

# **END OF KEY STAGE ATTAINMENT AND PROGRESS REPORT FOR HALTON CHILDREN IN CARE**

**2018-19**

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## GLOSSARY OF TERMS

Term	Explanation
H CIC	Cohort of children in care to Halton
ALL H	All children in Halton
ALL NAT	All children nationally
GLD	Good Level of Development
SEN	Special Educational Needs and Disabilities
EHCP	Education Health and Care Plan
PEP	Personal Education Plan
PP+	Pupil Premium Plus
RI	Requires Improvement
CLLD	Communication, Listening and Language Development
EYFS	Early Years foundation Stage
NW CIC	Cohort of children in care across the Nor West region
NAT CIC	Cohort of children in care nationally
R	Reading
W	Writing
M	Maths

Term	Explanation
RWM	Combined measure of Reading, Writing and Maths
E5+	Achieved 5 and above in English GCSE
E4+	Achieved 4 and above in English GCSE
M5+	Achieved 5 and above in Maths GCSE
M4+	Achieved 4 and above in Maths GCSE
EM5+	Achieved 5 and above in English and Maths GCSE
EM4+	Achieved 4 and above in English and Maths GCSE
EET	Education, Employment and Training
NEET	Not in Education, Employment and Training
UASC	Unaccompanied Asylum Seeking Child
YOS	Youth Offending Service
PA	Personal Assistant
Ave %	The average % attendance
%<95%	The percentage of CIC having less than 95% attendance
FT Ex	Fixed Term Exclusion
NOR	Not on Roll of a school/registered education provision

## EXECUTIVE SUMMARY

✓ = Good Performance

Ⓜ = there is some improvement but there is still concern

✗ = an area of underperformance

Key Stage/Outcome	Performance rating	Comment
Early Years Foundation	Ⓜ	Improved performance on last year in comparison with non-care peers but slightly below that of in-care peers. Areas of underachievement are in literacy, numeracy, communication and managing feelings and behaviour.
Year 1 Phonics	Ⓜ	Improvement on last year and broadly in line with performance of in-care peers
Key Stage 1	✗	In comparison to non-care peers, Reading outcomes have improved on previous year but there has been a decline in Writing and Maths. In comparison with in-care peers Halton children in care have performed better in Reading and the combined measure, are broadly in line in Writing but below in maths
Key Stage 2	✗ Attainment  ✗ Progress	In comparison with non-care peers, there has been a decline in performance across all area. In comparison with in-care peers Halton children in care are broadly in line for the combined measure but are below in all individual subjects  Halton children in care have made above the expected progress in Writing in comparison to their non-care peers. However, they have made less progress in Reading and Maths.  Compared to their in-care peers Halton children in care have made better progress in Reading and Writing but are below in Maths
Key Stage 4	✗ Attainment	Attainment across all measures was poor. 33% young people had an EHCP all for SEMH needs; 42% were persistently absent; 42% had periods of fixed term exclusions over key stage 4. No young person was predicted to achieve the combined measures of English and Maths at either level 4 or level 5. Main reasons for the underperformance were related to poor attendance and exclusions.
Attendance	✓	Despite a slight dip in Primary attendance there has been an increase in attendance at secondary and overall.
Exclusions	✗	Exclusions have risen from the previous year and this is particularly in Primary. However, there has been a reduction in the length of exclusions and also in the number of repeated exclusions.
EET	Ⓜ	NEET at 16-19 remains good. However, is still a cause for concern for 20-22 year olds. We have 3 young people at University. A major area of concern is the lack of young people accessing apprenticeships.



VS Activity Days and Interventions 2019-20

This is the Virtual School Activity Day Programme for 2019-20 please see what exciting cross curricular opportunities our children in care have to enhance their learning skills.

## RECEPTION 2018-19

### DATA

Cohort	H CIC	All H	ALL Nat
% Achieved GLD	42.9	66.1	71.8
Gap		-23.2	-28.9
Trend direction		↑	↑

### ANALYSIS

3 children achieved a Good Level of Development, 2 boys and 1 girl. This is improved performance on last year.

The main areas of underachievement were literacy, numeracy, communication and managing feelings and behaviour.

Although there is a gap between both local and national non-care peers this has closed on the previous year.

6 out of the 7 children had a PEP completed each term, the remaining child had 2 PEPs.

6 children had access to their Pupil Premium Plus funding across the academic year.

Emerging data shows that Halton children in care are slightly under the performance of their regional and national in-care peers.

### CONTEXTUAL BACKGROUND

There were 7 children in the cohort, 5 of whom were boys. 4 children live with family and 1 has been placed for adoption; 2 children live out of borough.

All but 1 child was educated in schools that are rated at least Good by Ofsted.

28% (2) were undergoing statutory assessment for special educational needs and are placed in a resource base.

4 children had attendance above 95%. The remaining 3 children all had attendance above 90% with the main reason for absences being illness.

### WHAT HAS THE VIRTUAL SCHOOL DONE AND IT'S IMPACT

- Scrutinised the appropriateness of the targets within each PEP and ensured that the Pupil Premium Plus funding has had impact.
- Provided targeted children with book parcels to support their development in reading.
- Held cross curricular activity days to embed learning outside the classroom – one with a renowned children's author to inspire reading, creative writing and imaginative play; and an additional day exploring the world, problem solving and developing social interaction skills

The outcomes for all children were in line with PEP predictions and did show progress across the academic year.

In relation to reading all children showed progress across the academic year, with 4 having achieved accelerated progress.

## RECEPTION 2018-19 cntd

### VIRTUAL SCHOOL NEXT STEPS

The Virtual School are supporting the application of the statutory assessment process for 3 children who did not achieve their good level of development in order to fully identify any additional learning needs.

The Primary PEP and Progress Coordinator will undertake termly challenge visits to schools to discuss individual children's progress and the impact of Pupil Premium Plus interventions. This will ensure that the interventions are targeted at the areas of development identified through their EYFS outcomes.

Further support will be provided through book parcels and cross curricular activity days.

The Virtual School is part of the development of the borough wide Reading Strategy to ensure that schools and partners are aware of the need to prioritise children in care for support.

## PHONICS 2018 - 19

### DATA

Cohort	H CIC	All H	All Nat
% Achieved	62.5	80	82
Gap		-17.5	-19.5
Trend direction		↑	↑

### ANALYSIS

5 children achieved the Phonics threshold score.

Of the 3 children who did not achieve the threshold score 2 are living with family and 1 is in foster care; however, all 3 were no more than 3 marks below.

Whilst there remains a gap in performance between their non-care peers, this gap has closed on the previous year.

2 of the children who did not achieve the threshold were educated in schools judged to be requires improvement.

6 children had all 3 PEPs completed over the academic year, whilst the remaining 2 children had 2 PEPs.

All had access to their Pupil Premium Plus funding for additional interventions.

Emerging data shows that Halton children in care are broadly in line with the performance of regional and national in-care peers.

### CONTEXTUAL BACKGROUND

There were 8 children in the cohort 5 of whom were girls. 2 were summer born children. 37.5% (3) had been in care for just over 12 months.

7 children were educated in Halton schools.

5 were in schools rated as Good or better by Ofsted.

37.5% are on the SEN COP - 25% (2) have an EHCP and 1 child is undergoing statutory assessment.

4 children live with family and 1 child has been placed for adoption.

All children had attendance above 95%. Only 1 child had a school move in the academic year, but this took place after the test had been completed.

### WHAT HAS THE VIRTUAL SCHOOL DONE AND IT'S IMPACT

- Scrutinised the appropriateness of the targets within each PEP and ensured that the Pupil Premium Plus funding has had impact.
- Provided targeted children with book parcels to support their development in reading.
- Held cross curricular activity days to embed learning outside the classroom – one with a renowned children's author to inspire reading and creative writing; and an additional day focusing on science, maths, cooperative learning and social interaction

PEP outcomes show that 7 children showed progress over the academic year in reading, and 6 children showed progress in speaking and listening.

## PHONICS 2018 – 19 cntd

### VIRTUAL SCHOOL NEXT STEPS

The Primary PEP and Progress Coordinator will undertake termly challenge visits to schools to discuss individual children's progress and the impact of Pupil Premium Plus interventions. This will ensure that the interventions are targeted at the areas of development identified through their outcomes.

Further support will be provided through book parcels and cross curricular activity days.

Further developing our training offer for foster carers to support learning at home – this is via an online learning platform which provides bespoke learning linked to the individual child in placement. This will enable the foster carer and child to focus on all the core subjects in preparation for KS1 SATS.

The Virtual School is part of the development of the borough wide Reading Strategy to ensure that schools and partners are aware of the need to prioritise children in care for support.

## KEY STAGE 1 2018 - 19

### DATA

Cohort	R			W			M		
	H CIC	All H	All Nat	H CIC	All H	All Nat	H CIC	All H	All Nat
% achieved	57.1	72	75	42.9	66	69	42.9	71	76
Gap		-14.9	-17.9		-23.1	-26.1		-28.1	-33.1
Trend direction		↑	↑		↓	↓		↓	↓

### CONTEXTUAL BACKGROUND

There were 7 children in the cohort, 6 of whom were boys. 2 were summer born.  
 6 were educated in Halton schools. Only 1 child was in a school rated below Good or better by Ofsted.  
 14% (1 child) have an EHCP. This child is the only child with attendance below 90% and this is for medical reasons. All other children had attendance above 95%.  
 2 children live with family and the rest are in foster care placements.

### ANALYSIS

Reading – 1 child achieved Greater Depth; of the 3 children who did not achieve the expected standard all were boys and 1 was assessed as working below key stage levels;

Writing – of the 4 children who did not achieve the expected standard all were boys and 1 child was assessed as working below key stage levels.

Maths – of the 4 children who did not achieve the expected standard all were boys and 2 were assessed as working below key stage levels.

1 boy achieved the expected standard in Reading but did not achieve the combined measure.

Neither summer born children achieved the expected standards across any of the core subjects.

Main areas of underachievement were Maths and Writing

Emerging data shows that Halton children in care achieve above their regional and national in-care peers in Reading and the combined measure of RWM, are in line in Writing but are slightly below in Maths.

### WHAT HAS THE VIRTUAL SCHOOL DONE AND IT'S IMPACT

- Scrutinised the appropriateness of the targets within each PEP and ensured that the Pupil Premium Plus funding has had impact.
- Provided targeted children with book parcels to support their development in reading.
- Held cross curricular activity days to embed learning outside the classroom – one with a renowned children's author based on pop-up story books to inspire illustrative work, creative writing and reading; and an additional day focusing on science, maths, cooperative learning and social interaction

PEP outcomes show that 4 children have made progress across all core subjects in the academic year.

5 children had access to their Pupil Premium Plus funding for additional interventions over the academic year.



## KEY STAGE 1 2018 -19 cntd

### VIRTUAL SCHOOL NEXT STEPS

The Virtual School are supporting the application of the statutory assessment process for 2 children who did not achieve the expected standards in order to fully identify any additional learning needs.

The Primary PEP and Progress Coordinator will undertake termly challenge visits to schools to discuss individual children's progress and the impact of Pupil Premium Plus interventions. This will ensure that the interventions are targeted at the areas of development identified through their outcomes.

Further support will be provided through book parcels and cross curricular activity days.

Further developing our training offer for foster carers to support learning at home – this is via an online learning platform which provides bespoke learning linked to the individual child in placement. This will enable the foster carer and child to focus on all the core subjects.

The Virtual School is part of the development of the borough wide Reading Strategy to ensure that schools and partners are aware of the need to prioritise children in care for support.

## KEY STAGE 2 2018-19

### ATTAINMENT DATA

Cohort	R			W			M		
	H CIC	All H	All Nat	H CIC	All H	All Nat	H CIC	All H	All Nat
% achieved	33.3	70	73	40	76	78	33.3	75	79
Gap		-36.7	-39.7		-36	-38		-41.7	-45.7
Trend direction		↓	↓		↓	↓		↓	↓

Cohort	RWM		
	H CIC	All H	All Nat
% achieved	33.3	60	65
Gap		-26.7	-31.7
Trend direction		↓	↓

Cohort	R		W		M	
	H CIC	All H	H CIC	All H	H CIC	All H
Prog achieved	-0.25	-0.14	1.14	0.43	-2.74	-0.36
Gap		-0.11		0.71		-2.38

Emerging data shows that Halton children in care compared to their regional and national in-care peers are broadly in line for the combined measure but below in the individual core subjects.

In terms of progress made emerging data shows that Halton children in care made more progress than their regional and national in-care peers in both Reading and Writing but made less progress in comparison in Maths.

### CONTEXTUAL BACKGROUND

There were 15 children in the cohort, 8 of whom were boys.

47% (7) came into care during Key Stage 2

33% (5) were educated out of borough. 20% (3) children were educated in special schools, 2 of whom were in the independent sector.

5 were educated in schools rated Requires Improvement or below by Ofsted and all were Halton schools.

27% are on the SEN COP - 20% (3) children have an EHCP and a further child is undergoing statutory assessment.

3 children are in residential provision and 1 is living with family.

2 children had attendance below 95% with the reasons for absence being medical and illness.

2 children had fixed term exclusions of 2 and 2.5 days respectively across the academic year

3 children had a planned school move at the beginning of the Autumn term due to their placements becoming long term.

### ANALYSIS

4 children were not entered for their SATs as per the guidance as they were assessed as working at below key stage levels.

1 child achieved greater depth in both Reading and Writing

1 child achieved the expected standard in Reading and Writing but not Maths

1 child achieved the expected standard in Writing and Maths but not Reading

All children achieved at least in line with predictions in their PEPs, although 2 achieved better than expected.

## KEY STAGE 2 2018-19 cntd

### WHAT HAS THE VIRTUAL SCHOOL DONE AND IT'S IMPACT

- Scrutinised the appropriateness of the targets within each PEP and ensured that the Pupil Premium Plus funding has had impact.
- Provided targeted children with Storytime Magazine to support their development in reading.
- Provided one-one tuition on core subjects when identified as an area of development in the PEP.
- Held cross curricular activity days to embed learning outside the classroom – one with a renowned children's author focusing on reading, creative writing and use of language; a day focusing on embedding numeracy skills, literacy, communication skills and cooperative learning; a day focused on mental health and wellbeing and ensuring that children have developed some stress reducing strategies in preparation for their SATs; a day preparing for their transition to secondary school.
- Enhanced transition to secondary school for targeted children to develop confidence and reduce anxiety; and to fully inform secondary Designated Teachers of areas of development and support needs so these are in place ready for September.
- Supported the application of the statutory assessment process for 2 children in order to fully identify any additional learning needs.

4 children made at least 4 points accelerated progress in Reading, with 1 child making above 9 points.

4 children made accelerated progress in Writing with 1 child making 11 points and another child making 14 points.

3 children made accelerated progress in Maths with 1 child making 13 points

### VIRTUAL SCHOOL NEXT STEPS

The Virtual School are supporting the application of the statutory assessment process for 3 children who did not achieve the expected standards in order to fully identify any additional learning needs.

The Primary PEP and Progress Coordinator will undertake termly challenge visits to schools to discuss individual children's progress and the impact of Pupil Premium Plus interventions. This will ensure that the interventions are targeted at the areas of development identified through their outcomes.

Further support will be provided through book parcels and cross curricular activity days.

Further developing our training offer for foster carers to support learning at home – this is via an online learning platform which provides bespoke learning linked to the individual child in placement. This will enable the foster carer and child to focus on all the core subjects.

## KEY STAGE 4 2018 - 19

### DATA

Cohort	E 5+		E 4+		M 5+		M 4+		EM 5+		EM 4+	
	H CIC	All H	H CIC	All H	H CIC	All H	H CIC	All H	H CIC	All H	H CIC	All H
% Ach	0	56.3	8.3	72.1	0	39.7	33.3	61	0	36	8.3	56.5
Gap	-56.3		-63.8		-39.7		-27.7		-36		-48.2	
Trend	↓		↓		↓		↑		↓		↓	

Cohort	EBacc 4+		EBacc 5+	
	H CIC	All H	H CIC	All H
% Ach	0	22.1	0	13.5
Gap	-22.1		-13.5	

### ANALYSIS

Attainment at Key Stage 4 remains an area of high concern and a priority for the Local Authority.

Based on PEP outcomes and progress data gathered throughout the year:

- No young people were predicted to achieve a level 4 in English
- 3 young people were predicted to achieve a level 4 in Maths
- 1 young person achieved 5 GCSEs at level 4 which was above predictions.
- 7 young people achieved in line with their predicted grade in English and 1 young person achieved higher than predicted.
- 7 young people achieved in line with their predicted grade in Maths and 1 young person achieved above this.
- 4 young people achieved overall in line with their predicted grades and 2 young people achieved above this

The main reasons 4 young people did not achieve in line with predictions were poor attendance and being at high risk of permanent exclusion. For other young people they missed their target grade by 1 level.

### CONTEXTUAL BACKGROUND

There were 12 young people in the cohort, 8 of whom were male.

10 were educated in Halton schools. 9 schools were rated as good or better by Ofsted

33% (4) had an EHCP all for SEMH needs, 17% (2) were educated in independent specialist provision.

42% (5) were placed in residential provision, all out of borough.

58% (7) had attendance below 95%, with 42% (5) being below 90%. The main reasons were unauthorised absence.

42% (5) had periods of fixed term exclusions during Key Stage 4.

3 young people were either placed on alternative provision or on a reduced timetable to stabilise their education as they were at high risk of permanent exclusion during Year 11.

1 young person had a school move at the beginning of year 11 due to the closure of the specialist provision.

3 young people had periods of missing from care during Key Stage 4.

## KEY STAGE 4 2018 - 19 cntd

### WHAT HAS THE VIRTUAL SCHOOL DONE AND IT'S IMPACT

- Scrutinised the appropriateness of the targets within each PEP and ensured that the Pupil Premium Plus funding has had impact.
- Provided one-one tuition on care subjects when identified as an area of development in the PEP.
- Held cross curricular activity days to embed learning outside the classroom – a day focused on mental health and wellbeing and ensuring that young people have developed some stress reducing strategies in preparation for their SATs; a day focusing on reducing risk taking behaviour and self-regulation; supported young people to attend the Skills Show in Birmingham to raise aspiration
- Enhanced transition support in moving to post 16 provisions
- Provided tailored packages of support for young people at high risk of exclusion
- Ensured that young people are attending high quality alternative provision that meets their long term aspirations

3 young people made progress across the academic year in English

5 young people made progress across the academic year in Maths

No young person was permanently excluded and only 3 had periods of fixed term exclusions, 1 of whom attended a specialist out of borough provision

### VIRTUAL SCHOOL NEXT STEPS

Provide support for those young people who will need to re-sit their English and Maths GCSEs

Strengthened transition support from end of secondary phase to post 16 to ensure that all appropriate support is put in place to maintain post 16 engagement.

Allocate additional Pupil Premium Plus funding for 2 of our secondary schools who have high proportions of our children in care – this is to provide additional support to meet the young people's SEMH needs and so reduce the likelihood of exclusion which impacts on learning time.

The Secondary PEP and Progress Coordinator will undertake termly challenge visits to schools to discuss individual young people's progress and the impact of Pupil Premium Plus interventions. This will ensure that the interventions are targeted at the areas of development identified through their outcomes.

Further developing our training offer for foster carers to support learning at home – this is via an online learning platform which provides bespoke learning linked to the individual child in placement. This will enable the foster carer and child to focus on all the core subjects.

Strengthened our Key Stage 3 and 4 Activity Programme.

## ATTENDANCE AND EXCLUSIONS 2018 - 19

### DATA

Attendance	Primary	Secondary	Overall
Cohort size	80	67	147
Ave %	96.78%	91.22%	94%
Diff to last yr	↓0.98	↑1.41	↑0.61
%<95%	15%	35.82%	24.5%
%<90% (PA)	5%	23.37%	14.3%

Exclusions	Primary	Secondary	Overall
#1+ FT Ex	5	17	22
%1+ FT Ex	6.25%	23.3%	14.9%
Diff to last yr	↑3.05	↑0.1	↑1.8

### WHAT HAS THE VIRTUAL SCHOOL DONE AND IT'S IMPACT

- Provided support and advice to schools who were experiencing difficulties managing challenging behaviour.
- Provided tailored packages of support to high risk pupils
- Provided attendance support through Pupil Premium Plus
- Commissioned specialist assessments to support schools to meet the needs of complex children
- Supported schools to undertake the graduated approach in relation to SEMH needs.
- Provided ongoing training to increase awareness and improve practice in meeting the needs of children with attachment difficulties

There has been a reduction in the length of exclusions that children in care have received in both phases with a large proportion receiving 2 days or less.

There has also been a reduction in the number of children receiving more than one fixed term exclusion.

There has been an improvement in secondary attendance and attendance overall.

### ANALYSIS

12 Primary children had attendance <95%;

- 6 children live with parents/family members and 2 are residential settings
- The main reasons for absence were illness and medical appointments
- 4 children had Unauthorised absences and a further 4 had authorised absences
- 1 child had 3 days not on roll due to a school move to specialist provision
- 2 children had periods of reduced timetables to stabilise their school placement and reduce the risk of exclusions
- 1 child had a holiday in term time
- Of these children also had exclusions

24 secondary pupils had attendance <95%:

- 3 young people live with parents/family and 12 are placed in residential settings
- The main reasons for absence were unauthorised and authorised absences
- 2 young people had periods of not being on roll due to extended missing from care episodes
- 2 young people had periods of reduced timetables to stabilise their education placements due to high risk of exclusion
- 11 of these young people also had exclusions

5 Primary children had 1 or more fixed term exclusions

- 2 attended Halton schools and 3 were educated out of borough.
- The total number of days was 22.

17 Secondary pupils had 1 or more fixed term exclusions:

- 11 young people attended Halton schools and 6 were educated out of borough.
- The total number of days was 75.5

## ATTENDANCE AND EXCLUSIONS 2018 – 19 cntd

### VIRTUAL SCHOOL NEXT STEPS

The Virtual School is allocating additional Pupil Premium Plus funding for 2 of our secondary schools who have high proportions of our children in care – this is to provide additional support to meet the young people’s SEMH needs and so reduce the likelihood of exclusion.

Conducting a pilot with a further 3 schools which will focus on increasing awareness of the impact of Adverse Childhood Experiences and toxic stress and the impact they have on a child’s resilience and ability to learn.

Working with the Behaviour Support Service to pilot implementing the PIVOTAL Approach to managing behaviour within another 4 schools.

## EET 2018 - 19

### DATA

% CIC	16-19	20-22
Education	45.6%	11.1%
Employment and Training	16.2%	36.1%
Combined EET	61.8%	47.2%
NEET	38.2%	52.8%

### ANALYSIS

#### 20-22 year old cohort:

- Continues to be challenging, with the 20-21 year olds having the highest percentage of NEET.
- Of the 19 who were NEET at the end of the academic year; 9 came into care from Year 11 onwards.
- There are 4 young parents, 2 who are medically unfit to work and 2 were in custody.
- Of the remaining young people 8 have had YOS involvement and their risk assessments make it more challenging to find placements.

#### 16-19 year old cohort:

- 10 young people live out of borough thus making it more difficult to source appropriate opportunities.
- Of the young people who are NEET 9 have come into care from Year 11 onwards and 7 have had to re-sit both English and Maths before progressing.
- There are 2 Unaccompanied Asylum Seekers who missing from care; 2 young people are in custody, 1 who is medically unfit to work; 1 young parent; and 13 have had previous YOS involvement.

3 young people are accessing higher education courses.

Unfortunately we do not have any young people on an apprenticeship.

### WHAT HAS THE VIRTUAL SCHOOL DONE AND IT'S IMPACT

- Realigned roles and responsibilities within the Virtual School to have a greater focus on post 16.
- A dedicated member of the team now has a direct work case load of young people who are at risk of becoming NEET and an additional case load of young people who have expressed an interest in an apprenticeship.
- Strengthened transition support from end of secondary phase to post 16 to ensure that all appropriate support is put in place to maintain post 16 engagement.
- Reviewed approaches used by other local authorities and is working towards implementing an improved model of support for care leavers, with a particular focus on increasing access to apprenticeships.

Provided support for young people who are in further education through the use of Pupil Premium Plus and monitoring of Post 16 Personal Education Plans.

Direct case work has stabilised young people in EET or enabled them to transition onto a more appropriate option.

2 young people have been supported to apply for apprenticeships but unfortunately they were unsuccessful.

2 work experience placements have been sourced within the Council to support the young people in their career choices.



## EET 2018 – 19 cntd

### VIRTUAL SCHOOL NEXT STEPS

Creating the right apprenticeship opportunities and support structure remains a struggle for us in the current financial and political climate.

Establish a Care Leaver Apprenticeship Strategic Group led by the Director of Children's Services whose focus will be to remove barriers to care leavers accessing support and employment opportunities both within the Council and the broader community.

The Virtual School will continue to develop a more comprehensive model of support for care leavers, but given the financial situation this will remain a challenge.

Establish a network of Post 16 providers to offer support and training and also target PEP completion and improving quality, with a particular focus on local FE providers.

Work with colleagues in Adult Social Care to establish a graduated programme from work experience to possible apprenticeships within the local care home sector.

Develop closer links with the Chamber of Commerce and HEP, with a view to increasing apprenticeship possibilities.

Work with colleagues who are looking at Supported Internships to ensure that appropriate care leavers are prioritised for opportunities within the programme.