

# Departmental Quarterly Monitoring Report

**Directorate:** Children's Services

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

**Period:** Quarter 1 – 1<sup>st</sup> April 2025 – 30<sup>th</sup> June 2025

## 1.0 Introduction

This quarterly monitoring report covers the **Children's Services Directorate's** first quarter period up to 30 June 2025. It describes commentary and progress against 'key' milestones for the service in line with the Halton children and young people's 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


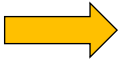
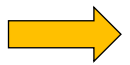
Appendix 3: Progress Against Performance Indicators


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>


<b>Milestone</b>		<b>Progress Q1</b>	<b>Supporting Commentary</b>
P1.1	Increase in the number of families accessing support through the Family Hub on a quarterly basis (Source – Early Help)		Attendances 11895 and 3202 individuals. Attendance remains stable - this indicates that new people with infants are attending the hub, as older children move into nursery, creating a continuous cycle of usage. (Hub data Team) Data sharing agreements are in place with Warrington and recently Whiston maternity services for live birth data allowing for all new births to be registered, this will help us to further increase access to services and ensure that babies and young children along with their families are able to access their universal entitlements at the earliest age
P1.2	Increase the number of successful Public Law Outline/Pre-proceedings outcomes i.e. prevent Children entering care (Source – AlletChildren in Need)		During the period of Quarter 1 there were 53 children subject to Pre-Proceedings in total. Of those 31 children whose Pre-Proceedings ended, 64.52% (20) concluded with an outcome to issue for care proceedings whilst 35.48% (11) stepped down to continue support through CP planning. This indicated that during this period the ratio of children entering into care proceedings following a period of Pre-Proceedings was higher than the previous quarter – however this still equates to a significant number being diverted from court. At the end of the period (June) there remained 22 children with ongoing Pre-Proceedings.
P1.3	Decrease the number of Children in Care (CIC) on a quarterly basis (Source – Children in Care)		377 children in care at end of Q1 compared with 368 at end of Q4 shows an increase 2%. Monthly fluctuations are common with this data. Performance over the last six months shows that there has been a decrease in the rate of entrants per 10,000, however there was also a decrease in the rate of children in care ceasing which has led to an overall increase in the number of children in care. Fluctuations between the number of children entering and exiting care will occur during the year.




			During Q2 we will be progressing several cases to SGO. CIC service has discharged x2 children from care in July. A further x4 children have initial court hearings for discharge in August which will contribute to decreasing the number of children in care. This work will continue throughout the year with 15 discharges anticipated.
P1.4	Increase the number of partner led Multi Agency Plans (MAPS) (Source – Early Help)		41 - We relaunched the external MAP in April and since then we have completed four training sessions and we have trained 57 external staff. The feedback around the new map process is that partners feel more confident and now able to complete MAP meetings. We have held two MAP Working Group meetings. The aim of the meeting is to explore the key issues around MAP from a multi-agency perspective, explore some of the potential barriers that may prevent external users from completing assessments and problem solve. We have been working on developing our multi-agency membership. A key focus is to explore when a MAP is advised from ICART to an external setting, how we track these cases to ensure the MAPS are being implemented and ensuring that families are not being left without support.


<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 Q1	Supporting Commentary
P2.1	Reduce the number of Children in Care (CIC) who moved between placements (Source – Children in Care)		There was a slight reduction in the number of placement moves (61 during Q1, 63 during Q4). Of the children in care at the end of June (377), 43 have experienced 3 or more placement moves in the past 12 months (11.4%) which is a slight increase from Q4. There were 64 placement moves during Q1 2025/26 compared with 63 during Q4 2024/25 (previous quarter) Slightly higher but similar. (performance Team). During this quarter we


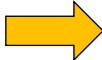
			have had some children move due to planned placement moves including moves to semi-independent accommodation.
P2.2	Reduce the number of Children in Care who are/were placed in out of Borough in residential care (Source – Children in Care)		At the end of June 56 children are placed in Children's Homes, and of these, seven are within Halton (87.5% placed out of borough). Work is progressing in relation to the future provision set out in our Sufficiency Strategy which will support improvement in this measure to bring some of our children into Halton in our own provision.
P2.3	Reduce the costs of out of borough residential placement placements (Source – Children in Care Placements)		Tracking and monitoring of High-Cost Residential Placements (above £7000 per week) has been in operation since January 2025, to assess progress of the young person and whether the providers are meeting the needs of children. Meetings take place monthly. There has been an annual cost avoidance of just over £1,000,000 due to activity within this group since inception. This has now been replicated across High-Cost Supported Accommodation Placements, generating an annual cost avoidance of £200,000 in May 2025 and June 2025 alone. These processes will be replicated and implemented again to consider Medium-High-Cost Residential Placements after Summer. We are exploring a subregional arrangement with our neighbours, St Helens and Knowsley, to investigate further opportunities around streamlining cost avoidance and quality assurance. (from Lee to Julie) Residential placements costs forecast for end of year is £28,044,321.73 at end of June 2025, which is reduced from the forecast at the end of April (£28,400,096) but remains above budget of £27,517,210.
P2.4	Reduce the number of Children in Care (CIC) who are placed in independent fostering agencies (Source – Placements)		122 children placed in foster placements with providers other than our fostering service. This is an increase from the position at the end of March (100 children). We continue to work with Foster 4 to increase our inhouse capacity and during Q1 the hub received nine enquiries.
P2.5	Reduce the costs of out of borough independent foster placements (Source – Placements)		IFA costs forecast for end of year is £6,640,275 which has increased from the forecast in April (£5,056,476) and is above the budget of £5,469,050. Resource Panel has scrutiny of externally commissioned placements and will closely monitor additional placement costs which may be agreed for individual children outside of the framework agreed rates.

P2.6	Increase the number of Halton Foster Carers and kinship carers (Source – children in Care)		At the end of June 55 of our children in care are placed with relatives or friends in kinship arrangements, and 68 children are placed with Halton foster carers. This is a very similar position to the end of March 2025 (54 kinship placements, 70 with Halton foster carers).
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Corporate Priority		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	
CYP P3		Improve SEND provision	
Milestone		Progress Q1	Supporting Commentary
P3.1	Increase the % of Education, Health and Care Plans (EHCP) completed within 20 weeks (academic year cumulative to end of quarter) (Source – SEND)		Rate at 77.9% at end of Q1 2025/26 SEN2 period which covers January to December, not academic year, a drop in performance when compared to Q4 2024/25 position of 91.3%. As highlighted in the last quarter's report, performance tends to drop off by the end of the collection period (Dec), so Q4 is likely to be the most positive data. However, the current position is better than Q1 2024/25 position of 63.1% and better than both Halton's formal rate in January 2025 of 58.2% and national average of 46.4%. Several reasons for the drop, including staff long absence, delay in securing appropriate placements, schools declining to accept children due to inability to meet needs, among others.
P3.2	Increase the % of Education, Health and Care Plans (EHCP) Annual reviews that are carried out within 12 months. (Source – SEND)		Rate at 58.7% by end of Q1 2025/26, a marked improvement on Q4 2024/25 position of 52.9% end. This is in line with Halton's formal rate in January 2025 of 58.4% and better than national of 53.5%. Agency staff employed recently to support the SEN team appear to be making an impact as the performance is now heading back up.
P3.3	Decrease the proportion of children subject to an Education, Health and Care Plan (EHCP) placed in independent and out of borough provisions (Source – Commissioning)		Q1 2025/26, a total of 139 children and young people (CYP) were placed in 38 Independent Non-Maintained Special Schools (INMSS), up from 136 at the end of Q4 2024/25. Of these: 37 CYP attend three INMSS within the Borough, and 102 CYP are placed in out-of-Borough INMSS. Children




P3.4	Decrease the spending on independent and out of borough (OOB) provision for Special Educational Needs and Disability Children (SEND) (Source – SEND)		<p>placed in INMSS represent 7.8% of the total CYP with Education, Health, and Care Plans (EHCPs) — consistent with the Q4 2024/25 proportion. While the percentage has remained stable, the actual number of placements continues to rise. This apparent stability is likely due to</p> <ul style="list-style-type: none"> <li>• An increase in the overall number of EHCPs maintained by the Local Authorities.</li> <li>• A shortage of suitable placements for CYP awaiting INMSS provision as there were 22 CYPs waiting for INMSS place at the end of Q1 2025/26 up from 19 in Q4 2024/25.</li> </ul> <p>There is a short-term plan agreed to support the EHCP review of all OOB placements for children who have an EHC Plan. This will involve a designated post aimed at the review of all Out of Borough INMSS Placements. This will incorporate a cascading focus on priority criteria through the cohorts and focus sequentially on EOTAS, placements where risk is identified (non-attendance, low attendance and high cost placements), those who are approaching transition stages (either Primary to Secondary or Secondary to Post 16), and the remainder. This could then present some options for children whose parents are in agreement for a potential transition during the annual EHCP Review process.</p>
P3.5	Speech and Language Therapy (SaLT) – Increase the number of assessments done within four weeks of referral receipt (unless assessment to be undertaken within setting/school) (Source – Placements and Commissioning)		<p>The LA and the Integrated Care Board 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 contract with the current provider is ending in October 2025 and we will be moving to a new model, therefore the current provider is working on a waiting list initiative to aid with the transition. The LA has commissioned additional resources in five independent providers to support Education Health Care Plans-related work with children with speech, language and communication difficulties and ASD need. These providers have been allocated over 500 young people, which is 36% of children on EHCP for speech and language. They are undertaking assessments and carrying out direct work where appropriate.</p>
P3.6	Speech and Language Therapy (SaLT) – Increase the number where treatment commenced within 12 weeks of referral receipt (Source – Placements and Commissioning)		

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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>


<b>Milestone</b>		<b>Progress Q1</b>	<b>Supporting Commentary</b>
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 – Early Years)		Halton State-funded Nursery Schools maintain 100% good or outstanding and 99% (an increase of 1% from the same time last year) of all Early Years settings (pre-schools, day care, out of school clubs, childminders) were good, outstanding or met. Currently one childminder has a requires improvement judgement.
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)		All community and voluntary controlled primary schools remain good or outstanding. However, three schools are ungraded due to academy conversion. 88% (7/8) secondary schools remain good or outstanding with one school, Ormiston Bolingbroke Academy judged to be requires improvement, from their inspection May 2023. All special schools remain good or outstanding.






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<b>CYP P5</b>	<b>Improve pastoral and behaviour support and reduce the need for children to be excluded.</b>




Milestone		Progress Q1	Supporting Commentary																														
P5.1	Reduce the number of incidents of School Suspensions (academic year cumulative to end of quarter) (Source – Education Welfare)		Number of incidents of school suspensions cumulative from September 2024 to end of June 2025 is 1494. Of the 1494 suspensions 533 (36%) of those were for children on SEN support and 186 (12%) for children with an EHCP. There has been a marginal increase from the figure at this point in 23/24 which was 1489.																														
P5.2	Reduce the number of children subject to School suspensions (academic year cumulative to end of quarter) (Source – Education Welfare)		<p>The number of children subject to a school suspension from Sept 2024 –June 2025 is 690 this is an increase from the figure of 635 in 2023/24. same period</p> <p>There has been a reduction from Q4 2024/25 when 336 children were subject to a school suspension compared to 236 children in Q1 2025/26.</p> <p>To support schools, children at risk of PEX can be referred to Team Around the school (TAS), a multi-agency group who offer further advice and support.</p>																														
P5.3	Reduce the number of permanent exclusions (academic year cumulative to end of quarter) (Source – Education Welfare)		<table><tr><td></td><td colspan="4">Sept 24 – end June 25</td></tr><tr><td>Overall</td><td colspan="4">46</td></tr><tr><td>D&amp;A</td><td colspan="4">17</td></tr><tr><td>By Key Stage</td><td>1</td><td>2</td><td>3</td><td>4</td></tr><tr><td>Overall</td><td>0 (2 in 23/24)</td><td>6 (5 in 23/24)</td><td>18 (30 in 23/24)</td><td>22 (19 in 23/24)</td></tr><tr><td>Of those D&amp;A</td><td>0</td><td>0</td><td>8</td><td>9</td></tr></table>		Sept 24 – end June 25				Overall	46				D&A	17				By Key Stage	1	2	3	4	Overall	0 (2 in 23/24)	6 (5 in 23/24)	18 (30 in 23/24)	22 (19 in 23/24)	Of those D&A	0	0	8	9
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			<p>The total permanent exclusions for Sept 24 to June 25 was 46. This is a reduction of 18% when compared to the total of 56 for the same period in the previous year.</p> <p>In Q1 2024/25 the number of PEX due to drug and alcohol incidents has particularly risen, from 3 in 2023/24 to 17. This is due to a specific ketamine incident which led to numerous simultaneous PEXs. A multi-agency approach occurred to respond to the incident.</p> <p>There has been a notable 50% decrease in persistent disruptive behaviour being the reason for PEX dropping to 11 in 2024/25 compared to 22 the year before.</p>
P5.4	<p>Increase the % of early Education, Health and Care Plans (EHCP) reviews for SEND Children subject to school exclusion</p> <p>(Source – SEND)</p>	Refer comment	<p>One child with an EHCP was permanently excluded in Q1 2025/26, compared to none in Q4 2024/25. Throughout the 2024/25 academic year, two children with an EHCP have been permanently excluded, cumulative to the end of Q1 2025/26.</p>

<b>Corporate Priority</b>	<p>Priority 1 – Improving Health, Promoting Wellbeing and Supporting Greater Independence.</p> <p>Priority 3 – Supporting Children, Young People and Families</p> <p>Priority 4 – Tackling inequality and helping those who are in most need</p>		
<b>CYP P6</b>	<b>Improve attendance at school, college and in Early Years settings including sufficiency of places.</b>		
<b>Milestone</b>		<b>Progress Q1</b>	<b>Supporting Commentary</b>
P6.1	<p>Child Care Expansion roll out - Increase the number of eligible working parents who access childcare support:</p> <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 nine months to 3-year-olds who access 15 hours childcare support (Source – Early Years)</li> </ul>		<p><b>507</b> 2-Year-olds of working parents accessed funded hours. This compares to a figure of 503 at the same point last year.</p> <p><b>551</b> under 2-year-olds of working parents accessed funding hours, compared to 513 at the same point last year.</p> <p>There is little change in uptake from Q4, a reduction of one 2-year-old and increase of 10 under 2-year-olds. Figures reflect children accessing any funded hours for working parents, up to and including the maximum 15-hour entitlement.</p>





P6.2	<p>Increase number of eligible children for the vulnerable 2- year-old funding accessing Early Years (EY) provision (internally collected termly information – may not match to published data from census) (Source – Early Years)</p>		<p><b>303</b> children eligible for the disadvantaged 2-Year-old funding accessed their funded hours. 381 families were identified in April on the Department for Work and Pensions (DWP) list as eligible for funding. There are a lower number of eligible 2-year-olds accessing provision compared to last quarter. However, there were also fewer families eligible for the 2-year-old entitlement (on the DWP list), this reflects the national trend of decreasing number of eligible 2-year-olds. As a result, the percentage of eligible 2-year-olds accessing a place is slightly higher at 80% compared to last quarter 77%.</p>
P6.3	<p>Increase the % taking up of Early Years Entitlement for 3- to 4-year-olds. (Source – Early Years)</p>		<p><b>1913 children</b> accessed 3 &amp; 4-year-old Funded Early Years Entitlement. 89% take up (on May 2025 headcount) out of 2170 (on Primary Care Trust GP registrations list May 2025) are accessing 3 &amp; 4-Year-old Funded Early Years Entitlement in Halton. Whilst the number of children accessing entitlement has risen since last quarter so has the number of children eligible for the funding. Therefore, the percentage of children accessing entitlements remains similar to last quarter which was 88.1%.</p>
P6.4	<p>Increased attendance at schools:  a) Primary  b) Pupil Referral Unit (PRU)  c) Secondary  d) Special  (Source – Education Welfare)</p>		<p>By the end of Q1 2025/26:</p> <ul style="list-style-type: none"> <li>a) Primary attendance has risen from 94.7 % Q4 to 94.76 Q1</li> <li>b) PRU attendance has decreased from 48%Q4 to 43.03% Q1. The reason for the reduction in attendance is due to the Year 11 cohort (32 children out of 107 children on roll) who will have been on study leave whilst completing GCSE exams. Attendance to half term in May (prior to year 11 exams) was 47.15% slightly lower than Q4.</li> <li>c) Secondary attendance has decreased from 90.5% Q4 to 90.01% in Q1, this slight reduction will be partially due to the Year 11 cohort who will have been on study leave whilst completing GCSE exams. Attendance to May half term was 90.58% (prior to year 11 exams) so a slight increase from Q4</li> <li>d) Special school attendance has decreased from 88.3% Q4 to 87.9% Q1. However, Halton's special school attendance is higher than national, northwest, LCR and our statistical neighbours' figures.</li> </ul>



			<div><div>e) Halton’s special school attendance is higher than national, northwest, LCR and our statistical neighbours’ figures.</div><div>f) Halton’s primary exclusion rate has risen by 0.01% to now be equal to national figures.</div><div>g) Daily attendance for all school types is lower than before Easter, with unauthorised holidays having an increase of 0.61% and 0.46%, for primary and secondary respectively, when comparing the use of the code in Week 17 (first week after the Easter break) and in Week 26. When comparing the use of the codes for Week 17 and 26 for national, unauthorised holidays stayed the same for primary and increased by 0.06% for secondary schools.</div><div>h) Halton’s attendance gap to national in primary and secondary schools has continued to widen when compared to this time in 2023-24.</div><div>i) Halton’s PA gap to national for Primary schools has risen to 1.8% after reducing for the past 2 reports.</div></div>
P6.5	<div>Reduce the number of children who are Electively Home Educated (EHE) including those open to Children in Need or Children Subject to a Child Protection Plan (CPP)<div><div>a) Children in need (CIN)</div><div>b) Children subject to a child protection plan (CP)</div><div>c) Children with special educational needs or disability (SEND)</div></div><div>(Source – Education)</div></div>	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div>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P6.6	<p>Reduce the number of children who are missing education.</p> <ul style="list-style-type: none"> <li>a) Children in need (CIN)</li> <li>b) Children subject to a child protection plan (CP)</li> <li>c) Children with special educational needs or disability (SEND)</li> </ul> <p>(Source – Education)</p>		<p>The number of children on the tracking list as of end Q1 is 54, an increase of 37% from the previous quarter of 34. In the same quarter last year there were 45 children missing education, so the current number is slightly higher than Q1 24/25 .</p> <p>Numbers of children missing education constantly change due to children moving in and out of borough, travellers, children home educated where education is unsuitable, children in care placed in Halton by other local authorities etc</p> <p>The Children Missing Education officer works closely with other services in Halton such as social care and SEN alongside other LAs and other agencies such as school health, social care, police, schools, Border Force etc to track and support children back into education.</p> <ul style="list-style-type: none"> <li>a) 4</li> <li>b) 2</li> <li>c) 14 (10 SEN Support and 4 with an EHCP)</li> </ul>
P6.7	<p>Reduce the number of children Not in Receipt of Full-time education (NIROFTI)</p> <ul style="list-style-type: none"> <li>a) Children in need (CIN)</li> <li>b) Children subject to a child protection plan (CP)</li> <li>c) Children with special educational needs or disability (SEND)</li> </ul> <p>(Source – Education)</p>		<p>Number of children accessing a part time timetable as of end of Q1 2025/26 is 61 this is a reduction from 74 in the last quarter data.</p> <ul style="list-style-type: none"> <li>a) 6</li> <li>b) 1</li> <li>c) 39</li> </ul> <p>A part time timetable (PTT) 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.</p>
P6.8	<p>Reduce the number of children accessing alternative provision (Bridge School) or educated other than at school.</p> <ul style="list-style-type: none"> <li>a) Children in need (CIN)</li> <li>b) Children subject to a child protection plan (CP)</li> <li>c) Children with special educational needs or disability (SEND)</li> </ul> <p>(Source – Education)</p>		<p>In Q1 2025/26 there were 93 children on roll at the Bridge School and 38 children recorded as EOTAS.</p> <p>EOTAS</p> <ul style="list-style-type: none"> <li>a) 2</li> <li>b) 0</li> <li>c) 30</li> </ul> <p>The Bridge</p> <ul style="list-style-type: none"> <li>a) 11</li> <li>b) 4</li> </ul>




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

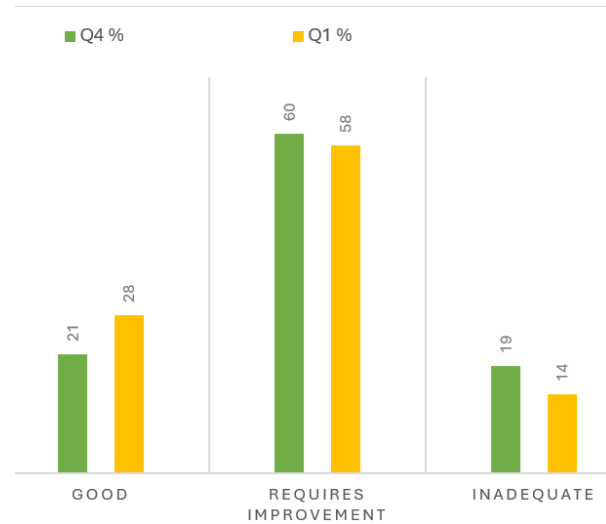

Milestone		Progress Q1	Data and any supporting commentary								
P7.1	Increase the number of audits grades as good in the sub section ‘Identifying & Responding to Need, Abuse & Thresholds’ (Source – Audit)		During Q1 2025/26 <ul style="list-style-type: none"> <li>86% Early help were graded ‘Good’</li> </ul> 33% of help and protect were graded ‘Good’								
P7.2	Increase the number of audits grades as good in the sub section ‘Providing Effective Help’ (Source – Audit)		During Q1 2025/26 <ul style="list-style-type: none"> <li>71% Early help were graded ‘Good’ (Down)</li> <li>33% of help and protect were graded ‘Good’ (Up)</li> <li>29% Children in Care were graded ‘Good’ (Up)</li> <li>36% Care Leavers were graded ‘Good’ (static)</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 – Audit)		During Q1 2025/26 <ul style="list-style-type: none"> <li>71% Early help were graded ‘Good’ (Down)</li> <li>18% of help and protect were graded ‘Good’ (Up)</li> <li>35% Children in Care were graded ‘Good’ (Up)</li> <li>20% Care Leavers were graded ‘Good’ (Down)</li> </ul>								
P7.4	Increase the number of children’s casefiles receiving an overall grade of ‘Good’ through the audit process (Source – Audit)		<table border="1"> <tr> <td>Grade</td><td colspan="2">Early Help</td><td></td></tr> <tr> <td></td><td><b>Q4</b></td><td><b>Q1</b></td><td></td></tr> </table>	Grade	Early Help				<b>Q4</b>	<b>Q1</b>	
Grade	Early Help										
	<b>Q4</b>	<b>Q1</b>									

Good	80%	71%	
RI	20%	29%	
IA	0%		



Grade	Help & protect		
	Q4	Q1	Trajectory
Good	14%	15%	
RI	48%	70%	
IA	38%	15%	

Grade	Children in Care		
	Q4	Q1	Trajectory
Good	0%	14%	
RI	93%	64%	
IA	7%	21%	




Grade	Care Leavers		
	Q4	Q1	Trajectory
Good	43%	27%	
RI	57%	63%	
IA	0%	9%	

			<p>Q1 practice has shown an upturn when compared with previous Q4, Good has improved by 7% to 28%. RI has decreased by 2% and IA has decreased by 5%.</p> <ul style="list-style-type: none"><li>➤ 28% of audits were graded as <b>Good</b></li><li>➤ 58% were graded as <b>Requires Improvement</b></li><li>➤ 14% were graded as <b>Inadequate</b></li></ul>  <table><tr><th>Category</th><th>Q4 %</th><th>Q1 %</th></tr><tr><td>GOOD</td><td>21</td><td>28</td></tr><tr><td>REQUIRES IMPROVEMENT</td><td>60</td><td>58</td></tr><tr><td>INADEQUATE</td><td>19</td><td>14</td></tr></table>	Category	Q4 %	Q1 %	GOOD	21	28	REQUIRES IMPROVEMENT	60	58	INADEQUATE	19	14
Category	Q4 %	Q1 %													
GOOD	21	28													
REQUIRES IMPROVEMENT	60	58													
INADEQUATE	19	14													
P7.5	Increase the number of social workers accessing training through the Social Work Academy (Source – Social work Academy)		<p>The Social Work academy have continued to offered training to support the improvement plan and improvements in the service. This continues to be well received.</p> <p>Managers and practitioners have been provided training in the following areas:</p> <p>Trauma informed practice - 4 Assessments, Plans and visits - 6 Motivational interviewing - 29</p>												





			<p>Strategy meeting and s.47 training – 20</p> <p>MALD specialist assessment training - 13</p> <p>Report writing training - 15</p> <p>ASYE training – 85</p> <p>Supervision and management oversight – 29</p> <p>In Q1 2025/26 a total of 189 staff accessed the above training</p>
P7.6	<p>Increasing the number of permanent staff</p> <p>(Source – Children’s Social Care)</p>		<p>Children’s Social Care continue to work hard to increase the number of permanent staff and have implemented a number of approaches one of which includes the Approach Team. The team consists of six training social workers in the service who fast track their social worker training. These workers will convert to permanent staff upon successful completion of their studies and will result in a further six agency workers stepping down. Recruitment has continued across the service and the agency rate has dropped to 36%. During the monitoring visit a number of agency workers advised they were converting to permanent posts.</p>
P7.7	<p>Reduce the number of agency workers and associated costs.</p> <p>(Source – Children’s Social Care)</p>		<p>Halton remain compliant with the agency rates and have not paid above the rate for social work staff since January 2024. In addition, requests for agency staff have been refused where there is short term illness which has been a significant cultural change. Agency costings continue to come down in line with progress but remains high compared to our target of 18%.</p>

<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 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 –Health Engagement)		Target is an annual increase of 0.5% at 6-8 weeks. Published Q1 data is not yet available, but Q4 data indicates a continued steady increase of breastfeeding at 6-8 weeks (up by 1.1% from Q3). Breastfeeding initiation across the year has increased from 52% in 2023/24 to 56% in 2024/25, and continuation at 6-8 weeks has increased from 27.5% in 2023/24 to 35.4% in 2024/25, indicating that more women who initiate breastfeeding are continuing breastfeeding for 6-8 weeks and beyond, compared to the previous year.
P8.2	Maintain/increase the number of schools engaging in the Healthy Schools Programme which includes whole School approaches to tackling obesity. (Source – Health Engagement)		88% of all Halton schools engaged in the programme this academic year. Three schools have also launched their commitment to the Pledge for Healthy and Active Futures with Food Active from the Cheshire & Merseyside Health Equalities Group. This programme is based on evidence-based approaches to reducing obesity.
P8.3	Increase the number of parents of children age under 5 accessing the 'HENRY' Programme (Source – Health Engagement)		15 referrals received in Q4, which is an increase on Q3. 80% of referrals were from IMD 1&2. Six parents completed the programme, which included the first dads and male carers-only cohort online.

			100% of parents completing baseline and completion surveys achieved an increase in lifestyle score.
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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 P9</b>	<b>Improve access to positive opportunities.</b>



Milestone		Progress Q1	Supporting Commentary
P9.1	Increase the number of care leavers accessing the Care leavers group (Source – Care Leavers)		Care Leaver Hubs: Attendance at these hubs remains positive and care leavers are now having additional access to employment support, benefit support and sexual health support as part of regular sessions and targeted support. Attendance at the new Wavertree hub has really improved and lots of young people are starting to access this space in Liverpool. Activity based sessions are also supporting increased attendance at the Widnes hub which is supporting craft sessions and preventing isolation.  Care Leaver Forum: This is very well established now with core members now regularly attending the group. There are formal and informal meetings, and these are set with agenda items and specific issues that are now being reported into the corporate parenting board. This will hopefully support CL attendance at corporate parenting board and review of specific issues being identified for care leavers.
P9.2	Increase the engagement for Children in Need, Children in Care and Care Leavers via Barnardo's contract (Source – Placements and Commissioning)		Barnardo's continue to be an active part of the Emotional Health and Wellbeing Board. Form last quarter there is no waiting list. Referrals are coming from CIN and Care Leavers team. With 95% age 12 and above. Barnardo's is protectively meeting with managers across all social care

			teams to ensure that they know the remit and referral process for the service.
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Corporate Priority		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	
CYP P10		Improve Mental Health provision.	
Milestone		Progress Q1	Supporting Commentary
P10.1	Increase the numbers of Primary and Secondary school educators being trained as ‘Thrive’ Licensed Practitioners. (Source – Family Thrive)		Roll out of this training is now complete. 81% of schools took up the offer. Additional unallocated places have now been distributed to schools who wanted more practitioners. We have also been able to train a number of ‘Family Thrive’ practitioners with the surplus left.
P10.2	Increase the number of strengths and difficulties questionnaires (SDQ) completed for Children in Care <b>and Care Leavers</b> (Source – Children in Care / Health)	Refer comment	This annual indicator is for children in care 12 months at year end 31 <sup>st</sup> March 2025. SDQ score required for age 4-17 at point of assessment. 180/224 = 80%. Reasons for non-assessment is mostly out of borough not returning SDQ or not completed and returned by carers. <i>Performance Team.</i>
P10.3	Increase the number of health assessment (initial and review) for Children in Care (Source – Children in Care / Health)	Refer comment	This annual indicator is for children in care 12 months at year end 31 <sup>st</sup> March 2025. 281/284 = 95%. Two refused. Performance Team.
P10.4	Reduce the number of children who are accessing education under Section 19 (Source – Education Welfare)	Refer comment	At the end of Q1 24/25 the total of 43 children. This compared to 31 within the same period in 23/24. This reflects a significant uplift in Sec 19 referrals from schools particularly for children suffering with mental health and anxiety issues.

P10.5	Reduce the % waiting time for Children in Care (CIC) to access Mental Health provision (Source – Children in Care)	Refer comment	There is an identified escalation process in place for children in Care accessing CAMHS is required. Emotional wellbeing panel takes place monthly, and Halton CAMHS attend to review any referrals.
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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 P11</b>	<b>Strengthen the voice of children and young people.</b>

Milestone		Progress Q1	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 – Audit)		During Q1 2025/26 <ul style="list-style-type: none"> <li>• 100% in Early Help were graded 'good' (static)</li> <li>• 21% Help &amp; Protect were graded 'good' (Down)</li> <li>• 33% Children in Care were graded 'good' (Up)</li> <li>• 54% Care Leavers were graded 'good' (Up)</li> </ul>
P11.2	Increase the number of children and young people involved with the Children in Care Council (CICC) (Source – Audit)		While the group has grown, we have, now reached a ceiling limit to the amount of young people I can engage with on a group basis due to ratios. We have SEND children attending the CICC which reduces the capacity. As we have informal meetings with just myself and the young people. We continue to grow on social media and during the CICC activity sessions which are well attended. Unless staff to child ratio changes, we will be limited to add more young people.

<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>

<b>Milestone</b>		<b>Progress Q1</b>	<b>Supporting Commentary</b>
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 – Education and Employment)		Q1 2025/26 = 6.7% which is positive progress from Q1 2024/25 when the figure was 8%, although not quite back to 2023/24 figure of 6.5%. Continued progress from here into Q2 is threatened by the withdrawal of a Post 16 provider from Halton with effect from 31 <sup>st</sup> July 2025.
P12.2	Increase the number of good quality pathway plans as identified through the audit process for Care Leavers (Source – Audit)	Refer comment	Q1 2025/26 the sub-grade ‘support into adulthood’ which asks the auditor to consider and summarise the work that has taken place, how stability and permanence has been achieved leading to good outcomes for the child/YP and what this means for the child/YP currently sits at 36% graded as ‘Good’.

### 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 in 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 a 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.	What has 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

Please find attached financial reports.



**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.