

# Departmental Quarterly Monitoring Report

**Directorate:** Children's Services

**Departments:** Children Social Care and Early Help, Education

**Period:** Quarter 2 - 1<sup>st</sup> July 2024 – 30<sup>th</sup> September 2024

## 1.0 Introduction

This quarterly monitoring report covers the **Children's Services Directorate's** first quarter period up to 30th June 2024.

It describes key developments and progress against 'key' milestones and performance indicators for the service in line with the Corporate plan.

## 2.0 Data Quality Statement

The author provides assurance that the information contained within this report is accurate and valid and that every effort has been made to avoid the omission of data.

Where data has been estimated, it has been sourced directly from partner or other agencies, or where there are any concerns regarding the limitations of its use, this has been clearly annotated.

## 3.0 Appendices

Appendix 1: Progress Against Objectives / Milestones

Appendix 2: Explanation of Symbols





Appendix 3: Progress Against Performance Indicators

Appendix 4: Financial Statement







### Appendix 1: Progress Against Objectives / Milestones



<b>Corporate Priority</b>	Priority 1 – Improving Health, Promoting Wellbeing and Supporting Greater Independence. Priority 3 – Supporting Children, Young People and Families Priority 4 – Tackling inequality and helping those who are in most need
<b>CYP P1</b>	<b>Safely reduce the number of children needing to be looked after by the Local Authority and improve safeguarding.</b>







Milestone		Progress Q2	Supporting Commentary
P1.1	Increase in the number of families accessing support through the Family Hub on a quarterly basis (Source – Early Help & Intervention)		Attendances in the hub overall in the last 6 months have increased compared to Q2 last year. Some of this could account for holidays during July and August and also the introduction of free childcare for children 9 months and over. This will have impacted on the younger aged children figures. The online digital hub is working really well and we have received positive feedback. Many families are accessing the app outside of 9-5 core hours which shows increased accessing opportunities for families are being taken up.
P1.2	Increase the number of successful PLO outcomes i.e. prevent Children entering care (Source – Children in Need)		During this quarter, 6 children were successfully stepped down from pre-proceedings, preventing them from entering care. In addition, during this period, we successfully concluded care proceedings for 33 children, with a notable outcome: 14 of these children were placed in family-based arrangements through Supervision Orders or Special Guardianship Orders (SGOs).  In Q1 9 children were successfully stepped down.
P1.3	Decrease the number of Children in Care on a quarterly basis (Source – Children in Care)		356 in care at end of Q2 with 374 at the end of Q1
P1.4	Increase the number of partner led MAPS (Source – Early Help & Intervention)		Quality work is currently on-going with the partner lead MAPS, so numbers are still not accurate. At the moment we only have school MAPS. Data should be available for Q3 onward. This work is also going to be monitored and scrutinised in the early help Partnership Board. An ongoing training programme and support is offered to partners to help them take the lead but few agencies are taking this up, The locality principal manager continues to deliver MAP and Eclipse training and also the teams offer 1-1 support to all external agencies. A task and finish group led by health is currently being established and will look at early help assessments across the board and the pathway into the front door.

<b>Corporate Priority</b>	Priority 1 – Improving Health, Promoting Wellbeing and Supporting Greater Independence. Priority 3 – Supporting Children, Young People and Families Priority 4 – Tackling inequality and helping those who are in most need
<b>CYP P2</b>	<b>Improve the stability of care placements.</b>



Milestone		Progress Q2	Supporting Commentary
P2.1	Reduce the number of children who moved between placements (Source – Children in Care)		10% at the end of Q2, 12% at end of Q1 with 10% at the end of Q4 2023/2024
P2.2	Reduce the number of children who are/were placed in out of Borough in residential care (Source – Children in Care)		Q2 16% in borough (84% out), Q1 17% in borough (83% out). Plans are in place to re-establish our in-area provision for Children in Care and Care Leavers throughout 25/26 to manage expectations. The sufficiency strategy and action is being overseen by the re-established sufficiency board.
P2.3	Reduce the costs of out of borough residential placement placements (Source – Children in Care)		Relaunched resource panel which sits weekly providing scrutiny and oversight value for money placement choices. Started to see cost avoidance opportunities. In house provision mentioned in P2.2 will help and looking at partnering with not-for-profit residential provider. High cost placement meeting has been established chaired by Zoe Fearon, Executive Director of Children's Services.
P2.4	Reduce the number of children who are placed in independent fostering agencies (Source – Children in Care)		Q2 – 90 children placed in Independent Fostering Agencies with 94 in Q1. Sufficiency Board will be looking at this area.
P2.5	Reduce the costs of out of borough independent foster placements (Source – Children in Care)		As above (P2.4)
P2.6	Increase the number of Foster Carers and kinship carers (Source – Children in Care)		Q2, 17% of all Children in Care are with a Kinship Carer, with Q1 being at 16%.

			Q2 and Q1, 63% of our Children in Care are with Foster Carers (28% of those being Kinship for Q2 and 26% for Q1)
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<b>Corporate Priority</b>	Priority 1 – Improving Health, Promoting Wellbeing and Supporting Greater Independence. Priority 3 – Supporting Children, Young People and Families Priority 4 – Tackling inequality and helping those who are in most need
<b>CYP P3</b>	<b>Improve SEND provision</b>

Milestone		Progress Q2	Supporting Commentary
P3.1	Increase the % of EHCP's completed within 20 weeks (academic year cumulative to end of quarter) (Source – Inclusion 0 - 25)		Rate at 63.5% by end of Q2 2024-25. Although slightly down on Q1 2024-25, the previous formal position (SEN2 2024) was 26.3%. Too early to say what final position will be but there is continued evidence that the formal SEN2 position will be greatly improved on the previous submission.
P3.2	Increase the % of EHCP Annual reviews that are carried out within 12 months (Source – Inclusion 0 - 25)		Rate at 67% by end of Q2 2024-25, showing significant improvement on Q1 2024-25 (60.9%), although position at end of Q2 2023-24 was 74.9%. Coordinators are currently working through those reviews requiring an update with a view to an improved position in Q3.
P3.3	Decrease the proportion of children subject to an EHCP placed in independent and out of borough provisions (Source – Commissioning & Placements)		There are plans in place to reduce this significantly through the use of renewed SLA's, and provider engagement with in borough settings. This is in the very early days but, it is hoped, will develop quickly.
P3.4	Decrease the spend on independent and out of borough (OOB) provision for SEND (Source – Commissioning & Placements)		A "High Cost Placement" meeting will be initiated shortly to review all placements in line with initial agreements and outcomes for children. This needs to be balanced with financial aspects, alongside the current progress of the child, and any associated detriment to a potential placement move.
P3.5	Speech and Language Therapy (SaLT) – Increase the number of assessments done within 4 weeks of referral receipt (unless assessment to be undertaken within setting/school) (Source – Commissioning & Placements)		The LA and the ICB continue to work with the provider to improve across all aspects of the service, and the service has been realigned in terms of their priorities. The LA is commissioning additional resource to support Education Health Care Plans-related work and the ICB are utilising the service in more focused ways across special schools and SCLN.
P3.6	SaLT – Increase the number where treatment commenced within 12 weeks of referral receipt (Source – Commissioning & Placements)		Improvements have been made across staffing levels, discharge rates, assessment rates (across dysphagia, EHCP, MDT, YJS) and further improvements are expected within family hubs and other settings.

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<b>CYP P4</b>	<b>Increase number of children attending schools graded good or outstanding and improve attainment outcomes at all Key Stages.</b>





Milestone		Progress Q2	Supporting Commentary
P4.1	Increase the % of Early Years settings (pre-schools, day care, out of school clubs, childminders) with overall effectiveness of Good or Outstanding (snapshot end of quarter) (Source – Education 0 - 19)		Halton State-funded Nursery Schools maintain 100% 98% of all Early Years settings (pre-schools, day care, out of school clubs, childminders) were Outstanding or Met
P4.2	Increase the % of schools and settings with overall effectiveness of Good or Outstanding: <ul style="list-style-type: none"> <li>Primary Schools</li> <li>Secondary</li> </ul> (Source – Education 0 - 19)		Halton State-funded Special Schools maintain 100% Halton State-funded Nursery Schools maintain 100% Published position at the end of Sept 2024: 83.7% Primary (up from 82% in Q1), and 63% Secondary. Ofsted have reported that data changes to inspection outcomes will take effect from December 2024.

<b>Corporate Priority</b>	Priority 1 – Improving Health, Promoting Wellbeing and Supporting Greater Independence. Priority 3 – Supporting Children, Young People and Families Priority 4 – Tackling inequality and helping those who are in most need
<b>CYP P5</b>	<b>Improve pastoral and behaviour support and reduce the need for children to be excluded.</b>



Milestone		Progress Q2	Supporting Commentary
P5.1	Reduce the number of incidents of Suspensions (academic year cumulative to end of quarter) (Source – Education 0 - 19)		Number of suspensions in September 2024 = 76 (September is the start of a new academic year) Suspensions result in missed learning so impact on a child's attendance and can impact on academic achievement. Schools have the opportunity to bring to Team around the School (TAS) any children where they are struggling to manage behaviour concerns. TAS is a multi-agency group of professionals including health, early help, education psychologists, SEND and Education Welfare to provide advice and strategies to school to address behaviour concerns.
P5.2	Reduce the number of children subject to suspensions (academic year cumulative to end of quarter) (Source – Education 0 - 19)		Number of children receiving a suspension in September 2024 = 60
P5.3	Reduce the number of permanent exclusions (academic year cumulative to end of quarter) (Source – Education 0 - 19)		Number of permanent exclusions in September 2024 = 4 This is similar to last academic year.
P5.4	Increase the % of early EHCP reviews for SEND Children subject to exclusion (Source – Inclusion 0 - 25)		Four children with Education Health Care Plans were permanently excluded in Autumn and Spring term of 2023/24 academic year, out of which three of them had their plan reviewed with the 12 month statutory time limit. This implies that 75% of Education Health Care Plans of children subject to exclusion was reviewed within the statutory time frame.






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<b>CYP P6</b>	<b>Improve attendance at school, college and in Early Years settings including sufficiency of places.</b>

Milestone		Progress Q2	Supporting Commentary																											
P6.1	Child Care Expansion roll out - Increase the number of eligible working parents who access child care support: <ul style="list-style-type: none"> <li>From April 2024, eligible working parents of 2-year-olds who access 15 hours childcare support.</li> <li>From September 2024, eligible working parents of children from the age of 9 months to 3-year-olds who access 15 hours childcare support</li> </ul> (Source – Education 0 - 19)	  <b>New Measure for under 2's</b>	<b>474 2YOs</b> of working parents accessed funded hours <b>506 Under 2s</b> of working parents accessed funding hours  Figures from September headcount. Numbers refer to children accessing any funded hours for working parents, up to and including the maximum 15 hour entitlement. Under 2s eligibility began in September 2024. 2 Year Old eligibility began in April 2024, the number of 2 years old accessing funded hours for working parents was 503.																											
P6.2	Increase number of eligible children for the vulnerable 2- year-old funding accessing EY provision (internally collected termly information – may not match to published data from census) (Source – Education 0 - 19)		<b>394 2YOs eligible for the vulnerable 2 Year Old funding</b> accessed funded hours Figures from September 2024 headcount. 395 out of 437 target. 90% all attending Good or above Early Years providers																											
P6.3	Increase the % taking up of Early Years Entitlement for 3- to 4-year-olds. (Source – Education 0 - 19)		<b>1260 3&amp;4 year old</b> children accessed Early Years Entitlement. 90.2% take up 1260 (on September 2024 headcount) out of 1397 (on Primary Care Trust GP registrations list October 2024) are accessing 3&4 Year Old Early Entitlement for 3 & 4 Year olds in Halton.																											
P6.4	Increased attendance at schools: a) Primary b) PRU c) Secondary d) Special (Source – Education 0 - 19)		<table border="1"> <thead> <tr> <th>Autumn/ Spring 2022/23</th> <th>Autumn/ Spring 2023/24</th> <th>Autumn/ Spring 2022/23 – 2023/24 change</th> </tr> </thead> <tbody> <tr> <td>a) 94.03%</td> <td>a) 94.36%</td> <td>a) 0.34%</td> </tr> <tr> <td>b) 46.93%</td> <td>b) 49.28%</td> <td>b) 2.35%</td> </tr> <tr> <td>c) 90.54%</td> <td>c) 90.01%</td> <td>c) -0.53%</td> </tr> <tr> <td>d) 87.45%</td> <td>d) 88.36%</td> <td>d) 0.93%</td> </tr> </tbody> </table> <p>From Nexus formal data release Autumn/ Spring attendance data 2023-24. Previous comparison data from formally released Autumn/ Spring data 2022-23. Attendance has increased on the previous year apart from Secondary where there has been an average attendance drop of 0.53%. <b>Formal full year release is due in March 2025, with an early release of December available on nexus.</b></p> <table border="1"> <thead> <tr> <th>September 2023</th> <th>September 2024</th> <th>September 2023-2024 change</th> </tr> </thead> <tbody> <tr> <td>a) 95.19%</td> <td>a) 95.58%</td> <td>a) 0.39%</td> </tr> <tr> <td>c) 91.90%</td> <td>c) 92.52%</td> <td>c) 0.62%</td> </tr> <tr> <td>d) 89.36%</td> <td>d) 91.50%</td> <td>d) 2.14%</td> </tr> </tbody> </table> <p>From Wonde attendance data up until week 39 - 27<sup>th</sup> September 2024. Previous comparison data from Wonde data up until week 39 - 29<sup>th</sup></p>	Autumn/ Spring 2022/23	Autumn/ Spring 2023/24	Autumn/ Spring 2022/23 – 2023/24 change	a) 94.03%	a) 94.36%	a) 0.34%	b) 46.93%	b) 49.28%	b) 2.35%	c) 90.54%	c) 90.01%	c) -0.53%	d) 87.45%	d) 88.36%	d) 0.93%	September 2023	September 2024	September 2023-2024 change	a) 95.19%	a) 95.58%	a) 0.39%	c) 91.90%	c) 92.52%	c) 0.62%	d) 89.36%	d) 91.50%	d) 2.14%
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			September 2023 (*Wonde data was non-compulsory for 2023-24). Attendance has increased on the previous year for all schools types <b>(Wonde data does not include PRU data).</b>
P6.5	Reduce the number of children who are Electively Home Educated (EHE) including those open to CIN or CP. a) CIN b) CP c) SEND  (Source – Education 0 - 19)		Children currently Electively Home Educated is 207. Number of children who are Electively Home Educated has been increasing year on year. This academic year we have put additional Education Welfare Support in place to support families who are home educating children. The Education Welfare Service support for Electively Home Educated was recognised by Ofsted in the last report as good practice and the service also received a gold award from the national Education Otherwise organisation for outstanding practice. The award is in response to nominations from parents who very much value the support they receive.
P6.6	Reduce the number of children who are missing education a) CIN b) CP c) SEND  (Source – Education 0 - 19)		Children confirmed as missing education is 0. Children on the tracking list who currently do not have a school named on the data management system is 107. At the start of September there are a number of children who attend an out of borough school in a neighbouring LA or who have a school place following a transition point who don't turn up for school. All of these children are tracked by the Children Missing in Education Officer within the Education Welfare Service team to identify their whereabouts working together with schools and other agencies.
P6.7	Reduce the number of children Not in Receipt of Full time education (NIROFTI) . a) CIN b) CP c) SEND  (Source – Education 0 - 19)		Children identified as accessing a part time timetable is 100. A part time timetable is put in place with the agreement of parent and school for a short time period to support a child who may be struggling for a number of reasons to access a full time offer at that time. This enables school to work with parents, the child and other professionals to support the child and address the barriers to attendance that were identified. A PTT cannot be used for behaviour reasons.
P6.8	Reduce the number of children accessing alternative provision or educated other than at school a) CIN b) CP c) SEND  (Source – Inclusion 0 - 25)		Children in Care with an Education Health Care Plan identified as having home tuition was 1, and 3 others had no current setting as of September 2024.  The total number of school age children with Education Health Care Plans accessing alternative provision or educated other than at school as of September 2024 was 26. Of this number, Educated Other Than At School (EOTAS) was 11, home educated or home tuition was 3, elective home educated was 11 and one child was in secure children home. In addition to the above, 12 school age children with Education Health Care Plans were identified as having no school/setting as of September, 2024.

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<b>CYP P07</b>	<b>Improve professional practice including the quality of children and families social work.</b>



Milestone	Progress Q1	Data and any supporting commentary
P7.1 Increase the number of audits grades as good in the sub section 'Identifying & Responding to Need, Abuse & Thresholds' (Source – Safeguarding)		July 2024 <ul style="list-style-type: none"> <li>100% Early Help were graded 'good'</li> <li>-20% Help &amp; Protect were graded 'good'</li> </ul> August 2024 <ul style="list-style-type: none"> <li>100% Early Help were graded 'good'</li> <li>22% Help &amp; Protect were graded 'good'</li> </ul> September 2024 <ul style="list-style-type: none"> <li>50% Early Help were graded 'good'</li> <li>23% Help &amp; Protect were graded 'good'</li> </ul>
P7.2 Increase the number of audits grades as good in the sub section 'Providing Effective Help' (Source – Safeguarding)		July 2024 <ul style="list-style-type: none"> <li>67% in Early Help were graded 'good'</li> <li>10% Help &amp; Protect were graded 'good'</li> <li>0% Children in Care were graded 'good'</li> <li>10% Care Leavers were graded 'good'</li> </ul> August 2024 <ul style="list-style-type: none"> <li>0% Early Help were graded 'good' (33% Outstanding)</li> <li>18% Help &amp; Protect were graded 'good'</li> <li>0% Children in Care were graded 'good'</li> <li>25% Care Leavers were graded 'good'</li> </ul> September 2024 <ul style="list-style-type: none"> <li>50% in Early Help were graded 'good'</li> <li>8% Help &amp; Protect were graded 'good'</li> <li>40% Children in Care were graded 'good'</li> </ul>

			<ul style="list-style-type: none"> <li>67% Care Leavers were graded 'good'</li> </ul>
P7.3	Increase the number of children who benefit from management oversight and supervision graded 'good' through the audit sub section 'Making Good Decisions & Management Oversight' (Source – Safeguarding)		<p><b>July 2024</b></p> <ul style="list-style-type: none"> <li>67% in Early Help were graded 'good'(33% outstanding)</li> <li>67% Help &amp; Protect were graded 'good'</li> <li>0% Children in Care were graded 'good'</li> <li>10% Care Leavers were graded 'good'</li> </ul> <p><b>August 2024</b></p> <ul style="list-style-type: none"> <li>67% Early Help were graded 'good'</li> <li>18% Help &amp; Protect were graded 'good'</li> <li>0% Children in Care were graded 'good'</li> <li>50% Care Leavers were graded 'good'</li> </ul> <p><b>September 2024</b></p> <ul style="list-style-type: none"> <li>50% in Early Help were graded 'good'</li> <li>8% Help &amp; Protect were graded 'good'</li> <li>20% Children in Care were graded 'good'</li> <li>67% Care Leavers were graded 'good'</li> </ul>
P7.4	Increase the number of children's casefiles receiving an overall grade of 'Good' through the audit process (Source – Safeguarding)		<p><b>July 2024</b></p> <ul style="list-style-type: none"> <li>0% Early Help were graded 'inadequate'</li> <li>20% (2 audits) Help &amp; Protect were graded 'inadequate'</li> <li>12.5 %(1 audit) Children in Care were graded 'inadequate'</li> <li>0% Care Leavers were graded 'inadequate'</li> </ul> <p><b>August 2024</b></p> <ul style="list-style-type: none"> <li>33.3% (1 audit) Early Help were graded 'inadequate'</li> <li>18% (2 audits) Help &amp; Protect were graded 'inadequate'</li> <li>40% (2 audits) Children in Care were graded 'inadequate'</li> <li>0% Care Leavers were graded 'inadequate'</li> </ul> <p><b>September 2024</b></p> <ul style="list-style-type: none"> <li>25% (1 audit) Early Help were graded 'inadequate'</li> <li>33% (4 audits) Help &amp; Protect were graded 'inadequate'</li> <li>14% (1audit) Children in Care were graded 'inadequate'</li> <li>0% Care Leavers were graded 'inadequate'</li> </ul> <p>The continued number of inadequate gradings may reflect more robust auditing rather than a reduction in the quality of practice. Given the Quality Assurance measures in place, we are confident that this does not reflect a deterioration in practice, rather as an organisation we are beginning to form a shared understanding of what good looks like based on the Ofsted grade descriptors.</p>
P7.5	Increase the number of social workers accessing training through the Social Work Academy (Source – Social Work Academy)		<p>Training was reduced due to the summer holidays and annual leave taken by practitioners. Training resumed in September 2024, with a total of 124 practitioners from Children's Social Care and Early Intervention participating in assessment and analysis training provided by the Social Work Academy. Additional sessions, including training on visits to children, thresholds and analysis, chronology/history recording and its impact on the child, and consent training, were delivered to the Integrated Contact and Referral Team (iCart) and Duty and Assessment teams. In total, 78 practitioners completed these additional sessions.</p> <p>In total during Q2, 202 practitioners attended training through the Social Work Academy.</p>
P7.6	Increasing the number of permanent staff (Source – Children Social Acre & Early Help)		<p>Halton's head of workforce starts in September. This is a positive step forward not just in terms of recruitment but as this post will hold all the recruitment information in one place, co-ordinate adverts and organise our recruitment events. Halton continues to advertise, and has had some success in appointing to positions. Our one Halton approach has generated interest and we have appointed to our Children in Need &amp; Child Protection principal managers positions. we are continuing to explore how Halton can stand out from other LA's as the competition for permanent qualified social workers remains competitive.</p>
P7.7	Reduce the number of agency workers and associated costs (Source – Children Social Acre & Early Help)		<p>Children's Social Care continue to serve notice on agency workers when the posts are appointed to. We have remained firm on adhering to the regional payrates since my commencement in post and have successfully reduced the pay rates for a number of agency staff who commenced with Halton prior to January and where offered pay scales above the regional agreement. We are moving to Connect 2 which should support the reduction in agency fees for agency staff.</p>




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<b>CYP P8</b>	<b>Reducing Child obesity</b>

Milestone		Progress Q1	Data and any supporting commentary
P8.1	Increase % breast feeding and initiation and maintenance at 6 – 8 weeks (Source – Public Health)		Initiation = <b>58.4%</b> (23/24 average = 52%) 10-14 days = <b>50.5%</b> (23/24 average = 42.9%) 6-8 weeks = <b>33.3%</b> (23/24 average = 27.5%) All increased from Q1 and increase on 23/24. Higher than ever recorded at initiation, 10-14 days and 6-8 weeks.
P8.2	Maintain/increase the number of schools engaging in the Healthy Schools Programme which includes whole School approaches to tackling obesity. (Source – Public Health)		The new academic year started in Q2, so we have commenced Healthy Schools visits for 2024-25. We encourage every school to sign up. In the last school year, 88% of schools engaged, which we will aim to surpass this year. Ongoing work in 2023/24 to understand the needs of secondary schools, to increase uptake there.
P8.3	Increase the number of parents of children under 5 accessing the 'HENRY' Programme (Source – Public Health)		6 referrals to the HENRY Right From the Start course this quarter, which is slightly higher than previous quarter. 5 completed programme. HENRY will be incorporated in to the new Family Hubs 0-5 pathway, and additional staff to be trained in Q3, which will enhance capacity to promote and deliver more courses.



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<b>CYP P9</b>	<b>Improve access to positive opportunities.</b>

Milestone		Progress Q2	Supporting Commentary
P9.1	Increase the number of care leavers accessing the Care leavers group (Source – Children in Care)		We have a set group of 8 members for the Care Leaver forum who attend every meeting and have had a steady attendance to the Care Leaver groups and forum this quarter. We also have around 4-6 regular care leavers who attend the weekly drop-in service due to more consistent activities and support with transport. I also provide information and gain feedback through social media channels for those that cannot attend due to work commitments or who prefer to communicate remotely. We are currently looking at ways to improve our connections with our care leavers placed in Liverpool. We have also improved diverse cultural activities to encourage a higher level of participation for this cohort.
P9.2	Increase the engagement for CIN, CIC and Care leavers via Barnardo's contract (Source – Commissioning & Placements)		Barnardo's are currently operating a waiting list, which is due to a variety of reasons, including funding. A report has been generating outlining these concerns, and will be submitted to Senior Leadership Team and the ICB around the continuation of the contract, the scope of the service and the funding options available.



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<b>CYP P10</b>	<b>Improve Mental Health provision.</b>

Milestone		Progress Q2	Supporting Commentary
P10.1	Increase the numbers of Primary and Secondary school educators being trained as Thrive Licensed Practitioners. (Source – DBV Lead)		In summary to date 72.8% of schools have engaged regarding the project with 57.1% of schools having booked some or all of their Thrive training. The first induction trainings for Halton staff have now been delivered with 474 staff registrations. In addition we have also now brought on board the Educational Psychologist team who have purchased Thrive training and will be joining some of the Halton practitioner trainings so that they can support schools through their work.
P10.2	Increase the number of strengths and difficulties questionnaires completed for Children in Care and Care Leavers (Source – Children in Care)		Q2 – 64 recorded, Q1 55 recorded Collaborative work is being completed with Bridgewater and the Performance Team to improve the recording of this area in Eclipse.
P10.3	Increase the number of health assessment (initial and review) for Children in Care (Source – Children in Care)		CIC Annual Health assessments who have been looked after for at least 12 months (last 6 months aged under 5, last 12 months aged 5+) recorded on Eclipse. Q2 – 75%, Q1 74% Collaborative work is being completed with Bridgewater and the Performance Team to improve the recording of this area in Eclipse.





P10.4	Reduce the number of children who are accessing education under Section 19  (Source – Education 0 - 19)		Number of children accessing Section 19 education provided by the LA is 19. This is the start of a new academic year so numbers have reduced from the last quarter as year 11's have left. The year 11 did well in their GCSEs and the majority are now accessing a further education offer. The children attending the tuition centre do so because their physical or mental health needs prevent them attending their mainstream school where they remain on roll. The service provides a nurturing and supportive approach with EP support to help children with mental health issues whilst also providing an education and additional tuition to help children fill any gaps in learning due to missed school.
P10.5	Reduce the % waiting time for CIC to access MH provision  (Source – Children in Care)		Currently data received from CAMHs shows <u>ALL</u> Children's waiting times. We will be requesting this data to be broken down into the different cohorts of children do that we can report on Children in Care specifically.

<b>Corporate Priority</b>	Priority 1 – Improving Health, Promoting Wellbeing and Supporting Greater Independence. Priority 3 – Supporting Children, Young People and Families Priority 4 – Tackling inequality and helping those who are in most need
<b>CYP P11</b>	<b>Strengthen the voice of children and young people.</b>

Milestone		Progress Q2	Supporting Commentary
P11.1	Increase the number of 'good' gradings within Children Social Care casefile audits for the child's voice and how it informs their plans  (Source – Safeguarding)		<ul style="list-style-type: none"> <li><b>July 2024</b> -67% in Early Help were graded 'good' -10% Help &amp; Protect were graded 'good' -20% Children in Care were graded 'good' -67% Care Leavers were graded 'good'</li> <li><b>August 2024</b> -67% in Early Help were graded 'good' -18% Help &amp; Protect were graded 'good' -40% Children in Care were graded 'good' -25% Care Leavers were graded 'good'</li> <li><b>September 2024</b> -75% in Early Help were graded 'good' -15% Help &amp; Protect were graded 'good' -40% Children in Care were graded 'good' -33% Care Leavers were graded 'good'</li> </ul>
P11.2	Increase the number of children and young people involved with the Children in Care Council  (Source – Children in Care)		We now have a regular group attending all sessions and activities, this has gone from two members to eleven for the children in care council, with a further Five accessing remote through social media platforms, texts and emails. We have also established a Care leaver forum with regular attendance from six care leavers. We have regular meetings and more. Care Leavers can also access the service through social media and we have a drop-in service each Friday.

<b>Corporate Priority</b>	Priority 1 – Improving Health, Promoting Wellbeing and Supporting Greater Independence. Priority 3 – Supporting Children, Young People and Families Priority 4 – Tackling inequality and helping those who are in most need
<b>CYP P12</b>	<b>Improve pathways into meaningful employment with training and both Further and Higher Education</b>

Milestone		Progress Q2	Supporting Commentary
P12.1	Reduce the percentage of 16–17-year-olds not in education, employment or training or whose activities are not known to the council  (Source Place, Planning, Policy & Provision)		<p>Average NEET (not in education, employment and training) &amp; Not Known figure from July 24 – August 24 is 8.8% (287 young people) compared to 7.2% (235 young people) in the same period in 2023 and 8% (265 young people) in the last quarter.</p> <p>The increase since the last quarter at this stage in the academic year is predominantly from</p> <ol style="list-style-type: none"> <li>young people who were in previously in employment and have left their job</li> <li>young people who were in education, have indicated they will not continue at that provider the following year, but don't have any other destination planned.</li> </ol>




			The quarter figures does not include September 2024 as this is the start of a new academic year, therefore the whole cohort who were in pre or post 16 education become not known until their post 16 destination is confirmed. Whilst they will have an intended destination, there is a requirement to check they did start and are attending.
P12.2	Increase the number of good quality path way plans as identified through the audit process for Care Leavers (Source – Children in Care)		The timeliness of pathway plans is increasing each month, and the Social Work Academy is completing training with the Social Workers to improve the quality in this area. More specific analysis in this area will be provided next quarter.

**Appendix 3: Progress Against Performance Indicators**

	STRATEGIC ISSUES	BASELINE POSITION	OUTCOMES AT END OF YEAR 1	OUTCOMES AT END OF YEAR 3	INTERVENTIONS	KEY PERFORMANCE INDICATORS
A	Develop and embed Family Hubs and extend their provision to include 19 to 25 age range with additional needs					
B	Wraparound Care Programme - Submitted a supply and demand analysis to the DfE, recruit a Wraparound care coordinator to lead on expanding the project.					
C	Pause Project - secure further funding from partners for 3-5 years submit funding bud					
D	Utilise the grant of £1m from Delivering Better Value (DBV) programme.					
E	Implement redevised structure for children and need service.					
F	SEND - Commission a specialist equipment provider to meet the needs of children and young people with SEND in Halton schools/settings.					
G	SEND - 'Tell it once' framework co-produced and launched.					
H	SEND - Complete a multi-agency joined up review of current ICT systems and processes understanding current ICT platforms used for information storing and sharing and how they interlink.					
I	Halton Alternative Provision Strategy and Alternative Provision offer co-produced with all system partners.					
J	Review the Neglect Strategy.					
K	Develop an Section 19 Policy and establish an Education Inclusion Panel to determine when the LA Section 19 duty applies and education offer.					
L	Halton Priority education Action Area Plan, £1.8M allocated across 3 years to tackle attendance and attainment.	Whats gone on in the quarter towards achieving that, what the update, i.e, meeting and outcome or decision making				
M	Deliver new statutory duties under the DfE 'Working Together to Improve School Attendance'.					
N	Submit a bid to the DfE for new post 16 provision in Halton					
O	Support the Right to succeed agenda - Halton Lea Cradle to Career 2024-26 for the design, delivery and reporting of a youth offer.					
P	Establish 'The Food Active Healthy and Active Futures Pledge', a whole school approach to tackling obesity.					
Q	National Child Measurement Programme (data provided annually)					

**Appendix 4: Financial Statements**

**Progress Symbols are used in the following manner**

	<b>Performance indicator</b>
	Indicates that the annual target <u>is on course to be achieved</u> .
	Indicates that it is <u>uncertain or too early to say at this stage</u> whether the milestone/objective will be achieved within the appropriate timeframe.
	Indicates that the target <u>will not be achieved</u> unless there is an intervention or remedial action taken.