

REPORT TO: Children, Young People and Families Policy & Performance Board

DATE: 28th January 2019

REPORTING OFFICER: Strategic Director, People

PORTFOLIO: Children, Education & Social Care

SUBJECT: Annual headteacher's report of the attainment and progress of Halton's Children in Care

WARD(S) All

1.0 PURPOSE OF THE REPORT

1.1 To provide PPB with the annual update of the educational outcomes for Halton children in care 2017-18.

2.0 RECOMMENDATION: That:

i) PPB note the information provided.

3.0 SUPPORTING INFORMATION

3.1 Please see attached report for detailed data, analysis and impact

3.2 The data within the report compares the performance of Halton children who have been in care for 12 months or more, to that of their non-care peers in Halton and their in-care peers across the North West and Nationally.

3.3 What is a good outcome?

Contextual:

That a child has been in care for at least 12 months, living in a stable placement, with at least 95% attendance at a Good or better school, with no fixed term exclusions, and making at least the expected progress in comparison to their peers.

At Early Years Foundation stage:

A child has achieved the measure of Good Level of Development (GLD)

At Year 1 Phonics:

A child has achieved the threshold of 32 or more in the Phonics test

At Key stage 1:

A child has achieved the Expected Standard in each subject area (Reading, Writing, and Maths) and in the 3 combined areas.

At Key Stage 2:

A child has achieved the Expected Standard in each subject area (Reading, Writing, and Maths) and in the 3 combined areas. In addition the child had made at least their expected progress in Reading, Writing and Maths, from their prior attainment at Key Stage 1 (this indicated by a positive number).

At Key Stage 4:

A young person had achieved English and Maths at grade 5 or above and that they will have achieved highly on Attainment 8 and have a positive Progress 8 score.

Attendance and Exclusions:

A child or young person's attendance has been above 95% for the academic year and they have had no fixed term exclusions or be permanently excluded from school.

EET:

A young person should be actively engaged in education, employment or training from the age of leaving school until at least 19 years old.

4.0 POLICY IMPLICATIONS

4.1 Please see below regarding national policy changes that will have implications for the support provided through Halton Virtual School.

5.0 OTHER/FINANCIAL IMPLICATIONS

5.1 Halton Virtual School relies heavily on the use of Pupil Premium Plus funding from the Government to support the educational outcomes of children in care. This includes support provided through the Personal Education Plan Coordinators and the ability to commission specialist psychological assessment, as well as direct curriculum support for the children and young people. There is currently an agreement that this funding will remain in place until 2019 but that it will be reviewed to take into account other budgetary changes and pressures.

5.2 There is a major risk to the outcomes of our most vulnerable children if this funding ceases because Halton Virtual School will no longer be able to provide the high level and necessary educational support for our children in care.

5.3 Halton Virtual School continues to look to provide additional employment and training opportunities for Care Leavers through access to apprenticeships and work programmes. There needs to be a review of funding opportunities to support these, including creative look at the apprenticeship levy funding.

6.0 **IMPLICATIONS FOR THE COUNCIL'S PRIORITIES**

6.1 **Children & Young People in Halton**

The educational outcomes of children in care remain a key priority for the Council.

6.2 **Employment, Learning & Skills in Halton**

If children in care do not achieve their expected educational outcomes, there is a high risk that they will become NEET and therefore not achieve employment which fulfils their aspirations or enables them to be active participants in the community.

6.3 **A Healthy Halton**

Research has demonstrated that issues related to the emotional health and well-being has a significant impact upon the educational outcomes for children in care. Timely and effective services are vital in providing emotional support for our young people to enable them to have positive engagement in their learning and achieve their potential.

6.4 **A Safer Halton**

Due to their lived experiences children in care can be at higher risk of child sexual exploitation, and episodes of missing from care or school. Research does indicate that these factors all have a negative impact upon educational outcomes for our children and young people in care. Therefore, all agencies need to provide proactive support in order to keep children in care safe.

6.5 **Halton's Urban Renewal**

Not applicable.

7.0 **RISK ANALYSIS**

7.1 If the outcomes for our Halton children in care do not improve then there is a continued risk that they are more likely to become NEET and not become active and positive partners in their community.

8.0 **EQUALITY AND DIVERSITY ISSUES**

8.1 Children in care continue to be a vulnerable group whose life experiences of trauma, neglect and abuse mean that they have not had the same start to life as other young people.

9.0 **LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF THE LOCAL GOVERNMENT ACT 1972**

9.1 There are no background papers under the meaning of the Act.