

Children and Young People Priority Based PPB Report

Reporting Period: Quarter 2 2020/21

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 (CYP). 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 **Social Worker Recruitment of Children in Care Team**

The Children in Care and Care Leavers team has successfully recruited to its social work and practice lead posts with one remaining post to be filled due to recent departure of a social worker. **TC**

2.2 **Personal Advisors Service**

The Personal Advisors (PA) service has concluded the restructure and now consists of five full time PA's and a Practice Lead.

Ashley Share Accommodation has now successfully been refurbished and ready for use. The commissioning team are currently working on a schedule to commission the running of the unit, but due to local Tier 3 restrictions this timescale will now be delayed.

The Divisional Manager has revised and amended a Supported Lodgings scheme for 16 year olds and over in response to sufficiency, this will be launched fully by November 2020, with an increased offer of accommodation for Halton Care Leavers. **TC**

2.3 **Social Work Recruitment and Retention in Child in Need Teams**

Halton have seen a turnover of staff within CIN Teams and the remained current issues is in terms of recruitment of permanent Social Workers. We are currently reliant of larger numbers of agency works. **TC**

2.4 **National Tutoring Programme**

It is likely that disadvantaged and vulnerable groups will have had their education disrupted most by the coronavirus outbreak and this is why the National Tutoring Programme is being introduced. The programme will comprise of at least 2 parts in the 2020-21 academic year, including:

- a 5 to 16 programme that will make high-quality tuition available to 5 to 16 year olds in state-funded primary and secondary schools
- A 16 to 19 fund for school sixth forms, colleges and all other 16 to 19 providers to provide small group tutoring activity for disadvantaged 16 to 19 students whose studies have been disrupted as a result of coronavirus.

The 5 to 16 programme will begin from the second half of the autumn term and increase through spring term 2021. Schools will be able to use their catch-up premium to cover the subsidised cost of the programme which will have 2 parts;

1 Tuition partners

Schools in all regions will be able to access subsidised tuition from an approved list of tuition partners.

Tutoring organisations will be invited to apply from September 2020 and the offer will be available to schools from 1st November 2020. These organisations will be given government support and funding to reach as many disadvantaged pupils as possible; the DfE will be working in partnership with the Education Endowment Foundation to deliver this part of the programme.

Tuition Partners will offer a range of approaches, including online, face-to-face and hybrid models, and small group and one-to-one tuition. Participating schools will be able to decide which Tuition Partner in their area to work with and which of their pupils will benefit the most from additional support.

2 Academic Mentors

Schools in the most disadvantaged areas will be supported to employ in-house academic mentors to provide support tailored to their school, but most Academic Mentors will support subject-specific work (both one-to-one and in small-groups), revision lessons, and provide additional support for those shielding or not in school. Some academic mentors will start working in schools from October half term, with the remainder starting in spring term 2021 and they will be part of their school's staff team.

Teach First will be supporting the recruitment, training and placement of the first cohort of academic mentors and their salaries will be subsidised by the government. **AMc**

2.5 Primary Assessment in 2020-21

Following the cancellation of all statutory primary assessment in 2020 due to the coronavirus pandemic, the DfE's intention is that the Early Years Foundation Stage Profile (EYFSP) and Phonics Screening Check, together with KS1 and KS2 statutory assessments, will resume in 2020/21, following their usual timetable. The Multiplication Tables Check, that was due to be mandatory for all Y4 pupils for the first time in 2020, will also take place next summer. DfE has announced the following statutory assessment for Y2 pupils in the autumn term:

Phonics Screening Check – autumn 2020 check for all year 2 pupils

Cancellation of the phonics screening check in June 2020 meant that pupils going into Y2 in September did not take the check in Y1. Under the existing arrangements, all Y2 pupils would therefore have been required to take the statutory check in June 2021.

The Standards Testing Agency (STA)'s current proposal is that (subject to the necessary legislation being made, and for **2020-21 only**) schools will administer a past version of the check to Y2 pupils during the second half of the 2020 autumn term. Y2 pupils who meet the expected standard in the autumn check, will not be required to complete any further statutory assessments in phonics. Those Y2 pupils who do not meet the expected standard in the autumn check, will be expected to take the statutory check in June 2021.

Further guidance is expected to be published in September 2020.

In June, the DfE announced there would be £1 billion of funding to support children and young people to catch up following the disruption to their education, as a result of COVID-19. This funding consists of:

- a one-off universal £650 million catch-up premium for the 2020-21 academic year, available for all state-funded mainstream and special schools, and alternative provision, to ensure they have the support needed to help all pupils make up for lost teaching time;
- A £350 million National Tutoring Programme to provide additional, targeted support for those children and young people who need the most help. **AMc**

2.6 **Blended Learning**

As schools experience more and more students and staff required to self-isolate either due to illness or having been in direct contact with a positive COVID-19 case, there has been the need to develop carefully considered blended learning plans. These will ensure that students who are well enough to access education but unable to attend school are able to continue their studies at home whilst self-isolating. This could be through a range of home learning tasks, use of online platforms, e-learning or other method that the school are able to utilise to reach all students. These plans will need to ensure any disadvantaged or vulnerable students are also able to access materials, whilst considering how needs can be met if a high proportion of staff are either unwell or self-isolating. This is also an area that Ofsted will be asking school leaders if they were to receive an Ofsted visit during the autumn term, or if the school receive a formal inspection from January 2021 onwards. **AMc**

2.7 **Schools Admissions**

The Local Authority, as the admission authority for all community and voluntary controlled schools will, in accordance with the DfE School Admissions Code, be undertaking its annual consultation on the proposed admission arrangements for community and voluntary controlled schools and the coordinated primary and secondary schemes which will apply to all schools in Halton (community, voluntary controlled, voluntary aided and academy) for the September 2022 intake. The consultation will be available to view on the Halton Borough Council website via the following link:

[School Admissions - September 2022 intake](#) commenced on 1st October 2020 and will close at 5pm on 12th November 2020.

Anyone wishing to comment on the proposed arrangements can do so by emailing Schooladmissions@halton.gov.uk. Responses received will be included for consideration in the report to the Council's Executive Board. Any response received after the consultation deadline will not be considered.

Own admission authority schools – voluntary aided and academy schools, must also ensure that they undertake the appropriate admissions consultation as set out in the School Admissions Code if they intend on amending their admission arrangements for the September 2022 intake. **AMc**

2.8 **Regional SEND Flexible Purchasing System (framework)**

For the past 18 months Halton have been working as a member of the steering group alongside colleagues from Cheshire East, Cheshire West, Warrington and Cumbria to formulate a regional process for making SEND Educational placement referrals to providers. This process has been a long standing aspiration for the region and will sit alongside the other successful regional processes developed for Residential placement, Fostering placements and Leaving Care placements.

The work has involved detailed service specification development, costing breakdown development taking account of the latest research and practice from across the UK

The purpose is to enable increased consistency of referrals, build, maintain and develop relationships with the provider sector, enable transparent, consistent costs for the regions LAs as well as increasing choice of types of provision. Overtime this will also mean that the local market is more in line to meet local needs

The developments to date have Parent/Carer forum reps, three provider engagement events, links with regional CCG colleagues and recently virtual sub regionally based explanation events which Halton have been involved with

All 23 North West authorities are signed up to the framework – the majority from the go live date, some from the 6 months point

Key Features:-

- Follows SEND COP and legislation
- Enable LAs to find placements from birth to 25 in line with SEND legislation at
- Independent and non-maintained special schools and special post-16 institutions

Initially 3 types of placements:-

- Day placements
- Residential 38 weeks
- Residential 52 weeks
- Expect to add more Lots over time

Sourcing Placements

Information to support referrals will be collected at the application stage of the framework, will use info on referral spreadsheet to filter ensuring that schools receive appropriate referrals from commissioners.

LA will retain decision making processes, FPS will not replace this

The offers of potential placements from providers will then be evaluated in terms of meeting the individual child's specific needs

Further phases of development:-

- Want to work with providers and commissioners to meet the needs of learners and develop the framework further
- Innovation – different types of services to meet children's Educational support needs
- Bring in more types of providers – will broaden the scope of the contract and expect general providers and FE to come on in the future
- Will all be informed by data and evidence, collate information how many places will be sourced and what these look like, to have conversations about outcomes and service quality.

Timeline

1. Cheshire East publish tender opportunity 4th November 2020
2. Return tenders 14th December 2020
3. Evaluate tenders begin 8th January 2020
4. Contract to commence 5th Feb 2021 **AMc**

2.9 OFSTED Update

At the beginning of July 2020, HMCI Amanda Spielman explained Ofsted's plans for the autumn term.

Routine inspections will remain suspended for the term, with a plan to resume in January. Instead, during the autumn term, Ofsted will be carrying out 'visits' to schools and colleges, not inspections. These visits will look at how schools and colleges are getting pupils back up to speed after so long at home. The intention is to help them through collaborative conversations, without passing judgement.

Visits will be used to listen to school leaders' experiences and plans, and to provide constructive challenge; they will not be graded. Ofsted will publish the outcomes of their discussions with leaders in a short letter so that parents can understand what steps are being taken to help children back into full-time education. Ofsted will use what is learned from their visits to report on the picture across England. Visits will be piloted with volunteer

schools and colleges from September, with the full programme starting from October. Ofsted will be having further conversations with unions and others about how the visits will operate and will publish more details as appropriate. This is the link to the relevant section of Ofsted's website so that you can access updates when they are published:

<https://www.gov.uk/government/collections/ofsteds-autumn-2020-plans> **AMc**

3.0 Emerging Issues

3.1 Education Welfare Service

Due to the COVID-19 lockdown during the end of the Spring Term and throughout the Summer Term, there was an impact upon children, families and schools, and as a result, the workload of the Education Welfare Service has significantly increased as parents have had concerns about sending their children back into school as schools fully re-opened in September. Schools have also sought a great deal of advice and guidance from the service. Whilst this appears to be settling, it is likely that there will continue to be some attendance issues for a small number of pupils during this time, and the Education Welfare Service will continue to work with and support parents and schools during this time. **AMc**

3.2 Catch-Up Premium Funding

The catch-up premium funding for each school will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in year's reception through to 11.

This means a typical primary school of 200 pupils will receive £16,000 while a typical secondary school of 1,000 pupils will receive £80,000. Special, Alternative Provision and hospital schools will be provided with £240 for each place for the 2020 to 2021 academic year. Payments will be made in three tranches, the first of which will be in the autumn term, the second in early spring 2021 and the third during the summer term 2021.

School leaders are able to use this funding in the way they think best for their pupils/students and school circumstances but it should be for specific activities to support their pupils to catch up for lost teaching over the previous months. There is an expectation that they will take note of the government's guidance available on the link below:

[Curriculum expectations for the next academic year.](#) **AMc**

3.3 Early Years Reforms and Early Adopter Schools

On 1st July 2020, the DfE published its response to the Early Years Reforms Consultation and confirmed a number of changes to the Educational Programmes, the assessment and moderation process for EYFSP and a change to the safeguarding and welfare requirements to promote good oral health.

These reforms will become statutory in September 2021 but earlier this year, before COVID-19, schools were given the opportunity to sign up to be one of the Early Adopter Schools implementing the changes from September 2020. Schools that agreed at the time to be an early adopter have since been contacted to confirm or cancel their participation.

Being an early adopter school of the EYFS reforms is not connected to being a participant in the Reception Baseline Assessment Early Adopter year. Schools can be both, either or neither.

The new EYFS Early Adopter statutory framework and EYFSP Handbook for the Early Adopter Schools were published on 1st July; below are links to the two documents:

<https://www.gov.uk/government/publications/early-adopter-schools-eyfs-framework>

<https://www.gov.uk/government/publications/early-adopter-schools-eyfs-profile-handbook>

The current EYFS Statutory Framework remains in force until September 2021 for everyone other than early adopters and the 2021 EYFS Profile Handbook will be published later in the year. **AMc**

3.4 **Halton Behaviour Support Service**

Following the school closures for Covid-19 the Behaviour Support Service have provided advice to all schools about the need to amend and publish addenda to their behaviour policy to give specific guidance to members of the school community about how behaviours will be managed in a time of social-distancing. Schools were asked to pay particular attention to how they would handle incidents requiring physical intervention and additional advice was offered in this area.

Schools have also been provided with advice from both the Behaviour Support Service and the Educational Psychology Service about how to support children and young people with additional anxiety following the prolonged period of school closures. Schools are expected to implement their behaviour policy with an understanding that some behaviours are demonstrably linked to anxiety and may need to be explored further and support offered.

AMc

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 2020/21 business plan.

5.0 Progress against high priority equality actions

- 5.2 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

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	19/20 Actual	20/21 Target	Current	Direction of Travel	Quarterly Progress
PED01 01	Increase the number of children with an early help assessment (measured as those subject to CAF, pre-CAF or specific target interventions in Children's Centres at any point in the year) (financial year cumulative to end of quarter)	421 open 1047 activity 290 pre CAF	N/A	415 open 590 Activity 131 pre CAF 01/04/20 to 04/09/20		N/A

Supporting Commentary: Val Armor

The number of early help assessments continues to rise despite the COVID-19 restrictions. Whilst new referrals have been slower in terms of priority open cases have needed extra support and intervention during these unprecedented times. The pre CAF is continuing to be used as part of the initial assessment. A lot of work has taken place within early help on the transition from CAF to multi agency plan (MAP) this will commence in September 2020 but will be a slow transition through internal staff in the first instance and then external colleagues. Workshops continue to help and support external staff with taking the lead on CAF as a high percentage are still led by the local authority.

Early help has continued throughout the lockdown and creative ways have successfully been explored and implemented to support families from a virtual platform.

All cases open to early help have completed case summaries and a COVID-19 risk assessment in place to assess the needs of individual families and respond to them as appropriate.

PED01 02	Maintain overall attendance at schools: Primary –Pri PRU – PRU Secondary – Sec Special – Spec Total	To follow	95%	Refer comment	N/A	N/A
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Supporting Commentary: Debbie Houghton

The Spring term 2020 was significantly affected by COVID-19 lockdown and finished early. In the summer term only vulnerable children attended. Further information will be provided in Q3 2020/21.

Ref:	Milestones	Quarterly Progress
PED01a	Work with schools to maintain the level of attendance at Primary and Secondary Schools. Martin West / Debbie Houghton (March 2021)	Refer comment

Supporting commentary: Martin West / Debbie Houghton

School attendance has been significantly impacted upon for academic year 2019/20 due to COVID-19. The last available data on school attendance is Autumn 2019. Schools closed in March 20 due a national lockdown, they remained open to vulnerable pupils in the Summer 2020 and have now fully re-opened to all pupils in September 2020. The DfE will not be collecting attendance data from school census until Jan 2021 so spring and Summer 2020 will not be collected by DfE and next data release is Autumn 2020 which will be released in May 2021.

PED01b	As a result of the review of Early Help Services, plan and implement transformation model. Val Armor (March 2021)	
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Supporting commentary: Val Armor

Work is ongoing in the transition from Common Assessment Framework (CAF) to Multi Agency Plan (MAP) Halton's new early help assessment. Multi agency workshops have been held and consultations have taken place to change the paperwork to a more child and family friendly version. This will be used for internal staff from September 2020









There has already been a reduction in some of the universal provision offered in each children centre ward to offer savings. The children centres are working closely with other community projects to deliver joint working in order to produce efficiency. The centres have been open during lockdown for staff purposes but limited groups have taken place. This has led to two Children's Centres not being used during this time. This will be reviewed going forward on how to make best use of these facilities








The early intervention board has been reviewed and dismantled in order for a more targeted approach in looking at early help services the first six months will look changes to the early help assessment and to establish an operational parenting pathway. This process has been delayed due to COVID-19.



Specialist drug and alcohol youth service now sits under early help from August 2020 this will be embedded into the early help model to support families affected from substance misuse, more data will be available next quarter

PED01c	Workforce development, including targeted training, to be further developed and implemented Val Armor (March 2021)	
<p><i>Supporting commentary: Val Armor</i></p> <p>The borough adopted the Solihull approach within the children's workforce, to date there have been over 400 staff from Social Care, Early Help, Fostering, Education, Health and private and voluntary sectors have been trained. There has been no training since March 2020 due to COVID-19 however we are looking into an online training package.</p> <p>Level 4 in integrated children and young peoples practice has been secured through the apprenticeship levy and will has now started. Staff from Social Care, Early Help and schools will be trained.</p> <p>Targeted training on parental conflict due to be rolled out from March 2020 has been delayed but forma part of the parenting operational group targets.</p> <p>Early intervention staff have started systemic training, play therapy and nurture parenting, which will all contribute to improving outcomes or children and families.</p>		





Objective: Keeping Children and Young People safe by improving practice (PED02)

Ref:	Measure	19/20 Actual	20/21 Target	Current	Direction of Travel	Quarterly Progress
PED02 01	Monitor the rate of referrals to Children's Social Care per 10000 0-18 year olds (Forecast annualised rate at end of financial year)	422	500 (full year)	177 01/04/20 to 04/09/20	N/A	
<p><i>Supporting commentary: Angela Povey</i></p> <p>The referrals to social care have increased due to COVID-19 and are likely to continue to increase until the end of the financial year. Halton are currently in local Tier 3 lockdown following a full national lockdown. This has increased professional anxiety for children and young people, who are not able to access and attend universal services. Halton have improved the quality of contacts and referrals by introducing an Assessment Toolkit. The Multi-Agency Contact challenge meetings continue to review and monitor the responses and decision making.</p>						
PED02 02	Monitor the rate of children in need per 10000 0-18 year olds (snapshot at end of quarter)	362	380	180	N/A	
<p><i>Supporting commentary: Angela Povey</i></p> <p>The number of children in need has continued to increased, the Ofsted Inspection February 2020 identified plans/cases were subject to drift and delay. A temporary Duty and Assessment Team has been formulated to support the progression of cases and plans. The increase is linked to surge of new cases coming in as a result of COVID-19.</p>						
PED02 03	Monitor the rate of children subject to a child protection plan per 10000 0-18 year olds (snapshot at end of quarter)	54	45	68		
<p><i>Supporting commentary: Angela Povey</i></p> <p>There is an increase of children subject to CP Plans, this is linked to new cases coming in, and other cases not progressing. Due to the COVID-19 restrictions professional anxiety has prevented cases stepping down and interventions to reduce the level of risk not being available. Our numbers appear to have more recently stabilised, however, increased activity it is not unusual following an Ofsted Inspection.</p>						
PED02 04	Monitor the rate of children in care per 10000 0-18 year olds (snapshot at end of quarter)	99	90	104		
<p><i>Supporting commentary: Liz Davenport</i></p> <p>Halton's Children in Care numbers have increased to 296. The ability to progress with discharges of Care Orders was significantly delayed due to capacity and demand on the Departments Legal service. This was escalated by the DM and additional staffing resource allocated to progress with discharge applications to court.</p> <p>Children entering care is only at the approval of the Divisional Manager (DM) and cases are routinely tracked at monthly legal gateway meetings chaired currently by Divisional Manager</p>						
PED02 05	Reduce the number of children and young people who enter the care system (financial year, cumulative to end of quarter)	95	68	35 01/04/20 to 04/09/20		

Ref:	Measure	19/20 Actual	20/21 Target	Current	Direction of Travel	Quarterly Progress
<p><i>Supporting commentary: Angela Povey</i></p> <p>The Ofsted Inspection February 2020 identified children and young people had been subject to neglect for too long, we had a number of CP Plans that had exceeded two years without a reduction of risk. These legacy cases have now appropriately progressed into care proceedings, this has therefore increased our child in care population. There is an improvement in the timely recognition of risk, therefore we are likely to see a further increase until the legacy cases have progressed and dealt with at the correct level. During COVID-19 restrictions and lockdown, there was an increase of very young children sustaining significant none accidental injuries, therefore this has also increased our CIC population.</p>						
PED02 06	Reduce the average caseload in CIN Teams (snapshot end of quarter)	21	18	20 (04/09/20)		
<p><i>Supporting commentary: Angela Povey</i></p> <p>There has been specific action taken as detailed above with regards to the introduction of the Duty and Assessment Team. This has enabled the CIN Teams to focus on CIN cases in order to progress plans and appropriately reduce the level of need and progress cases to Early Help where appropriate.</p>						
PED02 07	Increase the proportion of missing incidents where a return interview is completed (financial year, cumulative to end of quarter)	72%	85%	78% 01/04/20 to 04/09/20		
<p><i>Supporting commentary: Clare Hunt</i></p> <p>For this time period, there have been 154 return interviews completed with 81 young people. 78% of young people completed a return interview and 79% were completed within 72 hours. Declines for return interviews Declines have decreased and for August by more than half; nine declines down from 21 in July 2020, bringing the overall percentage down from 33% in July 2020 to 19% in August. This corresponds with the increase of return interviews completed during August and the overall reduction in incidents reported.</p>						
PED02 08	Reduce the number of children who repeatedly run away in Halton (in last 12 months, snapshot end of quarter)	114	N/A	14 01/04/20 to 04/09/20		N/A
<p><i>Supporting commentary: Angela Povey; Liz Davenport; Clare Hunt</i></p> <p>For this reporting period, there has been a total of 296 notifications, there have been 14 CYP with repeat missing incidents totalling 180 missing incidents produced. The commissioned service has supported the repeat cohort to reduce missing episodes this quarter through direct work, taking a different approach by working jointly on cases, escalating concerns and issues including issues with placement and parent boundaries.</p> <p>There are a small number of Children in Care who are persistent in missing from Care, these are tracked daily and all protocol and procedures followed. We have successfully managed to move those persistent Children in Care who are persistent in missing from Care to alternative placements with two young people currently in secure accommodation.</p>						
PED02 09	Reduce the number of children who go missing in the year (number of children recorded as missing in last 12 months, snapshot end of quarter)	265	N/A	Refer comment	N/A	N/A
<p><i>Supporting commentary: Angela Povey; Liz Davenport; Clare Hunt</i></p> <p>Due to COVID-19 there has been a reduction in missing incidents for the period April to June 2020, this was down by 59 compared to same period last year. Average age of missing young people's age 14 years with boundaries, to see family and peer pressure as significant reasons for missing. Within this cohort there have been more females during this period which are Halton Children in Care.</p>						
PED02 10	Record the number of young people flagged as at risk of Child Sexual Exploitation (snapshot end of quarter)	26	20	12 (04/09/20)		
<p><i>Supporting commentary: Angela Povey</i></p> <p>High risk cases continue to be are discussed at the operational multi-agency partnership meetings, these meetings are currently held virtually due to COVID-19 restrictions. A revised pan-Cheshire exploitation strategy is nearing agreement, which merges the previous separate policies a clearer pathway and revised tool.</p>						
PED02 11	Record the number of young people flagged as at risk of Child Criminal Exploitation (snapshot end of quarter)	N/A	12	22 (04/09/20)	N/A	N/A
<p><i>Supporting commentary: Angela Povey</i></p> <p>High risk cases continue to be are discussed at the operational multi-agency partnership meetings, these meetings are currently held virtually due to COVID-19 restrictions. A revised pan-Cheshire exploitation strategy is nearing agreement, which merges the previous separate policies a clearer pathway and revised tool.</p>						

Ref:	Milestones	Quarterly Progress
PED02a	Embed a systemic model of social work practice across the whole service; social workers, managers and senior leaders. Tracey Coffey (March 2021)	
<i>Supporting commentary:</i> This is now underway		
PED02b	Review and update Workforce Strategy in line with the Knowledge and Skills framework and the Professional Capabilities Framework. Developing the competencies, skills and knowledge of the workforce making them motivated, stable and ambitious will improve the outcomes for families and keep them at the heart of everything we do. (Tracey Coffey) March 2021	
<i>Supporting commentary:</i> This is underway but with a delay as efforts have focused on ensuring that the service managed the demands and impact arising from COVID-19; a new model of annual development reviews linked to the KSS will be implemented this autumn and inform the training and workforce strategy.		
PED02c	With a focus on multi-agency risk assessment, reduce caseloads to a sustainable and manageable level to give workers capacity to deliver quality and focussed interventions to improve outcomes for vulnerable children. Angela Povey (March 2021)	
<i>Supporting commentary:</i> We have formulated and implemented a temporary Duty and Assessment Team which have been operational since 10.08.2020. This will enable the CIN Teams to focus on multi-agency risk assessments. This will also address drift and delay of cases and ensure plans progress, ultimately reducing caseloads to a sustainable and management level to give workers capacity to deliver quality and focused interventions to improve outcomes for vulnerable children. However, we are anticipating a further surge of referrals as a result of the impact of COVID-19 and a consequence of restrictions and lockdown.		
PED02d	Monitor demand for statutory services for children and young people Angela Povey (March 2021)	
<i>Supporting commentary:</i> The demand for statutory services will continue to be monitored and consideration given to capacity due to the impact of COVID-19 all LA's are predicting a surge of referrals as a consequence and result of restrictions of lockdown.		

Objective: Improve outcomes for Children in Care and Care Leavers (PED03)

Ref:	Measure	19/20 Actual	20/21 Target	Current	Direction of Travel	Quarterly Progress
PED03 01	Reduce the number of children who are placed in residential care (snapshot at end of quarter)	31	20	37 (04/09/20)		
<i>Supporting Commentary: Liz Davenport</i> The residential to foster care placement project has been revised in terms of the targeted cohort of CIC and continues to make progress, but due to C19 and Local Tier 3 restrictions progressing this will now prove difficult although the meeting still meets. This is tracked through the Permanency Leadership board.						
PED03 02	Reduce the number of children who are placed in independent fostering agencies (snapshot at end of quarter)	61	35	55 (04/09/20)		
<i>Supporting Commentary: Liz Davenport</i> Due to increase in our fostering recruitment there are more CIC placed local than in previous years, it remains an active targeted work stream to continue to reduce the number of CIC placed with Independent Fostering Agencies'.						
PED03 03	Increase the percentage of children in care making progress against their expected outcomes (based on termly Personal Education Plan (PEP) outcomes of children making the expected rate of progress in line with their peers with the same prior attainment across reading, writing and maths)	N/A	N/A	Refer comment	N/A	N/A

Supporting Commentary: Sharon Williams

During the national lockdown period schools operated as child care facilities for children of key workers and those classed as vulnerable. Therefore, pupils did not access any formal learning from 23rd march 2020. As a result many children in care have fallen even further behind their peers, making achieving their expected progress very challenging. Since the return in September 2020 there has continued to be disruption to children's learning due to the ongoing COVID-19 situations and the increases in infection rates. This has meant that more and more children are now having to access their learning through a blended approach of some face to face teaching and remote activities. For children in care this can be a detrimental approach as they require higher levels of support to sustain their engagement and need timely feedback on tasks.



As there was no formal learning taking place during the Spring and Summer term 2020, progress was not measured in schools. The PEP document was amended to reflect the change to home learning and a focus on SEMH. During the Autumn 2020, schools are focussing on baselining pupils and following a catch up programme. The Virtual School is asking for all baseline data to be included in the Autumn PEP so that progress can be measured throughout the rest of the year.

PED03 04	Increase the percentage of children in care with 95% or above attendance (attendance is cumulative across an academic year – data is based on the term that the QMR falls within)	N/A	N/A	Refer comment	N/A	N/A
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Supporting Commentary: Sharon Williams

During the lockdown period, 41% of children in care attended their education provision. Daily attendance checks were undertaken by the Virtual School. All children in care had a risk assessment undertaken as to whether it was appropriate for the child to be in school and this was regularly reviewed by schools, the Virtual School and Social Workers. Where there were concerns raised in regards to accessing education these were identified early and the Virtual School addressed these with both schools and carers to try to ensure that the child returned to school in accordance with the risk assessment. Where this was not possible the Virtual School ensured that appropriate support was put in place to engage the child in remote learning activities.

72.4% is the average percentage attendance for the Autumn 2020 term across both phases. This represents a decrease across both phases. Of the children in care currently under 95% attendance 22% have had periods of absence due to self-isolation or COVID-19 related issues. The Virtual School link Education Welfare Officer continues to ensure that any absence of more than three days is addressed in a timely manner and steps are taken to tackle the attendance concerns raised.



PED03 05	Maintain the percentage of Care Leavers in suitable accommodation (snapshot at end of quarter)	92%	95%	94% (04/09/20)		
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Supporting Commentary: Sam Murtagh/Liz Davenport

The Care Leavers accommodation group continues to meet. Further work has been started with a not for profit organisation who deliver services in the Midlands – they are currently purchasing a property in Halton.

A further Registered Social Landlord locally has expressed interested in offering properties for Care Leavers pre age 18 with the local authority acting as guarantor.

Care Leavers accommodation group set up and Chaired by Divisional Manager for Children in Care and Care Leavers Team now progressing and monitoring the allocation of suitable housing with key partners. This now includes working together with more Registered Social Landlord (RSL), with more joining the regular Care Leavers accommodation group Referrals for accommodation continue to be collated via the Halton Placements team.

PED03 06	Increase the percentage of Care Leavers in Education, Employment or Training (snapshot at end of quarter)	68%	65%	55% (04/09/20)		
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Supporting Commentary: Liz Davenport



The 14-19 workers have a targeted cohort of Care Leavers they are working with which is reviewed by the DM and Virtual Headteacher on a monthly basis.

PED03 07	Benchmarking year – Percentage of CIC Residential and Leaving Care placements that have received a Quality Assurance Visit from the Placements Team within the previous 12 months (cumulative from April to end of quarter)	N/A	N/A	Residential 47% Leaving Care 60%	N/A	N/A
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Supporting Commentary: Sam Murtagh

The delivery of on-site quality assurance visits has been significantly impacted by COVID-19 lockdown, however throughout this period urgent visits have continued to take place. More recently following appropriate risk assessments a virtual pre visit has been implemented following providers submitting self-assessment documents, this has then been followed up by a virtual visit prior to a time-limited on site visit – adhering to all the required COVID-19 guidance and law.

This % figure is expected to increase in the coming reporting periods. There has also been an 11.5% rise in Residential placements from the outset of COVID-19.

PED03 08	Report on the budget spent on independent and out of borough placements for Children in Care (Forecast end of year) (Liz Davenport/Sam Murtagh)	9,672,589	N/A	Projected Residential £8,820,599 IFA £2,373,796 Total £11,194,396		
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Supporting Commentary: *Liz Davenport/Sam Murtagh*

There has been an 11.5% increase in the number of Residential placements currently commissioning since the onset of COVID-19. All associated COVID-19 costs relating to inability for young people to move into other types of placements due to lockdown directives have been apportioned elsewhere. Of note, this year we also had three young people placed into secure placements, these have all been for significant periods of time.

Health have been asked to undertake Continuing Health Care Assessments for five young people with a view to some jointly funded placements and recently Educational costs associated with a number of Residential placements have been agreed to be reallocated to Direct Schools Grant.

Ref:	Milestones	Quarterly Progress
PED03a	Review the process for children entering and exiting care to ensure there is a sufficient range and choice of provision to meet their needs. Tracey Coffey (March 2021)	

Supporting Commentary: *Tracey Coffey*

PED03b	Review and quality assure the commissioning of services for Children in Care and Care Leavers to ensure that they meet the needs of Halton's population and inform future commissioning decisions. Sam Murtagh (March 2021)	
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Supporting Commentary: *Sam Murtagh*

Quality assurance of currently accessed placements is ongoing as highlighted in PED03 07. A procurement risk assessment has been submitted to commission a Leaving Care support service to deliver into an existing council owned site in Runcorn which will operate as a four bed Leaving Care group living, the same provider will also deliver some floating support to young people in their own accommodation – either Registered Social Landlords property or sourced from the private sector. The timescale for this tender has been impacted by COVID-19 due to provider's capacity to engage with a pre tendering engagement exercise and the practicalities of hosting on site visits. It is planned this will be in place early in 2021.



PED03c	Through the quality assurance of Personal Education Plans (PEP), identify areas of need and support to improve outcomes for individual Children in Care. Sharon Williams (March 2021)	Refer comment
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Supporting Commentary: *Sharon Williams*

During the lockdown period the PEP document was amended to reflect the fact that there was no formal learning taking place in schools, that the majority of children were accessing remote learning activities in accordance with a risk assessment, and also placed a higher emphasis on monitoring social emotional mental health (SEM) issues and their impact. The PEP also focused on preparing children to return to school in September 2020.


Autumn 2020 PEPs are focussing on supporting children in care to catch up particularly in English and Maths and in addressing any social and emotional concerns. Pupil Premium Plus requests are reflecting this. PEP Coordinators have arranged meetings with Educational Psychologists and schools during the first half term to provide strategies to support children transitioning back to school and also to ensure that appropriate academic support is tailored to the child's individual needs. These meetings have also highlighted any children that may require further assessments through the Education Partnership Team. Progress Improvement clinics have also provided an opportunity to discuss children who the Virtual School feel may need additional support through other agencies.

Objective: Improve the offer for children and young people with disabilities and those with Special Educational Needs (PED04)

Ref:	Measure	19/20 Actual	20/21 Target	Current	Direction of Travel	Quarterly Progress
PED04 01	Increase the percentage of EHCP assessments completed within 20 weeks (academic year cumulative to end of quarter)	49%	75%	46.%		

Supporting Commentary: *Adrian Leach/ Eileen Picton*

The 20 week success rate is improving however it is at slower rate than we would like or anticipated this is due to reduced capacity in the team.

PED04 02	Reduce the number of incidents of fixed term exclusion (academic year cumulative to end of quarter)	707	500	47	Refer comment	Refer comment																				
<p><i>Supporting Commentary: Vanessa Nice / Sharon Williams</i> Due to the national lockdown there has been reduced data for Fixed Term Exclusions after 23rd March 2020 as a result of schools closing and only operating as child care facilities for vulnerable children and the children of key workers. There were 2 Fixed Term Exclusions and no Permanent Exclusions in Summer 2020.</p> <table border="1"> <thead> <tr> <th>Year</th> <th>September 2020</th> <th>September 2019</th> <th>Comment</th> </tr> </thead> <tbody> <tr> <td>Total</td> <td>45</td> <td>26</td> <td>→</td> </tr> <tr> <td>Primary</td> <td>9</td> <td>9</td> <td>→</td> </tr> <tr> <td>Secondary</td> <td>36</td> <td>17</td> <td>↑ of 19</td> </tr> <tr> <td>Number of CYP</td> <td>40</td> <td>23</td> <td>↑ of 17</td> </tr> </tbody> </table> <p>Some of the increase in Fixed Term Exclusions can be accounted for by increased anxieties in schools about adherence to the government guidelines around Covid and we have seen several Fixed Term Exclusions in the 'public health' exclusion category that was introduced in September 2020. For example, three secondary Fixed Term Exclusions have been given for 'Wilful and repeated transgression of protective measures in place to protect public health.' In September 2020, the DfE updated the exclusion categories for the 2020-2021 academic year. This has been reflected in the notification form and has been communicated to all schools.</p>							Year	September 2020	September 2019	Comment	Total	45	26	→	Primary	9	9	→	Secondary	36	17	↑ of 19	Number of CYP	40	23	↑ of 17
Year	September 2020	September 2019	Comment																							
Total	45	26	→																							
Primary	9	9	→																							
Secondary	36	17	↑ of 19																							
Number of CYP	40	23	↑ of 17																							
PED04 03	Reduce the number of children subject to fixed term exclusions (academic year cumulative to end of quarter)	349	350	42	Refer comment	Refer comment																				
<p><i>Supporting Commentary: Vanessa Nice / Sharon Williams</i> There were 2 incidents of Fixed Term Exclusions in Summer 2020, each incident was a different child. In September 2020, the number of children subject to an FTE has increased from 23 in September 2019 to 40 in September 2020.</p> <table border="1"> <thead> <tr> <th>Year</th> <th>September 2020</th> <th>September 2019</th> <th>Comment</th> </tr> </thead> <tbody> <tr> <td>Number of CYP</td> <td>40</td> <td>23</td> <td>↑ of 17</td> </tr> <tr> <td>Number of Primary CYP</td> <td>9</td> <td>8</td> <td>↑ of 1</td> </tr> <tr> <td>Number of Secondary CYP</td> <td>31</td> <td>15</td> <td>↑ of 16</td> </tr> </tbody> </table> <p>This can be accounted for due to the increased anxiety being experienced by children (as reported in the State of the Nation Report September 2020) and increase staff anxiety and inflexibility due to the strict Covid guidance and the need to maintain 'bubbles'.</p>							Year	September 2020	September 2019	Comment	Number of CYP	40	23	↑ of 17	Number of Primary CYP	9	8	↑ of 1	Number of Secondary CYP	31	15	↑ of 16				
Year	September 2020	September 2019	Comment																							
Number of CYP	40	23	↑ of 17																							
Number of Primary CYP	9	8	↑ of 1																							
Number of Secondary CYP	31	15	↑ of 16																							
PED04 04	Reduce the number of children subject to a permanent exclusion (academic year cumulative to end of quarter)	21	30	3	Refer comment	Refer comment																				
<p><i>Supporting Commentary: Vanessa Nice / Sharon Williams</i> From March 2020, there were no permanent exclusions until the end of the academic year. In September 2020 there have been three permanent exclusions, one primary child and two secondary children (one incident in one school). This compares to two permanent exclusions in September 2019 (both secondary).</p>																										
PED04 05	Report on the proportion of children subject to EHCP placed in independent and out of borough provisions (snapshot end of quarter) – long term target is to reduce	N/A	N/A	96	N/A	N/A																				
<p><i>Supporting Commentary: Adrian Leach Eileen Picton</i> There has been an increase in out of borough provision mainly these are CYP with Social Emotional Mental Health needs where we do not have appropriate provision within Halton.</p>																										
PED04 06	Report on the budget spent on independent and out of borough (OOB) provision for SEND (Forecast end of year)	N/A	£250000 reduction	ISS/NMSS OOB Schools Projected £3,986,274 Overspend of £813,824	N/A																					

Supporting Commentary: Sam Murtagh

The number of young people referred for an OOB SEN school placement with the Independent / Non Maintained sector has continued to rise – since April 2020 41 requests have been made with 33 being placed (the remainder were able to be supported elsewhere in the borough). Work has begun to outline a SEND Sufficiency report – this involves reviewing all current available placements in borough including Mainstream, Resource bases and Special Schools whilst at the same time being clear about likely future needs both in terms of number of pupils and types of needs. Due to the urgency this will be a time limited focussed activity to then begin reshaping and changing local provision with the assistance of some commissioned support services to assist pupils being maintaining in mainstream settings, possibly with some additional focussed support, re-categorising the Resource bases and enhancing the types of offer. Recently a new SEMH Re-integration service level agreement has been implemented with The Bridge School in Halton, this will enable pupils to return to their home mainstream school.

PED04 07	Increase the percentage of children subject to EHCP placed in mainstream provision (snapshot end of quarter)	44%	30%	44%		
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Supporting Commentary: Adrian Leach Eileen Picton

There are 776 pupils from Reception to Y11 with an EHCP. Of these, 341 are in mainstream settings.

PED04 08	Monitor the percentage of Special Schools with overall effectiveness of Good or Outstanding	100%	100%	Refer comment	N/A	N/A
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Supporting Commentary: Jill Farrell

The OFSTED inspection regime has been suspended due to COVID-19

Ref:	Milestones	Quarterly Progress
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PED04a	Develop and Implement the Social Emotional and Mental Health Strategy (SEMH) by March 2021. Impact to be monitored through the action plan. (Adrian Leach)	
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Supporting Commentary: Adrian Leach

The proposed SEMH Strategy is embedded within the broader revision of Halton's SEND Strategy which is going for consultation subject to approval at end of 2020. Monitoring and progress and delivery of the SEND strategy is undertaken by the SEND strategic partnership.

PED04b	Review the current framework of support for children and young people with disabilities, including short breaks provision and direct payments (March 2021) with all recommissions co-produced with parents and young people. (Sam Murtagh/ Val Armor)	
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Supporting Commentary:

The direct payments component has been delayed due to COVID-19 as the priority has been to maintaining commissioned service support to the most vulnerable young people, particularly during the National lockdown. The current commissioned providers have worked extremely hard to offer innovative ways of supporting young people with disabilities and their families throughout, zoom calls, online design activities, social activities, shopping delivery etc. – some service continued to offer face to face services to our most vulnerable young people. All short breaks services have been commissioned in a co-produced manner involving parents and young people, an example of this has been the setting up of swimming lessons for young people with disabilities – this came from a conversation with a number of parents when we were evaluating the most recent tenders for short breaks.

All commissioned short breaks now in place with regular performance reports being submitted and interrogated.

PED04c	Improve the quality of assessment criteria for Education Health and Care Plans. (Adrian Leach)	
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Supporting Commentary

A multi-agency task and finish group has been reviewing and revising the local areas graduated response. The graduated response sets out clearly for schools families and professionals the expectations about how children and young people with SEND should be supported prior to needing and EHCP. The expectations around levels of need requiring an EHCP.





PED04d	Quality assure all provision currently being utilised to ensure that provision meets the needs of our children and young people (Sam Murtagh)	
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Supporting Commentary: Sam Murtagh

A process, documentation and links to the key people have all been established. Prior to COVID-19 visits had begun however this was short lived due to the National lockdown. Following appropriate risk assessments visits are now taking place both virtually and on site in a time limited manner. We now have a visit prioritisation process that takes account of OFSTED inspection grading, any grumbles raised from SEN colleagues / families regarding the provision, number of pupils placed and cost. As part of Liverpool City Region commissioning a specific special educational needs group has been established. This will enable sharing of the workload as we will all use similar self-assessments with the providers and will also enable some development work for officers involved.

PED04e	Review in borough specialist provision and revise to meet the needs of Halton's children and young people (Ann McIntyre)	
<i>Supporting Commentary:</i> We are now finalising our plan to provide Flexible responsive provision that would meet local needs and reduce dependency on out of borough provision		

Objective: Raise achievement across Early Years and all Key Stages, and diminish the difference between vulnerable groups and their peers (PED05)

Ref:	Measure	19/20 Actual	20/21 Target	Current	Direction of Travel	Quarterly Progress
PED05 01	Ensure all eligible children for the vulnerable 2 year old funding access quality EY provision (internally collected termly information – may not match to published data from Jan census)	90%	100%	74%		
<i>Supporting Commentary: Jill Farrell /Belinda Yen/Gail Hodgkinson-Vaughan</i>						
PED05 02	Increase the take up of Early Years Entitlement for 3 to 4 year olds.	93%	96%	82%		
<i>Supporting Commentary: Jill Farrell/Belinda Yen/Gail Hodgkinson-Vaughan</i> 2265 funder of 2754 population						
PED05 03	Monitor the percentage of Early Years settings (pre-schools, day care, out of school clubs, childminders) with overall effectiveness of Good or Outstanding (snapshot end of quarter)	95%	N/A	88%	Refer comment	N/A
<i>Supporting Commentary: Jill Farrell/Belinda Yen/Gail Hodgkinson-Vaughan</i> With 11% not yet inspected therefore 99% good or above.						
PED05 04	Monitor the percentage of Primary schools with overall effectiveness of Good or Outstanding N.B. 6 out of the 8 schools are academies. (snapshot end of quarter)	87.8%	N/A	Refer comment	N/A	N/A
<i>Supporting Commentary: Jill Farrell</i> The OFSTED inspection regime has been suspended due to COVID-19						
PED05 05	Monitor the percentage of Secondary schools with overall effectiveness of Good or Outstanding (snapshot end of quarter)	50%	N/A	Refer comment	N/A	N/A
<i>Supporting Commentary: Jill Farrell</i> The OFSTED inspection regime has been suspended due to COVID-19						

Ref:	Milestones	Quarterly Progress
PED05a	Monitor and evaluate educational outcomes and the impact of funding streams (including Free EY Entitlement, Pupil Premium) to raise achievement for all and diminish the difference between vulnerable groups and their peers (March 2021). (Jill Farrell)	
<i>Supporting Commentary:</i> The data officer is analysing and feeding back to schools and settings at borough level and individual provision level. We now have much more detailed information in order to target specific groups and individuals to implement strategies to diminish the difference. Unfortunately due to COVID-19 Plans are not being revised to ensure the appropriate catch up and remote learning is taking place.		
PED05b	Review the process of risk assessment for schools and settings to target support and drive improvement. Jill Farrell (March 2021)	
<i>Supporting Commentary:</i> The risk assessment process has been refined for schools and settings. These changes have been implemented. Schools that have been downgraded have received categorisation letters being sent out to schools. Pre-warning meetings have also been held for schools that are causing concern in order to identify appropriate co-ordinated support and challenge.		

Ref:	Milestones	Quarterly Progress
<p><i>Challenge and support will be targeted appropriately to meet the needs of establishments with the greatest vulnerabilities, whilst capacity will also be drawn upon from effective practice within the sector. This is in line with DfE and Central Government policies.</i></p>		
PED05c	Build engagement, capacity and understanding of the strategic role of governors (Jill Farrell) (March 2021)	
<p><i>Supporting Commentary:</i> <i>Unfortunately due to COVID-19 governors meeting are now held virtually. The directors reports have been sent out in hard copy. Governors continue to provide advice support and guidance where needed.</i></p>		
PED05d	In partnership with schools, review and design an effective curriculum model for the region that meets pupils needs whilst raising ambitions (Jill Farrell) (March 2021)	
<p><i>Supporting Commentary:</i> <i>Initial meetings were held with primary and secondary sector to design a Halton curriculum. It was found that many schools are members of different academy trusts and or diocesan boards and have their own curriculum requirements. It was therefore decided that work would focus upon developing shared principles and aims for all schools and that this would be developed through the Halton Learning Alliance. Halton Learning Alliance is a long term, borough wide development that will work with all educational, business partners and the wider community to develop a Halton vision and raise aspiration, ambition leading to successful, healthy, contributing citizens of Halton.</i></p>		
PED05e	Launch Halton Learning Alliance Strategic Partnership to develop an inclusive, ambitious approach developing contributing, successful citizens locally, nationally and globally. All educational stakeholders and community members acting with morale purpose for Halton children, young people and community members (March 2021, Jill Farrell)	
<p><i>Supporting Commentary:</i> <i>There were be a range of events planned throughout the year and longer term reading initiatives developed. This would have reflected the vision and ambitions from the Halton Learning Alliance whilst promoting a passion for reading and enhancing the purpose and value of reading for all. Unfortunately due to COVID-19 these have been put on hold</i></p>		

Objective: Improve participation and skills for young people to drive Halton's future (PED06)

Ref:	Measure	19/20 Actual	20/21 Target	Current	Direction of Travel	Quarterly Progress
PED06 01	Maintain the percentage of 16-17 year olds not in education, employment or training (snapshot end of quarter, end of year information February)	4.0%	4.0%	5.1%		
<p><i>Supporting Commentary: Háf Bell</i> <i>Whilst the direction of travel looks positive the reality is our NEET figure is lower because our Not Known figure (below) is so much higher, we don't actually know who some of our NEET are.</i></p>						
PED06 02	Maintain the percentage of 16-17 year olds whose activity is not known (snapshot end of quarter, end of year information February)	0.3%	0.3%	1.6%		
<p><i>Supporting Commentary: Háf Bell</i> <i>Our ability to track the activity of young people has been hindered by the limitations on our ability to contact young people other than by phone, email or letter.</i></p>						
PED06 03	Increase the percentage of 16-17 year olds with an offer of learning (September guarantee)	97.4%	98%	93.3%		
<p><i>Supporting Commentary: Háf Bell</i> <i>There has been a reduced number of young people with confirmed offers of learning or training for September 2020, with some young people waiting to see how the national picture in relation to COVID-19 developed before making a decision about what they would do next.</i></p>						
PED06 04	Increase the percentage of 16-17 year olds participating in education or training that meets the Government definition of full participation (known as Raising the Participation Age)	91.8%	92%	90%		

Supporting Commentary: Háf Bell

The annual measure is taken in March each year. Working to ensure our data collection and recording was more detailed last year we achieved an increase in performance at the time of the annual measure in March 2020, this is why we show as being higher than the same period last year. We anticipate if the effects of COVID-19 continue and impact on the availability of Apprenticeships for young people, and the potential that some young people may feel the post 16 experience isn't as they anticipated pre COVID-19, may mean there are more young people who are not participating in education or training by the time the next annual measure is taken in March 2021.




Ref:	Milestones	Quarterly Progress
PED06a	Closely monitor the cohort of young people not in education, employment or training and identify common patterns/issues to inform actions, guide the effective use of resources and to identify any future commissioning needs (Háf Bell) (March 2021)	U
<u>Supporting Commentary: Háf Bell</u> The focus has been on ensuring young people are aware of mental health resources they can access from home.		
PED06b	Work with schools, the College and training providers to review the post 16 offers of learning made to young people and increase the amount of offers made before the end of an academic year (Háf Bell) (July 2020)	X
<u>Supporting Commentary: Háf Bell</u> Whilst we continued to have excellent communication with and from schools and the College the process of supporting young people into the next phase of education or training post 16 became more difficult being done at a distance. All schools continued to maintain contact with young people and support where they could, but some young people were not sure what they wanted to do in September 2020 because of the COVID-19 situation.		
PED06c	Work with schools, the College and training providers to report where young people progress to Post 16 as quickly as possible, so those who haven't been progressed can be identified and contacted to offer support (Háf Bell) (October 2020)	U
<u>Supporting Commentary: Háf Bell</u> All data from schools, colleges and training providers were received in a timely manner. The current Tier 3 status within the borough limits our ability to track young people who have not progressed into an education or training institution. Letters have been sent to the homes of approximately 300 young people to ask them to contact us to provide information about their participation activity.		
PED06d	Work with Post 16 education and training providers in the borough to support the development of provision that does have clear progression opportunities (Háf Bell) (March 2021)	U
<u>Supporting Commentary: Háf Bell</u> COVID-19 has meant the focus has been on developing an offer that can work online.		

7.0 Financial Summary

To follow




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