



# **The Sustainable Community**

## **Strategy for Halton**

**2011 - 2016**

### **2011-12 Progress Report**

**01<sup>st</sup> April 2011 – 31<sup>st</sup> March 2012**







**Document Contact  
(Halton Borough  
Council)**

Hazel Coen  
(Divisional Manager Performance & Improvement)  
Municipal Buildings, Kingsway  
Widnes, Cheshire WA8 7QF [hazel.coen@halton.gov.uk](mailto:hazel.coen@halton.gov.uk)






















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

It provides a snapshot of performance for the period 01<sup>st</sup> April 2011 to 31<sup>st</sup> March 2012.

The following symbols have been used to illustrate current performance as against the 2011 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

## Children and Young People in Halton

Page	Ref	Descriptor	2011 / 12 Target	Direction of travel
4	<b>CYP 1</b>	Increase the percentage achieving 78+ points across EYFS (6+ CLL and PSE)		
6	<b>CYP 2</b>	Increase the percentage of children attaining level 4 or above in English & Maths		
7	<b>CYP 3</b>	Increase the percentage achieving 5+ A*-C including English & Maths		
8	<b>CYP 4</b>	Increase the percentage achieving Level 3 at 19		
9	<b>CYP 5</b>	Reduce the percentage of young people not in education, employment or training		
10	<b>CYP 6</b>	Reduce the percentage of children who are obese in Year 6		
12	<b>CYP 7</b>	Reduce the rate of CYP admitted to hospital for substance misuse	N/A	New measure
14	<b>CYP 8</b>	Increase the percentage of referrals with evidence of early help and support (CAF)		
15	<b>CYP 9</b>	Increase the percentage of educational settings with overall effectiveness Good/ Outstanding	N/A	
16	<b>CYP 10</b>	Reduce the attainment gap between FSM and Halton average KS2		
17	<b>CYP 11</b>	Reduce the attainment gap between FSM and Halton average KS4		
18	<b>CYP 12</b>	Improve the identification of Special Educational needs at School Action and School Action plus	N/A	N/A
19	<b>CYP 13</b>	Increase the percentage of young people progressing to Higher Education	N/A	N/A
20	<b>CYP 14</b>	Increase the percentage of children with SEN or receiving enhanced provision achieving 2 levels progress	Placeholder 2012/13	New measure
21	<b>CYP 15</b>	Reduce under 18 conception rate (percentage change from 2009 baseline position)		
23	<b>CYP 16</b>	Reduction in child and family poverty	Placeholder 2012/13	New measure
24	<b>CYP 17</b>	Increase the percentage of children in care achieving their expected outcomes at KS2 & KS4	Placeholder 2012/13	New measure

**SCS / CYP 1 Increase the percentage achieving 78+ points across EYFS with 6+ in CLL and PSE**

	2010/11 Actual	2011/12 Target	2011/12 Actual	Current Progress	Direction of Travel
	52.0	54.0	48.3		
<b>Data Commentary:</b>					
Data relates to academic results received in 2011.					
<b>Performance Commentary:</b>					
<p>In 2011, 72.6% of the reception cohort achieved 6+ points in Personal, Social and Emotional Development (PSED). This is down 3.2% on last year's performance. Looking at data for 2008 and 2009 it would appear that there was a particularly strong cohort in 2010. 51.6% achieved 6+ points in Communication, Literacy and Language (CLL). Again this is down 2.6% on 2010 but is higher than both 2008 and 2009. The average attainment of 9 wards was above this level. This is disappointing given the focus upon developing literacy skills through the implementation of a range of programmes. In 2011 48.3% achieved 6+ points in PSED and CLL. This is down 2.2% on last year but is higher than 2008 and 2009.</p> <p>There are some contextual factors which may account for the drop in attainment this year. This year reception teachers have used child initiated tasks as observation evidence rather than teacher directed, this has had a major impact on scores.</p>					

**Summary of Key activities taken or planned to improve performance:**

Developing communication skills continues to be a high priority in Halton. A team of Early Years Consultant teachers provide advice and support for pre-school settings to support practitioners in improving quality of provision. In addition, local authority staff continue to work very closely with colleagues from the Speech and Language Therapy (SALT) service delivering a wide range of support and training for the early years workforce, targeted to enhance children's communication skills.

This includes:

- ICAN" Supporting Level training
- "ICAN" Enhancing Level Training
- Every Child A Talker (ECAT) /Communication Cluster groups
- Inclusion Development Programme (IDP)
- Story basket training

- “There’s no place like home” Child minder training
- Training workshops at 2 year old conference
- Training workshops at Child minder conference
- SALT Conference ‘Join the Communication Train’
- Training at EYFS Conference
- Speak, listen & play training
- “You make the difference training” for parents/carers of families with young children
- “Referrers Workshop” training for practitioners
- “Visual supports” training for practitioners
- “Communication workshop” INSET delivered in setting/school bespoke to that context
- Provided written training packs and support such as “Foundations for Understanding” & other information leaflets/posters/tips
- “Moonbeams”; “Little Stars” and “Little Explorers” workshops/activity sessions to support children with complex needs and social communication disorders.
- “ICAN” Specialist level training for EYCT and wider Early Years work force

There has also been a significant investment in funding for vulnerable two year olds. This is enabling our most vulnerable two year olds to access 10 hours a week of pre-school education. Those children who have been funded at two haven’t yet reached reception classes. We are hopeful of future impact upon assessment outcomes as a result of this early intervention.

The new framework for Early Years Foundation Stage will be statutory from September 2012. EYFS sets standards that to ensure that children learn and develop well and are kept healthy and safe. It promotes school readiness giving a broad range of skills and knowledge, providing foundations for good future progress through school and life.

The areas of learning and development must shape all activities in all Early Years settings. The Early Learning Goals state the skills and knowledge that children should have at the end of the academic year in which they turn five.

There are 7 areas of learning and development made up of 3 Prime Areas:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

and 4 Specific Areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive Arts and Design

Communication and Language and Personal, Social and Emotional Development remain as key areas in the new framework. Children will continue to be assessed using the EYFS profile which must be completed by the final term of reception. The Local Authority will continue to analyse the EYFS outcomes and target additional support where required.

**SCS / CYP 2      Increase the percentage achieving Level 4+ at Key Stage 2 in English and Maths**

	2010/11 Actual	2011/12 Target	2011/12 Actual	Current Progress	Direction of Travel
	77.0	80.0	77		
<b>Data Commentary:</b>					
Data relates to academic results received in 2011.					
<b>Performance Commentary:</b>					
Although Halton did not meet its aspirational target of 80% of children attaining a level 4+ in both English and maths, it maintained high attainment and once again exceeded national outcomes in the Key Stage 2 tests with 77% of children in the Borough attaining the national expectation in English and Maths at age 11, compared to 74% nationally.					

**Summary of Key activities taken or planned to improve performance:**



The government introduced a raised floor standard for attainment in both English and mathematics combined with a minimum expectation that 60% of children within the cohort attain the level 4 threshold,

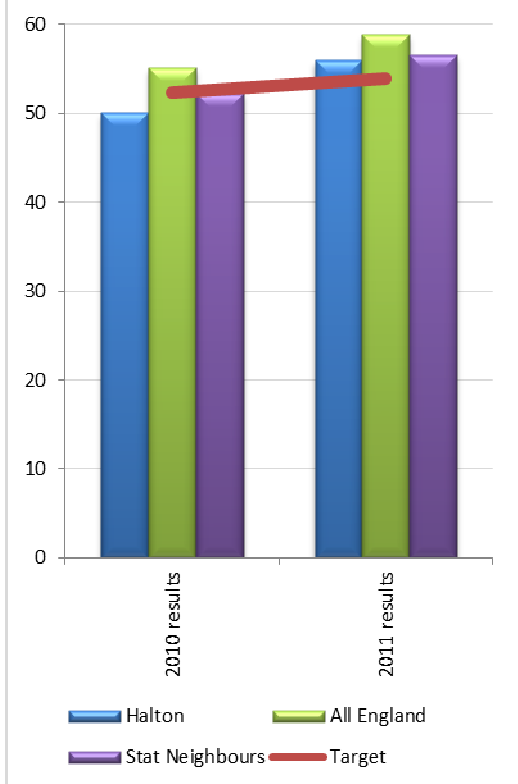
Whilst the majority of schools in Halton meet, indeed many exceed, this standard, there are some schools, where despite their meeting or exceeding nationally expected rates of progress, attainment remains below the floor standard.

Following changes to the delivery of school improvement services in Halton, resulting from the national reduction in grant funding, schools are now 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

Where schools are identified as requiring significant improvement, in addition to their purchase of school improvement services, they will receive support and challenge from a small team of local authority school improvement officers. School to school support is also being provided through the deployment of National and Local Leaders of Education.

**SCS / CYP3**      **Increase the percentage achieving 5+ GCSE's grades A\*-C including English and Maths**

2010/11 Actual	2011/12 Target	2011/12 Actual	Current Progress	Direction of Travel
50.1	54.0	56		



**Data Commentary:**

Data relates to academic results received in 2011.

**Performance Commentary:**

The target was exceeded by 2% and this was an increase of 6% on 2010 results for both Halton and the NFER Statistical Neighbours for which Halton is compared. This is the highest proportion Halton has ever reported, and should place Halton broadly in line with the 2011 national average by this indicator.

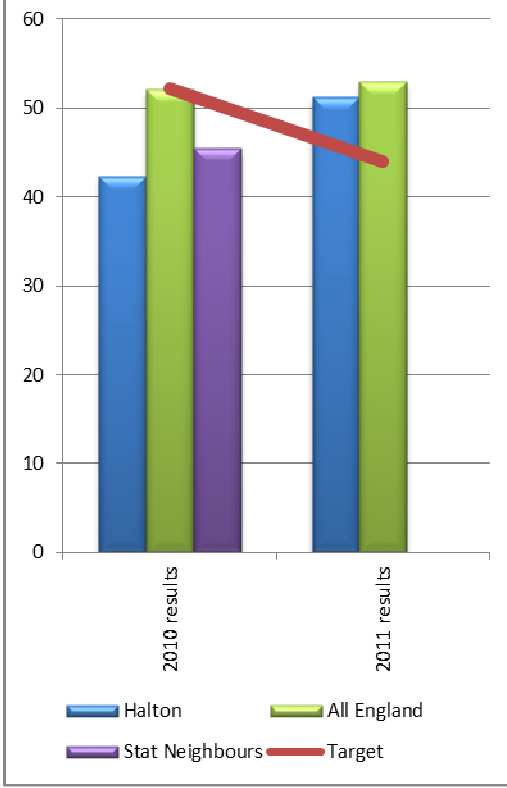
5+ A\* - C at 85% (across all subjects excluding maths and english) is also the highest ever, a three percentage points increase on 2010 and should place Halton well above the 2011 national average by this indicator.

**Summary of Key activities taken or planned to improve performance:**

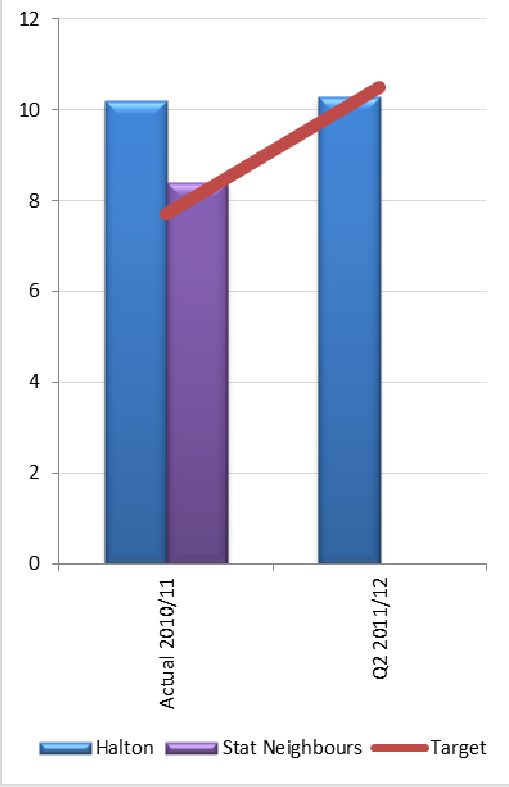


The government introduced a raised floor standard for attainment with a minimum expectation that 35% of pupils within the cohort attain 5+ GCSE's including English and mathematics. In 2011 all schools in Halton were above this standard.

Following changes to the delivery of school improvement services in Halton, resulting from the national reduction in grant funding, schools are now required to purchase school improvement support. This support is targeted at improving the quality of teaching. It is through the highest quality of teaching that outcomes for pupils will improve and standards will be raised.

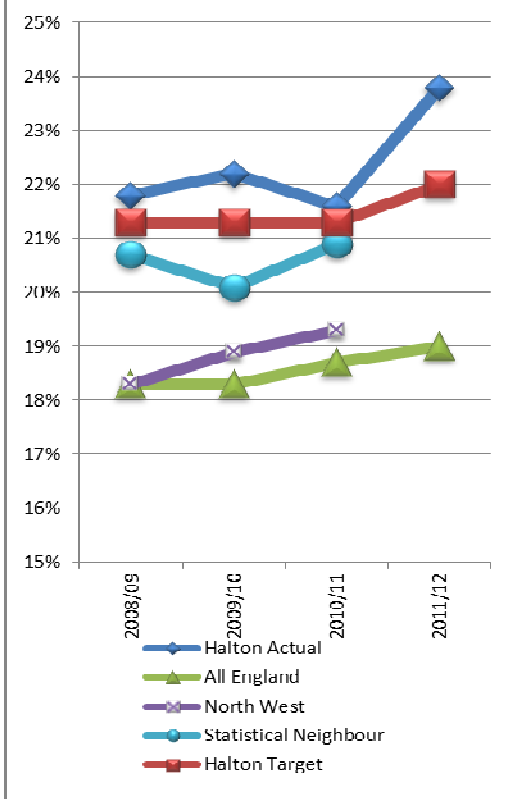
Where schools are identified as requiring significant improvement they will receive support and challenge from a small retained team of local authority personnel. School to school support is also being provided through the deployment of National and Local Leaders of Education.

SCS / CYP 4	Increase the percentage achieving Level 3 at 19																													
 <table border="1"> <caption>Level 3 at 19 Performance Data</caption> <thead> <tr> <th>Year</th> <th>Halton</th> <th>All England</th> <th>Stat Neighbours</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>42.3</td> <td>51.2</td> <td>45.0</td> <td>44.0</td> </tr> <tr> <td>2011</td> <td>51.2</td> <td>53.0</td> <td>-</td> <td>44.0</td> </tr> </tbody> </table>	Year	Halton	All England	Stat Neighbours	Target	2010	42.3	51.2	45.0	44.0	2011	51.2	53.0	-	44.0	<table border="1"> <thead> <tr> <th>2010/11 Actual</th> <th>2011/12 Target</th> <th>2011/12 Actual</th> <th>Current Progress</th> <th>Direction of Travel</th> </tr> </thead> <tbody> <tr> <td>42.3</td> <td>44.0</td> <td>51.2%</td> <td><input checked="" type="checkbox"/></td> <td>↑</td> </tr> </tbody> </table>	2010/11 Actual	2011/12 Target	2011/12 Actual	Current Progress	Direction of Travel	42.3	44.0	51.2%	<input checked="" type="checkbox"/>	↑				
	Year	Halton	All England	Stat Neighbours	Target																									
	2010	42.3	51.2	45.0	44.0																									
	2011	51.2	53.0	-	44.0																									
2010/11 Actual	2011/12 Target	2011/12 Actual	Current Progress	Direction of Travel																										
42.3	44.0	51.2%	<input checked="" type="checkbox"/>	↑																										
<b>Data Commentary:</b>																														
Validated performance has been published by Department for Education for 2011/12																														
<b>Performance Commentary:</b>																														
<p>In 2011, 51.2% of Halton learners had achieved a Level 3 qualification by age 19. This is an 8.9% increase upon the 2010 recorded figure for this indicator and represents a significant improvement.</p> <p>Halton has closed the gap on the national position and is now performing just below the provisional national average (53%).</p>																														
<b>Summary of Key activities taken or planned to improve performance:</b>																														
<p>The analysis highlights the importance of achieving 5+ English &amp; Maths at age 16 as a major factor in increasing performance of Level 3 by age 19. A breakdown of the 2011 Level 3 by 19 cohort reveals that 77.7% of learners who achieved 5+A*-C Inc. E&amp;M at age 16 progressed to achieve this measure by age 19.</p> <p>In addition, the analysis shows that there is a fairly even split between Halton learners achieving a level 3 through an academic or vocational route. 24.9% achieved level 3 through either A/AS Level combinations including double award subjects and 25.8% achieved level 3 through other exam types.</p> <p>The 14-19 Team continues to have termly monitoring visits with Halton School Sixth-Forms, both of which have developed action plans to raise learner achievement and value added performance using the 'ALPS' school improvement tool. Subject to available funding it is intended to continue to use the ALPS in 2011/12.</p> <p>The performance at Level 3 of the borough's largest FE provider, Riverside College Halton continues to improve with 100% vocational pass rate and 99.7% A-Level pass rates in 2011. The College is also continuing to work with the LA in identifying any gaps in provision.</p>																														



SCS / CYP 5	Reduce the percentage of young people not in education, employment or training (NEET)																
 <p>The chart displays NEET percentages for Halton (blue bars) and Stat Neighbours (purple bar) for Actual 2010/11 and Q2 2011/12. A red target line is shown at approximately 8.5%. Halton's NEET percentage is 10.2% in 2010/11 and 10.3% in Q2 2011/12. Stat Neighbours' NEET percentage is 8.3% in 2010/11. The target is 8.5%.</p> <table border="1"> <caption>NEET Data from Chart</caption> <thead> <tr> <th>Period</th> <th>Halton (%)</th> <th>Stat Neighbours (%)</th> <th>Target (%)</th> </tr> </thead> <tbody> <tr> <td>Actual 2010/11</td> <td>10.2</td> <td>8.3</td> <td>8.5</td> </tr> <tr> <td>Q2 2011/12</td> <td>10.3</td> <td>-</td> <td>8.5</td> </tr> </tbody> </table>	Period	Halton (%)	Stat Neighbours (%)	Target (%)	Actual 2010/11	10.2	8.3	8.5	Q2 2011/12	10.3	-	8.5	2010/11 Actual	2011/12 Target	2011/12 Actual	Current Progress	Direction of Travel
	Period	Halton (%)	Stat Neighbours (%)	Target (%)													
	Actual 2010/11	10.2	8.3	8.5													
	Q2 2011/12	10.3	-	8.5													
10.2	10.5	10.3%															
<b>Data Commentary:</b>																	
<p>This data is based upon the three-month average of the number of Halton residents academic age 16-18 in NEET from November 2011 – January 2012.</p>																	
<b>Performance Commentary:</b>																	
<p>10.3% equates to 461 16-18 year old NEET young people from a total 16-18 cohort of 4472.</p> <p>This NEET % breakdown by each age group is as follows;</p> <ul style="list-style-type: none"> <li>• 16 year old NEET = 6.1% (90 NEET young people from a total 16-18 cohort of 1474)</li> <li>• 17 year old NEET = 8.3% (130 NEET young people from a total 16-18 cohort of 1567)</li> <li>• 18 year old NEET = 16.8% (241 NEET young people from a total 16-18 cohort of 1431)</li> </ul> <p>The counting methodology used to report the National Indicator is now calculated on a residency basis and as such cannot be directly compared to NEET statistics published prior to April 2011.</p>																	
<b>Summary of Key activities taken or planned to improve performance:</b>																	
<p>There are currently 241 NEET 18 year olds in Halton compared to 90 sixteen year olds and 130 seventeen year olds. The issue of long-term NEET within the borough is being addressed through two separate multi-agency case-conferencing meetings. The meetings enable professionals to discuss individual cases of NEET young people with education and training providers to match young people with suitable available provision to reengage them in EET.</p> <p>Data sharing protocols are currently being amended to enable practitioners and providers to freely discuss the specific barriers individual young people have which are preventing them from progressing back into learning.</p>																	

**SCS / CYP 6**      **Reduce the percentage of children who are Obese in Year 6**



2010/11 Actual	2011/12 Target	2011/12 Actual	Current Progress	Direction of Travel
21.6	22.0	23.8		

**Data Commentary:**

The percentage of children in year 6 (aged 11) who are obese, as shown by the National Child Measurement Programme (NCMP). Data is reported one year in arrears.

Q3 data is newly released official data.

**Performance Commentary:**

New data is recently released official data for 2010/11. Halton has once again exceeded the 85% target for Reception and Year 6 children with height and weight recorded with 95.3% of children being measured in year 6.

Childhood obesity in Halton is fluctuating.

**Summary of Key activities taken or planned to improve performance:**

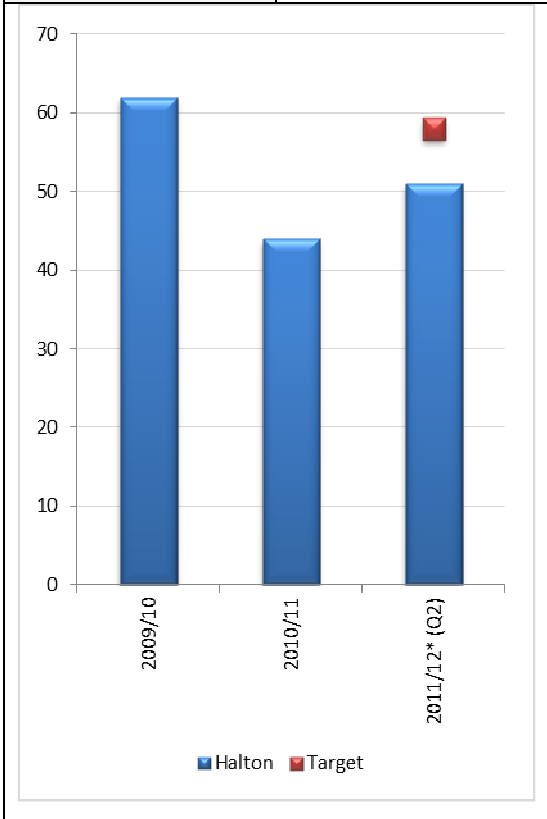
Halton's performance for 2010 has show fluctuation with a continued variable trend over the last few years. Halton remains above the national and north west average. Halton shows an increasing obesity rate in line with increasing obesity rates for the England and North West averages.

The school Fit4Life Programme which tackles overweight and obesity for children aged 6 to 13 years was rolled out in June 2011 and the results are not therefore reflected in this latest National Child Measurement Programme result. The Fit4Life programme targets schools with the highest obesity rates. It offers education for teachers and children and their parents in cooking, healthy eating and the importance of exercise. It runs fun exercise classes for all children in the school. Data from the pilot programme shows a reduction in obesity amongst those schools that participated as the figures below demonstrate. We anticipate that with further roll out school age obesity figures will fall.

**Fit4Life Pilot School Results**

School	2009 Halton	2010 Halton
1	51%	26%
2	49%	38%
3	46%	34%
4	45%	40%
5	45%	23%
6	42%	31%

Teenage weight management is being tackled via the Alive and Kicking Programme for all 14 to 19 year olds. This programme offers a personal trainer style programme for all teenagers across Halton. It is now embedded in the colleges and some of the secondary schools. It also runs classes teenagers can access at Halton Stadium and is proving popular. The 2010/11 results show 75% of teenagers participating have lost weight and 70% are now fitter. Unfortunately these figures do not contribute to the target as it is based on the weight of 11 year olds.

SCS / CYP 7	Reduce the rate of children and young people admitted to hospital for substance misuse (including alcohol)																	
 <table border="1"> <caption>Chart Data</caption> <thead> <tr> <th>Year</th> <th>Halton</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>2009/10</td> <td>61</td> <td>-</td> </tr> <tr> <td>2010/11</td> <td>44</td> <td>-</td> </tr> <tr> <td>2011/12* (Q2)</td> <td>51</td> <td>58</td> </tr> </tbody> </table>	Year	Halton	Target	2009/10	61	-	2010/11	44	-	2011/12* (Q2)	51	58	2010/11 Actual	2011/12 Target	2011/12 Qtr 2	2011/12 Qtr 4	Current Progress	Direction of Travel
	Year	Halton	Target															
	2009/10	61	-															
2010/11	44	-																
2011/12* (Q2)	51	58																
61	58 (-5%)	51 (-16%)	N/A	N/A	N/A													
<b>Data Commentary:</b>																		
<p>This chart shows a comparison year to date up to Quarter Two between 2009 and 2012. Data is produced in arrears and Quarter Four performance is not expected until September 2012.</p> <p>Data for previous reports on substance misuse has been called into question recently and is currently under investigation. The performance reported in the chart indicates that there was a lower rate of admissions than previously understood.</p>																		
<b>Performance Commentary:</b>																		
<p>There has been an increase of 7 admissions year to date 2011/12 compared to 2010/11.</p>																		

**Summary of Key activities taken or planned to improve performance:**

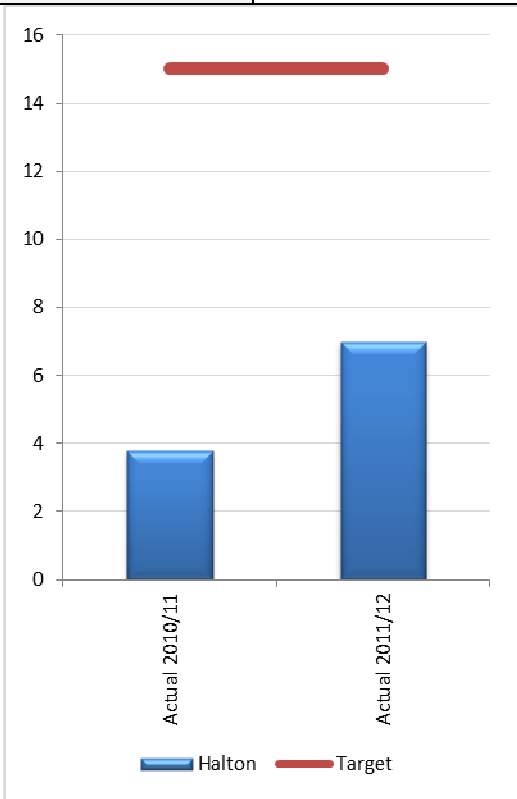
We have developed outreach provision and interventions for young people with substance misuse needs, which are focussed on early and brief interventions. These include;

- working in partnership with the DfE co-ordinating the Skills for Change programme aimed at young people affected by parental substance misuse
- Together with the Home Office and Mentor UK we have trained local voluntary groups to carry out brief interventions related to alcohol misuse with young people
- Peer to Peer training has been provided, to enable young people to be pro-active in delivering alcohol education session in universal provision
- 100% of young people referred into treatment are able to access provision within 5 days of referrals
- Delivery of targeted outreach/activities in identified wards has led to a reduction in youth nuisance calls related to substance misuse
- Clear links between A&E departments, acute hospital wards and the specialist substance misuse service have been developed
- Mobile VRMZ outreach bus is routinely used and valued by young people and has impacted on a reduction in alcohol related anti-social behaviour
- Developed and established young people friendly services that are available at appropriate times, delivered across the borough 7 days a week
- Young people have been fully involved in the design and delivery of the new treatment system
- Young people have been involved in the development of posters, information campaigns informing young people of the services available in Halton
- Developed clear screening tools and treatment pathways for professionals and community

groups on referring young people to the appropriate level of service

- Established clear links with schools and colleges to ensure that drug and alcohol users still at school or college can access individual support and activities to support their wellbeing and prevent exclusion, and
- Further improved TOP reviews and completions within specialist provision.

**SCS / CYP 8**      **Increase the percentage of referrals where there is evidence of early help and support**



2010/11 Actual	2011/12 Target	2011/12 Qtr 2	2011/12 Qtr 4	Current Progress	Direction of Travel
3.8	15	5	7% (provisional)		

**Data Commentary:**

Data is taken from the CareFirst system and matched against the Common Assessment Framework (CAF) data taken from Synergy CYP. However, as unique identifiers are not used across both systems the matching can be flawed and therefore this performance may be an under representation of the percentage.

Please note that this data represents early help in the form of a CAF. However, other forms of early help are being carried out across the Borough through different agencies but monitoring this as part of this measure are not possible.

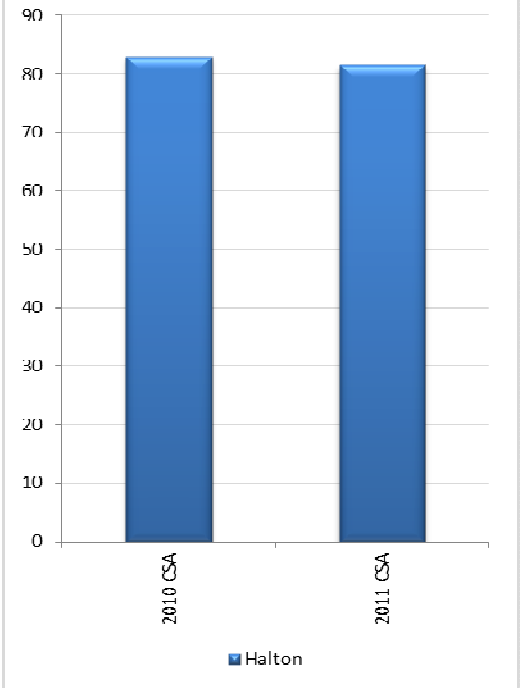
**Performance Commentary:**

This is a cumulative figure for the year and there has been an improvement on previous year from 3.8%. Data is extracted from two separate systems therefore this can lead to under reporting. However performance is improving. This will continue to be a key priority for 2012/13.

**Summary of Key activities taken or planned to improve performance:**

Pathways between the Integrated Working Support Team and the Children in Need teams are established and working well. In addition the work with the Police to improve and develop a joint protocol pathway (CAVA) is positively impacting on ensuring those families who require a service at Level 3b and 4 are appropriately referred. There has been a 60% increase in the number of CAF's in place and operating for level 2/3 cases from the 2010 baseline. For cases moving down the levels of need from Child in Need to level 2/3 all cases have a lead professional named and a clear plan to take forward.

It is expected that given the number of referrals to social care in a year that it will take some time for CAF to be in place for even a quarter of the children referred.

SCS / CYP 9	Increase the percentage of educational settings with overall effectiveness of Good or Outstanding										
 <table border="1"> <caption>Data for Bar Chart</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2010 CSA</td> <td>83.0</td> </tr> <tr> <td>2011 CSA</td> <td>81.5</td> </tr> </tbody> </table>	Year	Percentage	2010 CSA	83.0	2011 CSA	81.5	2010/11 Actual	2011/12 Target	2011/12 Actual	Current Progress	Direction of Travel
	Year	Percentage									
	2010 CSA	83.0									
2011 CSA	81.5										
83.0	n/a	81.5%	n/a	↓							
<b>Data Commentary:</b>											
<p>Data taken from the Annual Children’s Services Assessment (CSA) measured as at August 2011. Provisional information currently available for the annual CSA indicates a further reduction for this performance which will be reported in August 2012.</p>											
<b>Performance Commentary:</b>											
<p>There had been a slight decrease in the percentage of educational settings with overall effectiveness of Good or Outstanding. This has been impacted by the three schools who moved to Academy status during the academic year 2010/11.</p>											

**Summary of Key activities taken or planned to improve performance:**

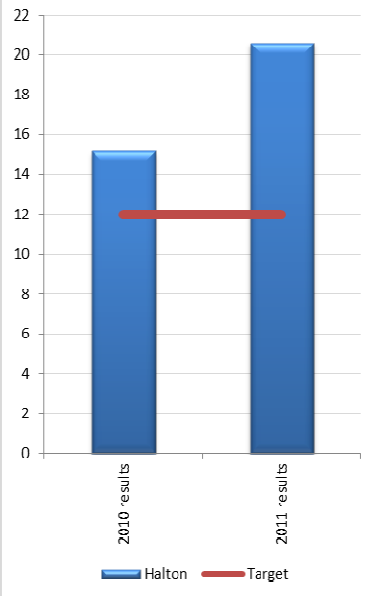


The new Ofsted inspection framework for schools was introduced in January 2012. The changes to inspection are designed to:

- raise expectations especially for teaching and pupil achievement
- give greater priority to early reading and literacy
- focus in more depth on the quality of teaching and pupils’ behaviour and safety
- give greater priority to the impact of school leadership on improving teaching and achievement
- focus inspection more on schools that need to improve most.

All satisfactory schools are considered to be vulnerable and retained school improvement personnel continue to carefully monitor their progress, providing support and intervention as appropriate.

An analysis of performance data is completed for all schools by members of the School Improvement Team in Autumn and Spring as data becomes available. As a result of this analysis schools are ‘categorised’ to identify those schools that are at risk of not achieving a good or better Ofsted outcome. Where appropriate Warning Notices have been issued to challenge underperformance.

This information has resulted in the allocation of link improvement officers to those schools that are considered to be vulnerable or a school causing concern. In addition to the support and challenge provided by the LA, schools are expected to purchase a range of school improvement support targeted at raising quality of teaching and as appropriate, leadership and management.

SCS / CYP 10	Reduce the attainment gap between free school meals pupils and the Halton average at Key Stage 2				
	2010/11 Actual	2011/12 Target	2011/12 Actual	Current Progress	Direction of Travel
	15.2	12.0	20.6		
	<b>Data Commentary:</b>				
	Data relates to academic results received in 2011.				
<b>Performance Commentary:</b>					
Attainment of Free School Meals pupils was 62.8% compared to non-Free School Meals pupils 83.4%. The overall average attainment was 77%.					

**Summary of Key activities taken or planned to improve performance:**

The Council is carefully monitoring the use of the pupil premium, which is a per pupil allocation of additional funding for schools to be distributed to the more vulnerable pupils. It is for schools to determine how this additional funding is spent but the expectation is that it will have a positive impact upon raising rates of progress for example through the purchase of one to one or small group targeted support.

As part of the sector led improvement programme, a peer challenge is being undertaken to look in detail at how some of our primary schools are particularly successful in narrowing the gap between free school meals and non-free school meals pupils. A small team of colleagues from 3 local authorities will be investigating the success factors in Halton schools to narrow the gap in attainment and will be challenging the LA as to how we will support these success factors across the Borough.

Two of the priorities within the Child and Family Poverty Strategy are Cultural challenge and realising aspirations and Early intervention. Raising educational outcomes for our most vulnerable children is key to this realising this ambition.

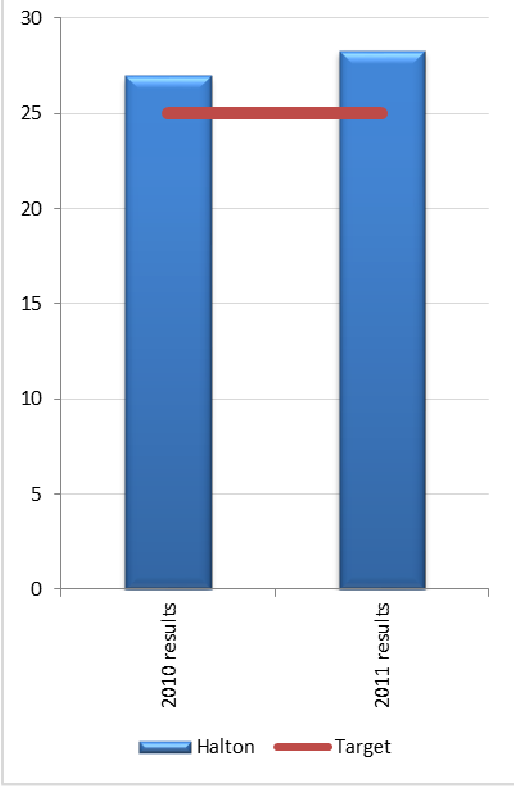


For more information on the Child and Family Poverty Strategy follow the links below:  
<http://www3.halton.gov.uk/healthandsocialcare/childrenandfamilycare/192380/>

[http://www3.halton.gov.uk/lgnl/pages/86821/86827/174277/HALTON CHILD FAMILY POVERTY STRATEGY 2011-13.pdf](http://www3.halton.gov.uk/lgnl/pages/86821/86827/174277/HALTON_CHILD_FAMILY_POVERTY_STRATEGY_2011-13.pdf)

One of the priorities of the Children and Young People Plan is to Improve outcomes for our most vulnerable children and young people by targeting services effectively.

For further information follow the link to the Children Trust website:  
<http://www.haltonpartnership.net/childrenstrust/>



SCS / CYP 11	Reduce the attainment gap between free school meals pupils and the Halton average at Key Stage 4				
	2010/11 Actual	2011/12 Target	2011/12 Actual	Current Progress	Direction of Travel
	28.0	26.0	28.3		
	Data Commentary:				
	Data relates to academic results received in 2011.				
Performance Commentary:					
<p>The performance of pupils eligible for Free School Meals at 5+ A* - C including English &amp; Maths at 34.4% is the highest ever and up 5 points from 2010. However, since non Free School Meals pupils improved by some 7 points from 2010 the gap has slightly widened.</p>					

**Summary of Key activities taken or planned to improve performance:**

The Council is carefully monitoring the use of the pupil premium, which is a per pupil allocation of additional funding for schools to be distributed to the more vulnerable pupils. It is for schools to determine how this additional funding is spent but the expectation is that it will have a positive impact upon raising rates of progress for example through the purchase of one to one or small group targeted support.

Two of the priorities within the Child and Family Poverty Strategy are Cultural challenge and realising aspirations and Early intervention. Raising educational outcomes for our most vulnerable children is key to this realising this ambition.

For more information on the Child and Family Poverty Strategy follow the links below:

<http://www3.halton.gov.uk/healthandsocialcare/childrenandfamilycare/192380/>

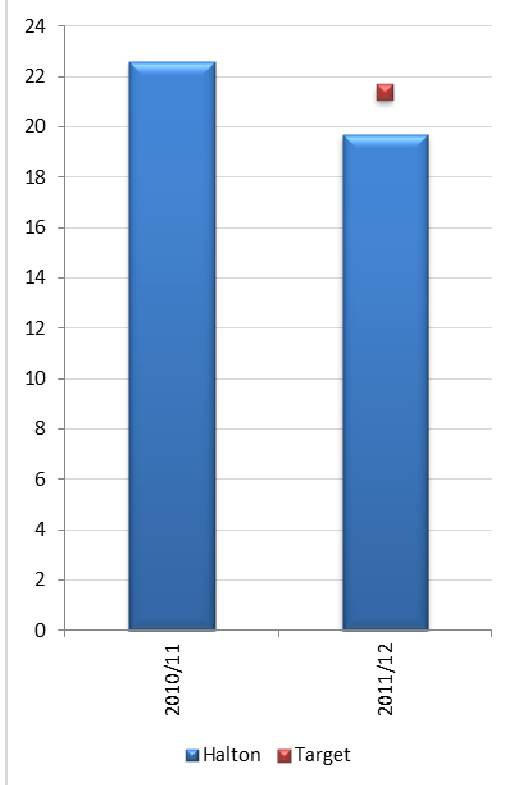
[http://www3.halton.gov.uk/lgnl/pages/86821/86827/174277/HALTON CHILD FAMILY POVERTY STRATEGY 2011-13.pdf](http://www3.halton.gov.uk/lgnl/pages/86821/86827/174277/HALTON_CHILD_FAMILY_POVERTY_STRATEGY_2011-13.pdf)

One of the priorities of the Children and Young People Plan is to Improve outcomes for our most vulnerable children and young people by targeting services effectively.

For further information follow the link to the Children Trust website:

<http://www.haltonpartnership.net/childrenstrust/>

**SCS / CYP 12**      **Improve the identification of Special Educational needs at School Action and School Action Plus**



2010/11 Actual	2011/12 Target	2011/12 Actual	Current Progress	Direction of Travel
22.6	21.4	19.7		

**Data Commentary:**

This data is taken annually from the Spring Schools Census and will not be available for measurement until the Quarter 4 report cycle.

**Performance Commentary:**

The information released from the Spring Census 2012 indicates that Halton has met the target set with a small reduction in the percentage of children subject to School Action and School Action Plus.

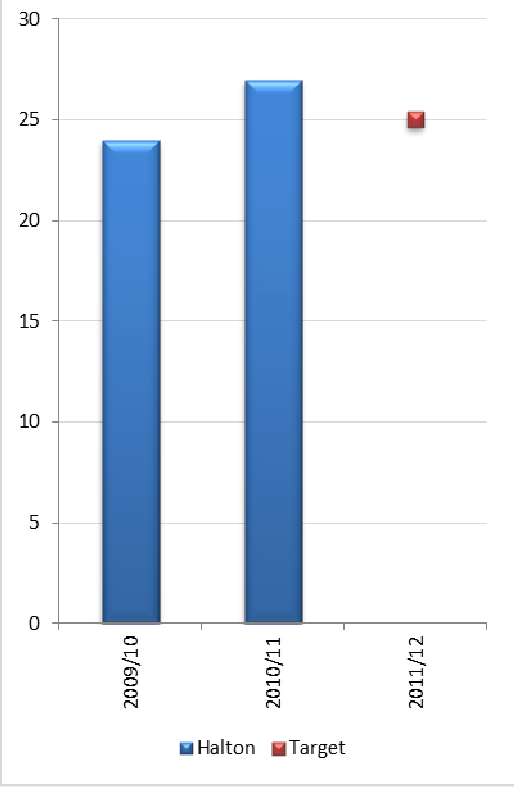
**Summary of Key activities taken or planned to improve performance:**

Training of Special Educational Needs Coordinators by Halton Inclusion Division and Edge Hill College is being undertaken. Further training of Newly Qualified Teachers by School Improvement and other Inclusive Learning services and Governor Training by Services within Inclusive Learning Division to be undertaken.

**Areas for training cover:**

- Differentiation of work as part of normal classroom planning
- Personalised learning
- Tracking pupils' progress through systems provided by Inclusive Learning
- School progress meetings
- Use of assessments to inform planning
- Provision mapping

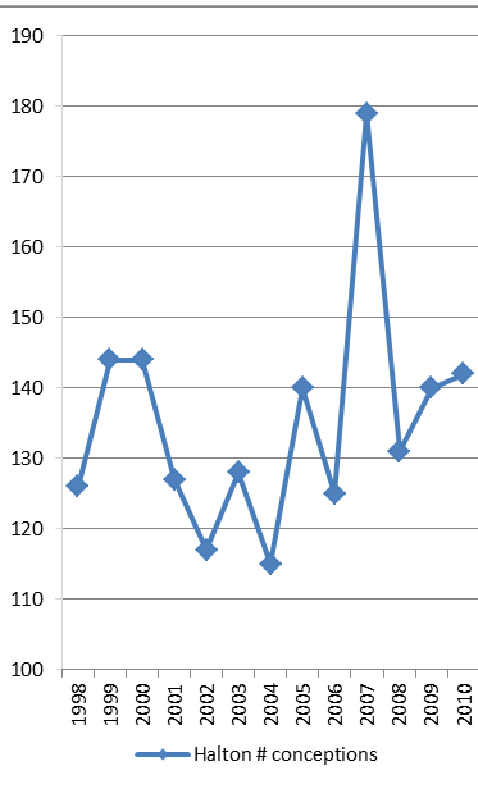
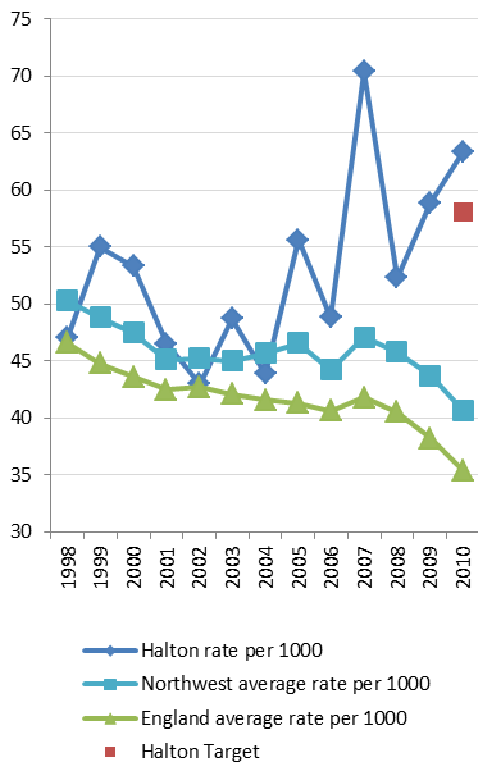
Further monitoring to be taken through Ofsted and Cross Services monitoring led by School Improvement within Inclusion Division.

SCS / CYP 13	Increase the percentage of young people progressing to Higher Education				
 <p>Legend: ■ Halton ■ Target</p>	2010/11 Actual	2011/12 Target	2011/12 Actual	Current Progress	Direction of Travel
	27.0	25.0	N/A	N/A	N/A
	<b>Data Commentary:</b>				
	This data is provided by the HESA Student Returns and data provided in arrears with the latest data available for 2010/11.				
<b>Performance Commentary:</b>					
A small increase is expected for 2011/12 supported by an increase in Level 3 performance. 2011 is the last intake before university fees increase significantly which is likely to impact negatively on further increases.					
Performance over the previous three years is reported as follows:  <div style="text-align: right;"> <b>2007/08 23%</b>  <b>2008/09 23%</b>  <b>2009/10 24%</b> </div>					
<b>Summary of Key activities taken or planned to improve performance:</b>					
Performance for 2010/11 represents a three percentage point increase on the previous year.					

<b>SCS / CYP 14</b>	<b>Increase the percentage of children identified with additional needs who:</b> <ul style="list-style-type: none"> <li>• have a statement of Special Educational Needs (SEN)</li> <li>• receive enhanced provision</li> </ul> <b>achieving levels of progress or sub-levels of progress</b>			
<b>2010/11 Actual</b>	<b>2011/12 Target</b>	<b>2011/12 Actual</b>	<b>Current Progress</b>	<b>Direction of Travel</b>
New indicator	Baseline to be established 2012 academic results	N/A	Placeholder 2012/13	New measure
<b>Data Commentary:</b>				
This measure was agreed as a placeholder indicator and targets will be set from 2012 academic results.				
Data available at this point of reporting is based on Summer term 2011 results is for School Action Plus/Enhanced provision only: 54% English, 46% Maths				
<b>Performance Commentary:</b>				
Statements of SEN information no information available.				
School Action Plus/Enhanced Provision: To examine pupil progress in more detail it is possible to track small step progress annually through review. Manual collection of evidence from the review of SEN pupils in receipt of Enhanced Provision in the spring term 2012 shows that: <ul style="list-style-type: none"> <li>• 35% of the 29 children reviewed had made 2 sub-levels of progress in English within 12 months</li> <li>• 35% others had made 1 sub level of progress in English within 12 months</li> </ul> Collection of evidence from the 3 termly enhanced provision reviews in both English and maths will provide information as to the progress children are making within sub levels of the National Curriculum (NC) levels. (For example, in Key Stage 2 there are 6 sub levels within the 2 main NC levels that children are expected to attain).				
The expectation is that an average child will make 1 or 2 sub-levels of progress within the year. Therefore for children with additional needs this performance is better than average progress.				
<b>Summary of Key activities taken or planned to improve performance:</b>				
A reporting tool is currently being developed which will gather information and enable electronic reporting on the small steps of progress made by children				

SCS / CYP 15

Reduce the under 18 conception rate from the 2009 baseline



2010/11 Actual	2011/12 Target	2011/12 Qtr 2	2011/12 Qtr 4	Current Progress	Direction of Travel
58.9	58.1 (-1.43%)	59.5 (+0.1%)	63.3 (+3.6%)		

**Data Commentary:**

In February 2012 ONS released data which covered the calendar year for 2010. This is the latest full year data available. The number of conceptions in 2010 was 142, which is an increase of two conceptions compared to 2009.

**Performance Commentary:**

Halton's conception rate for under 18's continues to be an issue. Since the baseline was originally established in 1998 there has been a fluctuating picture in the numbers of conceptions reported with no sustainable reduction over time. Halton's position in relation to its statistical neighbours had the third worst increase in rate in comparison to 2009. Although the numbers are very low, Halton is seeing a small increase in the rate of conceptions for girls aged 13-15.

**Summary of Key activities taken or planned to improve performance:**

At a time when all areas are required to undertake measures to contribute to a reduction in the national deficit, it is essential that the most cost effective measures currently in place to tackling teenage pregnancy are identified and sustained. To support this, Halton will:

- Continue to work with schools to increase the number offering holistic health services delivered in schools, by youth workers.
- Prioritise initiatives that will have the widest and sustainable impact on reducing conceptions.
- Increase workforce training on Teens and Toddlers and reducing risk taking behaviour
- Through the IYSS further develop universal, targeted and specialist support and advice on positive relationships.

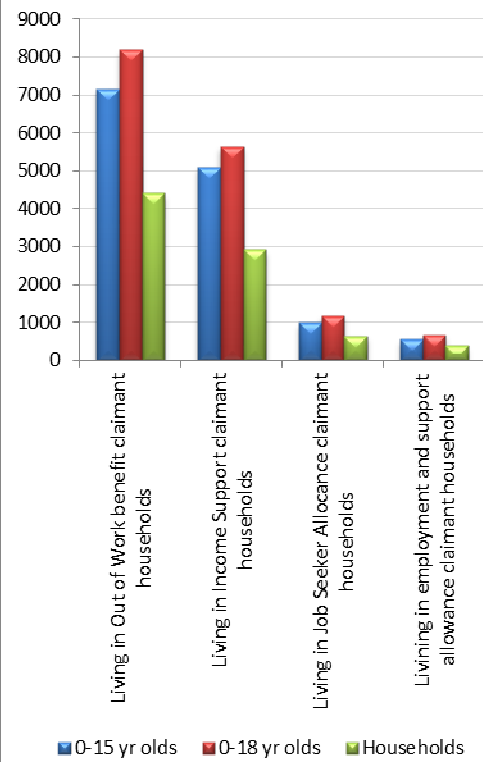
Continued overleaf

- Increase the number the evidence based DfE funded Teens and Toddlers programmes in identified schools throughout 2012/13.
- Improve access to contraceptive services and provision for young people, including LARCs (Long Acting Reversible Contraception), although there is now medical debate about the impact of LARCs on bone density at a time when young women are still developing which may impact on the use of this type of contraception in young women
- Ensure robust care pathways are in place for prevention and support in all high schools.
- Continue to support pregnant young women of school age to remain in education.
- Identify appropriate courses for young parents with flexible start dates.
- Continue to deliver comprehensive co-ordinated packages of support for teenage parents within specialist and targeted youth provision
- Evaluate the contribution existing teenage pregnancy programmes and initiatives make to a reduction in child poverty.

Undertake cost benefit analysis of current initiatives. Incorporate teenage pregnancy population data into Child Poverty needs assessments (including district and ward level data).

**SCS / CYP 16**

**Reduce child and family poverty**



Halton, 2010  
Data source: [DWP](#)

2010/11 Actual	2011/12 Target	2011/12 Actual	Current Progress	Direction of Travel
n/a	n/a	n/a	Placeholder 2012/13	New measure

**Data Commentary:**

A full performance management framework underpins the Child and Family Poverty Strategy however the information shown indicates the number of children/households living in poverty.

This information is published with 2010 being the latest available information for the Department of Work and Pensions.

**Performance Commentary:**

Until later performance information is published, no comparative analysis of the progress made in Halton can be undertaken. Additional performance measures are reported to the Child and Family Poverty strategy steering group and further analysis undertaken on progress.

**Summary of Key activities taken or planned to improve performance:**

The Child and Family Poverty Strategy Steering Group have an action plan in place and is monitored through the Child and Family Poverty Steering group. A number of key actions undertaken to date includes mapping activity across partners which positively contributes to this agenda and supporting Halton Credit Union in Widnes to secure premises at peppercorn rate.

SCS / CYP 17	Increase the percentage of children in care achieving expected outcomes at Key Stage 2 and Key Stage 4			
2010/11 Actual	2011/12 Target	2011/12 Actual	Current Progress	Direction of Travel
n/a	n/a	n/a	Placeholder 2012/13	New measure
<b>Data Commentary:</b>				
This is a placeholder indicator and targets to be set once 2012 results are confirmed.				
<b>Performance Commentary:</b>				
Until data has been provided for 2012 results no performance commentary can be provided.				
<b>Summary of Key activities taken or planned to improve performance:</b>				
<p>The review of progress and data analysis for Children in Care (CIC) takes place on an on-going basis. Analysis of individual Personal Education Plan (PEP) targets and termly reports has shown that there are some common areas for development and personalised learning activity packs have been developed and are being implemented to provide additional support for children to enable them to achieve their targets. This analysis will also inform the holiday activity programme that the Virtual School operates.</p> <p>Access and impact of the Pupil Premium is also being monitored through PEP analysis. Guidance for use of the Pupil Premium has been provided to all social workers and Designated Teachers and multi-agency training has also been delivered by the Virtual School Head.</p>				