reflected in the new dates. Local Authorities across the region have now, generally, aligned their dates and those dates have been determined for the 2018/19, 2019/20 and 2020/21 academic years and have been uploaded to the HBC website. Please see link:

<https://www4.halton.gov.uk/Pages/EducationandFamilies/Schools/School-term-dates.aspx>

This information has been shared with schools and it is hoped that voluntary aided schools, Academy schools and Free schools will also adopt similar dates.

#### 2.8 Strategic School Improvement Bids (AMc)

The £140 million Strategic School Improvement Fund was announced by DfE in late 2016. This is a fund which stakeholders can apply for to support school improvement priorities across the region. Applications for a grant from the fund could be made by designated teaching schools, multi-academy trusts or local authorities. So far there have been three rounds of applications, the third one closing 20 April 2018.

A number of Halton schools are received support as a result of inclusion in one of two successful bids in the second round of applications. These bids were submitted by teaching schools, working in collaboration with Halton Local Authority and a number of other local authorities and multi-academy trusts. The purpose of one bid was to raise attainment in Maths at Key Stage 4 whilst creating a positive mind-set towards the subject. The purpose of the second bid was to improve communication, language and literacy in Early Years. These two projects commenced on approval of the bids in January and will run for five terms. The support that schools receive includes accessing high quality training, and having in-school support from specialist teachers.

Two further bids have been submitted in April 2018 as part of round three. One of the bids is to support effective transition between primary and secondary schools with the aim to impact positively upon outcomes and make best use of the learning opportunities within Key Stage 3 and 4. The other bid is being led by the Head teacher of the Virtual School for Halton, working in collaboration with five other Virtual Head teachers and their regions. The aim of this bid is to ensure the emotional well-being of children in care and vulnerable pupils whilst also working to raise aspiration and improve outcomes.

#### 2.9 Keys Stage 1 and Key Stage 2 Conference (AMc)

In March 2018, Halton School Improvement team organised a school improvement conference for Head teachers, strategic leads and literacy / assessment leads. The sessions were led by Emma Newton, a literacy consultant with an experiences school improvement background, speaking on developing a love of reading. Over the course of the morning, she provided an opportunity to reflect on how schools support the development of life-long readers which included:

- Building on what research tells us about the teaching of reading
- Exploring what makes an outstanding reading school
- Considering the challenges facing schools in closing the attainment gap
- Exploring high-quality texts that inspire teachers and enthuse children.

The keynote session was well received, with many schools reflecting on their school reading provision and considering how they can engender the love of reading for so many children. As a local authority the plan is to develop and promote a Halton Reading Strategy with a particular focus on increasing access to high quality texts that are relevant and resonate with young people and their families. This will be shared once developed.

The afternoon conference session was led by Pauline Woods, Head teacher of Grange Park Primary School, Sunderland. Pauline's school has a similar demographic and contextual profile to many of Halton's schools and she was able to share how her school vision has enabled them to overcome barriers and challenges and secure outstanding outcomes for the children attending her school. Her approach was inspirational and many colleagues have expressed an interest in visiting her school to see the approach and philosophy in practice. The School Improvement team have liaised with the Halton Association of Primary Head teachers (HAPH) and are planning to facilitate such visits.

### 3.0 Emerging Issues

#### 3.1 National Issues

##### Review of Exclusions (AMc)

The Secretary of State for Education has asked Edward Timpson to lead a review of school exclusions. The review will consider why there are different exclusion rates between

schools, areas of the country as well as pupils different characteristics. It will examine the factors behind these differences and explore and evaluate best practice. It will look at the different groups of pupils, identified through national data as more likely to be excluded, such as some ethnic groups, pupils eligible for free school meals, or have been eligible to free school meals in the past 6 years, pupils with Special Educational Needs, Children in Need and Children in Care.

The Association of Directors of Children's Services has responded to the call of evidence identifying in its response a range of contributory factors including the increasingly fragmented schools system, greater competition between schools, the high stakes inspection regime, falling budgets and high stakes accountability measures that have accompanied education reforms such as the greater emphasis on progress. Other factors include inflexible school behaviour policies and growth in 'zero-tolerance' policies in schools. It suggests that the growing number of exclusions could be averted if more resources were available for pastoral and classroom support.

#### **GCSE grades (AMc)**

GCSEs in England have been reformed and are based on new and more demanding subject content. The new grade scale makes it clear to everyone that students have studied the new GCSEs and students will be graded from 9 down to 1, with a grade 9 being of a higher standard than the previous A\* grade. The grade boundaries do not align across to the old grade system. Generally grade 5 and above is classed as a strong pass, whilst grade 4 is classed as a standard pass.

In summer 2017, English and Maths were graded on the new grading 9-1 system, with many other subjects being graded as 9-1 in summer 2018. The reform has been phased over a number of years and it will take until summer 2020 for all reformed GCSE subjects to move to the new grade scale. The bottom of a grade 7 is comparable to the bottom of the old grade A, the bottom of a new grade 4 is comparable to the bottom of the old grade C, and the bottom of the new grade 1 is comparable to the bottom of the old grade G.

Due to the changes in the course content and the grading, performance data for Attainment 8 and Progress 8 cannot be compared to previous years. Students will be required to achieve a grade 4 or above to achieve a pass in subjects graded this way.

#### **3.2 Halton Specific**

##### **Divisional Manager, Children in Care and Care Leavers (TC)**

Following the resignation of the current Divisional Manager due to a promotional opportunity in a neighbouring authority, an interim and a permanent appointment to this post will be required during the next quarter.

#### **Review of SEND (AMc)**

Halton is looking to engage and independent consultant to undertake a SEND High Needs Strategic Planning Review. The DfE have provided the funding to pay for this review. The Consultant will be required to conduct the review, analyse data and provide recommendations in the form of a written report.

Specifically the consultant will provide a comprehensive strategic report for senior stakeholders, including recommendations that identify key strategic opportunities to support the Authority and partners in achieving our ambition to ensure that all children and young people with special educational needs and disabilities (SEND) have access to a

range of provision and support across the borough, which meets their educational needs and provides good opportunities for them to progress.

Through this review, we want to achieve for children and young people with SEND aged 0-25 a detailed understanding of:

- Our SEND population
- Our special school population and pupil profile
- Future needs and profiles of specialist provision to meet that need
- Future post 16 needs and opportunities to improve provision and capacity in our local communities
- The views of all stakeholders in terms of existing strengths and opportunities to improve high needs provision
- Perceived barriers to inclusion in mainstream schools and colleges, with recommendations for potential solutions
- The total level of resources available and how to effectively target these to meet need.

At the end of the review process we want to achieve the following outcomes:

- Distinguish between short and long term developments
- Distinguish between priority and desirable outcomes
- Detailed description of the rationale which determined the priorities
- Detailed explanation of how the implementation of the plan enables the council to make the best use of the High Needs budget
- For each development, a brief explanation of the risks and impact of failure to implement.

#### Early Intervention Strategy 2018-21 (AMC)

Coming together under People's Directorate, children and adults services have created a combined Everyone Early Help Strategy. This strategy highlights, with examples, how individuals, families and communities can benefit from different teams pooling their ideas and resources to develop local priorities and deliver early help that can make a significant difference in people's lives. The strategy will be launched in autumn 2018.

#### 4.0 Risk Control Measures

4.1 Risk control forms an integral part of the Council's business planning and performance monitoring arrangements. As such, directorate risk registers were updated in tandem with the development of the 2017-18 business plan.

#### 5.0 Progress against high priority equality actions

5.1 Equality issues continue to form a routine element of the Council's business planning and operational decision making processes. Additionally the Council must have evidence to demonstrate compliance with the Public Sector Equality Duty (PSED) which came into force April 2011.

The council's latest annual progress report in relation to achievement of its equality objectives is published on the Council's website <http://www4.halton.gov.uk/Pages/councildemocracy/Equality-and-Diversity.aspx>

## 6.0 Performance Overview

6.1 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	16/17 Actual	17/18 Target	Current	Direction of Travel	Quarterly Progress
PED01 01	Monitor the average length of time between a child returning home and their return interview for those missing from care/home (Commissioned Service)	72 hours	72 hours	72 hours		
PED01 02	Reduce the number of young people who repeatedly run away in Halton (SCS SH04)	156	115	164		
PED01 03	Monitor the number of young people going missing in the year	395	N/A	434		
PED01 04	Monitor the number of young people flagged as at risk of Child Sexual Exploitation (snapshot at the end of the quarter)	24	N/A	28		
PED01 05	Reduce the number of children subject of fixed term exclusions	507 exclusions 225 children (Sept 16- Mar 17)	270	333 exclusions 225 children (Sept 17- Mar 18)		
PED01 06	Reduce the number of children subject of permanent exclusions	30 children (Sept 16- Mar 17)	Less than 30	26 children (Sept 17 – Mar 18)		
PED01 07	Increase the number of children involved in early intervention (e.g. CAF) (All those who have had a CAF at any point in the year)	560	650	797 (provisional)		
PED01 08	Monitor the rate of referrals to Children's Social Care per 10,000 0-18 year olds	368	N/A	418 (provisional)		
PED01 09	Reduce the number of children and young people who enter the care system	97	70	77 (provisional)		

#### Supporting commentary:

PED01 01, 02 and 03: During this quarter there have been 281 missing notifications provided to Catch22, in relation to 94 individuals. 38 of the individuals created 206 of the incidents. There was a small reduction from the same period the previous year. On average return interviews have been completed within 72 hours of the child returning from the missing episode.

PED01 04: There is an Operational Group that monitors the number of children at risk of CSE which is multi-agency. Representatives from iCART, alongside other social workers attend this meeting to monitor those children in the care of other local authorities who are considered at risk (CICOLA).

PED01 05 and 06: Data for the academic year to date (September to March) is suggesting that there may be a reduction in both fixed term and permanent exclusions. The number of exclusions increased during the summer term in 2017, and therefore end of academic year data may provide a further increase if the trend of last year was to be continued. Halton has introduced a new exclusions protocol to help reduce the number of exclusions this, with the proposed new Behaviour Team to be implemented in September 2018, will help support schools to reduce the number of exclusions.

PED01 07: The number of children and young people who are supported through a CAF continues to increase and audits of CAF continue to show that the majority of CAFs are effective in supporting children and families.

PED01 08: This is an area that is monitored and further analysis is sought and explored in terms of the reasons and categories of referrals.

PED01 09: This is an area that can fluctuate and is monitored closely, with robust planning and support offered at the earliest opportunity to maintain children living with their families when it is safe to do so. Whilst the target has not been

met, there has been a reduction on the number of children entering care in the past 12 months.

Ref:	Milestones	Quarterly Progress
PED01a	Monitor and review the effectiveness of iCART (June 2017)	
PED01b	Establish and implement a multi-agency locality provision (March 2018)	
PED01c	Develop a system to identify, assess and support vulnerable adults (March 2018)	
PED01e	Develop performance information which ensures that early intervention is responsive to trends of those being referred to children's social care	

#### Supporting commentary:

PED01a: Weekly performance meetings with the principal managers, divisional managers and support from the performance team have ensured an ongoing improvement in the percentage of contacts and referrals for both Children's social care and early intervention being authorised within timescales. Contact audits are undertaken to ensure the quality of the work within the team.

PED01b & PED01e: The two Locality Early Intervention teams continue to support multi-agency working via the Working Together meetings, CAF support to other professionals and links to support services for children and families. The Early Intervention managers participate in a monthly performance challenge meeting with divisional managers, children's social care managers and the Operational Director which monitors trends and performance issues.

PED01c: WAVES continues to receive multi-agency referrals, some of which lead to allocation to an Adult Co-ordinator. A review of the project is being undertaken, led by adult policy team. There is a further stakeholder event in May 2018 to add to the regular update and review of the project. The review will ascertain sustainability of the project as the funding ends in March 2019.

## Objective: Raise attainment and progress at Key Stage 2 (PED02)

Ref	Measure	16/17 Actual	17/18 Target	Current	Direction of Travel	Quarterly Progress
PED02 01	Increase the percentage of children reaching the expected standard in reading at KS2	63.4%	N/A	69%		
PED02 02	Increase the percentage of children reaching the expected standard in writing at KS2	65.9%	N/A	72%		
PED02 03	Increase the percentage of children reaching the expected standard in maths at KS2	64.9%	N/A	70%		
PED02 04	Increase the percentage of children achieving the expected standard in Reading, Writing and Maths (SCS CYP02)	46.8%	N/A	56%		
PED02 05	Increase the average key stage 1 to 2 progress score for reading	-0.32	N/A	-0.04		
PED02 06	Increase the average key stage 1 to 2 progress score for writing	-1.47	N/A	-0.48		
PED02 07	Increase the average key stage 1 to 2 progress score for maths	-0.51	N/A	-0.40		
PED02 08	Increase the percentage of Children in Care achieving expected outcomes at KS2 (SCS CYP16)	Refer below				

#### Supporting commentary:

Separate reporting process with commentary on progress is provided for all attainment data.

PED02 08: Analysis of individual children in care is provided in the Virtual School Annual Report. Overall outcomes for children in care at KS2 have been positive as there has been a diminishing gap between their performance and all their non-care peers across all measures.

Ref:	Milestones	Quarterly Progress
PED02a	Based on data analysis, and feedback from the Cross Service Monitoring Group, undertake categorisation process for all schools by October 2017 and identify actions, including levels of support and intervention, required to improve inspection outcomes (March 2018).	
PED02b	Develop data tracking system (March 2018).	

PED02c	Conduct the annual analysis of school performance data for all primary schools during September to December 2017 (with further reviews undertaken at key points in the performance data release cycle).	
PED02d	Analyse, evaluate and report end of Key Stage 2 achievement outcomes (December 2017).	
PED02e	Identify areas of need and support for Children in Care and Free School Meals pupils (December 2017).	
PED02f	With schools, monitor the impact of Pupil Premium and its impact on raising achievement (March 2018).	
PED02g	Ensure appropriate deployment of school improvement challenge and support for identified schools and settings, including school to school support and wider system leadership (March 2018).	

Supporting commentary:

PED02a: All schools were categorised and have been reviewed based upon validated performance data released in the Spring term. Schools receiving a new category will be written to.

PED02b: Schools use their own data tracking system. As an LA we have requested return of Year 2 and Year 6 data to identify the percentage of pupils on track to achieve the expected standard. There is no capacity currently to develop a tracking system at Key Stage 2.

PED02c: Data analysed and challenge/ support has been identified and reviewed based on validated data releases. From September 2018, the school improvement team will be following a different approach to working with schools, as a result of the revised "Schools causing concern" guidance, February 2018. This will focus on maintained schools with the regional School Commissioner working with Academies and Free Schools. Schools graded as category A and B will self-support through the school led system. This will provide a greater capacity to work with schools requiring a more intensive level of challenge and support.

PED02d: Attainment outcomes have been shared with PPB in separate reporting, along with Head teachers and governors.

PED02e: A new Children in Care and Care Leavers Strategy has now been launched and will be reviewed through the CIC Partnership Board. Raising educational outcomes for CIC and improving Care Leavers' EET outcomes are 2 key priorities.

PED02f: An analysis of the performance of disadvantaged pupils has been carried out and has impacted upon school categorisation. A greater focus has been placed on performance of disadvantaged pupils and a review of pupil premium strategies is being carried out with identified schools.

PED02g: School improvement challenge, support and deployment has been completed for all schools. This is continually reviewed based on changing circumstances of a school that may impact upon school performance.

### Objective: Raise achievement in Early Years (PED03)

Ref	Measure	16/17 Actual	17/18 Target	Current	Direction of Travel	Quarterly Progress
PED03 01	Increase the percentage of children achieving a good level of development in Early Years Foundation Stage (SCS CYP)	62%	62%	61%		
PED03 02	Increase the percentage of 2 year old funded children achieving a good level of development	47%	20%	49%		
PED03 03	Increase the take up of Early Years Entitlement for 3 and 4 year olds	93%	92%	92%		
PED03 04	Monitor the percentage of Early Years settings (pre-schools, day care, out of school clubs, childminders) with overall effectiveness of Good or Outstanding	97%	90%	94%		
PED03 05	Reduce the good level of development attainment gap for disadvantaged children and their parents at EYFS	24%	19%	22%		

Supporting commentary:

Separate reporting process with commentary on progress is provided for all attainment data.

PED03 03: A major focus of the marketing and promotional activities of the Halton Families Information Service (FIS) will impact on the take up of 3 and 4 year olds Free Entitlement places. The take up in this monitoring is encouraging as this is traditionally the quietest period. Local measure in relation to take up of Early Years Entitlement for 2 year olds has exceeded the DfE target by 170 children in the monitoring period.

PED03 04: The quality of PVI sector Early Years provision in Halton remains extremely high and exceeds both regional and national comparators, despite the slight decrease from the previous quarter and last year.

Ref:	Milestones	Quarterly Progress
PED03a	Develop data tracking system across early years (March 2018).	
PED03b	Implement recommendations from the Early Years Review and OFSTED Early Years thematic report (March 2018).	
PED03c	Analyse the outcomes of children who have accessed funding two year old placements (January 2018).	
PED03d	Complete RAG categorisation process for all EYFS settings by October 2017, and identify actions, including levels of challenge, support and intervention required to improve quality of educational provision.	
Supporting commentary:		
PED03a: A "Ready for Reception" tracker and "good level of development" tracker has been developed and is being used by schools and settings. A more extensive tracking system is being developed covering all EY outcomes for 2019.		
PED03b: "One Halton" Strategy Parents guide produced a detailed action plan, with actions being implemented.		
PED03c: Analysis has been undertaken in relation to two year funded reaching the good level of development and achieving their individual early learning goals.		
PED03d: EYFS settings have been RAG rated. Support and challenge identified as a result of their categorisation and circumstances.		

### Objective: Improve the offer for children and young people with SEND (PED04)

Ref	Measure	16/17 Actual	17/18 Target	Current	Direction of Travel	Quarterly Progress
PED04 01	Increase participation in the POET Survey (Parent/Guardians)	109	70	N/A		N/A
PED04 02	Increase the percentage of Education Health Care Plans completed within 20 weeks	23%	80%	78%		
PED04 03	Increase the number of schools identified with Nurture support (amended milestone)	12 schools	20 schools	28 schools		
PED04 04	Increase the percentage of Statements converted to Education Health Care Plans to meet published timescales	N/A	90%	100%		
PED04 05	Increase the number of people accessing the Local Offer (proxy measure of number of page views)	37,215	40,000	22,276 Q3 latest available data		

#### Supporting commentary:

PED04 01: Participation in the relaunched POET Survey is being encouraged. Administration services will be contacting every parent to encourage participation.

PED04 02 and 04: The overall average is increasing. The main reason for delay currently is identifying an appropriate setting for children and young people with more complex needs. All statements were converted by the deadline of 31 March 2018.

PED04 03: The Halton Nurture Network continues to meet half termly to provide training, supervision and peer support for schools. It is well attended. A number of schools will complete the NNSP during the summer term, with The Bridge hoping to become the first secondary PRU with the award. 28 schools across Halton have some form of nurture provisions or group. The next steps are to develop best practice and create consistency in the delivery of nurture.

PED04 05: The number of page views has decreased however still represents a good reach. Meeting the end of year target is unlikely. Q4 data awaited.

Ref:	Milestones	Quarterly Progress
PED04a	Develop and refine the annual analysis of progress data for children and young people with additional SEND funding through Enhanced Provision or Education Health Care Plans (March 2018).	
PED04b	Undertake a review of all SEND provision within the borough (March 2018).	
PED04c	Improve provision in Halton for young people with challenging behaviour and social, emotional and mental health challenges (March 2018).	

PED04d	Evaluate qualitative data through Personal Outcomes Evaluation Tool (POET) of family and individual views with the SEND reform process in Halton, to increase satisfaction with their experience (March 2018).	<input checked="" type="checkbox"/>
Supporting commentary:		
PED04a: These meetings in schools identified children and young people who may need additional support through Enhanced Provision or Education and Health Care Plan. Schools were challenged on their use of the Graduated Approach and progress data was discussed. Inclusion 0-25 division have identified schools that may benefit from additional support and those who are showing good outcomes for SEND children.		
PED04b: Please see Emerging Issues above. A sub-group of the SEND Strategic Partnership meets to inform the review of provision whilst the consultant is being sought.		
PED04c: Capital funding of £500,000 has been granted to the borough to be paid in instalments over the next three years from DfE. This funding is to be used to help meet the needs of children and young people with an Education Health and Care Plan. Data has been analysed and identifies the need to have more Social Emotional and Mental Health provision in the borough at key stage 1 and key stage 3/4. A public consultation is now in progress to open discussion on our evidence and rationale. This can be found on the Local Offer.		
PED04d: The 2018 Survey is live on the Local Offer and letters are to be sent to every person who has been involved in the EHC Plan process in the last 12 months.		

### Objective: Improve participation and skills for young people to drive Halton's future (PED05)

Ref	Measure	16/17 Actual	17/18 Target	Current	Direction of Travel	Quarterly Progress
PED05 01	Reduce the percentage of 16-17 year olds not in education, employment or training	4.4%	4.4%	4.4%		<input checked="" type="checkbox"/>
PED05 02	Reduce the percentage of 16-17 year olds whose activity is not known	0.8%	0.8%	0.8%		<input checked="" type="checkbox"/>
PED05 03	Increase the percentage of 19 year olds achieving a Level 2 qualification	84.3% (15/16)	84.3%	Awaited		
PED05 04	Increase the percentage of 19 year olds achieving a Level 3 qualification	54.4% (15/16)	54.4%	Awaited		
PED05 05	Monitor the percentage of young people progressing to Higher Education (SCS CYP13)	28% (15/16)	28%	Awaited		

#### Supporting commentary:

All targets have been revised in line with the publication of 2015/16 data (shown in the 2016/17 data column as published with a timelag) and the new DfE calculations.

PED05 01 and 02: Performance for both measures has matched previous performance and met the revised targets.

PED05 03, 04, 05: Latest performance is 2015/16. Expected update end May 2018.

Ref:	Milestones	Quarterly Progress
PED05a	Develop the 14-19 Commissioning Statement to reflect Local Enterprise Partnership priorities (March 2018).	<input checked="" type="checkbox"/>
PED05b	Develop a Post 16 monitoring framework to demonstrate how providers are supported and challenged in the borough (March 2018).	<input checked="" type="checkbox"/>

#### Supporting commentary:

PED05a: The previous 14-19 Commissioning Statement document format has been revised to better meet the needs of the 14-19 team and Strategic Analysis and Work Priorities. The document has been ratified by Senior Leadership Team and shared with the Halton Association of Secondary Head teachers and Children and Young Peoples PPB.

PED05b: Monitoring framework has been written in draft form so it can be linked to School Improvement Strategy when revised.

## **7.0 Financial Summary**

The Council's 2017/18 year-end accounts are currently being finalised. The year-end position for each Department will therefore be made available via the Intranet by 30th June 2018.

## 8.0 Appendix I

### 8.1 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.
Amber		Indicates that it is uncertain, or too early to say at this stage whether the milestone will be achieved within the appropriate timeframe.
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.

### 8.2 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.
N/A		Indicates that the measure cannot be compared to the same period last year.

### 8.3 Key for responsible officers:

**AMc** Ann McIntyre, Operational Director, Education, Inclusion and Provision Service

**TC** Tracey Coffey, Operational Director, Children and Families Service