

## Children and Young People Priority Based PPB Report

**Reporting Period:** Quarter 1 2021/22

### 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 Halton SEND Strategy

In June 2021 Halton's SEND Strategic Partnership approved the local area's SEND Strategy for 2021-2025 (presentation made to PPB 16th June 2021). The strategy is focussed on improving inclusiveness in Halton's schools and other education settings and providers; making sure that professionals are working better together to deliver outcomes for children and young people with SEND; and that agencies are communicating with families so that they feel supported to work as equal partners in planning services and provision for their children. The strategy will be overseen by the SEND Strategic Partnership and progress will be reported into PPB regularly.

#### 2.2 Mental Health Support Teams

Through the CCG a bid was submitted and has been approved to establish two Mental Health Support Teams (MHSTs) in Halton, one in Runcorn and the other in Widnes. The task group that developed the bid had representation from Educational Psychology, Halton Borough Council Children's Leads, Public Health, CYP MH Secondary Care Service Providers, Third Sector Providers, a Head Teacher and the local College. Work is going been undertaken to try and establish these teams for September.

The teams will work with, and in, schools and colleges. They can support a whole school or college approach to mental health and wellbeing and support children and young people experiencing mild to moderate mental health issues. Through this partnership the aim is to help embed a culture of openness around mental health, forge stronger links between education settings and the NHS and ensure children and young people can access appropriate support and stay in education.

#### 2.3 Youth Provision

From 1<sup>st</sup> August 2020 instead of commissioning a youth support and treatment service the decision was made to deliver this support through Halton's Early Help and Intervention team. The staffing of the team was increased by four workers and training provided so that the support young people received could be provided in a holistic family way.

To ensure the most appropriate model for the delivery for the integrated youth offer in the borough, and working in partnership with young people and partners, a consultation was launched in September 2020. The consultation was promoted on the Council web-site, through schools and other organisations, on Twitter and Facebook. Halton Youth Cabinet promoted the consultation via their media platforms. The consultation surveyed the views of children and young people, local organisations with an interest in youth service provision children and young people and parents and carers

In total 258 responses were received and these responses were used to shape the new model of grant funded and commissioned Youth Provision which was agreed by Executive Board on 25<sup>th</sup> February 2021. There is now an offer that provides local partners the opportunity to apply for a grant to either deliver open access or targeted youth activities. Targeted outreach and detached youth work has been commissioned and the contract awarded to Vibe. Through working directly with the regional Duke of Edinburgh Awards their support and a good local offer has been secured. Bespoke support has been commissioned to support the Youth Cabinet and GLOW. Funding has been identified to support school holiday activity, Relationship and Sex Education (RSE) and training. There are plans to work with Primary Schools to develop a Halton Certificate of Achievement Award, however, this element of the work has been delayed due to Covid 19.

#### 2.4 **Holiday Activity with food (HAF) Fund**

The Holiday Activity with Food (HAF) Fund provides free holiday activity places for children and young people across Halton who are eligible for benefit related free school meals. This enables young people to take part in physical and wellbeing activities that they would normally be excluded from due to cost. Eligible young people will also receive a good quality healthy meal, in line with school food standards, each day they attend their chosen provision.

All provisions are required to include nutritional information as part of their delivery. This allows young people to gain a better understanding of what a healthy meal is and provides them with the knowledge of how to incorporate different healthy foods within their own diet.

Activities available across the summer include a range of multi sports, arts & crafts, hair dressing, nail art, dance, drama, den building, bush crafts, wellbeing activities, guided walks, outdoor play, cooking activities, and boxing along with many more!

Provision starts on the 19th August 2021 and ends on the 5th September 2021. Halton currently have a total of 34 providers delivering over 49 settings across both Runcorn and Widnes. A map of provisions across Halton can be found here:

[https://www.google.com/maps/d/viewer?mid=1\\_94VPapnQ5KV9YU5drrZN7eGw8QxsiU&ll=53.34378579670419%2C-2.638482869287111&z=12](https://www.google.com/maps/d/viewer?mid=1_94VPapnQ5KV9YU5drrZN7eGw8QxsiU&ll=53.34378579670419%2C-2.638482869287111&z=12)



Edsential HAF  
Summer - HALTON.P

#### 2.5 **Support Lodgings in Halton**

The recently launched Supported Lodgings scheme is proving successful and with three households assessed and approved and a further four applicants in the assessment process.

#### 2.6 **Ashley House**

The commission for Ashley House, a four bedroomed semi-independent facility can now be progressed following the ease of restrictions imposed by the Covid-19 pandemic.

#### 2.7 **Children in Care & Care Leavers accommodation**

The Children in Care and Care Leavers Service have successfully obtained from Halton Housing Trust a two bedroomed flat which will be utilised to support care leavers to live independently there prior to gaining their own tenancy.

## 2.8 **Quality Assurance Framework and Audit Framework**

This framework has been developed and embedded in practice to achieve and evidence effective management oversight. Monthly Audits are undertaken, by all managers within Children's Social Care including Practice Leads; Principal Managers; Divisional Managers and Operational Director. A Quality Assurance performance workshops is held monthly to discuss themes identified, including areas for improvement and areas of good practice. Actions are agreed to support service development

## 2.9 **Child in Need Teams Restructure**

Halton are in the process of consultation to restructure our existing Child in Need Teams. The restructure is informed by staff feedback, that is, the current remit of the team is too broad, and this is linked to the outcome of Ofsted Inspection in March 2020 that identified drift and delay. The proposed structure will embed a permanent duty and assessment team to ensure families are receiving appropriate support and intervention at the earliest opportunity. The restructure will also include a "systemic hub", Halton is committed to embedding a Systemic Model of Practice. The hub will provide intensive therapeutic support to families, supporting children to remain at home with their families.

## 3.0 Emerging Issues

### 3.1 **OFSTED Inspections to Schools**

During the pandemic, Ofsted paused inspections so that from January 2021 only schools in a category of concern were visited as an additional monitoring visit. This additional visit purely looked at the remote education offer during lockdown and ascertained whether leaders were taking effective action. The two schools that fell into this category were taking effective action. Since the summer term Ofsted focused on continued monitoring visits and inspections of any good school who had not been inspected within the last five years. From September 2021, full inspections of any provision will return including a removal of the exclusion of inspection for Outstanding Schools. Ofsted have said they will prioritise inspections of any Outstanding School who have not been inspected since 2015, along with any school requiring monitoring or over five years since their last inspection.

### 3.2 **Academy status Schools**

Potential changes to academy status-The government have recently stated that they would like to see many more schools in Multi Academy Trusts by 2025 and the government will actively encourage this to happen. Any school that currently enters a category of concern "Inadequate or special measures" will receive a directive academy order to join a multi academy schools. There are currently no announced plans to force good, outstanding or requires improvement schools to convert and join a multi academy trust. However a series of incentives are being offered to schools through programmes where DFE will provide additional funding for NPQ programmes for academy schools over maintained local authority schools. Further incentive announcements are currently in development to encourage schools to convert or work closely with a multi academy trust. The Local Authority does provide a "strong family of schools" through Local Authority services, support and challenge to schools and also will be explicitly sharing the offer for maintained schools in Halton.

### 3.3 **Specialist Support Services for SEND**

Following the impact of Covid-19 and the absences from education of children and young people Halton is seeing, in common with the national trend, a large increase in the number of referrals to specialist support services for SEND. This is placing a strain on HBC teams and health services, in particular speech and language therapy and occupational therapy services.

Pressure on specialist advisory services and educational psychology services may become unsustainable in the long term if demand continues to escalate.

#### 3.4 **Department for Education School Admission Code 2021**

The Department for Education have introduced a new “School Admissions Code 2021” which comes into effect on 1<sup>st</sup> September 2021 and applies to all admission authorities (the Council for community and voluntary controlled schools, and the Governing Board for Academy, Free, and Voluntary Aided schools). There are a number of changes from the previous Code, which include:

Changes to In Year Fair Access Protocols by:

- extending the mandatory categories of children who can be placed via the Fair Access Protocol to include children on a Child in Need/Child Protection Plan, children in refuge, children in formal kinship care arrangements, children who have been out of education for four or more weeks and previously looked after children for whom the local authority has been unable to promptly secure a school place;
- removing the ability for local authorities to introduce their own Fair Access Protocol categories and prohibiting the routine use of Fair Access Protocols in place of the usual in-year admissions process;
- requiring that placement decisions need to be made within 20 school days of a child being referred to the Fair Access Protocol;
- Ensuring any new protocol is in place by 1<sup>st</sup> November 2021.

Changes to oversubscription criteria:

i.e. children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted to be given equal first priority in admission arrangements, alongside looked after children (LAC) and children who were previously looked after by English local authorities (PLAC). This advice refers to these children as internationally adopted previously looked after children – “IAPLAC”. Halton Borough Council already has this as part of its oversubscription criteria for community and voluntary controlled schools, but the governing boards of academy, free, and voluntary aided schools will need to ensure their admissions criteria comply with this.

The LA has written out to schools informing them of the changes, and will monitor compliance.

#### 3.5 **Children in Care & Care Leavers (CIC&CL) Team Staffing**

Three social workers from the CIC&CL team have recently left, one retired, one gained promotion in another Local Authority and one left for a Local Authority nearer to home following family circumstances. This has created some instability in the team after a long period experiencing a stable workforce. The posts are covered by agency social workers and interviews are due to recruit permanently on the 4<sup>th</sup> August 2021.

#### 3.6 **Unaccompanied Asylum Seeking Children**

There has been a significant increase in the number of Unaccompanied Asylum Seeking Children being accommodated. This is due to the dispersal of these young people into a Hotel in Runcorn. Of the children accommodated in the previous six months 22% were unaccompanied asylum seeking children.

#### 3.7 **Injuries to under 5's to Children's Social Care**

There has also been an unprecedented increase of injuries to children under 5 year old. During the first lockdown starting in March 2020 there were a number of young children who had experienced injuries in the care of their parent(s) that were suspected to be non-accidental

(NAI) in origin. In January/February 2021 lockdown there was again an increase with further young children referred to Children's Social Care due to concerns of non-accidental injury. Since February 2021 more referrals of under 5's sustaining injuries were received that were of concern. The number of injuries to under 5 year old, is unusually high number for Halton. Information released from the National Review Panel confirms that Halton are not alone in experiencing an increase in injuries to young children including NAI and they are analysing the findings of all submitted Rapid Reviews to identify national themes and opportunities for learning. A number of these injuries were significant resulting in serious injury and in one case death. As a result, due to the severity of NAI injuries, 50% these children were accommodated and court proceedings commenced. In additional to the children sustaining injuries, this also resulted in siblings also being accommodated. This is a significant increase of children accommodated due to significant injury in Halton.

### **3.8 Recruitment and Retention of Children's Social Care Staff**

Recruitment and retention of staff remains challenging, this is a national issue.

### **3.9 Referrals to Social Care**

There continues to be an increase in referrals and complexity of cases. Based on previous years, we are pre-empting a further increase over the next two months as a result of the school summer holidays during Q2 2021/22.

### **3.10 Impact of The COVID-19 pandemic to Social Care**

The COVID-19 pandemic continues to present complex challenges across the Local Authority. Immediate action was required in response to the national lockdowns, to ensure the level of risk to each child open to social care was robustly assessed and reviewed. The ongoing pandemic and variations in the "Tier" system and restrictions being relaxed/removed for example, has meant we have continued to change and the service has needed to remain flexible and responsive. Throughout the pandemic Children's Social Care have continued to work in the community, staff continue to be office based, working on a Duty/Rota basis, working in bubbles to avoid cross infection and ensure service continuity.

### **3.11 Eclipse Families, Children and Young People System**

Eclipse data recording system has been rolled out and training has been completed. This has presented numerous challenges for workers at all levels, due to the complexities of the system and the impact on capacity for teams.

## **4.0 Progress against high priority equality actions**

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>

## **5.0 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	20/21 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 MAP, pre-MAP or specific target interventions in Children’s Centres at any point in the year) (financial year cumulative to end of quarter)	716 EH Intervention 170 MAP (prov)	N/A	1478 EH Intervention 229 MAP (prov)	Refer comment	N/A

Supporting Commentary: Val Armor  
*These figures are provisional at this time due to a change in recording processes and will be updated. Early help assessments have seen a steady increase year on year however the data is still provisional due to the changeover of data systems. The assessments which have transitioned from CAF (Common Assessment Framework) to MAP (Multi Agency Plan) for internal staff only are now on the eclipse system, there is continued work at the MAP working group with regards to the roll out of the MAP for external partners. Training for schools is now complete and training for early years and health has commenced in July. We have now created an easy leaflet and guidance for parents and carers about the MAP process and also one for children and young people to help them understand the process. This has gone to print and will be available at the end of July. Early help provision in locality and children centres has continued throughout the lockdown and creative ways have successfully been explored and implemented to support families from a virtual platform. The children centres are now in a position to offer some small group work in doors and are concentrating on the 0-2 agenda for families with young babies in lockdown.*


PED01 02	Improve overall attendance at schools: Primary –Pri PRU – PRU Secondary – Sec Special – Spec Total	<b>LA 92.8%</b> Pri 93.2% Sec 92.8% Spec 88.7% PRU 62.5% (2019/20)	95%	<b>LA 92.5%</b> Pri 95.6% Sec 89.3% Spec 71.3% PRU 51.7% (2020/21)		
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Supporting Commentary: Debbie Houghton/Scott Middlehurst  
 See PER01a milestone


Ref:	Milestones	Quarterly Progress
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PED01a	Work with schools to maintain the level of attendance at Primary and Secondary Schools. Martin West / Debbie Houghton (March 2022)	Refer comment
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Supporting commentary: Martin West / Debbie Houghton  
*Although pupils and students returned to school on 8th March 2021 and at this time Covid rates were decreasing, rates began to rise rapidly in Halton at the end of May which has meant there have been large number of positive cases across education and high numbers of children and young people and staff self-isolating e.g. the week of 12th to 18th July there were 128 positive cases across early years, schools and the college with 1228 children and staff self isolating.*









PED01b	Implement Pause project and support women to make positive choices, improving their relationships with their children and preventing further children being taken into care. (Val Armor March 2022)	
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Supporting commentary: Val Armor  
*The PAUSE project went live in Halton on 1st April 2021. Since implementation staff have been recruited and trained. There are currently 13 women engaged in the programme. The project is overseen by Divisional Manager for early help and strategically there is a project board chaired by Halton Director of Children’s Services. This is joint project with Knowlsey and funding is through Liverpool City Region. The project has started well and data and impact will be available next quarter.*




PED01c	Revise Halton's parental offer that will include further developmental of reducing parental conflict training (Val Armor March 2022)	
<p><u>Supporting commentary:</u> Val Armor</p> <p>Halton offers a variety of parenting support groups from low level terrific twos and 1-1 support through to evidence based parenting such as Nurture and Triple P. The reducing parental conflict agenda is also part of the early help division and will be rolled out borough wide. Some of this training took place pre Covid-19 however the pandemic had an impact on further training. This will be resumed this year and we are currently looking to recruit an ambassador to promote this. After years of trying to coordinate parenting across the borough, we have now secured funding for a three year parenting coordinator post. The job description and person specification are currently going through job evaluation. We are hopeful to recruit to post by October 2021. This post will be responsible for the performance management and moderation of the parenting offer.</p>		


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

Ref:	Measure	20/21 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)	465	500 (full year)	641		
<p><u>Supporting commentary:</u> Angela Povey</p> <p>The rate of referrals to social care has continued to increase, whilst it is difficult to directly link the increase to the impact of Covid-19, as outlined above in emerging themes, we continue to see trends in data that would support this hypothesis, i.e. when there was a reduction in provision of universal services there was a reduction in referrals, when services reopened, we experienced an increase. We continue to use the assessment toolkit in order to improve the quality of referrals, ensuring we have all relevant information at the earliest opportunity for children to receive the appropriate level of support as soon as possible. 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 (CIN) per 10000 0-18 year olds (snapshot at end of quarter)	221	380	223		
<p><u>Supporting commentary:</u> Angela Povey</p> <p>The number of children in need has remained the same during the last quarter, figures have fluctuated. However, we have continued to experience an increase in complex of cases. The number of contacts has continued to fluctuate month on month although numbers of contacts have increased significantly for Q1 2021-22, with the conversion to referral/allocation has also increased slightly. This demonstrates CIN cases are being effectively managed, seeing the throughput of cases. Whilst we are unable to evidence the increase is a direct link between children returning to school and Covid-19 restrictions easing, the data throughout the year would support this hypothesis. The temporary Duty and Assessment Team has continued to support the progression of cases and plans and alleviate the additional pressures due to capacity within the CIN Teams. Due to the success of the temporary Duty and Assessment team, the proposed restructure includes this within the permanent structure for the Children in Need Service.</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)	50	45	45.7		
<p><u>Supporting commentary:</u> Angela Povey</p> <p>Child Protection cases are fluctuating month on month but lower than previous years. Q1 2021-22 shows Halton is below local comparator averages but in line with England average. We have continued to see an increase of complex cases particularly in children under 5 years old. We have seen an increase in allocations/referrals, this correlates with the increase of contacts received. The temporary Duty and Assessment Team has continued to support the progression of cases and plans. Halton have introduced an overview panel in order to review and increase senior management oversight of cases were children have been subject to lengthy Child Protection plans.</p>						
PED02 04	Monitor the rate of children in care per 10000 0-18 year olds (snapshot at end of quarter)	103	90	112		
<p><u>Supporting commentary:</u> Liz Davenport</p> <p>CIC are continuing to actively discharge Care Orders and track this carefully. There are currently five cases in court and a further 13 children are currently being assessed to progress with discharge to a Special Guardianship Order.</p>						



Ref:	Measure	20/21 Actual	20/21 Target	Current	Direction of Travel	Quarterly Progress
PED02 05	Reduce the number of children and young people who enter the care system (financial year, cumulative to end of quarter)	75	68	31		
<p><i>Supporting commentary: Angela Povey</i> Halton have seen an increase in children and young people who enter the care systemic, this has been impacted by a number of contributing factors, including; increase in significant injuries to children under 5 years old; cases blocked within Court Proceedings (this is a national issue); 22% of children accommodated in the last six months were unaccompanied asylum seeking children (this is due to the dispersal of these young people into a local Hotel in Runcorn).</p> <p>The proposed restructure of the Child in Need Teams will strengthen support to families at the earliest opportunity, this will include the formulation of a Systemic Team, who will work therapeutically with children and families to prevent family breakdown and will support children and young people remaining at home.</p>						
PED02 06	Reduce the average caseload in Children in Need Teams (snapshot end of quarter)	22	18	CINR 19.1 CINW 18.8		
<p><i>Supporting commentary: Angela Povey</i> The average caseload per social worker has decreased and is close to target. The introduction of the temporary Duty and Assessment Team 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)	88%	85%	73%		
<p><i>Supporting commentary: Clare Hunt</i> For this time period, there have been 138 return interviews completed with 58 young people by the commissioned service. 73% of young people completed a return interview and 86% were completed within 72 hours. Declines for return interviews have increased with 32 incidents.</p>						
PED02 08	Reduce the number of children who repeatedly run away in Halton (in last 12 months, snapshot end of quarter)	38	N/A	8		N/A
<p><i>Supporting commentary: Liz Davenport; Clare Hunt</i> For this reporting period, there has been a total of 215 notifications, an increase of 23% from the previous quarter, there have been eight CYP with repeat missing incidents. Four of the eight repeat CYP are in care, two CYP are home accommodated and two are CYP from Other Local authority. The eight CYP that made five or more incidents during the quarter, accounted for 53% of all missing incidents in the quarter. 10% of all CYP for the quarter are within the repeat cohort. All of the CYP that fit in this cohort received at least one return home interview during the quarter, there was one declined interviews. The commissioned service has supported the repeat cohort to reduce missing episodes this quarter through direct work, taking a different approach both with face to face and virtual contacts – Clare Hunt</p> <p>There are a small number of repeat offenders who continue to abscond from placements. All procedural interventions are undertaken as a means to prevent this continuing behaviours. One young person is now in a secure placement which will reduce repeat episodes and a placement is actively being sought for a secure bed in respect of another repeat MFC young person - Liz Davenport</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)	243	N/A	80		N/A
<p><i>Supporting commentary: Angela Povey; Liz Davenport; Clare Hunt</i> There has been an increase since last quarter of 50 missing incidents. There was also an increase in the number of CYP making these incidents, 80 compared to 56 in the previous quarter. 67% of the CYP making incidents in this quarter are aged 10 – 15years, the remaining 13% were aged 16-18years. The reasons for missing incidents remain consistent with the previous quarter, boundary issues, older peers and own substance misuse. Additionally, 'other' was selected, a high proportion of these were relating to children and young people wanting to spend time with friends.</p>						















Ref:	Measure	20/21 Actual	20/21 Target	Current	Direction of Travel	Quarterly Progress
PED02 10	Record the number of young people flagged as at risk of Child Sexual Exploitation (snapshot end of quarter)	19	20	10		
<i>Supporting commentary: Angela Povey</i> Young people continue to be appropriately recorded as at risk of Child Sexual Exploitation within our new case management system. The multi-agency monthly CSOG meeting reviews children who are high risk of child sexual exploitation.						
PED02 11	Record the number of young people flagged as at risk of Child Criminal Exploitation (snapshot end of quarter)	35	12	34		N/A
<i>Supporting commentary: Angela Povey</i> As above						

Ref:	Milestones	Quarterly Progress
PED02a	Embed a systemic model of social work practice across the whole service; social workers, managers and senior leaders. <i>Tracey Coffey</i> (March 2022)	Refer comment
<i>Supporting commentary: Tracey Coffey</i> Available Q2		
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. <i>Tracey Coffey</i> (March 2022)	Refer comment
<i>Supporting commentary: Tracey Coffey</i> Available Q2		
PED02c	Implement redevise structure for children and need service to ensure better resilience and management accountability to provide a safe and structured environment for social workers. (March 2022 Angela Povey)	
<i>Supporting commentary: Angela Povey</i> Progress is being made, through consultation there has generally been positive feedback from staff.		
PED02d	Implement redevise quality and assurance framework to monitor improvements in practise (Tracey Coffey 2022)	Refer comment
<i>Supporting commentary: Tracey Coffey</i> Available Q2		



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








Ref:	Measure	20/21 Actual	21/22 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)	34	20	36		
<i>Supporting Commentary: Liz Davenport/Sam Murtagh</i> The permanency leadership board manages the step down to foster care project. A number of children and young people are in the targeted cohort where placements and regional events are sought to safely return them to foster care. A quarterly panel has recently been undertaken whereby social workers attend with an updated assessment of their CIC and the cohort of children has been amended to support more CIC moving to foster care with one young person in transition to foster care.						




PED03 02	Reduce the number of children who are placed in independent fostering agencies (snapshot at end of quarter)	49	35	51		
<p><b>Supporting Commentary:</b> Liz Davenport /Sam Murtagh  All placements are tracked through the resource and placements meeting where sourcing Halton's mainstream foster carers is a primary focus. The current level of sufficiency due to increase of Children in Care is resulting in the use of Independent Fostering Agencies, and in some circumstances residential, however as foster carers approvals are also tracked there are means to place with in house carers planned.</p>						
PED03 03	Maintain the percentage of Care Leavers in suitable accommodation (snapshot at end of quarter)	94%	95%	98%		
<p><b>Supporting Commentary:</b> Sam Murtagh/Liz Davenport  The care leaver's accommodation group runs monthly and tracks all care leavers requiring independent accommodation. This is a multi-agency meeting with housing providers. The panel has successfully moved are Leavers into their own accommodation.  Ashley house is due to be commissioned which will also provide suitable accommodation. Furthermore we have successfully obtained a two bedroom flat from Halton Housing Trust, which is utilised to support and develop Care Leavers independent living, prior to moving onto their own tenancy.</p>						
PED03 04	Increase the percentage of Care Leavers in Education, Employment or Training (snapshot at end of quarter)	39%	65%	37%		
<p><b>Supporting Commentary:</b> Liz Davenport  This is a shared target with the Virtual school who have recently recruited two post 16 support workers to assists care leavers transition from school to further and higher education with the aim to increase opportunities and additional support to our Care leavers</p>						
PED03 05	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 50% Leaving Care 80%	N/A	N/A
<p><b>Supporting Commentary:</b> Sam Murtagh  The increase in Children In Care numbers have impacted on the increased numbers of placements that require a quality monitoring visits as well as some previously visited providers now requiring a further annual visit. The 80% target has been met for Leaving Care provision this quarter.</p>						
PED03 06	Report on the budget spent on independent and out of borough placements for Children in Care (Forecast end of year) (Liz Davenport/Sam Murtagh)	Year end Residential £9,695,579 IFA £2,201,092 Total £11,896,671 (*these figures include all Covid-19 related costs)	Projected 9,583,822	Projected year end Residential £11,377,280 IFA £2,375,675 Total £13,752,955		
<p><b>Supporting Commentary:</b> Liz Davenport/Sam Murtagh  In order to address these rising costs, the following initiatives have been introduced help to reduce spend in this area: Residential Step Down ,Supported Lodgings, Care Leavers Training Flat, In House Care Leaver/Edge of Care accommodation – Liz Davenport  There is also ongoing work to build a children's home within the borough to be operated by a social enterprise to begin reduce reliance on the private Residential sector. The increase in budget costs is directly linked to the increase in the Children in Care overall numbers - Sam Murtagh</p>						
PED03 07	Report on number of children placed within 20 miles of Halton	N/A	N/A	Refer comment	N/A	N/A
<p><b>Supporting Commentary:</b> Sam Murtagh  There are 60.5% placed in Halton. As this is the first time this has been included the figure will offer a baseline starting point for placements I within Halton to build upon in future reporting periods once postcodes have been mapped by research and intelligence colleagues</p>						




Ref:	Milestones	Quarterly Progress
PED03a	Ensuring all children in care achieve permanency in a timely way. (Liz Davenport/ Angela Povey March 2022)	
<p><i>Supporting Commentary: Liz Davenport/ Angela Povey</i></p> <p>The progress of Long Term matching to achieve permanency is tracked via weekly PIMMS meeting and on a monthly basis during CIC and Fostering Management meeting in addition to Resource and Placement Panel. Where adoption is the child's plan monthly tracker meetings identify cases from care proceedings to track early and those children already subject to a Placement Order</p>		
PED03b	Ensure that Safeguarding Unit escalate any delays or concerns using escalate policy (Susanne Leece March 2022)	
<p><i>Supporting Commentary: Susanne Leece</i></p> <p>The IRO dispute resolution process was reviewed and strengthened in Q3 2020/21. As a result there was an increase in the number of formal escalations during Q3 and Q4, however, the application of the procedure by the Independent Reviewing Managers (IRM) team is not yet consistent; this is being addressed with IRM. There is also anecdotal evidence that there is a greater ability to resolve issues at an informal stage; the Operational Manager for the Safeguarding Unit is currently exploring how we can more easily capture this to evidence IRM oversight and challenge.</p>		
PED03c	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 (March 2022 Sam Murtagh)	
<p><i>Supporting Commentary: Sam Murtagh</i></p> <p>A Liverpool City Region framework for Fostering the Residential placements has now been fully implemented. One of the positive outcomes has been a Halton young person moving from Residential to a Fostering placement via a step down process. Work will now begin on a procurement for a Halton based Leaving Care group support provider. Recently the DFE have outlined a bid process for LAs to open children's homes – this is currently being investigated as to the best option would be a single authority bid or a Liverpool City Region collaborative bid. Work also continues with the LA Assets team regarding the potential development of a children's home on a development site in Runcorn</p>		
PED03d	Through the quality assurance of Personal Education Plans, identify areas of need and support to improve outcomes for individual Children in Care (March 2022 Sharon Williams)	
<p><i>Supporting Commentary: Sharon Williams</i></p> <p>There has been a cautious response from schools when recording assessment and progress on PEPs due to the amount of lost learning pupils have experienced previously and during this quarter. Schools have reported that they needed to re-benchmark where pupils were at and then adapt their assessment cycles to allow for progress to be made. However, from the data provided there has been impact on outcomes in all the key subject areas across all phases. The PEP Coordinators are ensuring that the targets set for individual pupils are appropriate to their knowledge and skill gaps. The Virtual School is focusing its activity days to support our children in care in transferable skill development. In addition to this every child in care has received two 'Keeping in Touch' packs (Easter and Summer) which contain fun curriculum based activities to support continued learning at home. 1:1 tuition and book parcels have continued to be offered to pupils whose PEPs identify these as appropriate strategies. Also our new Education Support Workers are providing some direct work sessions aimed at encouraging engagement in learning and also modelling/coaching carers and parents on how to establish effective learning at home routines and practices.</p>		




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

Ref:	Measure	20/21 Actual	21/22 Target	Current	Direction of Travel	Quarterly Progress
PED04 01	Increase the percentage of Education Health Care Plan assessments completed within 20 weeks (academic year cumulative to end of quarter)	2021 YTD= 80.9%	75%	2021 YTD = 78.7 %		
<p><i>Supporting Commentary: Adrian Leach</i></p> <p>EHCP 20 week completion rates continue to be above both national rates and at historical highs for Halton. However month on month rates are lower than they were at the start of the calendar year. This is due to a focus since Easter on the quality of the content of the plans. Over the last quarter the council has recommenced a broad multi-agency moderation process, in partnership with health colleagues developed tighter quality assurance processes for advice and EHCPs have improved the way in which family, child and young person voice is captured in plans as well as developing clearer and more precise description of needs. These improvements have taken place against a backdrop of the highest number of referrals for an EHC needs assessments that Halton has seen since 2015.</p>						



PED04 02	Reduce the number of incidents of fixed term exclusion (academic year cumulative to end of quarter)	204 (last term)	500	483		
<p><b>Supporting Commentary:</b> Vanessa Nice / Scott Middlehurst  <i>Persistent disruptive behaviour (26.3%) remains the most prolific reason for FTEs however, this figure has dropped from 33% in 2019/2020. Verbal abuse against an adult (21.7%) and physical assault against a pupil (18.8%) are the next two most common reasons.. Wilful transgression of Covid rules has accounted for 5% of FTEs. 54.6% of pupils experiencing an FTE have a level of SEN. 83.3% of FTEs are in KS3 and KS4.</i></p>						
PED04 03	Reduce the number of children subject to fixed term exclusions (academic year cumulative to end of quarter)	169 (last term)	350	298		
<p><b>Supporting Commentary:</b> Vanessa Nice / Scott Middlehurst  <i>81.3% of FTEs go to male pupils. Several pupils have been excluded multiple times. When this occurs, HBSS contact the school to offer additional support. A new reporting format has been drawn up to support schools to identify and address the needs of pupils whose behaviour causes concern and this will be launched to schools in September 2021. HBSS teachers and Head of Service are all now back out working with and in schools on a regular basis (employing all necessary Covid protocols) because behaviour is very difficult to influence and support via Teams or Skype.</i></p> <p><i>Schools have reported an increase in dis-regulated children post-lockdown and are reporting that some pupils have found the transition back to fulltime schooling a challenge in terms of self-regulation and maintaining good behaviour. This could have led to an increase in behaviour incidents, FTEs and PEx. However, during the last 15 months the LA has provided schools with robust advice and support in order to meet the needs of their cohorts. There has been a declining trend in FTEs and PEx owing to school's recognition of the importance of behaviour as a communication of need and supporting it as they would support any other area of SEN.</i></p> <p><i>The Secondary Behaviour Teacher now works with all eight secondary schools and has provided training to Initial Teacher Training (ITT), Newly Qualified Teachers (NQTs) and Recently Qualified Teachers (RQTs) in these schools. The secondary lead is also providing bespoke, in-class packages of support to a number of school staff.</i></p> <p><i>The Primary Behaviour Teacher is working in a large number of schools across the borough and has provided one-off support and longer packages of support to schools. The primary lead is also providing bespoke mental health and behaviour management training to schools.</i></p>						
PED04 04	Reduce the number of children subject to a permanent exclusion (academic year cumulative to end of quarter)	11 (last term)	30	17		
<p><b>Supporting Commentary:</b> Vanessa Nice / Scott Middlehurst  <i>Although the figures reported are 17, 2 PEx were rescinded by the headteacher before they went to governors' panel. KS1 – 1                      KS2 – 1                      KS3 – 4                      KS4 – 9  KS4 figures are concerning but 8 of the 9 were in Yr10 and not yr11.</i></p>						
PED04 05	Report on the proportion of children subject to Education Health Care Plan (EHCP) placed in independent and out of borough provisions (snapshot end of quarter) – long term target is to reduce	N/A	94%	96%	N/A	
<p><b>Supporting Commentary:</b> Adrian Leach  The proportion of pupils with an EHCP placed in independent non-maintained special schools (INMSS) has increased slightly since the start of the financial year. This is due to two factors. The first and most significant is that it is extremely rare for children or young people to leave INMSS provision mid-year however they are likely to start in year. Therefore the more appropriate measure is to look at the September/Jan/April year on year comparisons. These data will be available for Q2 2021/22.</p> <p>The second factor driving INMSS placements is pressure on local specialist provision and lack of space for in year placements. While this is being addressed through capital developments and strategic objectives around more inclusive mainstream provision these affects take time to show.</p>						



PED04 06	Report on the budget spent on independent and out of borough (OOB) provision for SEND (Forecast end of year)	ISS/NMSS OOB Schools end of year £4,280,879 Overspend of £1,108,429	£250000 reduction	ISS/NMSS OOB Schools end of year £4,452,830	N/A	
<p><i>Supporting Commentary: Sam Murtagh</i>  Work continues on a SEND Sufficiency Strategy that will offer a number of opportunities in relation to types of provision locally available in Halton – this will in turn result in the reduced requirement for Out of Borough SEN placements</p>						
PED04 07	Increase the percentage of children subject to EHCP placed in mainstream provision (snapshot end of quarter)	26.3%	65%	26.3%		
<p><i>Supporting Commentary: Adrian Leach</i>  These data are updated annually through the DfE SEND2 return. Progress will be able to be reported in Q3 following the SEN2 submission. The proportion of new EHCPs that are naming mainstream schools however has increased by 15% over the last six months and in moving towards the national rate for new plans.</p>						
PED04 08	Monitor the percentage of Special Schools with overall effectiveness of Good or Outstanding	100%	100%	Refer comment	N/A	N/A
<p><i>Supporting Commentary: Jill Farrell</i>  Processes are in place to monitor the effectiveness of all provisions. However due to the Covid-19 pandemic inspections were paused until summer term unless schools were in a category of concern. Full inspections will return in September 2022 when we may start to see a shift in inspection outcomes.</p>						
PED04 09	Increase the percentage of Education Health and Care plans for Child Protection and Children in Care completed in 16 weeks (academic year cumulative to end of quarter) (Adrian Leach)	N/A	75%	Refer comment	N/A	N/A
<p><i>Supporting Commentary: Adrian Leach</i>  This is a new measure for 2021 and is an aspiration over and above the statutory requirement of 20 weeks designed to ensure the best possible support for Halton's most vulnerable children and young people. The regular management information to allow reporting will not be available until Q2.</p>						


Ref:	Milestones	Quarterly Progress
PED04a	Develop and Implement the Social Emotional and Mental Health Strategy (SEMH) by March 2022. Impact to be monitored through the action plan. (Adrian Leach)	
<p><i>Supporting Commentary: Adrian Leach</i>  The social, emotional and mental health strategy has been incorporated into the local area's overall SEND strategy which was approved by the Strategic SEND Partnership in June of this year and reported to PPB in the same month. PPB have requested regular updates on overall SEND Strategy implementation and success in meeting SEMH needs will form part of that reporting through SEND Strategic Priority: Inclusive Education.</p>		
PED04b	Review the current framework of support for children and young people with disabilities, including short breaks provision (Sam Murtagh March 2022)	
<p><i>Supporting Commentary: Sam Murtagh</i>  All short breaks provision will be re-commissioned in the coming months with all current contracts ending on 31<sup>st</sup> March 2022. Information has begun to be captured from families and young people in terms of future short breaks provision – this work will continue in the coming quarters prior to the re-writing of service specifications and requests being made for families and young people to be directly involved in the commissioning process</p>		
PED04c	Review direct payments with all recommissions co-produced with parents and young people. (March 2022 Val Armour)	
<p><i>Supporting Commentary: Val Armour</i>  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 continued to work 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 have continued to offer face to face services to our most vulnerable young people. All short breaks services have been</p>		



Ref:	Milestones	Quarterly Progress
	<p>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 – unfortunately due to the national lockdowns and government restrictions the lessons were only able to be delivered for three weeks however the funds remain in place for when they are able to be delivered in a safe manner. With the planned National roadmap published plans are ongoing to start the lessons as soon as possible and over deliver if possible</p> <p>All commissioned short breaks now in place with regular performance reports being submitted and interrogated.</p> <p>A grant application with NHS England for additional funding (£10k) for the delivery of different types of short breaks for young people who have had services disrupt due to Covid-19 was successful with delivery taking place in the Easter holidays. The feedback about the collaborative bid (Commissioning, CCG, Disabled children services) from the evaluators was extremely positive. Work has also started linking in with the Holiday Activity Fund which is focussed on young people who access Free School Meals for support delivery during summer school holidays based on nutrition, enrichment, a healthy lunch and physical activity.</p>	
PED04d	Improve quality and timeliness of Education Health and Care Plans. (March 2022 Adrian Leach)	
	<p><u>Supporting Commentary: Adrian Leach</u> 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.</p>	
PED04e	Quality assure all provision currently being utilised to ensure that provision meets the needs of our children and young people (March 2022 Sam Murtagh)	
	<p><u>Supporting Commentary: Sam Murtagh</u> The quality monitoring visits that restarted in the autumn term in line with National lockdown requirements – as at year end with 17% of NMIS schools having received a monitoring visit which covers 40% of pupils placed within independent and non-maintained settings. It has been agreed to promote the opportunity for parents to feedback on provision through the Halton SEND Parent/Carer forum. Two visits booked in for quarter 2 one of these will be accompanied by the Designated Clinical Officer at Warrington and Halton CCG (Clinical Commissioning Group) to look at the clinical offer.</p>	
PED04f	Review in borough specialist provision and revise to meet the needs of Halton’s children and young people (March 2022 Ann McIntyre)	
	<p><u>Supporting Commentary: Ann McIntyre</u> A Sufficiency Strategy is now been developed to set out the key areas of need and how this need will be addressed in Halton</p>	

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







Ref:	Measure	20/21 Actual	21/22 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)	85	100% of eligible	82		
	<p><u>Supporting Commentary: Jill Farrell / Belinda Yen/Gail Hodgkinson-Vaughan</u> The DfE provided a target of 585 children to be placed. Halton have placed 490 (includes 15 Out of Borough (OOB) settings) which equates to 82%. This number is slightly lower than usual; process of placement continues as normal, however some places were declined until parents felt more comfortable for their children to return/commence due to the effects of the pandemic. 100% of day care and pre -school settings are good or outstanding; funded two year olds are only placed in good/outstanding Childminders provision</p>					

PED05 02	Increase the take up of Early Years Entitlement for 3 to 4 year olds.	97%	96%	91%		
<p><b>Supporting Commentary:</b> Jill Farrell / Belinda Yen/Gail Hodgkinson-Vaughan  The current 91% figure is based on national data produced from the January annual census as recorded in July's LAIT figures... This does not include any quarterly breakdown and as take up increase throughout the year with Early Years children this is not a fully reflective view of spring and summer term increases. Previous figures were based on local quarterly information which is not currently available so there is no drop from the actual figure as it was a different source and measurement. There has been some decline in uptake due to parental anxiety of sending children to provision during the Covid-19 pandemic. This encouragement and marketing of the benefits of accessing free early years entitlement is being promoted across a range of early years and multi- agency teams</p>						
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	Refer Comment	N/A	N/A
<p><b>Supporting Commentary:</b> Jill Farrell /Belinda Yen/Gail Hodgkinson-Vaughan  Processes are in place to monitor the effectiveness of all provisions. However due to the Covid-19 pandemic inspections were paused until summer term unless settings were newly registered or in a category of concern. Full inspections will return in September 2022 when Halton may start to see a shift in inspection outcomes.</p>						
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)	N/A	N/A	Refer Comment	N/A	N/A
<p><b>Supporting Commentary:</b> Jill Farrell  One primary schools was monitored under this category and was deemed for leaders to be taking effective action. Summer term 2021, one good school was inspected which had exceeded the five year inspection timeframe although results are not yet published. Full inspections will return in September 2022.</p>						
PED05 05	Monitor the percentage of Secondary schools with overall effectiveness of Good or Outstanding (snapshot end of quarter)	N/A	N/A	Refer Comment	N/A	N/A
<p><b>Supporting Commentary:</b> Jill Farrell  Processes are in place to monitor the effectiveness of all provisions. However due to the Covid-19 pandemic inspections were paused until summer term unless schools were in a category of concern. One maintained secondary school was monitored under this category and was deemed for leaders to be taking effective action. Full inspections will return in September 2022</p>						



Ref:	Milestones	Quarterly Progress
PED05a	Monitor and evaluate educational outcomes of all pupils, vulnerable pupils (CIC: EHCP etc.), disadvantaged pupils and the impact of funding streams (including Free EY Entitlement, Catch Up funding, Pupil Premium, Sports Premium etc.) to raise achievement for all and diminish the difference between vulnerable groups and their peers (March 2022 Jill Farrell)	Refer comment
<p><b>Supporting Commentary:</b> Jill Farrell  Statutory assessments have been paused for this year in Early Years and Primary phases. Secondary assessments will be awarded through Teacher Assessed Grades, but results will not be published so are unable to report about outcomes. The principles of improving outcomes for children and young people do however remain and are developed across all educational provisions</p>		
PED05b	Monitor and evaluate the impact of COVID-19 lockdown and remote learning offer on all pupils and vulnerable pupils learning (March 2022, Jill Farrell)	
<p><b>Supporting Commentary:</b> Jill Farrell  Remote learning offer was the prime focus for Associate School Improvement Advisor (ASIA) visits during the spring term 2021 and has continued as a key enquiry. The impact of Covid-19 has been shared in reading/maths audits but was only able to share qualitative statements, not any quantitative measures.</p>		
PED05c	Review the process of risk assessment for schools and settings to target support and drive improvement (March 2022 Jill Farrell)	Refer comment
<p><b>Supporting Commentary:</b> Jill Farrell  Schools are categorised based on a range of indicators indicating school capacity to continue improvement or any vulnerabilities. Due to the cancellation of statutory assessments the process has been revised, but will take place over summer 2021 based on factors including capacity and or experience of effective leadership</p>		





Ref:	Milestones	Quarterly Progress
PED05d	Build engagement, capacity and governors understanding of the strategic roles and responsibilities (March 2022 Jill Farrell)	Refer comment
<p><i>Supporting Commentary: Jill Farrell</i>  This will be re-launched in autumn term 2021. Training, briefings and building governor capacity as a sector will be focused upon in autumn 2021. Governors are now to be represented on Halton Learning Alliance. School improvement services have also organised for governors to be invited to join a programme of leadership alongside headteachers and senior school leads led by international speakers focusing on recovery following disruption and developing strategic and impactful leadership.</p>		
PED05e	In partnership with schools, review and design an effective educational vision for the region that meets pupils needs whilst raising ambitions (March 2022 Jill Farrell)	
<p><i>Supporting Commentary: Jill Farrell</i>  Halton Learning Alliance has been successfully launched. The shadow board are working on four key priorities coming out of a shared vision for Halton. This will form a strategic action plan which will report against key indicators once formulated by all stakeholders</p>		
PED05f	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 2022, Jill Farrell)	
<p><i>Supporting Commentary: Jill Farrell</i>  The Halton Learning Alliance was launched to school and college leaders in March 2021. A further information session is planned for early autumn 2021 to reach Early Years, employers and the wider community.</p>		

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

Ref:	Measure	20/21 Actual	21/22 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)	3.4%	4.0%	3.6%		
<p><i>Supporting Commentary: Háf Bell</i>  NEET figures for Quarter 1 in 2020 was 5%, therefore current performance for 2021 is better than same period last year. More young people progressed into education this year, and with online learning well established have managed to continue their courses despite national restrictions.  If easing of restrictions continue and as a country we do not face any further lockdowns or disruptions to provision we should be on track to meet the target. The quarterly progress is cautionary because it's still a long way to when the end of year measure is completed February 2022.</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)	0.6%	0.3%	0.7%		
<p><i>Supporting Commentary: Háf Bell</i>  Not known figures for Quarter 1 in 2020 were 0.6%, therefore current performance for 2021 is slightly worse than same period last year. Tracking young people has been an ongoing issue as we have restricted our movements around borough and to people's homes.  If easing of restrictions continue and as a country we do not face any further lockdowns or disruptions to provision we anticipate being able to increase our tracking activity. The quarterly progress is cautionary because it's still a long way to when the end of year measure is completed February 2022.</p>						
PED06 03	Increase the percentage of 16-17 year olds with an offer of learning (September guarantee)	96.8%	98%	72%		
<p><i>Supporting Commentary: Háf Bell</i>  Data inputting of September Guarantee offers is not complete to end of June 2021 therefore current figures look low compared to final outcome, however our data inputting is ahead compared to June 2020 when the figure was 48%. This is the reason for the positive direction of travel indicator.  We anticipate continued difficulties in tracking some of the Year 12 cohort who are not in an educational institution, therefore confirming their September Guarantee is more difficult, this is why we anticipate we will not meet the target for 2021/22.</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)	92.2%	92%	91.9%		
<p><i>Supporting Commentary: Háf Bell</i>  More young people progressed to education instead of employment this academic year, therefore performance in Quarter 1 2021 is higher than it was in June 2020 (90.4%).</p>						




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 2022)	
<p><i>Supporting Commentary: Háf Bell</i>  Analysis of the cohort continues to take place. A guide to the organisations and services available to support young people with SEND into employment is in production, this follows on from a number of information sessions for practitioners about the support available.</p>		
PED06c	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. (July 2022) (Háf Bell)	
<p><i>Supporting Commentary: Háf Bell</i>  This work will begin with institutions in the 2021/22 academic year.</p>		
PED06d	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 progressed can be identified and contacted to offer support (October 2021) (Háf Bell)	
<p><i>Supporting Commentary: Háf Bell</i>  This work will begin with institutions in the 2021/22 academic year.</p>		
PED06d	Work with Post 16 education and training providers in the borough to support the development of provision that does have clear progression opportunities (March 2022) (Háf Bell)	
<p><i>Supporting Commentary: Háf Bell</i>  This work will begin with institutions in the 2021/22 academic year.</p>		

## 6.0 Financial Summary

Attached to e mail




## 7.0 Appendix I

7.1 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.

7.2 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.

7.3 Key for responsible officers:

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

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