

Children and Young People Priority Based PPB Report

Reporting Period: Quarter 3 2023-24

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 6).
- 1.2 Please note names 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 6).

2.0 Key Developments

2.1 **Mockingbird Programme for Fostering**

Mockingbird is a global award winning and pioneering programme led by The Fostering Network in the UK. It delivers sustainable foster care through an evidence-based model structured around the support and relationships an extended family provides. The model nurtures the relationships between children, young people and foster families supporting them to build a resilient and caring community.

Led by a hub home carer and liaison worker, the constellation community offers vital peer support and guidance alongside social activities, planned and emergency sleepovers and learning and development opportunities to strengthen relationships and permanence.

Halton Borough Council has secured over £2.3million in Department for Education (DfE) funding to transform fostering recruitment and retention across Cheshire and Merseyside. Warrington will be leading on the project and working with seven other local authorities – Liverpool, Wirral, Knowsley, Cheshire East, Cheshire West and Chester, Halton, and St Helens to deliver the programme over two years up until 31st March 2025.

Over £1million of the funding will go towards delivering a new, larger and improved Foster4 Recruitment Hub which Halton are already involved in , which will launch in April 2024. The improved hub will help all councils in the consortium to deliver a more joined up approach to foster care recruitment and provide an offer that is attractive and supportive to prospective carers.

The remaining £1million funding will go towards the Mockingbird programme – which supports looked after children and their foster carers – as Warrington and Cheshire East will add another constellation to provide greater support to even more foster carers who will benefit from the model. All other local authorities will also have the opportunity to set up and embed their own first constellation using this funding.

Previously Warrington has set up and operates three Mockingbird constellations, which is a highly successful model that supports and retains foster carers effectively. Each constellation features an experienced Hub Carer at its core, providing crucial support for maintaining placements and ensuring stability and consistency for the children and young people in their care.

Halton Fostering will in Q4 2023/24 start the process of interviewing/ identifying who the Hub carer will be and we aim to have its first hub in place by the 1st April 2024. (KA)

2.2 **The Halton Lea ‘Right to Succeed’ Project:**

This project is part of the Steve Morgan foundation and working with Liverpool city region. Halton Lea was the ward that was identified 18 months ago to work in to improve outcomes for children and families. A hub model approach will be delivered and aligned with Halton’s family Hub model. The programme has completed the discovery phase and has now moved into dedicated steering groups looking at education and wider services. The Right to Succeed education strand continues to make good progress, with services and activities commissioned and agreed with all schools and delivery successfully underway in 100% of identified schools within the region. A venue for the hub is still yet to be identified due to funds. (KA)

2.3 **Duty and Assessment Team Principal Manager**

A permanent experienced Principal Manager has been appointed to the Duty and Assessment Team. Lisa Riley has been in post since November 2023 offering stability to the management team.

2.4 **Family hubs:** Halton has launched first Family Hub with Kingsway Family Hub which was launched in July 2023 and In October 2023 we launched Runcorn Family Hubs.

Excitingly Halton is one of 75 local authorities to be eligible for Family Hub funding to transform existing provision into family hubs model and framework. Early help leads coordinate the hub offer and working closely with all partners to deliver the new model. A steering group has been set up and will progress the different work streams and feed into the group. Year one funding has been rolled over.

Branding is now in place which was coproduced with children and families Governance structure of accountability has been suggested and ready for management sign off. The vision is that a starting well strategic governance will offer scrutiny, challenge and support to many streams of work within early help and prevention including family hubs, supporting families, right to succeed, early help assessments, reducing parental conflict and parenting. Halton Family Hubs has been recognised nationally due to the innovative practice and progress made on the family hub offer. We have been commended for the infant feeding work and the perinatal baby showers, In January 2024 we are due to have a visit from the Secretary of State of Education the right honourable Gillian Keegan MP. This highlights the dedication and hard work of all the partnership working. (KA)

2.5 **Specialist Safeguarding Health Coordinator**

The Duty and Assessment Team now have a Specialist Safeguarding health coordinator (Jo Lister) who has commenced building relationships with partner health agencies inclusive of hospitals, midwifery, and GP’s. Whilst this work is still in its infancy, we are seeing a positive impact of Jo’s work which has supported with coordination of multi-agency plans and positive outcomes for our children and families. Jo’s experience, background and links with partner agencies has supported with relationship-based practice. (KA)

2.6 **PAUSE Project**

Pause Project in Halton is now well established, With 16 women already graduated and a further cohort engaging. The programme works with women who have previously had two or more children removed from their care. In September 2023 the annual event and celebration was held with huge success. The project has already made significant impact on the women and really made a difference to their lives. Evidence already shows positive outcomes including women moving into adult education and gaining employment. After a sustainability report and constant persistence funding was finally secured in March 23 for another 12 months for the programme. Currently being funding 50/50 by LA and ICB. Head of service for early help and

PAUSE practice lead are meeting with partners over the next few months for further discussions. None of the participants have gone on to have more children and two children have returned home to their mother as a consequence of the work completed and the changes made. Pause has also resulted in savings across agencies, including Mental Health services, A7E department, Police, housing and drug and alcohol services totalling up to £209,914. The cumulative cost savings are £3,256,537, equating to a cost benefit ratio of \$4.49 for every £1 spent.

2.7 High Needs Capital Grant Funding

Following receipt of circa £3.3M High Needs Capital Grant funding from the Department for Education to expand Special Educational Needs provision in Halton, works have now been completed at six of Halton's primary schools, resulting in an additional 77 SEND places in Halton. Works are also ongoing for provision of a further 40 additional SEND places (24 primary places and 16 secondary places) which should be completed for a September 2024 opening. Officers are also in discussion with colleagues in Halton's special schools to look at expanding their existing provision, also using the High Needs Capital Grant funding. (JF)

2.8 Priority Education Investment Area – Attendance Strand

Halton is part of the Department for Education's Priority Education Investment Area programme, and as a result following submission of a funding bid, was notified in November 2023 that it had successfully secured circa £400k up to 31st March 2025 to help tackle Halton's Persistent Absence rate across the borough's schools. The funding will allow for the recruitment of five School Attendance Support Officers, one Data/Performance Officer focusing on Attendance, a 0.5 FTE Assistant Educational Psychologist, and some Administration support, all of which will be used to specifically help target those pupils whose absence is persistent or at risk of becoming persistent. (JF)

Priority Education Investment Area – Educational outcomes strand

PEIA funding has been determined and commissioning of services and providers has been completed for the three educational outcome strands, with delivery now well underway (Improving outcomes at early years foundation stage, KS2 and KS4). 100% of spaces available on each programme have been filled with eligible schools. (JF)

2.9 School Governance

The School Improvement Service are now working in partnership with local businesses to promote the role of school governance, resulting in a decrease in vacancies on boards. (JF)

2.10 School Exclusions

The 'Team Around the School' initiative has brought together a multi-agency board of professionals from across services to reduce exclusion rates. This has successfully launched across 100% of mainstream secondary school, with further expansion into primary planned for Q4 2023/24. (JF)

2.11 Kinship Care

The DfE have announced an expansion of the Virtual School to encompass strategic support for children identified as receiving Kinship Care. This will launch in September 2024 with preparatory work underway in anticipation. (JF)

2.12 Delivering Better Value

Delivering Better Value (DBV) is a programme primarily working to identify and implement local opportunities to improve the outcomes for children and young people with SEND across 54 LAs, and aid local systems (alongside existing local and other DfE programmes) in their

objective of achieving financial sustainability. Halton is one of the LA's identified as eligible to apply for DBV grant funding. Our application was submitted on the 20th December 2023 and requested £1m of grant funding, primarily to build resilience across all educational systems to support and include learners with Social, Emotional Mental Health Needs. The initiatives outlined in our bid are designed to allow schools and settings to support SEND children effectively, without necessarily having to request an Education Health and Care assessment, alleviating the demand for specialist placements, and reducing both the risk of out of borough placement and permanent exclusions. The outcome of our application for funding is due to be released by the end of March 2024. (JF)

2.13 SEND Local Area Inspection – Between 6th and 24th November 2023, Halton SEND Local Area Partnership were inspected by Ofsted and the Care Quality Commission (CQC). The purpose of the inspection was to evaluate the effectiveness of the area's partnership SEND arrangements in improving experiences and outcomes for children and young people with SEND, including the extent to which: children and young people's needs are identified accurately and assessed. The Inspection Outcome has not yet been published and therefore it is not possible to share that information in this report. The Inspection Outcome will be published no later than January 31st 2024. (JF)

2.14 **Children's Commissioning Team**

The Childrens Commissioning Team are currently reviewing all contracts and arrangements prior to the end of the financial year to support financial uplift negotiations with providers. This continues to be a challenging exercise due to the impact of cost of living rises and wider inflationary pressures. Despite this the team continue to monitor performance to maintain value for money and achievement against quality indicators. The individual placement team resource is being increased to review high-cost packages of care in terms of both spend and assessment of need.

A new provider of speech & language therapy services has been jointly commissioned with health colleagues called 'Communicate'. The service is currently in the process of recruiting the required number of speech therapists and colleagues are providing support to manage delivery and to prioritise cases accordingly. (JF)

3.0 Emerging Issues

3.1 **Wraparound Childcare**

From September 2024, primary school age children must have access to wraparound childcare from 8am to 6pm. The Education, Inclusion and Provision Division of Children’s Services are engaging with schools and private providers to ensure sufficiency of places are available to enable this provision to be in place. (JF)

3.2 **Halton’s Childcare Sufficiency**

Whilst Halton’s Sufficiency Duty Report shows that Halton continues to provide a sufficient, flexible, and high-quality early years and childcare market, there continue to be concerns around the recruitment and retention of staff, particularly with the expansion of free childcare in 2024 and 2025. The Early Years team are working closely with other LA’s within the Liverpool City Region to address this issue. A marketing campaign aimed at attracting Childminders into the profession is also being developed to commence in Q4 2023/24. (JF)


- 3.3 **School Improvement Monitoring and Brokering Grant:** The School Improvement Service has historically been funded by the ‘School Improvement, Monitoring and Brokering Grant’, which has enabled Local Authorities to risk assess, quality assure and provide educational, curriculum and leadership support and challenge to all our maintained schools. This also funded provision for training, briefings, and cluster networks for school staff, led by Associate School Improvement Advisors (ASIA) colleagues. Sadly, this grant has been ceased and we therefore need to move towards the service becoming funded through a service level agreement with all schools. This presents risks in engaging all schools and ensuring support is purchased back at a sufficient level to enable them to receive the necessary support, challenge, and guidance.

The SLA and course and network meeting charges have now been shared with school leaders and went live for sign up in Q3 2023/24. Halton have offered such key services for free and are one of the last authorities to move to a charging system. There are potential benefits that this enables colleagues to work with all schools, if school leaders wish to commission the function from Halton Local Authority, through a service level agreement. Engagement and sign up is being monitored with assurances sought that external provision is in place where take-up is declined. (JF)

4.0 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	22/23 Actual	23/24 Target	Current	Direction of Travel compared to same Qtr. Prev Year	Quarterly Progress
PED01 01	Increase the number of early help assessments (MAP/PRE-MAP) health/education and other partners are leading on	613 MAP 263 PRE-MAP	N/A	516 MAP 149 PRE-MAP	 Q3 22-23 365 (All)	N/A




Supporting Commentary: Val Armor

Work is continuing with regards to the roll out programme for training health and education in accessing the system and taking the lead professional role. Runcorn Locality manager is the lead officer in driving this forward however we are yet to see the impact of this on number of health and schools in the lead professional role. We are also going to develop a team around the school approach in collaboration with education colleagues. This will focus on increasing attendance but will also help to support school colleagues with MAP's. Support clinics and weekly working together meetings will oversee the increase in partnership uptake in the borough. Head of service and performance team are currently looking at data collection as the way that data is interpreted for early help is not a true picture of early help offer in the borough and across the partnership. New OD now in place and will establish an early help partnership board to offer scrutiny and accountability for partners.

PED01 02	Improve overall attendance at schools: Primary –Pri PRU – PRU Secondary – Sec Special – Spec Total	LA - 92.12% Pri - 93.86% Sec - 90.38% Spe - 87.62% PRU - 54.61%	95%	LA - 92.97% Pri - 94.81% Sec – 91.13% Spec – 88.46% PRU – 59.33%	N/A	
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Supporting Commentary: Debbie Houghton /Scott Middlehurst











School attendance to the end of the autumn term 23 shows an improvement across all schools from the previous quarter from 92.12% to 92.97%, primary from 93.86% to 94.81% (0.19% off the 95% target), secondary from 90.38% to 91.13%, specials from 87.62% to 88.46% and the PRU from 54.61% to 59.33%.







Ref:	Milestones	Quarterly Progress
PED01a	Work with schools to maintain the level of attendance at Primary and Secondary Schools. Debbie Houghton (March 2024)	
<u>Supporting commentary:</u> Debbie Houghton The local authority has been allocated PEIA funding from the DfE to support children who are persistently absent (PA) from school to improve their attendance, and reduce PA. The PEIA funding is being utilised to recruit five new attendance support officers to work with schools. This should help Halton to continue the positive trend improving school attendance. In addition, the Education Welfare Service is continuing to provide additional statutory support to schools on attendance in line with the Working Together to improve school attendance alongside the traded offer.		
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.	
<u>Supporting commentary:</u> Val Armor PAUSE in Halton is now over 12 months old and we have celebrated an annual event showcasing the superb work that is being carried out. The project is already having a significant positive impact on the lives of the women involved.. Funding for a further 12 months have finally been secured in March 23. A plan is now in place to secure further funding from partners for 3-5 years. The new cohort of women for 23-24 have been contacted and are in the engagement process of the programme 90% of the women have already signed up to the programme		
PED01c	Revise Halton's parental offer that will include further developmental of reducing parental conflict training.	
<u>Supporting commentary:</u> Val Armor The Parenting officer has been in post since January 2022 and now all referrals for parenting go to one central point. This has made it much easier for partners to understand. There have been three parenting events so far in June 2022, January 23 and April 23 and this will be on a rolling programme so partners in the borough are aware of all of the parenting offer. Talks are		




still in place with IT to develop our own parenting hub. The reducing parental conflict programme has been rolled out over the past 2 years and over 160 workers have been trained. The aim is to embed this work into the everyday work of frontline practitioners. A new partnership with Amity (training provider) has been established and the parenting coordinator will become a train the trainer and roll this programme out in the next quarter. The success in this parenting role has resulted in the need to look for further funding to have an assistant parenting role to help with the delivery and coordination of the parenting hub. This funding will be aligned with Family Hubs transformation and two scale 5 parenting assistants have now been recruited to, this will enhance the reducing parental conflict agenda. The borough continues to embed nurture principles through all of our parenting work across the workforce.

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









Ref:	Measure	22/23 Actual	23/24 Target	Current	Direction of Travel compared to same Qtr Prev Year	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)	617	500 (full year)	662 (rate) 1218 (total)	 Q3 22-23 469	
<p><i>Supporting commentary: Sarah Ellison</i> To continue with strengthening the understanding and application of thresholds in Halton the Integrated Contact and Referral Team (iCART) have presented the threshold document and multi-agency referral process to 80 education representatives at the Services to Schools briefing session. In quarter 4 there will be further re launches of the threshold and multi-agency referral pathway through the mandatory Working Together training and workshops in respect of consent. The Duty and Assessment Team now have a Specialist Safeguarding health coordinator (Jo Lister) who is based in the team. Jo has commenced building relationships with partner health agencies inclusive of hospitals, midwifery, and GP's. Whilst this work is still in its infancy, we are seeing a positive impact of Jo's work as Jo has supported with coordination of multi-agency plans which has led to positive outcomes for children and families. In this quarter our locality teams continue to engage and work with community partners to do more for children and families before referring to Children Social Care by completing comprehensive multi-agency plans (MAPs) for children referred at level 3 of Halton's Continuum of Need. This piece of work is ongoing, and we are yet to see the impact of this.</p>						
PED02 02	Monitor the rate of children in need (open cases including care leavers) per 10,000 0-18-year-olds (snapshot at end of quarter)	499	500	446 (rate) 1228 (total)	 Q3 22-23 385	
<p><i>Supporting commentary: Sarah Ellison</i> During Q3 2023/24 we have had the additional resource and support of Practice Improvement Leads. The Practice Improvements leads have lead workshops on thresholds, practice standards and what 'good' looks like when assessing and reviewing intervention and support for our children and families. Caseloads have been reviewed and audited with the social workers which has supported improving the timeliness of assessments to determine the level of need. Early Help locality seniors have also offered additional support by basing themselves one day a week in the social work teams to discuss those children who are assessed as not requiring statutory intervention. This has strengthened the transfer to the locality teams / children centres.</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)	70	45	71.9 (rate) 198 (total)	 Q3 22-23 61	
<p><i>Supporting commentary: Sarah Ellison</i> Working closely with Early Help step down cases will be worked on so that they do not escalate back into statutory services. By strengthening the understanding and application of thresholds at different transition points (contact to referral, referral to assessment/ strategy discussion) we will reduce the number of cases progressing as CP. We have managed to reduce our caseloads per social worker. This is strengthening the quality of our assessments and intervention to reduce number of cases escalating to CP. Practice Improvement Lead and CIN Reviewing Officer are supporting managers in iCART/ DAT to ensure that cases are progressing at the right levels</p>						

Ref:	Measure	22/23 Actual	23/24 Target	Current	Direction of Travel compared to same Qtr Prev Year	Quarterly Progress
PED02 04	Monitor the rate of children in care per 10000 0–18-year-olds (snapshot at end of quarter)	133	90	144.5 (rate) 398 (total)	 Q3 22-23 136	
<p><i>Supporting commentary: Jamie Pope</i> Halton's rate of children in care has remained above all comparators for the past 18 months. The number of children in care has been impacted by the number of Unaccompanied Asylum-Seeking Children (UASC) as an LA. In Dec 23 there were 27 UASC.</p>						
PED02 05	Reduce the number of children and young people who enter the care system (financial year, cumulative to end of quarter)	147	68	90	 Q3 22-23 114	
PED02 06	Reduce the average caseload in Children in Need Teams (snapshot end of quarter)	21	18	20	 Q3 22-23 20	
<p><i>Supporting commentary: Raj Bharkhada</i> There continues to be stability in our caseloads, our ability to step down cases to early help is improving as we work more closely with our colleagues in early help. We have weekly meetings with Staff from EH and begin the process of working together. A review of the CIN manager will be underway shortly, we anticipate that now is the right time for the manager to move from the front door to our CIN service. This will assist us to focus more specifically on the incoming work and put plans in place early to prevent drift.</p>						
PED02 07	Increase the proportion of missing incidents where a return interview is completed (financial year, cumulative to end of quarter)	70%	85%	53%	 Q3 22-23 53%	
<p><i>Supporting commentary: Clare Hunt</i> For this period, there have been 88 return interviews completed with 46 young people by the commissioned service. 53% of all incidents have had a return interview and 74% were completed within 72 hours, this is an increase from the previous quarter. The Declines for return interviews were 74 incidents by 32 young people.</p>						
PED02 08	Reduce the number of children who repeatedly run away in Halton (in last 12 months, snapshot end of quarter)	21	N/A	23	 Q3 22-23 4	
<p><i>Supporting commentary: Clare Hunt</i> For this reporting period, there has been a total of 220 notifications from the commissioned service. There have been 23 young people with repeat missing incidents. These three young people have made three or more incidents during the quarter, accounted for 69% of all missing incidents in the quarter. The repeat cohort was made up of 13 males and 10 female. 21 of the 23 young people received a return home interview. The repeat cohort continues to have good engagement with the MFH service and will mainly engage with RHI's. For those who continue to decline RHI's, With You case workers have identified alternative ways to engage CYP including joint visits with social workers/lead professionals and offering alternative locations/methods of completing RHIs. The repeat cohort are known to CSC and other services due to having trigger meetings to discuss their individual circumstances and a plan of support for these CYP. Where RHI's have been declined, the attempts made have been clear on the decline form and a request for social worker to complete instead.</p>						

Ref:	Measure	22/23 Actual	23/24 Target	Current	Direction of Travel compared to same Qtr Prev Year	Quarterly Progress
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)	357	N/A	82	 Q3 22-23 88	
<p><u>Supporting commentary:</u> Clare Hunt</p> <p>There has been an increase of 20% of missing incidents from 184 to 220, there has been a slight reduction in young people from 96 to 82. The gender of CYP being reported missing remains equal in both age cohorts. The accommodation status of CYP is also evenly split between home CYP and the cared for cohort. There has been an increase in the number of other local authorities in this quarter, particularly in November and December. This was due to receiving missing notifications from social workers late, which should have been sent in the previous quarter. The main reasons young people said they went missing this quarter was due to boundary issues at home or care, family conflicts or relationship issues. Caseworkers also identified further reasons of substance misuse, peer pressure, older peers, or mental health. The main things that young people said they experienced while away was poor safety planning, which is consistent with caseworkers' views along with substance misuse and ASB. For Young People who said that substance misuse or mental health was their reason for going missing, onward referrals were offered to support. For any young person with CE/CSE indicators, the appropriate screening tools have been completed/contributed to and discussed in risk meetings. Advice & information has been given to young people following RHI's around these factors to prevent further missing incidents, including the use of portable chargers or the risks and dangers of having their phones switched off.</p>						
PED02 10	Record the number of young people flagged as at risk of Child Sexual Exploitation (snapshot end of quarter)	13	20	18	 Q3 22-23 12	
<p><u>Supporting commentary:</u> Raj Bharkhada</p> <p>Multi-agency meetings are in place and are attended regularly by partner agencies. Social Care is the co-chair for this meeting. We need to ensure that all relevant cases are reviewed by this panel, actions addressed. And where required social workers are to provide a detailed and current risk assessment. All cases are heard at the monthly meeting with a targeted risk management plan for each child. Police and Social Care need to work closely over the next few months to establish good working relationships. Additionally, we have reviewed high risk cases within the service and continue to monitor them regularly. Attendance at this meeting by social workers with updated assessments has improved considerably over the past few months, this results in partners having a good picture of the risk and management of it.</p>						
PED02 11	Record the number of young people flagged as at risk of Child Criminal Exploitation (snapshot end of quarter)	34	12	24 Low 23 Med 8 High	 Q3 22-23 22	

Ref:	Milestones	Quarterly Progress
PED02a	Embed a systemic model of social work practice across the whole service, social workers, managers, and senior leaders.	
<p><u>Supporting commentary:</u> Katherine Appleton Together with our SLIP partners in Warrington systemic training has been delivered across the workforce however the instability in the workforce remains a challenge when embedding the principals. SLIP partners are continuing to offer support to Halton as part of our improvement journey and the systemic approach to social work practice will continue to be driven across the teams.</p>		
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.	
<p><u>Supporting commentary:</u> Katherine Appleton The workforce Board will be set up in January to co-ordinate and review all recruitment, the staff wellbeing offer, and workforce strategy. All HOS are members of the board ensuring full ownership of the boards objectives. The workforce strategy will be a priority in the forth coming quarter The Social Work Academy has implemented the ASYE practice standards across the service and the offer to our ASYE's is comprehensive. The Local Authority are pursuing the Frontline partnership and confirmation on whether this is approved will happen in January. The induction programme for staff joining Halton is also being reviewed in the new year.</p>		
PED02c	Implement redevised structure for children and need service to ensure better resilience and management accountability to provide a safe and structured environment for social workers.	
<p><u>Supporting commentary:</u> Katherine Appleton Halton continue to review the workforce arrangements. Together with the TDU a number of workstreams and priorities have been identified and are being implemented. DAT has benefited from the recruitment of the Principal manager and Head Of Service which has improved the stability of the team. Each service area has completed a plan on a page to look at individual priorities and these are in line with the strategic plan for the council. Reviews around Business support, Edge of Care and DAT teams are progressing. All heads of service will be in post by January and the work around the PSW and workforce HOS has been completed and is pending Job evaluation. This new structure will bring increased stability to the workforce, improved consistency around messages and will support the review of policy procedures and processes providing additional reassurance to staff.</p>		
PED02d	Implement redevised quality and assurance framework to monitor improvements in practice.	
<p><u>Supporting commentary:</u> Katherine Appleton The quality assurance framework is in place and providing an overview of the strengths of practice and areas for continued development. The QA framework has benefited from the appointment of a Quality Assurance officer to co-ordinate and lead on the embedding of the framework. Audits are completed monthly and moderated by Principal managers and above. The findings of audits are discussed in the learning review meeting and actions agreed on priority areas. When the permanent staff take up position in the Social Work academy they will link in with the QAF to deliver specific training to the workforce along with team and targeted support.</p>		

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

Ref:	Measure	22/23 Actual	23/24 Target	Current	Direction of Travel compared to same Qtr Prev Year	Quarterly Progress
PED03 01	Reduce the number of children who are placed in residential care (snapshot at end of quarter)	40	20	49	 Q3 22-23 45	
<p><i>Supporting Commentary: Jamie Pope</i> Please note this target is from previous directorate plan. New permanent head of service is now in post. Review of those children and young people who are placed in a residential placement will continue to ensure that only those children and young people who require this type of placement remain in such placements. Monitoring meetings take place to ensure appropriate timely plans are in place for young people moving towards independence as well as reviewing progress. (JP)</p>						
PED03 02	Reduce the number of children who are placed in independent fostering agencies (snapshot at end of quarter)	71	35	104	 Q3 22-23 76	
<p><i>Supporting Commentary: Jamie Pope</i> Placement requests are tracked through the placements meeting where sourcing Halton's mainstream foster carers is a primary focus. The current level of sufficiency due to increase of looked after children is resulting in the use of Independent Fostering Agencies, and in some circumstances residential, however as foster carers approvals are also tracked this provides opportunity to consider in house carers. All requests for a fostering placement on Eclipse go to the internal fostering team to ensure best use of resources as well as tracking against new applicants at an early stage and only after this is a referral made to the independent sector. This remains an ongoing area of focus and the fostering team are looking to strengthen their fostering recruitment for in house carer. (JP)</p>						
PED03 03	Maintain the percentage of Care Leavers in suitable accommodation (snapshot at end of quarter)	94%	95%	96%	 Q3 22-23 96%	
<p><i>Supporting Commentary: Jamie Pope</i> The Care leaver accommodation group continues to meet monthly and track young people alongside sourcing appropriate accommodation for them to transition into.</p>						
PED03 04	Increase the percentage of Care Leavers in Education, Employment or Training (snapshot at end of quarter)	57%	65%	58%	 Q3 22-23 55%	
<p><i>Supporting Commentary: Jamie Pope</i> Halton are fully staffed with personal advisors which going forward will allow more focus in working with the virtual school in sourcing appropriate EET opportunities and supporting Care Leavers to access them.</p>						
PED03 05	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)	Residential 42% Leaving Care 94.7%	N/A	Refer comment	Q3 22-23 Residential 41% Leaving Care 58%	N/A
<p><i>Supporting Commentary: Kevin Greaves</i> There continues to be resource constraints in the placements team that has impacted on the ability to complete some planned quality monitoring visits. As a result, the team have prioritised accordingly and have scheduled in as many visits as possible on a rota basis and in relation to any specific need or issues. However, as well as the planned visits there have been a number of responsive visits that have taken place linked to quality concerns from Professionals and in addition to the result of OFSTED inspection outcome reports. These issues will begin to improve during the next quarter as a new placement officer will have commenced in post whose role is to co-ordinate this process more effectively.</p>						





Ref:	Measure	22/23 Actual	23/24 Target	Current	Direction of Travel compared to same Qtr Prev Year	Quarterly Progress
PED03 06	Report on the budget spent on independent and out of borough placements for Children in Care (Forecast end of year) (Sarah Riley/Lucy Freaney)	Projected spend forecast for 2022/23 Residential £13,805,604.33 IFA £2,713,219.28 UASC Residential £1,550,840.21 IFA £189,878.55	Projected 9,583,822	Refer comment	N/A	N/A

Supporting Commentary: Kevin Greaves







Several initiatives are being implemented to effectively manage and reduce spend on placements:







- Focused interrogation of the highest cost placements via a targeted cohort approach whereby an agreed selection of young people can be tracked in relation to spend and interventions at review.
- Greater engagement with providers to understand the cost base of placements and how this is matched against need to determine best fit.
- Staff training
- Supported Lodgings, Commissioned Care Leavers Group and Training Flats
- Reviewing 'CARE Cubed' model alongside Salford colleagues in peer support group.

Consistent work being carried out with support from the Transformation & Delivery Unit to review cost.

Ref:	Milestones	Quarterly Progress
PED03a	Ensuring all children in care achieve permanency in a timely way.	
<u>Supporting Commentary:</u> Jamie Pope The new head of service is now in post and working in partnership with the transformation team to review permanence panel arrangements. To ensure all children in care are presented at panel in a timely way to add scrutiny and oversight to their permanence plan. This will be re-launched to re-establish with staff.		
PED03b	Ensure that Safeguarding Unit escalate any delays or concerns using escalate policy.	
<u>Supporting Commentary:</u> Jamie Pope The Safeguarding Unit use the dispute resolution process to ensure timely and effective planning for our Children in Care and Children who are subject of a Child Protection Plan. The IRO's raise escalations through this process when more informal discussions with the Social Worker and Practice Lead has not led to satisfactory resolution/progress in planning for an individual child.		
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	
<u>Supporting Commentary:</u> Kevin Greaves The children's commissioning team are visiting all existing providers as part of a targeted review programme to ensure value for money and adherence to performance indicators and quality assurance. In addition to this and as part of a new 'sufficiency approach' several new providers are being engaged who are new to Halton to develop greater choice in the market, drive down cost and improve quality. This work is being used to inform the development of the HBC Commissioning Strategy.		
PED03d	Through the quality assurance of Personal Education Plans (PEP), identify areas of need and support to improve outcomes for individual Children in Care	
<u>Supporting Commentary:</u> Ben Holmes At the end of the Autumn term 2023, 96% of PEPs were completed, this is slightly higher than the completion for Summer 2023. Following our new moderation process, the number of green or better PEPs is down slightly on Autumn last year. Grading of PEP's by team members have improved in consistency. To ensure a multi-agency oversight for the quality of PEP's, social care, fostering and education colleagues will form a multi-agency moderation panel meeting spring term. This will enhance qualitative monitoring arrangements and feed in to accountability procedures. Overall, the most popular spend of Pupil Premium + for the term was for social and emotional support. A focus for the Spring term will be looking at pupil level outcomes linked to Pupil Premium + spend to ensure that interventions continue to have impact. The rollout of the 2-year-old PEP has also started which will support in identifying areas of need in a timelier manner.		

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

Ref:	Measure	22/23 Actual	23/24 Target	Current	Direction of Travel compared to same Qtr Prev Year	Quarterly Progress
PED04 01	Increase the percentage of Education Health Care Plan assessments completed within 20 weeks (academic year cumulative to end of quarter)	25.8%	75%	Refer comment	N/A	N/A
<p>Supporting Commentary: <i>Charlotte Finch</i> The timeliness of EHCPs was on an improving trajectory, until the end of October 2023, beginning November 2023 when the assessment team were adversely affected by sickness absence. In addition to this the SEND area inspection required the team to focus resource and time on preparatory activity which took them away from Business as usual for approximately three weeks. These elements did impact negatively on the improvement trajectory. However, with the team now almost at full strength, the return to work of one staff member who had been absent for a prolonged period of time and the appointment of a new, but experienced Assessment Coordinator, business as usual is restored and we should expect to see the improvement trajectory should be restored.</p>						
PED04 02	Reduce the number of incidents of fixed term Suspensions (academic year cumulative to end of quarter)	1218	500	580	 Q3 22-23 437	
<p>Supporting Commentary: <i>Debbie Houghton/ Scott Middlehurst</i> The number of suspensions in the autumn term 2023 has resulted in 2,250 sessions lost due to suspensions. In 2022/23 the 1866 suspensions resulted in a loss of 6,784 sessions of attendance lost.</p>						
PED04 03	Reduce the number of children subject to fixed term suspensions (academic year cumulative to end of quarter)	552	350	366	 Q3 22-23 293	
<p>Supporting Commentary: <i>Debbie Houghton/ Scott Middlehurst</i> This is the first term of the 2023/24 academic year and the number of suspensions has already exceeded the target set and is more than double the number of suspensions for the first half term at 176. The Team around the School meetings are taking place each week to discuss children with multiple suspensions at risk of exclusion. These meetings are attended by school and other partner agencies including Education Psychologist, Education Welfare Service, Mental Health Support Team, Early Help etc. The aim of the meetings is to provide support and advice to schools to reduce suspensions and exclusions. Common themes raised by school are around persistent disruptive behaviour and internal truancy.</p>						
PED04 04	Reduce the number of children subject to a permanent suspension (academic year cumulative to end of quarter)	39 (but 40 PERM Exc. One child excluded from 2 schools	30	16	 Q3 22-23 25	
<p>Supporting Commentary: <i>Debbie Houghton/ Scott Middlehurst</i> There are 17 children permanently excluded until the end of autumn term 2023, two of whom are primary school children and the remainder secondary. This figure is slightly less than the 18 at the same point last academic year.</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	8% As of Q3 2022/23	3.6%	Refer comment	Q3 22-23 8%	N/A
<p>Supporting Commentary: <i>Charlotte Finch</i> 114 pupils are placed at 32 non-maintained and independent schools, an increase of one child since Q2 2023/24. In Q3 2023/24, 18 new non maintained independent special schools Search requests were received and there are currently 38 active searches, of these 14 are parental requests to consult with a NMISS school. The opening of the new Free School in September 2024, should reduce the demand for out of borough placement, along with the opening of additional Resource Base places across the borough.</p>						

Ref:	Measure	22/23 Actual	23/24 Target	Current	Direction of Travel compared to same Qtr Prev Year	Quarterly Progress
PED04 06	Report on the budget spent on independent and out of borough (OOB) provision for SEND (Forecast end of year)	Total year projected spend £6,726,000	£250000 reduction	Refer comment available next quarter	N/A	N/A
<p><i>Supporting Commentary: Kevin Greaves</i> 114 pupils are placed at 32 non-maintained and independent schools, an increase of one child since Q2. In Q3 2023/24 – 18 new non maintained independent special schools Search requests were received and there are currently 38 active searches, of these 14 are parental requests to consult with a NMISS school. The average placement cost has risen to £60,572. Of the children on-roll their Primary Needs are: - 38 Cognition and Learning or have ASC as a primary need, SEMH – 64, Speech, Language and Communication - five and Visual Impairment – seven, the children are in Key Stages are: - KS1: 5, KS2: 16, KS3: 40, KS4: 41, KS5: 12. (CG)</p>						
PED04 07	Increase the percentage of children subject to EHCP placed in mainstream provision (snapshot end of quarter)	51% As of Q3 22/23	65%	50%	 Q3 22-23 51%	
<p><i>Supporting Commentary: Charlotte Finch</i> The number of children with EHCPs in Halton placed in mainstream settings is growing. We are not yet in line with our statistical neighbours, with a disproportionate number of children attending specialist settings, both in and out of borough.</p>						
PED04 08	Monitor the percentage of Special Schools with overall effectiveness of Good or Outstanding	100%	100%	100%	same Q3 22-23 100%	
<p><i>Supporting Commentary: Jill Farrell</i> Of all of Halton's maintained special schools, one is graded as good by OFSTED. Three are graded outstanding.</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)	N/A	75%	100%	N/A	
<p><i>Supporting Commentary: Charlotte Finch</i> Significant improvement has been made in this area. Whilst we are unable currently to monitor assessment data for CP children, we are closely monitoring the assessment performance of CIC. Performance has significantly improved in this area</p>						
Ref:	Milestones					Quarterly Progress
PED04a	Develop and Implement the Social Emotional and Mental Health Strategy (SEMH) by March 2023. Impact to be monitored through the action plan.					
<p><i>Supporting Commentary: Charlotte Finch</i> SEMH remains the second highest are of need in Halton. The Strategy on SEMH requires revision following the successful establishment of additional resource bases for SEMH and the opening of the new Free School. In addition to this, our recent application for the Delivering Better Value grant focusses heavily on SEMH, and contains many new initiatives to support this group of vulnerable learners. Should we be successful in our application for DBV, the offer for SEMH will be transformed exponentially. This will need to be reflected in a refreshed SEMH strategy.</p>						
PED04b	Review the current framework of support for children and young people with disabilities, including short breaks provision					
<p><i>Supporting Commentary: Claire Gurney</i> Short Breaks - in Q3 2023/24 a new monitoring document has been developed to use during provider monitoring visits, this will be rolled out in Q4 2023/24 in collaboration with Disabled Children's Service. Delivery has maintained through Q3 2023/24, and providers are submitting their completed Q3 2023/24 quarterly performance information during January 2024. Nine Short Break services are due to end March 2024, eight have been approved: - Halton Play Council – Play Services, Vibe – Friendship Groups and Positive Future Consultancy - PA Support. These are supported by small grant awards to Everton in the Community – Trips and Visits, Vibe – Outdoor Activities, Sport Works – Splash Play and Swimming Lessons and Mako Create – Digital Media Workshops and will continue to provide support to children and families to April 2025. Motiv8 Sports Dance, Drama and Art Workshops will end. Work will start in 2024 to consider the 2025 offer. (CG)</p>						

Ref:	Milestones	Quarterly Progress
PED04c	Review direct payments with all recommissions co-produced with parents and young people.	

Supporting Commentary: Val Armor


This has been reviewed in terms of commissioning to get the best offer and value for parents and carer.

PED04d	Improve quality and timeliness of Education Health and Care Plans.	
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Supporting Commentary: Charlotte Finch


The timeliness of EHCPs was on an improving trajectory, until the end of October, beginning November when the assessment team were adversely affected by sickness absence. IN addition to this the SEND area inspection required the team to focus resource and time on preparatory activity which took them away from Business as usual for approximately three weeks. These elements did impact negatively on the improvement trajectory. However, with the team now almost at full strength, the return to work of one staff member who had been absent for a prolonged period of time and the appointment of a new, but experienced Assessment Coordinator, business as usual is restored and we should expect to see the improvement journey recommence.

Much work has been completed, with a focus on quality of EHCPs. A new QA framework is in place and added layers of QA are now implemented. A new EHCP template has been coproduced with stakeholders, which will shortly be launched. Invision 260 QA tool will also be launched this term, which again is envisaged to further improve the quality of EHCPs.

PED04e	Quality assure all provision currently being utilised to ensure that provision meets the needs of our children and young people.	
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Supporting Commentary: Kevin Greaves



Monitoring visits for Independent non maintained special school continue with a visit taking place in Q3 2023/24 and of the 32 schools commissioned 15 have been monitored covering 65% of children placed. Short Breaks - a new monitoring document has been developed to use during provider monitoring visits, this will be rolled out in Q3 2023/24. (CG)

PED04f	Review in borough specialist provision and revise to meet the needs of Halton's children and young people	
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Supporting Commentary: Charlotte Finch







The first phase of the SEND Sufficiency Strategy has been delivered. Phase two of the strategy is now being coproduced with stakeholders. An additional 117 specialist places will come on stream before the end of this academic year. A new SEMH Free School will open its doors in September 2024, providing up to 36 additional specialist school places across Halton and St Helens. This will increase to 64 places in total by Sept 2026. Phase 2 of the SEND sufficiency strategy will look at the development of additional resource base places at secondary phase, in order to provide smooth transition from primary aged resource base. We are currently liaising with School Place Planning analytics company, Edge Analytics, to scope out options for more accurate SEND Forecasting data, to allow more forensic planning in the next phase of the sufficiency strategy.



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


Ref:	Measure	22/23 Actual	23/24 Target	Current	Direction of Travel compared to same Qtr Prev Year	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 census)	98%	100% of eligible	94%	 Q3 22-23 92%	

Supporting Commentary: Karen Hardman

473 out of 501 children were placed up to end of Autumn term.

Ref:	Measure	22/23 Actual	23/24 Target	Current	Direction of Travel compared to same Qtr Prev Year	Quarterly Progress
PED05 02	Increase the take up of Early Years Entitlement for 3- to 4-year-olds.	93.9%	96%	89%	 Q3 22-23 89%	
<i>Supporting Commentary: Karen Hardman</i> 89% of 3&4 Year Olds taking up a place based upon September Headcount and PCT October 2023 data.						
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)	91%	N/A	98%	 Q3 22-23 95%	N/A
<i>Supporting Commentary: Karen Hardman</i> 98% of PVI settings are currently Outstanding, Good or Met, 96% of Early Years settings including maintained schools and academies are good or outstanding.						
PED05 04	Monitor the percentage of Primary schools with overall effectiveness of Good or Outstanding	76%	Dependent on Inspection dates	81%	 Q3 22-23 79%	
<i>Supporting Commentary: Ben Holmes</i> Based on the latest data published, 100% maintained nurseries and 81% primaries are graded good or outstanding. There were fewer inspections during Q3, following a high number in Q1 and Q2. All maintained schools receive support and challenge from their Associate School Improvement Advisor, but this will move to a traded service model from April 2024.						
PED05 05	Monitor the percentage of Secondary schools with overall effectiveness of Good or Outstanding (snapshot end of quarter) N.B. 7 out of the 8 schools are academies. (snapshot end of quarter)	50%	N/A	50%	 Q3 22-23 67%	N/A
<i>Supporting Commentary: Ben Holmes</i> 50% of secondaries, 100% special schools and the Pupil Referral Unit are graded good or outstanding. None were inspected during Q3 2023/24.						

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	
<i>Supporting Commentary: Ben Holmes</i> Associate School Improvement Advisor (ASIA) Link Officers to maintained and faith schools, as part of their termly visits, hold leaders to account for educational outcomes and progress of all pupils, especially disadvantaged and SEND. Guidance is provided to school governors through the director's briefing and through governor briefings to enable them to fulfil their duties. The Virtual School tracks the outcomes for Children in Care. Schools have also engaged with Peer to Peer SEND Reviews, including those with SEND resource base provision.		
PED05c	Review the process of risk assessment for schools and settings to target support and drive improvement	
<i>Supporting Commentary: Ben Holmes</i> The School Improvement Team risk assess schools termly (and after Ofsted visits) and adjust targeted support to meet needs of schools. Due to the termination of the School Improvement, Monitoring and Brokering Grant for LAs, the service will move to an SLA model from April 2024, which will impact on the level of support schools can receive, but this will be tracked closely alongside plans for when urgent, intensive support is required. The SLA model has been developed in collaboration with school leaders and will be signed up to in Q3-Q4. We now have a school improvement website to support our new offer. https://haltonschoolimprovement.co.uk/		

Ref:	Milestones	Quarterly Progress
PED05d	Build engagement, capacity and governors understanding of the strategic roles and responsibilities	

Supporting Commentary: Ben Holmes

School Improvement Team continue to run advertising campaign to attract new governors. The Chief Executive of Halton – Stephan Young- has recently created a You Tube video to promote this. Local businesses in Halton are also being contacted to encourage governor uptake such as The Innovation Centre, Sci-Tech Daresbury. We are also working with the Inspiring Governance Service in this area.

Halton’s School Improvement team have delivered new to governance workshops and collaborated with Ofsted/HMI to deliver inspection training, also.

During Q3 2023/24, the governor briefing also engaged governors in the consideration of school improvement support with the move to a working as a traded service.


PED05e	In partnership with schools, review and design an effective educational vision for the region that meets pupils needs whilst raising ambitions	
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Supporting Commentary: Ben Holmes

We have a continued focus on the work of the Priority Educational Investment Area plans. Key priorities include Early Years development, improving outcomes in reading and maths through all key phases and improving attendance. A focus of inclusion runs throughout all key priority themes. 3 of the 4 strands are now well into the delivery phase of the work, with engagement and impact of activity being closely monitored, reviewed, and evaluated. Following successful appointment to relevant posts, the attendance work with move into delivery phase in Q4 2023/24.

94% of schools who have been invited to engage in the projects signed up and enrolled, with 100% of spaces filled within all work streams.



We are working with The Innovation Centre, Sci-Tech Daresbury, to create overseas links with schools. We have successfully connected a couple of Halton schools with schools in China through this partnership.

PED05f	Launch Halton Learning Alliance (HLA) Strategic Partnership to develop an inclusive, ambitious approach developing contributing, successful citizens locally, nationally, and globally. All educational stakeholders and community members acting with moral purpose for Halton children, young people and community members	
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Supporting Commentary: Ben Holmes

The HLA has been paused for 23/24 to enable focus on the priority education improvement areas (PEIA) across the authority. Schools have been clustered to ensure all benefit and develop greater collaboration between neighbouring schools.



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

Ref:	Measure	22/23 Actual	22/23 Target	Current	Direction of Travel compared to same Qtr Prev Year	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)	4.4%	4.4%	5.3%	 Q3 22-23 4.4%	

Supporting Commentary: Háf Bell



Across the last academic year, we saw an increase in the number of young people who were not in education, employment or training in Halton. In 2022/23 there was an increase in young people who were not available due to illness including mental health related illness. This has reduced in the first term of 2023/24 academic year. However, there are a greater number of young people who are not in education, employment or training, with the increase all due to young people who are 17 and 18 year old i.e. in the second year of post compulsory education. The number has grown from 75 young people in 2022/23 to 108 young people in 2023/24.

All young people who are not in education, employment or training are offered support via a Young People Caseworker. Due to team illness the current caseloads for Young People Caseworkers are higher than operational expectations, limiting the speed of support available to young people. In addition, the lack of provision in the borough affects the opportunity for young people to progress into education or training mid-way through an academic year.

Ref:	Measure	22/23 Actual	22/23 Target	Current	Direction of Travel compared to same Qtr Prev Year	Quarterly Progress
PED06 02	Maintain the percentage of 16–17 year olds whose activity is not known (snapshot end of quarter, end of year information February)	0.5%	0.5%	0.4%	 Q3 22-23 0.5%	



Supporting Commentary: Háf Bell

Progress has been made in contacting young people to establish whether they are in education, employment, or training. There are only 12 young people in Halton who we've been unable to establish contact with. A quarter of those have moved out of borough, where we know the forwarding Local Authority, we have informed them and are processing the transfer of information. Where we don't know the forwarding address there are no other services in Halton working with the family to allow us to gain a forwarding address so we have made those young people known to the National Caseload Management System, which all LAs in England can access. A small number of young people and their families do speak to us but refuse to disclose the young person's activity, which they do have a right to do. There are also young people and their families who we've visited their homes, tried to contact via phone, email (if we have contact details), social media and via postal letter who do not answer or reply. These young people are not known to other services in Halton, therefore no other professional we can work with to gain access. We keep these young people on a review cycle, and will continue trying to make contact and checking if any other service begin working with them.

PED06 03	Increase the percentage of 16-17 year olds with an offer of learning (September guarantee)	96.02%	97%	94.7%	 Q3 22-23 96.02%	
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Supporting Commentary: Háf Bell

Whilst the figures for Year 11 pupils has increased from 97.7% in 2022 to 99.1% in 2023, the figures for Year 12 pupils has decreased from 94.3% in 2022 to 90.6% in 2023. This has brought down the overall outcome. The figure for Year 12 is in line with the increase in those who are not in education, employment, or training.


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)	88.6%	90%	91%	 Q3 22-23 91.2%	
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Supporting Commentary: Háf Bell

Whilst we have seen an increase in the number of young people who are not in education, employment, or training since last year, there are fewer young people in jobs without training, which impacts positively on this measure.

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	


Supporting Commentary: Háf Bell - Ongoing analysis takes place to respond to need and ensure the resources available are being targeted appropriately. Work continues to raise the lack of access to in year provision for young people within the combined authority and with the Department for Education.

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.	
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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	
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Supporting Commentary: Háf Bell

Data from the college and training providers in the borough submitted in a timely manner. Analysis to take place next term of the time to identification post the first term of the academic year, where increased drop out from courses is seen.

PED06d	Work with Post 16 education and training providers in the borough to support the development of provision that does have clear progression opportunities	
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Supporting Commentary: Háf Bell

Lack of in year progression an issue within Halton and being discussed with the Combined Authority and Department for Education.

5.0 Financial Summary

Sent on e mail and embedded here



Q3 2023.24 Children
and Families Final.doc



EIP Q3 23.24
Final.doc

6.0 Appendix I

6.1 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.

6.2 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 .

6.3 Key for responsible officers: **JF** Jill Farrell, Operational Director, Education, Inclusion and Provision Service.
KA Katherine Appleton, Operational Director, Children and Families Service.